

Addis Ababa University
College of Education and Behavioral Studies
School of Psychology

**The Relationship between Parental Childrearing Practices,
and Values with Children's Academic Achievement: The
Case of Wereda in Raya Alamata**

Kassa Reda Belay

June 2014

Addis Ababa, Ethiopia

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**A Thesis Submitted to the School of Graduate Studies of Addis Ababa
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Abstract

The purpose of the study was to investigate the relationship between parental child rearing, practices and values with children's academic achievement. The study was carried out in case of a Wereda in Raya-Alamata that is found in the Southern Zone of Tigray Regional National State. A mixed method approach was used to supplement the quantitative data. Qualitative data was collected through interviewing the key informants and focus group discussions, while quantitative data was collected through questionnaire surveys. The findings of the data analysis showed that the family size and parental income were not significantly related with the students' academic achievement. Similarly, there were no significant differences in the students' academic achievement due to the educational levels of the parents, whereas there was a significant difference result in students' academic achievement the occupational types of the parents. Moreover, the results showed that there was a significant relationship between the variable of parental values and children's academic achievement. This showed that parental values had a positive and significant relationship with children's academic achievement. On the other hand, among the child rearing variables namely parental nurturance, parental responsiveness and parental control were significantly and positively related with the children's academic achievement, whereas there was no significant relationship between the parental consistency and the children's academic achievement. Accordingly, it could be concluded that the occupational types of the parents were found out to be the most important underlying factors together with the proximate factors that contributed to the children's academic achievement. Generally speaking, based on the findings of the study, conclusions were drawn; suggestions and recommendations were made for the parents, the school teachers, the community, the concerned governmental institutions and non-governmental organizations.

Chapter One

1. Introduction

1.1 Background

Children's needs and rights of survival, care and safety, protection and engagement are mostly the roles of parents and other concerned and responsible individuals. In order to implement the children's rights through participation and involvement of the concerned bodies, for example, schools are highly demanded. These enable them to understand clearly the concepts of child care and development (Bernard, 2010; UNICEF, 2000). Furthermore, this can create conducive environment for parents who participate in children's educational aspects. In relation to that, this paves new opportunities for children that are environmentally friendly and supportive, and they provide with adequate resources and materials in order to maintain the quality of education.

The common responsibility of child rearing is basically carried out by biological parents. In many cases, children can be grown by others or they can be adopted by people who have no biological relationships with children, for example, older siblings, grandparents, legal guardians, aunts, uncles, non-governmental organizations and societal institutions. Adopted children receive parental care from parents with no blood relations while others may be raised in foster and care (Wikipedia, 2014).

The primary agents for children's socialization are parents. They play essential roles, basic values and practices that enable them to encourage and develop children's learnings. Besides, one of the most influential forces that have significant effects on child's education is the socialization process. The most representative and agents for the socialization process are

parents., family members, schools, peers, mass medias, public opinions, state workers, volunteer groups and religious institutions. The influences of these forces can vary automatically from person to person, based on their life situations, and social class status (Perrino, undated).

As documented in the literature, “blind in optimism stunts of non-western children to empower most of the child’s and enrich the field, we simply need to accept and respect differentness” (Nsamenagne, 2006). Tudge et. al (2000) state that parental values and their beliefs about the appropriate child rearing practices contribute to shape their children’s development. Similarly, Huihua (2004) suggests that cultural and parental values help to expect desirable beliefs and goals of children. It is also indicated that parental values, beliefs and attitudes have a direct impacts on children’s socialization and education in all circumstances (Dusek, 1987).

The concept of child rearing can be defined in different research concepts; these concepts are continuous in the circumstances of changeability with the result of what was acceptable at a certain period of time (Devgan, 2010). Similarly, child rearing practices is a form of the socialization process whereby a member is trained and nurtured in such a way that he/she would learn the way of life of his or her people in order to become a useful member of the society and this provides an opportunity for the survival of the society (Emmanuel, Akinyemi, and Nimotalai, Undated).In addition, parenting (child rearing) is the process of supporting and promoting the physical, emotional and intellectual developments of a child from infancy to adulthood or child rearing refers to the aspects of fostering a child by parents other than the biological relationships and others (Wikipedia , 2014).

According to George and Rajan (2012), most parental rearing practices may be affected by many factors such as acceptance, punishment, protectiveness, responsibility, responsiveness,

reward, understanding, permissiveness, encouragement, emotional stability, control and patience. All these qualities have been found out to influence children's behaviors.

Harris and Good (2012) indicate that parental engagements are the most significant instrument in enhancing and effecting an increasing achievement in school activities while parents and teachers work together to improve learning. They have more contributions to the achievement of children through supporting their learnings at home rather than supporting school activities and learnings within the home environments that make maximum difference in their achievements. Besides, parental involvement takes many forms including supportive parenting at home, provision of secure and stable environment, intellectual encouragement and stimulation, participatory parent-child decisions, and good models of constructive social and educational values and high aspirations in relating to personal fulfillment and good citizenship, contact with schools to share information, in school events, in the works and the governances of the schools.

Parents expect responsive and mature behaviors from their children. Parents have also different attitudes toward their children for which some are supportive and accepting while others are neglectful (Maccoby and Martin, 1983). Furthermore, they indicate that parents have different functions and roles including providing education, protections from different problems, providing with basic necessities such as food, clothing, sleeping arrangement and other needs for their children. In addition to that, parents determine the settings in which their children spend their time and they have more engagements on their children school activities, social and economic activities. Besides, as the literatures indicate, the researcher could get clues for the problems, for parents showed involvements in discussing and communicating with their children's education. Many interested parents carry out follow-ups for their children so as to know and encourage their children's academic activities. Other parents highly involve in their

children's educations, and they visit schools daily and discuss with teachers and schools' guidance to get advices on how they support their children to become successful on their educations. On the other hand, parental neglecting, not demanding, hostility, parental centered discipline and rejection are correlated with low school performance whereas parental supportive, parental responsiveness, affection and democratic relationships are correlated with effective and high children's academic performances. In addition to that, when students and their parents have a democratic and supportive relationship, the students show high levels of competence and adjustment, and they achieve higher than their peers from non-democratic parents (Maccoby,1980and Schaefer,1965).

In relation to the parental practices and their roles, Tilahun (2002) indicates that parents may play significant roles through follow-ups with hard controlling or accepting, child center or parental center, participatory or rejecting parental rearing practices. These kinds of parental characteristics are usually found out to influence students' school work and personality characteristics. Similarly, Jacobs, et al (1998) indicate that parents who believe in controlling their children in hard manners appear to give them less decision autonomy and become more involved in school works, but the children have less academic achievements. Besides, Tilahun (2002) states that parental educational status and child academic performances did not emerge significant contributions. On the other hand, Steinber et al (1992) indicate that parental education has a significant contribution to child academic achievement. Moreover, Jacobs et al (1998) indicate that parental socio-economic background significantly influences students' academic performances. Similarly, TenibiaJe (2009) indicates that family structure in terms of single and two parent families has a significant influence on the students' academic performance and mental development, because they provide supportive learning environments that require

parents' time as much as financial resources. Moreover, children whose parents have better jobs , higher economic status and who have interest in helping their children to achieve higher levels of educational performances at home have great influences on the child's social, psychological, emotional, and economic status(Ushie et al., 2012).

In the Ethiopian context, studies have been done on the influences and contributions of child rearing styles and practices on children's academic achievement (as it can be seen in Markos, 1996; Tilahun, 2002; Elias, 1999; Seleshi, 2000; Sentayehu, 1998). According to Markos (1996), parenting style and academic achievement have a significance relationship. Elias (1999) also indicates that delinquency and parents' rearing practices would have a relation with children's autonomy and social responsibility. Similarly, parents' follow-up to their children or students through accepting in participatory manners in helping them to become effective on their academic performance (Tilahun, 2002). Even though the above studies try to investigate the contribution of parenting methods on children's academic achievement, there did not investigate the relation and contribution of cultural and parental values to the children's academic achievements in the Ethiopian context. However, there was no study on child rearing practices and values on children's academic achievement in the given local context. Particularly in this study, therefore, the present researcher was initiated by the research gap relevant to the local contexts to study the influence of child rearing practices and values on children's academic achievement among the Rayan-Alamata community in Tigray Region, Ethiopia.

1.2 Statement of the Problem

Tudge et al (2002) stated that parental values and their beliefs about the appropriate child rearing practices contribute to shape their children's development. Similar results were reported

by Dusek (1997) that shows parental values, beliefs, practices and attitudes have a direct influence on children's education. Similarly, parental basic beliefs and practices encourage the educational performances of children's (Perrino, undated).

In contrast to the above findings, According to Vanas et al (un dated) indicates that, an imbalance parent child structure and in appropriate response results in children behavioral problems and in effective. Moreover, Jamis, et al (1998) indicates that parents are hard control to their children become more involved in education but the children has less academic achievement.

In the Ethiopian context, studies on the influence of parenting practices/styles on academic achievement (Tilahune, 2002; Elias, 1999; Markos, 1996). Tilahune (2002) stated that, parental follow up and controlling directly and indirectly through mental adjustment influenced children's academic achievement. Similarly, Markos (1996) indicates that parental rearing style and academic achievement of children's have significant relationship. However, there is no study in the local context that investigate the influence of cultural, parental values and child rearing practices on children's academic achievement. Hence, this study attempt to bridge this research gap. The study attempts to answers the following basic questions;

1. What is the influence of parental demographic variables on children's academic achievement?
 - 1.1 Are parental income and family size significantly correlated with children's academic achievement?
 - 1.2 Are there significance differences in children's academic achievement as a function of parental occupation, and parental education?

2. Are parental values significantly correlated with children's educational achievement?
3. Are parental child rearing practices such as, nurturance, responsiveness, consistency, and control significantly correlated with children's academic achievement?
4. Are parental involvement significantly correlated with children's academic achievement?

1.3 Objective of the Study

The general aim of the study was to investigate the relation and influence of cultural and parental values and child rearing practices on children's academic achievement of Raya -Alamata community. More, specifically, this study intends to;

- See the relationship between parental income and family size with children's academic achievement.
- Assess to what extent the parental occupation and parental education have influence on children's academic performances.
- Examine the relationship between parental values and parental child rearing practices with children's academic achievement.
- Examine the relation between parental involvement in education and children's academic achievement.

1.4 Significance of the Study

The purpose of this study was to provide insights to stakeholders, and parents to understand and involve in the contribution of child rearing practices and parental values in order to care and protect children and also try to create supportive environment in their school life. Moreover, the

outcomes of this study would be useful to parents in contributes as to what sound measures would be taken in growing their children in order to promote their education. The findings of this study would also help as in puts for the fields involved in child study in accordance with the Ethiopian environmental and cultural context rather than western based contexts that could not hold true to the Ethiopians context. So that this kind of finding will be potential to provide relevant Ethiopian information to child study in developmental psychology. The study would also be to provide contextualize information for various stake holders be organizations or individuals that involved in child care and also be provide information for policy makers to design sound policies for the country in children rights to treat, and educate, to grow so on.

1.5 Delimitation of the Study

This study focuses on the influences of cultural value, parental values, and child rearing practices on children's academic achievement among the parents of a Wereda in Raya Alamata community.

1.6 Limitation of Study

One of the limitations for this study was that a few respondents could not be able to return the filled questionnaires in that the researcher had to go to their houses in order to get them. This problems were tiresome and time consuming that i could allocate these wastages for other activities the study.

1.7 Definitions of the key Terms

Parents of child: care givers (guardians) of the children and most of the time involved on rearing practices and children's education.

Parental Value: refers to parental beliefs considering most desirable goals to their children at home as measured in a 20 item scale.

Childrearing practices: refers to the process of fostering children by transferring practices, beliefs, and knowledge from parents to children during growing up of a child in wereda Raya Alamata.

Parental nurturance; refers to parents encourage, care and support to their children in order to increase academic results.

Parental Responsiveness- It is the process of making appropriate and positive answer to their children needs in order to increase children's education at home.

Parental consistency; refers to parents giving treatment and rearing practices to their children through uniformity.

Parental Control- it refers to parental ways of follow up children's disciplines. Or parental rules and regulations about their children disciplines'.

Culture: refers to shared practices through a life of group of society that can be transferred from generation to generation, that includes, practices, values, norms and other behaviors ,that the practices of Raya Alamata communities.

Academic achievement: refers the average result of student's during schoolings or the performance on classroom examinations as indicated by the average scores on total subject at junior school status.

Chapter Two

Review of Related Literature

2.1 Theoretical Framework

In any research undertakings, theoretical lenses are meant to guide, rather than dictate, research investigations. Hence, as far as they have practical significance, I have employed theoretical perspectives as tools to understand the cause effect relationship among the variables. At this point we do not have a set of established theories advanced by scholars to the best means of child development. In other words, there has not been any effort to harmonize research findings to formulate consolidated model of child development. Hence, the child development model employed for this research are Super and Harkness developmental niche (2008). This theories enabled the researcher to understand how children's development is affected by their material social and cultural contexts. In developmental psychology there are a range of theories on child development. Among these theories some of them are super and Harkness' development niche, Bronfenbrenner's ecological systems theory, Vygotsky's Socio Cultural Theory of Development, Erikson's psychosocial theory, Kohlberg's Theory of Moral Development, However, as we have explained in the introductory part of the theory, the theories that have employed in the study are Super and Harkness' development niche, due to the fact that this theories are potentially important in providing a clear glance to identify the potential variables that affect children academic achievement in relation to child rearing practices and values.

2.1.1. Super and Harkness's Developmental Niche

Super and Harkness's developmental niche theory rejects the idea of "universal child" which states that the universal type of rule should be applied for child development. The priority of this theory is the implementation of different values and practices based on the differences among child development climates instead of depending on universal values and practices. The developmental niche is a theoretical framework which sets up a method of thinking in a systematic way regarding differences in children's (Harkness and Super, 2008). The primary characteristics of development niche are interconnected subsystems. The characteristics of development niche consists of three components, such as, 1. social and physical circumstances or settings, (context of the daily life of children), 2. Traditional determined and practices of child care and child rearing, 3. the psychology of caregivers .Super and Harkness state that these elements interact and function as a dynamic but not always definitely coordinated system.

Social and physical circumstances indicates that the settings related to homes where the child lives and the time accountable for the terms of steps whereby daily life is constructed that comprises where, with whom and in what practices in the child's day. In their daily life children are taught different psychosocial skills that makes them capable of being skillful constituents of their population..Traditions and activities of care indicate that the whole culturally personified traditions and activities of child care that are mainly utilized by constituents of the society. These traditions and actions are rooted in conditions of the daily life of the child. Psychology of the guardians implies that the parents cultural belief methods or ethno theories. These parental cultural conviction mechanisms open an chance for to elucidate their children who does not recognize

Children parents at any rate use their organic beliefs and customs to cultivate their children to have joyful, healthy, improved performance and constituents that attain achievement based on their way of life. As a result, the argument of Harkness and Super (2008) asserts that grasping the parents' ethnotheories is imperative to understanding the approaches wherein they act through their kids. Super and Harkness's developmental niche is capable of the researcher to grasp and to be great full for traditional and existing parenting values and activities captured by the Rayan-community caregivers. Besides, this theoretical framework capacitated the researcher to describe the significance of having children on top of explaining variations and resemblances in the parenting value and customs of the Rayan Community.

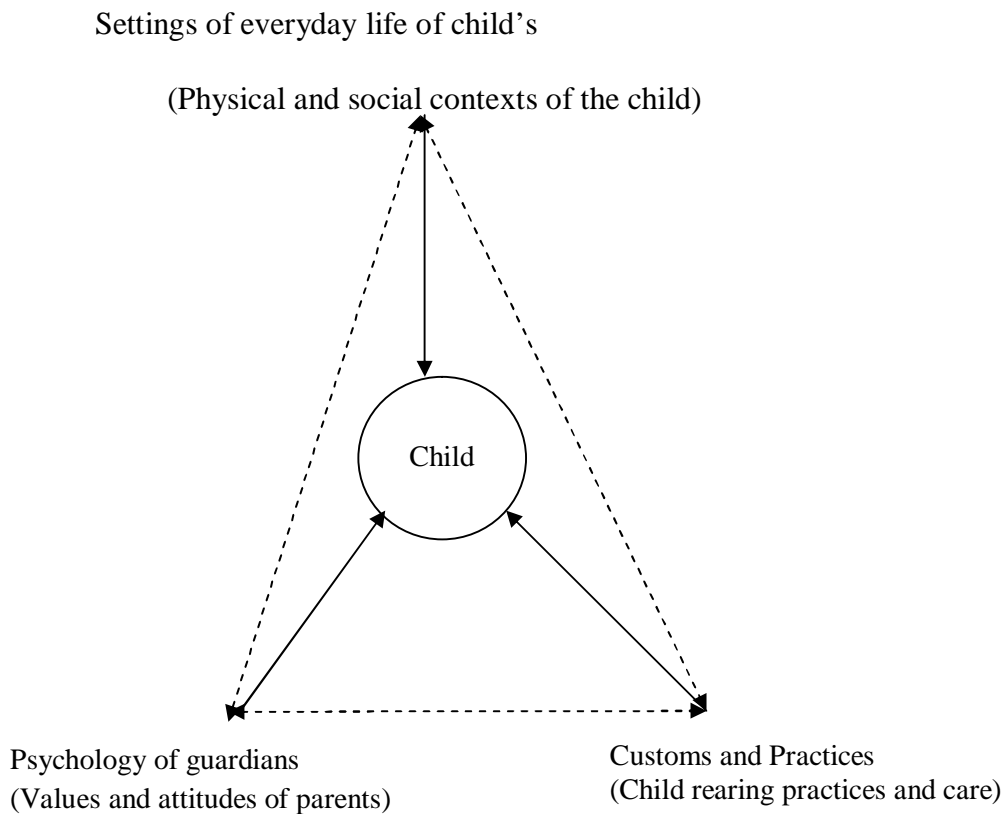


Figure 1: The interrelated Subsystems of the developmental niche and its influences on child's academic achievement (Super and Harkenes, 2008)

2.2. Child Rearing Practices

In this section, a survey related literature is presented to offer a prelude to the proposed research. Accordingly, the works of various scholars on the experience of child development practices and values the results there are highlighted. However, the proceeding review creates fertile ground to pinpoint outstanding issues that merit due focus in the proposed research. Also it provides digested review of previous works against which the findings of this research would be compared and contrasted. Incidentally, it would be wise to question-what are the best criteria to base classification of previous works? I believe that classification of early experience of child development should focus on socio-economic and cultural mode of life of the people. Also I believe that this survey should give some examples of different areas in the world. Therefore, the subsequent reflections of literature review dwell on the experiences of child development practices throughout the world across socio cultural and economic zones.

2.2.1. Patterns of Child Rearing Practices.

The concept of child rearing is defined as research concepts; these concepts are continuous in circumstances of changeability with the result what was acceptable at a certain period of time (Devgan, 2010). similarly, child rearing practices is a form of socialization process whereby a member is trained and nurtured in such a way that he/she learns the way of life of his or her people in order to become a useful members of the society and this provides opportunity for the survival of the society (Emmanuel, Akinyemi, and Nimotalai, Undated).In addition, Parenting (Child Rearing) is the process of supporting, promoting, the physical, emotional, and intellectual development of a child from infancy to adult hood or child rearing refers to aspects of fostering a child aside from biological relationship and from others (Wikipedia, ed. 2014).

On the other hand , Parenting (Child Rearing) is the process of promotion and supporting the physical, emotional, and the intellectual development of a child from infancy to adult hood or child rearing refers to the aspects of raising a child aside from biological relationship (Wikipedia, ed. 2014). Besides, parents try to determine the environments in which their sons and daughters will spend their time safely. Parents have greater influence on their children in the social, economic and school activities (Martin; Maccoby, 1983).

The common responsibility of child rearing is basically carryout by biological parents of the child. In many cases, children can be grown by others or children can be orphaned by people who have no biological relationships with them for example, may be an older sibling, grand parent, a legal guardian, aunt, uncle or the government and societies. Adopted children received parental care from non parent blood relations others may be raised in foster and care (Wikipedia, 2014).

2.2.1.1. Child Discipline Practices

According to the Office of minister for children and youth affairs. (2010) central to the process of the socialization of children are the parenting behaviors and discipline responses which children experience within family settings. In these family unit contexts, sons and daughters graphically internalize social standards and expectations in which they are brought up, that facilitate, in turn, greater self-regulation skills and responsibilities. knowledge of the range of disciplinary tactics used by parents and of parental values and attitude to discipline strategies is, therefore, essential in order to promote and support effective and constructive parental discipline responses with children and young people.

As the researcher indicates, Discipline is the process of teaching children the values and normative behavior of their society. A distinction has been drawn between power-assertive disciplinary methods (i.e. physical punishment, threats) love withdrawal disciplinary methods (i.e. withholding attention, affection or approval, or expressing disappointment or disapproval) and inductive discipline strategies (i.e. reasoning, reminding children of rules and explaining the impact of children's behavior on others). Inductive discipline has been found to be more effective in terms of promoting children's internalization of moral and social values (Wisson, 2002; Kerr et al, 2004; Holden, 2002; cited in Vanas, et al Undated).

Lehrera and Tremblay (2007) study portrays that, increasing parental regulation to their sons and daughters in reducing risk behaviors. On the other hand, the establishment of rules discipline has no significant impacts as well as the children's behavioral problems are related to a lack of parental support, an imbalanced parent-child relationship, a lack of cohesion and structure in the family, and a poor quality communication between parents and children (Vanas, et al, Undated).

2.2.1.2. Child Feeding Practices

Child feeding is a socialized behavior or manner which is pressured and determined by the developmental function, socio economical context of parental practices and cultural values. However, parents need adequate and proper feeding for their child, the proper nutrition enables them to foster properly and grow up into healthy latter adulthood (Gardiner, 1998).

The breast feeding is the most acceptable practices than bottle feeding in most cultures (Wikipedia, 2000).The cultural tendencies of the people determined whether the child's way of feeding is breast fed or bottle fed .Among Americans and Western mothers do not breast feed, because within a short period of time after giving birth they turn back to their job. So that, bottle

feeding make more fathers to get involved in feeding and create attachment with their children (Gardiner, 1998).

2.2.1.3. Child Education

Child at age of kindergartner should able to read a few words that reach two up to ten words. Teaching the child through tale story, story books and rhymes is chosen through experts to as a play way method. Parents need to engage themselves to educate their children. Children should be sent to school with love and affection rather than forcefully. Parent takes care of needing all arrangements such as, school bags, Tiffin box, conveyance etc for school daily (Devgan, 2013).

2.2.1.4. Child Sleeping Arrangement

children's sleeping arrangement has a differentiation across different cultures , and the patterns of sleeping arrangements of children is organized which includes where and with whom the child sleep is an intriguing aspects of culture because it is more organized and structured differently by various cultures, showing relative resistant to change(Super and Harkness,1994).

The sleeping arrangement is influenced by early parents child relationship and reflects cultural values about child development in social life. On the other hand, study conducted on the middle class American and Canada families show that co-sleeping is not accepted in the culture. As to the American and Canada beliefs co-sleeping interfere with the child plan and effort to exercise his/her earlier to become independent and confident. However, the Japan parents accept and support the co-sleeping arrangement and they think the child has to develop the interdependence with other (Levine, 1998).

2.2.1.5 Child Toilet Training

The suitable training of to manage defecation and urination in order to release them at appropriate time and place plays an important role in parental child rearing practices. According to scholars parents should be very conscious regarding the age at which toilet training to be started though many parents over passionately start toilet training earlier. professionals suggested that this only elongates the time of accomplishment of toilet training and it is not only creates challenges or problems for the child but also causes emotional disturbance to the child. It is advised that parents need to keep patience in the toilet training of the child and it is not to make haste with child need to be trained by love and affection but through continuous normal programs rather than giving focus at appropriate place or potty seats (W.P.I. cited in, Devgan, 2013).

2.3 Factors Affecting Child Rearing Practices

According to George and Rajan (2012) mostly, parental rearing practices may affect or influences by many factors such as, acceptance, punishment, protectiveness, responsibility, responsiveness, reward, understanding, permissiveness, encouragement, emotional stability, control and patience .all these qualities have been found to influence children's behavior

Acceptance- defined as the consideration of someone or something as a satisfactory and well-coming. It can be seen as the opposite of the concept rejection, thus, parents are expecting to accept their children. The acceptance and rejection process of parents for their children depends on the behavior of their children. There are differences in the way children feel accepted or rejected which is directly related to how parents behave towards them this difference in parental acceptance is sure to affect the behavior of children.

Punishment- is a cause which is given for children who have done something wrong or committed an offense to suffer vis-à-vis various occasions or situations when parents get irritated by what their children do. In such cases, most parents discipline their children in many forms like scolding, beating, withdrawing in positive things and not giving attention. The degree of punishment given for children by parents differs from person to person, situation to situation, and within socio-cultural practices of a given community.

Protectiveness- it is the need to protect somebody or something from injury, damage or loss or keep him or her safe. It is a manner that comes about opposite to negligence. Protectiveness can be defined as the process that concerns with protection, and provision of necessities and supervision. Parents must take the due responsibility who provide children with maximum protection together with parental affinity. Parents should have the greatest concern regarding their children in the marital and paternal organization. Some parents may show over protectiveness and some other may not show any concern. Which may reach the level of carelessness. It is to have an immense affect on the child.

Responsibility- it is good judgments and capacity to act correctly and make decisions in one's own right. Some parents consciously try to observe and deploy this quality into their children, whereas, some parents intentionally tell the responsibility to their children. Some others are not at all bothered about it. All in all, these behaviors of the parents are supposed to have a tremendous impact on the behavioral pattern of their children.

Responsiveness- It is the process of making a spontaneous and positive answer to somebody for a certain action. Children usually need their parents to assist them react positively towards what they did with freely, loving and caring responses, and they always need to present before

them in whatever situation they are in but this is not the case with all children and parents. Some parents may not be avail themselves when their children are in need of them because of many different reasons. It is expected that lack of responsiveness may have negative impact for children.

Reward- refers to something given (gift) for an exchange for a good behavior or work. When a child does something good, he or she may expect a good thing as a reward thereby he will react in a good manner. It is known that rewards need not always be materialistic, because, sometimes a smile, kiss, or a hug can do magic, and sometimes a big gift may not make a slight difference in the child. How children persevere the reward behavior is, of course, very important as their expectation and hope may sometimes very different from what they get, what they expect and what they get are similar and reward is priceless.

Understanding- usually, children want their parents to understanding their idea or thought easily. Understanding means developing the capacity to recognize how somebody else is feeling or what happen to someone in the given situation. And healthy among parents and children relationship is understanding when it is positive, truthful, and sympathetic. Fathers and mothers are considered to be the most salient individual in the life of a child. Parents are expected to know their child's feeling, emotional stability (emotionally and mentally balanced and consistent) every now and then. An immense irritation and instability on the parts of parents can have a very negative effect on their children.

Encouragement- it is a kind of support that should be provided to children by their parents to manifest derived behavior. Parents have the duty to develop the child's certain qualities that is considered to be good or important. Besides, parents tell encouraging words and exhibit good

behaviors which give to the children confidence that will long last throughout their life. This will pave way success for children in whatever they do and say in the outside world ,but though care should be given while encouragement is given for children because , sometimes, what is considered to be encouragement by the parents may be perceived as discouragement by the child. This may have negative influence on the child. Which no parent wants, every parent wishes that their child is full of energy, confidence and enthusiasm.

Control- it stands for orders, limitations, institutions or rules and regulations about something or some one's actions or behaviors in which things, deeds against or opposite to this are condemned. Sometimes controlling behaviors of parents may be got an extreme that it may be difficult for the child to tolerate. Children are unique and differ in the way they are affected by the control permissiveness dimension of the behavior of their parents.

Patience- it is the ability or capacity to endure something unpleasant or annoying events. The quality of patience developed among parents and children make them to have smoother relationship and less problematic. A hostile environment will make situations worse and hostility on the parts of parents may weak parent-child relationship. If parents can have negative and stress full situations in their life, they can be a good model to their children. Children can learn from how their parents handle the difficult circumstances in their life and this will strengthen the bond both are patience and importance in the part of parents are sure to influence the children.

2.4. Culture

As a researcher states that, culture impacts the spread of individual beliefs, actions, goals and ways of thinking through the influence and expectations to which people are exposed. A cultural value emphasize on modesty and obedience, for example, finds expression in stimuli and

expectations that induce wide spread conformity and self-effacing behavior. He further stated culture that, the way social institutions are organized, their policies and every day practices, explicitly or implicitly communicate expectations that express underlying cultural value emphasize(Schwartz,2002) He has also coined culture as competitive economic systems, confrontational legal systems, and achievement oriented, for example, express a cultural value emphasis on success and ambition. According to Rubin, and Menzer (2010) defined in addition to culture, other significant constructs need to be addressed, for example, typically discuss two cultural phenomenal independent, individualistic or western cultures and interdependent, collectivistic or eastern and southern cultures. Western culture are offer described as those for whom members value assertiveness, expressiveness and competitiveness, there as Eastern and Southern cultures often described as those for whom members value group harmony and cooperation. More recently there has been agreement that most countries are a fine mix of both of these constructs, with some being relatively more individualistic and others relatively more collectivistic.

2.4.1. Patterns of Cultural Values

Nsamenagn (2006) indicates that ‘blind in them stunts non western children, to empower most of the child’s and in rich the field, we simply need to accept and respect differentness’. In the other way, Tudge et al (2000)states that parents’ values ‘for their children and their beliefs about appropriate child rearing practices that might be contributes to shape their children’s development. As well as, Huihua, (2004) suggested that, cultural values predicting beliefs and goals. In addition, (Wuckhohn & Strodbeck, 1961; cited in, Schwartz, 2002) indicated all societies can front certain basic issues in regulating human activity cultural value emphases evolve and change over times as societies generate preferred responses to these problems.

Schwartz, (2002) reports that, Patterns of Cultural Values are:

Autonomy, /embeddedness - In the autonomy culture, people are viewed as autonomy, bounded entities. They are encouraged cultivate and express their own preferences, feelings, ideas, and abilities and find meaning in their own uniqueness. There are two types of autonomy intellectual autonomy it encourages individuals to pursue their own ideas and intellectual directions independently example of important value in such culture include broad mindedness, curiosity, and creativity. Affective autonomy it encourages individuals to pursue affectively positive experience for themselves. Important value includes pleasure, exciting life and varied life. In the emboldens culture people are viewed as entities embedded in the collectivity. Meaning life is expected to come largely through social relationships, with the group, participating in its shared way of life and striving towards its shared goals. The important values in this cultures are social order, respect for tradition, Security, Obedience and Wisdom

Hierarchy/Egalitarianism- Cultural egalitarian seeks to induce people to recognize one another as moral equals who share basic interests as a human beings. People are socialized to internalize a commitment to cooperate and to feel concern for every one's welfare they are expected to act for the benefit of others as a matter of choice. The important value in such cultures includes equality, social justice, responsibility help and honesty. The hierarchy cultural value s defines the unequal distribution of power goals, and resources as legitimate and even desirable and to show deference's from subordinate's values of social power authority, humility and wealth are highly important in hierarchical cultures.

Harmony/Mastery- The cultural value of harmony emphasizes, fitting in to the social and natural world. Trying to appreciate and accept rather than to change direct or exploited. The

important values of harmony culture includes at peace, unity with nature, protecting the environment and accepting one's portion. In the mastery cultural value it encourages self active self-assertion in order to master direct and change the natural and social environment to attain group or personal goals. Values include ambitions, success, daring, self-sufficiency and competence is especially important in the mastery culture.

Schwartz (2002) Studied that, the American and Israeli cultures tend to emphasize the mastery and affective autonomy and to give little emphasize to harmony. The cultures of Iran and China emphasize hierarchy and embededness but not egalitarian and intellectual autonomy and the gassing culture, compared with most of the world emphasizes hierarchy but not the opposing orientation of egalitarian.

2.5. Parenting Values

Parents around the world want they believe is best for their children. However, parents indifferent cultures have different ideas of what is best for example, American parents strongly value for intellectual ability, Italian parents value for social and emotional abilities and having an even temperament, Dutch parents value independence, the kipsies people of Kenya value for children who are not only smart but who employ that intelligence in a responsible and helpful way (Wikipedia,. 2014).

2.6. Parental Engagement and children's Academic Achievement

Parental engagements are the most significant instrument enhancing and effective for increasing achievement in school activities. Whereas, parents and teachers work together to improve learning. They have more contributions on the achievement of children through supporting their learning in the home rather than supporting activities in the school and it is their support of

learning within the home environment that makes the maximum difference to achievement. as well as, parental involvement takes many forms, including, supportive parenting in the home, including the provision of a secure and stable environment, intellectual encouragement, and stimulation, parent child decision is participatory, and good models of constructive social and education values and high aspirations relating to personal fulfillment and good citizenship, contact with schools to share information participation in school events, participation in the work of the school, and participation in school governance(Harris, and Good,,2012).

Moreover, the researcher indicates that parental engagement is one of the most important factors in scoring higher student achievement and sustained school performance (Harris and Chrispeels; cited in Harris and Good, 2012). It seems that the engagement or parents who have higher educational status resulted in better involvement in teaching and learning process. The attitude parents towards education and behaviors of children educational achievement has also been well written in the literature. This evidence shows that different elements of parents' educational attitudes and behaviors, such as the provision a cognitively stimulating home environment, parental involvement is children's activities and parental beliefs and aspirations, have been identified as having a significant effect on children's levels of educational achievement(Feinstein et al., cited in Harris and Good, 2012).

The primary agent for children's socialization are parents. They play an essential roe, basic values and practices that encourages and develop learning in the child. In addition, In child's education, one of the most and influential effects is that of the socialization process. The most representative and agents of socialization are parents., (family), schools, peers, mass media, public opinion, work, volunteer groups, and religious institutions. The influences of these forces can vary automatically from person to person, based on their life situations, and social class

status. (Perrino, un dated). Moreover, It is indicated that, parental values, beliefs and attitudes have a direct impact on children socialization and education for all children (Dusek, 1987).

Davis (2000) indicates that, parents has a great opportunity to influences and contribute on the achievement of children's education. as well as according to Harris and Good (2012) parental involvement takes many forms, including, good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent child decision good models of constructive social and education values and high aspirations relating to personal fulfillment and good citizenship. Contact with schools to share information participation in school events; participation in the work of the school, and participation in governance school movements.

As a researcher indicates that, parents with high level of educational status tend to implement rigid rearing practices where as parents with low level of education follow permissive rearing practices Devgan (2013).on the other hand, (Jamis E. Jacobs, Stephanie Hyatt, Jennifer Tanner, 1998) indicate that, parents who believe that children are hard to control appear to give them less decision autonomy and become more involved in school work but children's academic achievement become less. Parental socio economic background significantly influenced students' academic performance but the family structure is no significant correlated with children's academic performance of from single parent and those two parent families (Ushie, et al, 2012). In addition, Green, and Riches (2006) suggested that, different types of social contextual aspects could be affect a child's development. As well as, Tenibiaje (2009) studied that, family structure in terms of single and two parent families has a significant influence on the students' academic performance and mental development because they provide a supportive learning environment and as well as financial resource. In this study, to summarize, as we have explained in the introduction part of the literature, this section has deeply reviewed the precious

works of different scholars in different parts of the world. It deals with the findings related to child development among different ethnic culture of the globe. It has discussed the works of scholars on child development linked to historical socio cultural and economic aspects.

2.7 Summary: A synthesis and conceptual model of the Study

According to Tudge et al (2002) indicates that parental values and beliefs about the appropriate child rearing practices contribute and shape their children development. Similar results were reported by (Dusek, 1997) parental values, beliefs, practices and attitudes have a direct influence on children's education. Similarly, parental basic beliefs and practices that encourage and develop children's learning (Perrino, undated).Moreover, Huihua (2004) suggested that, parentall values it helps to considered and expect desirable goals of their children

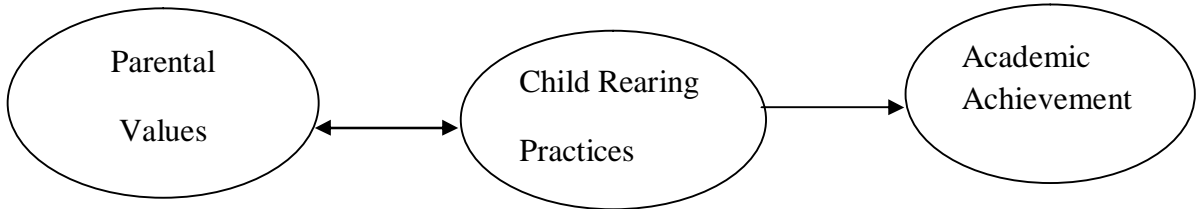


Figure 2: A synthesis and conceptual model of the Study

Chapter Three

Methodology

3.1. Research Design

The research design of this study is mixed methods approach. Chambers (2002) indicates that mixed approach is the most important tool to collect valuable information to ensure the validity and the reliability of the data of the research.

3.2 Study site

Raya- Alamata wereda is located in the southern part of Tigray regional state of Ethiopia. Raya Alamata has 34 total primary and junior schools, and 19 total administrative kebeles. According to 2007 Ethiopian population census report the total population of Raya Alamata is 118,617. In addition to this ,Raya Alamata is located from Addis Ababa at a distance of 600 kilo meters to the north east .

3.3 Samples and Sampling Techniques

The study was conducted in the area of *Raya- Alamata wereda* in south Tigray zone, . The target populations of this study were parents and their children (students) who reside in the study area. The students were selected from two governmental junior secondary schools namely kubidirba and kokebe tsibah by employing simple random sampling method. This is because the method is believed to be instrumental in avoiding biased selection of samples for the study. The total target population of the study comprises 406 children and 406 parents' of children. Out of 406 total numbers of children (students), 65 sample students were selected through simple random sampling method from 7th and 8th grade students. Furthermore, the parents' of 65 sample

students were considered and used as sample respondents of the study. The survey questionnaire was administered to 65 sample students and 65 children's parents. Total, 130 sample respondents were administered in the survey questionnaire.

Moreover, focus group discussion and informant interview were conducted. The selection of both focus group discussion, and key informant participants took place using purposive sampling methods. In the focus group discussion participants were drawn based on occupation, and knowledge of the discussants. Regarding the key informants interview selection of the informants were drawn based on their occupation, and knowledge.

3.4 Instruments

Both primary and secondary data were used. The primary data was collected from focus group discussion, and key informant interviewing. similarly, questionnaire surveys was used for quantitative analysis, and also, secondary data was collected from two governmental schools' record offices to know(2006 E. C) half semester student's total average results.

3.4.1. Questionnaires

Before the final questionnaire took places pre testing of questionnaires were conducted on randomly selected 10 samples (5 students and 5 parents), in order to validate the information sought with the socio cultural context of the area, and modification has been carried out on some part of the questionnaire.

In this study two different questionnaires were used; the first questionnaire was in relation to parental demographic back grounds, child rearing practices and parental values, the second was in relation to parental involvement on their children's education. The parental child rearing

practices questionnaires was adopted from Block, 1965. Similarly, parental values questionnaires was adopted from (Schwartz, 2001). Moreover, the first questionnaire consisted of two sub scales of parental values (20 items) and the parental rearing practices (40 items). The parental values subscale items focused on desirable goals of their children and the parental child rearing practices sub scale items focused on parents that may do in raising their children. The second questionnaire measuring the parental involvement in children's education and which was adopted from Markos (1996).

3.4.2 Focus group discussion

To supplement the survey questionnaires focus group discussions' were conducted, consisting of 5 items developed by the researcher for 20 participants (8 students, 4 teachers, and 8 old parents) in relation to parental rearing practice and values and its purpose was to get supplementary information regarding the influence of parental rearing practices, parental values and parental involvement in child education.

3.4.3. Informant interview

To supplement these survey questionnaires interviews were conducted, consisting of 5 items which were developed by the researcher and interviewed six parents, in relation to parental rearing practice and values and its purpose was to get supplementary information regarding the influence of parental rearing practices, parental values and parental involvement in education

The translation was done to reduce language barriers of the respondents the questionnaire items were translated from English to Amharic by the researcher and with the help of two qualified professionals in the English language.

3.5 Procedures of Data Collection

The questionnaires were administered to respondents in face to face with the help of assistants for 4 days afternoon and after class at specified period of time. Moreover, some concepts were orally clarified before and during the filling of questionnaire. side by side with questionnaire survey, two focus group discussions were conducted within one and half hour for each, total three hours was taken. The participants of the focus group discussion were drawn from parents, teachers and students representing 8, 4 and 8 participants respectively. Furthermore, key informant interview was conducted with parents (3 fathers and 3 mothers) within three and half hour at their homesteads. Besides, half year academic achievements of students' data were collected from the two governmental schools' record offices.

3.6 Variables

The following variables and given definitions were considered in the study

3.6.1. Dependent variable

The study considered students' academic achievement as a dependent variable - refers the average scores on the class room tests developed and administered by the school teachers during the first semester of 2006/2013/14 students' half year academic result

3.6.2. Independent Variables.

The study considered income, occupation; family size and education of the parents, together with parental values, parental rearing practices dimensions (such as, parental nurturance, parental consistency, parental responsiveness and parental control) and parental involvement as independent variables.

- **Income:** the total amount of annual income of the parents,
- **Occupation:** the kind of job in which the parents are involved
- **Family size:** the total numbers of family members in a household
- **Parental education** the educational levels parents reside in the study area.
- **Parental values;** refers parental beliefs by considering most desirable goals to their children at home.
- **Childrearing practices:** refers to the process of transferred practices, values, beliefs, and knowledge from parents to children during treatment and fostering of a child at home.
- **Parental nurturance;** refers to parents encourage, care and support to their children in order to increase academic results.
- **Parental Responsiveness-** It is the process of making appropriate and positive answer to their children needs in order to increase children's education..
- **Parental consistency;** refers to parents giving treatment and guiding to their children through uniformity and continues.
- **Parental Control-** it refers to parental ways of follow up children's disciplines. Or parental rules and regulations about their children disciplines'.
- **Parental involvement;** refers to parental engagement on their children education at junior school levels.

3.7 Methods of Data Analysis

The gathered information through questionnaires were entered and coded to computer. The statistical package for social science (SPSS version 20) was used for data analysis. The statistical analysis includes, Pearson correlation, and one way ANOVA. correlation analysis was employed to examine the relationship between independent variables(parental income, family size, parental child rearing practices, parental values, and parental involvement) and the dependent variable (children's academic achievement). To see the relationship between independent and dependent variables. One way ANOVA was used to examine the significant

differences of parental occupational status and parental educational levels in children's academic achievement. In this study all the significant was set at $\alpha = 0.05$.

3.8 Ethical consideration

Before data collection was carried out, the participants were asked their consent to participate and in reporting to the questionnaire freely and then were informed not to write their name in relating to privacy i.e., every individual's response should be confidential.

Chapter Four

4. Findings

4.1 Demographic Characteristics of Respondents

Table 1

Demographic Characteristics of Respondents

| | Sex | | Age | | Educational Levels | | | | | | Occupation Status | | | | Residence areas | | |
|----------|------|--------|---------|---------|--------------------|-------------|---------------|-----------------|------------|---------|-------------------|---------|----------|----------|-----------------|-----------|-------|
| | Male | Female | Minimum | Maximum | Illiterate | Adult educ. | Primary educ. | Secondary educ. | University | Diploid | Farmer | H. hold | Merchant | Employed | Rural | Sub Urban | Urban |
| Parents | 35 | 30 | 25 | 71 | 25 | 11 | 14 | 6 | 4 | 5 | 23 | 17 | 14 | 11 | 20 | 9 | 36 |
| | Sex | | Age | | | | | | | | | | | | | | |
| Children | Male | Female | Minimu | Maximu | | | | | | | | | | | | | |
| | 35 | 30 | 12 | 18 | | | | | | | | | | | | | |

Table 1 indicates that the total sample size of the study was 65; Out of this 35 were male parents while 30 were female parents. It was observed that the maximum age of the sample parents was

70 while the minimum age was 28. With regard to educational status of the sample parents, the majority (25) were illiterate while the rest sample parents representing 11, 14, 6, 5, and 4 attended adult education, primary education, secondary education, college education at diploma level and university education respectively. On the other hand the data indicate that majority (23) sample parents have involved in farming while the rest sample parents representing 17, 14 and 11 involved in household activities(house wives), trading and government employed respectively. And with regard to residence area of sample parents shows that majority (36) of were from urban areas while the remaining 20 and 9 were from rural and suburban respectively. Finally, the above table shows that the total participants of male children respondents (35) and the rest of 30 were females besides the maximum age of child respondents (18) and minimum age were 12.

Theme.1 Parent’s Demographic Characteristics and Children’s Academic Achievement

Table 2 Correlation between Parental income and children’s academic Performance

| Variables | r | P. value |
|----------------------|----------|-----------------|
| Parental income | -.030 | .813 |
| Academic achievement | | |

As table 2 above shows, there was no statistically significant relationship between parental income and academic performance of students’ ($r = 0.030, p > 0.05$). This seems to indicate that income of parents has no any significant effect on the academic achievement of students’. This may be due to different reasons that the parents may invest less on their children education or it

may be due to less awareness of parents on the significance of education and students may not hard work on their education, and others coupled with less performance of children on their education.

Table 3

The Correlation between Family Size and Children's Academic Achievement

| Variables | r | P. value |
|----------------------|----------|-----------------|
| Family size | .176 | .162 |
| Academic achievement | | |

As table 3 above shows there was no statistically significant relationship between family size and average result of students' ($r = .176$, $p > 0.05$) weather family size is small or large it may not determine the academic performance of students.

Table 4**Descriptive Statistics on Academic Achievement by Occupation**

| Groups | No | Mean | Standard Deviations |
|---------------|-----------|----------------|--------------------------------|
| Farmer | 23 | 82.9565 | 9.11626 |
| Household | 17 | 82.7976 | 10.84254 |
| Merchant | 14 | 72.7214 | 9.38831 |
| Employed | 11 | 78.7909 | 7.15450 |
| Total | 65 | 80.0055 | 10.04588 |

Table 5**One way ANOVA on Academic Achievement by Occupation**

| Groups | SS | DF | MS | F | Sig |
|---------------|-----------------|-----------|-----------|----------|------------|
| B g | 1091.865 | 3 | 363.955 | 4.137 | .010 |
| W g | 5366.999 | 61 | 87.987 | | |
| Total | 6458.864 | 64 | | | |

As table 5 above shows, the statistical result of one way ANOVA shows there was statistically difference results between parents' with different occupational status and children's academic achievement ($F=4.137$, $P < 0.05$), that is, the statistical result may indicate that the different occupational status of parents' may affect differently the child rearing practices among the parents and also affect the academic achievement of students'.

Table 6

Descriptive Statistics on Academic achievement by Education

| Groups | No | Mean | Standard Deviation |
|----------------------|-----------|----------------|---------------------------|
| Illiterate | 25 | 79.7904 | 10.89669 |
| Adult education | 11 | 77.3091 | 9.59140 |
| Primary education | 14 | 83.2357 | 10.44418 |
| Secondary education | 6 | 78.0500 | 10.85684 |
| University education | 4 | 82.2750 | 9.31714 |
| Diploma | 5 | 78.5000 | 5.90085 |
| Total | 65 | 80.0055 | 10.04588 |

Table 7**One way ANOVA on Academic Achievement by Education**

| Groups | Sum of squares | Df | Mean squares | F | Sig |
|---------------|-----------------------|-----------|---------------------|----------|------------|
| Between group | 282.093 | 5 | 56.419 | .539 | .746 |
| Within group | 6176.771 | 59 | 104.691 | | |
| Total | 6458.864 | 64 | | | |

Table 7 the above indicates, there was no statistical significance difference between parents' with different educational level and children's academic performance in the study ($F = 0.539$, $df = 5$, $P > 0.05$), This result may shows that different educational level of the parents' in affecting the child rearing practices of parents' and thus its effect on academic achievement may not clearly influence child's rearing and academic achievement may due to interconnected socio cultural and economic factors of parents.

Theme.2 the Influence of Parental Values and Children's Academic Performances**Table 8****Correlation between parental values and children's academic achievement**

| Variables | r | p. value |
|----------------------|----------|-----------------|
| Parental values | 0.736 | .000 |
| Academic achievement | | |

As table 8 above shows, there is a statistically significant relationship between parental values and students' academic achievement ($r = .736, P < 0.05$). This showed that, as parent's values given to children increases,(by considering the desirable goals) the average result of children's also increases.

Through focus group discussion and interview, it was reported that parental values and academic achievement in Raya Alamata parents, In the past, the parents used to encourage only their male children, and they did not use to encourage their female children making use the already established cultural and parental values that could build their male children morally. However, nowadays, the parents are encouraging their female children having equal attitudes with their male ones. This is become the parents' attitudes towards their female children have been changed and improved recently using even the already established cultural, and moral building values. Besides, the parents have come to be able to notice that their female children like their male siblings and counter parts, have equal potentials to achieve academically and encourage equally at home environment.

Above all, however, the parents often encourage their children to get involved in their learning so that they will score good results and achieve higher academic status through the established parental values that can be employed for moral buildings. Parents' moral encouragements and praising values do not only increase the children's. continuous concentrations on their learning, but they also initiate them to prepare short and long-term plans for their further educations as they are promoted from one grade level to the next and to strengthen their decisions in identifying their future types of professional careers

Theme 3. The Influences of Parental Child Rearing Practices and Children's Academic Performance

Table 9

Correlation between Parental Nurturance and Children's Academic Achievement

| Variables | r | p. value |
|----------------------|----------|-----------------|
| Parental nurturance | 0.60 | .000 |
| Academic achievement | | |

As table 9 shows that there was statistically significant relationship between parental child rearing nurturance and children's academic performance. ($r = 0.60, P < 0.05$). That is as parental nurturance (parental care and support) practices increases children's academic results also increase

Through focus group discussion was reported, nowadays, it can be observed that parents have provide helps and care to their children during their education, national as well as school holydays that may enhances children's school performances.

Table 10

Correlation between Parental Responsiveness and Children's Academic Performance

| Variables | r | P. values |
|-------------------------|----------|------------------|
| Parental responsiveness | .878 | 0.000 |
| Academic achievement | | |

As table 10 above shows, there was a statistically significant relationship between parental responsiveness and children's academic achievement ($r = .878, P < 0.05$), that is, as parental reaction to their children's interest is might be appropriate and at the right time, children's academic performance also increase.

Through Key informant interview, it was reported that, like the parents of other areas of the country the parents of Raya Alamata raise, treated and responsive to their children based on the economic, and socio-cultural values. Parental responsiveness to their children it may be vary from parents to parents. Generally the ways of treatments and responses of parents this area are it helps that, the children can enhances and contribute academic out comes.

Table 11

Correlation between Parental Consistency and Children's Academic Performance

| Variables | r | P. values |
|----------------------|----------|------------------|
| Parental consistency | .002 | .989 |
| Academic achievement | | |

As table 11 above shows, there was no statistically significant relationship between parental consistency and academic performance of students' ($r = .002, P > 0.05$), that is as parental giving rearing practices to their children it may not have uniformity and it might not be correlated with children's academic achievement.

Table 12

Correlation between Parental Control and Children's Academic Performance

| Variables | r | P. values |
|----------------------|----------|------------------|
| Parental control | 0.681 | .000 |
| Academic achievement | | |

As table 12 above shows, there was statistically significant relationship between parental control and academic performance of students' ($r = .681$, $P < 0.05$) that is the parental control of children has significant correlation to academic achievement. That is as parental follow up and controlling mechanism to their children are supportive, participatory, child centered, not hard control, not through punishment and through accepting manner and students' academic performance becomes effective and increase.

The informants through interview reported that, the parents of Raya Alamata raise and manage their children's behavior it is through various types of treatments based on participatory ways and based on the socio-economic, and cultural values. But, some parents of this area do have low or hard controlling, parental center communication, administering system, and follow up of schooling to their children, moreover the majority parents of the children are participatory, and raise, equally their male as well as their female children as far as the established social, cultural and economic values with which the parents of the given community.

Theme.5. Parental Involvement in Education and Children's Academic Achievement

Table 13

The Correlation between Parental Involvement and children's Academic Achievement

| Variables | r | P. values |
|----------------------|----------|------------------|
| Father involvement | .649 | 0.000 |
| Mother involvement | .661 | .000 |
| Academic achievement | | |

As table 13 above shows, there was statistically significant relationship between father involvement and children's academic performance ($r = .649$, $P < 0.05$) as well as, mother involvement and children's academic achievement were significantly correlated ($r = .661$, $P < 0.05$). As the statistical result shows parental engagement or involvement increasing and children's academic performance also increase.

The interviewed data has indicated that, Parental involvement in child education and academic achievement. Parents in the study area have to make different contributions school activities to encourage the children in order to achieve academically performance in their school life and parents consistently reinforce morally and materially to their children. Includes, supporting their learning at homes, and participated in school ceremony.

Chapter Five

5. Discussion

This section presents the discussion on the result of the relationship between parental child rearing practices and values with children's academic achievement. In other words, parental child rearing practices, values and involvement of parents in education on academic achievement have been dealt. In short, this section discusses the findings if consistent or not with the previous empirical study on similar areas.

5.1 The Relationship between Parental income and Children's Academic Achievement

One of the main issues investigated in this study was the relationship between parental income and children's academic achievements of junior schools. The findings of this study indicated that there was no statistically significant relationship between parental income and academic performance of students'. This may be related to different reasons that the parents may invest less on their children education due to the fact that parents may have less awareness on the importance of education which, in turn, may relate with less commitment of children on their education in addition to parents invest in education. The findings of the study did not appear as a support the results of Ushie (2012) and William (1997) indicate the significance of high income and low income of parents on academic achievement respectively, even though the finding of the former focused on direct influence on academic achievement while the later finding focused on children behaviour. However, in relation to William findings, this study suppose that poor behavioral problems of children may affect their academic achievement of children's indirectly.

For example William et al. (1997) indicate that “the methods in the link between low family income and child internalizing and externalizing behaviors involve the exposure of children to maternal depression”. Moreover, the findings of the study is not consistent with findings of Kean (cited in Markos, 1996) who indicates that maltreatment of parents to children results in behavior related problems in different ways i.e. as parents are more likely tend to involve in economic survival, the appropriate treatment of children they ensue may be exposed to weakness even though he asserts that the weak treatment of parents may not emanate from low interest to treat their children properly. Parents to children do not get enough and appropriate treatment from their parents, the problem is occurred in different ways, some of the parents are more involved with economic survival and the child rearing practices are exposed to weakness or not far from weakness.

5.2 The Relationship between Family Size and children’s Academic

Performance

Regarding the correlation of family size on children’s academic achievement, the result of the study revealed that there was no significant relationship between family size and children’s academic achievement. This means whether family size is small or not, children’s academic achievement may not be significantly correlated.

The findings of this study found to be contrary with the finding of Ushie (2012) that indicated the home has correlation with child’s social, psychological, emotional, and economic state. This is because the home in the context of a child affects his reactions to life situations and his levels of achievement. Moreover, the findings of the study appear to be contrary with the findings of Green and Rechis (2006) suggested that a variety of individuals and social contextual factors

might influence a child's development of social competent behaviors and the reviewed empirical study highlights the significance of teach children to negotiate importantly with peers.

5.3 One way ANOVA on Academic Achievement of students' by Occupation

As the analysis of one way ANOVA result revealed that there was statistical difference result between parents' with different occupational types and income generating activities. The study shows that the difference occupational types and income generating methods among the parents seems to have varied in affecting children's academic achievement in the study area. And the finding of the study appears to be consistent with the findings of Ushie (2012). As students whose parents have better jobs and they have higher economic status and interested to have higher levels of educational performance.

5.4 One way ANOVA on Academic Achievement of Students' by Parental Education

The one way ANOVA statistical analysis of the result revealed that there was no statistical difference result among the parents with different educational levels in influencing children's academic achievement. This means, educational levels of parents' may not clearly influence and children's academic achievement. This may be due to the interconnection of socio cultural and economic factors of parents which, in turn stunts the conspicuous influence of education on academic achievement. The finding of this study supports the result of Tilahun (2002) indicates that parental education levels such as illiterate, elementary school, secondary school and any training after high school's graduation and children's academic achievement did not emerge as significant contributes. However, it rejects the findings of Steinber et al.(1972)

strongly argue that parental education has a significant contribution to child academic achievement, that is parents' with higher educational level it is associated with democratic and responsive child rearing practices and more involved in their children's education.

5.5 Correlation between Parental Values and children's Academic Achievement

The statistical result analysis of Pearson correlation indicated that there was statistically significant correlation between parental values and children's academic achievement. As parents giving values increase to expect desirable goals for their children and academic performance also increase.

This findings appear to be similar with findings of Tudge et al (2000) indicated that parents' values for their children and their beliefs about appropriate child rearing practices contributes to the way in which they might to shape their children's development. Likewise, the finding of the study supports the findings of (Huihua, 2004) suggests that cultural and parental values that expect and consider desirable goals of children.

Through key informants interview and focus group discussion, it was reported that parental values and children's academic achievement in Raya Alamata, parents in the past used to encourage only their male children, and they did not use to encourage their female children and also the established cultural and parental values that could build their male children morally. However, nowadays, the parents are encouraging their female children having equal attitudes with their male ones. This is become the parents' attitudes towards their female children have been changed and improved recently using even the already established cultural, and moral building values. Besides, the parents have come to be able to notice that their female children like their male siblings and counter parts, have equal potentials to achieve academically and

encourage equally at home environment. Nevertheless, the ways of encouragements through moral building values for their children can vary from family to family.

Above all, however, the parents often encourage their children to get involved in their learning so that they will score good results and achieve higher academic status through the established parental values that can be employed for moral buildings. Parents' moral encouragements and praising values do not only increase the children's continuous concentrations on their learning, but they also initiate them to prepare short and long-term plans for their further educations as they are promoted from one grade level to the next and to strengthen their decisions in identifying their future types of professional careers

5.6 The Relationship between Parental Nurturance and children's Academic Achievement

The findings of this study indicated that there was statistically significant relationship between parental nurturance and children's academic performance. As parents care and support their in relation to different aspects, especially regarding to their children education care giver's helps and in understandable way and becomes the child effective on their education. This finding consistent with findings of;

The results of this study appear to be similar with the findings of (Schaefer 1965; Maccoby(1980) indicate that parental practices through affection and democratic child nurturance is believe, positively encourage school activities it also appear that students character a high level of competence and adjustment, and performed a higher than their classmates (friends), from parents who are not nurtured democratically to their children.

Through key informants interview and focus group discussion was reported, nowadays, it can be observed that parents have provide helps and care to their children during their educational activities, national as well as school holydays that may enhances children's school performances.. Nevertheless, this can be varied from family to family. Therefore, even though some parents of this area do have low or partial support, and attitudes of schooling their female children. However, At this time, majority parents' support and raise, equally their male as well as their female children as far as the established social, cultural and economic values with which the parents of the given community.

5.7 The Relationship between Parental Responsiveness and children's Academic Achievement

The Pearson correlation analysis of result of the study revealed that there was statistical significant correlation between parental rearing responsiveness and children's academic performance. As parental answers to their child's interest are positive, and on time and also increase their children's academic achievement. findings of this study happen to be similar with findings of Vanas et al.(undated) indicate that lack of parental support, and an in balance parent child relationship, lack of structure and cohesions in the family, lack of quality communication between child and parents are results children behavioral problems and in effective. Likewise, the study findings appear to be supportive of the findings of George and Rajan (2002) state that parents because of many different reasons may not be available to their child when they are in problems. This lack of responsiveness have negative impact on their children but parents are supportive to their children react positive towards their fairly, loving, caring and always before them in whatever situations and they are effective.

Through Key informants interview and focus group discussion, it was reported that, like the parents of other areas of the country the parents of Raya Alamata raise, treated and responsive to their children based on the economic, and socio-cultural values. Parental responsiveness to their children it may be vary from parents to parents. Generally the ways of treatments and responses of parents this area are it helps that, the children can enhances and contribute academic outcomes. Therefore, even though some parents of this area do have partial attitudes and treatments to schooling their female children, at the moment the majority of parents and raise, equally their male as well as their female children as far as the established social, cultural and economic values with which the parents of the given community raise and treat their children with variety of treatment.

5.8 Correlation between Parental Consistency and children's Academic Achievement

The Pearson correlation analysis of result indicated that parental consistency and academic achievements of children's was not statistically correlated. As parents may not advise and rear to their children in relation to education, similarly and continuously the children might be come in effective on their academic achievements. This finding do not appear to be consistent with findings of Maccoby and Martin (cited in Markos 1996) indicated that parental treatment and rearing practices through uniform and continuous and parental warmth are each associated with positive developmental outcomes and effective in academic performance.

This quantitative finding was not supported by qualitative data, through interview the key informant reported that, parental consistency and children's academic achievement: like parents of the other areas in the country the parents of Raya Alamata community do their best, adequate

effort and through variety of advising, guiding in raising their children. Besides, they also support their growing up children in a good manner fulfilling the necessary potentials and thoughtful values. Nevertheless, this does not mean the practice do not vary from parent to parents as anyone can observe. It can be noticed, however, the majority of the parents of this area support, guiding and raise their children in order to get involved in their own learning based on the community's socio-economical, cultural and material values allow them to do. However, some parents have sent their female children to school and made them involve in their mothers' roles as soon as they come back home, they watch them continuously their ins-and-outs. Therefore, even though some parents of this area do have low potential to guiding and attitudes and incentives to schooling their female children, Generally at the moment the majority of parent's this area advise, support and raise, equally their male as well as their female children as far as the established social, cultural and economic values with which the parents of the given community.

5.9 Correlation between Parental Control and children's Academic Performance

The study findings indicated that parental control and academic achievements of students' has been significantly correlated. That is as parental controlling and disciplining systems to administer their children behavior it may through parent-child participatory, accepting, child centered it is democratic, and not uninvolved, rejecting, parent centered, ignoring way and power assertive and children's academic achievement also increase. These findings appear to be consistent with finding of Tilahune (2002) indicates that parents follow up and controlling system has direct and indirect psychological adjustments and influenced children's academic performance. In addition to that the study finding similarly, appear to be consistent with finding of George and Rajan (2002) notes that knowledge of disciplinary system by parents is

strategic, given parental values to their children is essential, attitudes toward child discipline is constructive and parental child control has effective outcomes on their child. Moreover, the study findings appear to be consistent with findings of Jacobs et al (1998) who point out that parents are hard to control appear to give their children less decision, less autonomy and become the child more involved in school work but the child has less academic performance and the study appear to support the argument of Nsamenang (2006) who stated that, a "blind optimism in them stunts non western children to effective most of world's children and enrich the field, we easily need to accept and respect differentness".

The key informants through interview reported that, the parents of Raya Alamata raise and manage their children's behavior it is through various types of treatments based on participatory ways and based on the socio-economic, and cultural values. But, some parents of this area do have low or hard controlling, parental center communication, administering system, and follow up of schooling to their children, moreover the majority parents of the children are participatory, and raise, equally their male as well as their female children as far as the established social, cultural and economic values with which the parents of the given community.

5.10 Correlation between Parental Involvement and children's Academic

Achievement

The Pearson correlation statistical analysis of result revealed that significantly correlated between parental involvement (father and mother) and children's academic achievement. As parental engagement increase and children's academic achievement also increases.

The findings of the study appear to be similar with, the argument of Harris and Good (2002) who strongly argue that parental involvement have a greatest influence on academic achievement of

children's and takes many forms including good parenting in the home including the provision of a secure and stable environment, intellectual stimulation, parent child decision, good models of constructive social and education values and high aspirations relation to personal fulfillment and good citizenship, contract with schools to share information, participation in school events and participate in the work of school governance. Similar with findings parents and family, makes critical contributions to a Child's achievement from early child hood through high school, talking and playing with infants, reading bed time stories with toddlers, playing math and reading games with elementary school students, helping middle school students with their home work and establishing appropriate boundaries for students are bases for achievements in schools (Davis, 2000).

They were interviewed has reported, Parental involvement on child education and academic achievement In fact, in accordance with the old established values and traditions, the responsibility of child care has been usually imposed on women. Nevertheless, nowadays, due to the awareness rising of the society about child care, support and involvement in different child development, the male parents have come to be aware and involved.

Parents in the study area have make different contributions school activities to encourage the children in order to achieve academically performance in their school life and parents consistently reinforce morally and materially. Includes, supporting their learning at homes, and participated in school ceremony.

Chapter Six

6. Summary and Conclusion

6.1 Summary

The objective of this study was to investigate the relationship between parental child rearing practices and values with children's academic achievement. The study was carried out in Raya-Alamata Wereda in south Tigray. Mixed methods approach was used in this study. In order to, assure the validity and the reliability of the information. Qualitative data collected through key informant interview, and focus group discussion. While quantitative data collected through questionnaire survey. In addition to the above methods of data collection, the data collected through qualitative methods was analyzed qualitatively while the quantitative data were analyzed by descriptive statistics, Pearson correlation and one way ANOVA.

The result of the study reveals that among the socio economic variables tested by Pearson correlation, including family size and parental income, both were correlated insignificantly with children's academic achievement. This result indicates that family size and income were not correlated with children's educational achievement. On the other hand, among the socio economic variables tested by one way ANOVA, such as, parental occupation and parental education, there was significance difference result between parental occupation and children's academic achievement while there was insignificance difference result between educational status of parents and children's academic achievement. This indicates that occupational type of parents has a role in influencing children's academic achievement.

Moreover, the study examined the relationship between parental values, parental rearing practices and parental involvement with children's academic achievement. The result showed that there was significant relationship between the variable of parental values and children's academic achievement. This shows that parental values have a positive and significant relationship in children's academic achievement in the study area. On the other hand, among the child rearing variables parental nurturance, parental responsiveness, and parental control, variables were significantly and positively related with children's academic achievement whereas there was not significantly correlated parental consistency with children's academic achievement. Moreover, there were positively and significantly correlated parental involvement and children's academic achievement. This result shows that parental engagement on children's education has positive and significant contribution.

6.2 Conclusion

Based on the findings of the study the following conclusions could be drawn:

Among the demographic characteristics of parents (i.e., family size and income tested by Pearson correlation), none of them shows significant correlation with children's academic achievement. On the other hand, among the demographic characteristics (i.e., education, and occupation type of parents) were tested by one way ANOVA, and occupation did show a significant difference result on children's academic achievement while parental education did not show a significant difference result on children's academic achievement. The result indicates that parental occupation type had statistical difference result on children's academic achievement.

The study also examined the relationship between parental values, parental rearing practices and parental involvement with children's academic achievement. Therefore, the result indicates that

there was significant relationship between the variable of parental values and children's academic achievement. *This shows that parental values had a positive and significant relationship with children's academic achievement in the study area. On the other hand, among the child rearing variables parental nurturance, parental responsiveness, and parental control, variables were significantly and positively related with children's academic achievement whereas there was not significantly correlated parental consistency with children's academic achievement. Moreover, there was positively and significantly correlated parental involvement and children's academic achievement. Generally, it could be concluded that the occupation types of parents had been found the most important underlying factor together with proximate factors (parental values, rearing practices, and parental engagement) that contributes to children's academic achievement.*

6.3 Recommendations

- School teachers, non-governmental organizations and concerned governmental institutions should organize awareness raising workshops and training for the parents on how to get involved in their children's educations in line with their occupational works and daily livelihoods.
- Parents, teachers, communities and nongovernmental organizations should prepare panel discussions on understanding and contributions of parental values on children's education.
- School teachers, governments, communities, and non governments shall understand and create awareness rising programs for the contribution of child rearing practices on children's education.

- School teachers governments, nongovernmental organization, communities and other stakeholders should create better awareness the contributions of parental involvement on children's education.
- Governments, non governments, communities and school guidance's shall teach parents appropriately on how to children achieve their education.

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Appendices

Appendix I

Addis Ababa University

School Of Psychology

Questionnaire

This questionnaire is designed to obtain information about the influence of parental child rearing practices and values on their children's academic achievement. The questionnaire is to be filled out by parents (father and mother) of Raya Alamata Community.

I would like to assure you that your responses will be used only for academic research purposes and that they will be kept confidential.

Since the quality and success of this study depends on the validity and reliability of the information you provide, you are kindly requested to complete each item of the scale and return the questionnaire.

No need to write your name on the questionnaire.

Thank you, in advance, for your assistance and timely responses.

PART-I: Demographic Information

Direction: Give your correct responses to each of the following items by inserting a tick (√) mark or by filling appropriate phrases or figures in the space provided as required.

1.1. Your area of residence:

A. Rural:

B. Sub urban

C. Urban:

1.2. Your age: in full year _____

1.3. Your sex:

Male

Female

1.4. Your level of education:

Not educated

Non formal education

Primary education

Secondary education

High education

Certificate/Diploma

First Degree and above

Other _____

1.5. Your occupation:

Farmer

House wife

Merchant

Governmental employed

1.6. Number of children you have: _____

PART-II: Parenting Information

2.1. Parental Values Scale

Direction: A list of qualities which children should be encouraged to learn at home is indicated below. Using the given scale, please indicate the extent to which the following qualities are important for your children by encircling the number that best represents your response:

1= not at all important

2=slightly important

3= somewhat important

4= very important

5= extremely important

| | | | | | | |
|----|---------------------|---|---|---|---|---|
| 1 | Sociability | 1 | 2 | 3 | 4 | 5 |
| 2 | Neatness | 1 | 2 | 3 | 4 | 5 |
| 3 | Persistence | 1 | 2 | 3 | 4 | 5 |
| 4 | Obedience | 1 | 2 | 3 | 4 | 5 |
| 5 | Self-confidence | 1 | 2 | 3 | 4 | 5 |
| 6 | Politeness | 1 | 2 | 3 | 4 | 5 |
| 7 | Curiosity | 1 | 2 | 3 | 4 | 5 |
| 8 | Self-responsibility | 1 | 2 | 3 | 4 | 5 |
| 9 | Assertiveness | 1 | 2 | 3 | 4 | 5 |
| 10 | Concentration | 1 | 2 | 3 | 4 | 5 |
| 11 | Precision | 1 | 2 | 3 | 4 | 5 |
| 12 | Independence | 1 | 2 | 3 | 4 | 5 |
| 13 | Respect | 1 | 2 | 3 | 4 | 5 |
| 14 | Kindness | 1 | 2 | 3 | 4 | 5 |
| 15 | Fairness | 1 | 2 | 3 | 4 | 5 |
| 16 | Hard working | 1 | 2 | 3 | 4 | 5 |
| 17 | Initiative | 1 | 2 | 3 | 4 | 5 |
| 18 | Imagination | 1 | 2 | 3 | 4 | 5 |
| 19 | Self-control | 1 | 2 | 3 | 4 | 5 |
| 20 | Religiosity | 1 | 2 | 3 | 4 | 5 |

2.3. Parenting Practices Scale

Directions: Here are some statements about some of the things you may do in raising your child. Using the scale below, please indicate to what extent the following statements describe your actual behaviors by encircling the number that best represents your response.

1= does not describe me at all

2= describes me slightly

3= describes me fairly

4= describes me highly

5= describes me very highly

| Parental nurturance | | | | | | |
|---------------------|---|---|---|---|---|---|
| 1 | I encourage my children to talk about their troubles | 1 | 2 | 3 | 4 | 5 |
| 2 | I do not encourage my children to question things | 1 | 2 | 3 | 4 | 5 |
| 3 | I find it useless to spend much time with my children | 1 | 2 | 3 | 4 | 5 |
| 4 | I encourage my children to express their opinions | 1 | 2 | 3 | 4 | 5 |
| 5 | I do not make sure my children know that I appreciate what they try to accomplish | 1 | 2 | 3 | 4 | 5 |
| 6 | I respect my children's opinions | 1 | 2 | 3 | 4 | 5 |
| 7 | I teach my children that they are responsible for what happens | 1 | 2 | 3 | 4 | 5 |
| 8 | I encourage my children to think about life's challenges | 1 | 2 | 3 | 4 | 5 |
| 9 | I encourage my children to handle problems and make decisions | 1 | 2 | 3 | 4 | 5 |
| 10 | I express affection to my children by hugging them | 1 | 2 | 3 | 4 | 5 |
| 11 | I find it difficult to communicate cultural values, morals, and traditions to my children | 1 | 2 | 3 | 4 | 5 |

| Parental consistency | | | | | | |
|--------------------------------|---|---|---|---|---|---|
| 12 | My children convince me to change my mind when I refuse to accept their requests | 1 | 2 | 3 | 4 | 5 |
| 13 | Once I have decided how to deal with my children's misbehavior, I strictly implement my decision | 1 | 2 | 3 | 4 | 5 |
| 14 | I do not threaten my children with punishment unless I am sure I will carry it out | 1 | 2 | 3 | 4 | 5 |
| 15 | When the times at which my children misbehave and the chance for me to deal with it is so long I just let it go | 1 | 2 | 3 | 4 | 5 |
| 16 | There are times I just don't have the energy to make my children behave as they should | 1 | 2 | 3 | 4 | 5 |
| 17 | I try to keep what I promise to my children | 1 | 2 | 3 | 4 | 5 |
| 18 | I sometimes find it difficult to punish my children | 1 | 2 | 3 | 4 | 5 |
| Parental responsiveness | | | | | | |
| 19 | I teach my children so that they should not talk in front of others | 1 | 2 | 3 | 4 | 5 |
| 20 | I do not encourage my children to talk about their worries because it can upset them even more | 1 | 2 | 3 | 4 | 5 |
| 21 | When my children change their minds so often it is hard for me to take their opinions seriously | 1 | 2 | 3 | 4 | 5 |
| 22 | I have no difficulty sticking with my rules for my children even when close relatives are there | 1 | 2 | 3 | 4 | 5 |
| 23 | I give food whenever my children demand it | 1 | 2 | 3 | 4 | 5 |
| 24 | I do not praise my children for doing well | 1 | 2 | 3 | 4 | 5 |
| 25 | I teach my children about cleanliness during toilet training | 1 | 2 | 3 | 4 | 5 |
| 26 | I respond positively to my children's nonverbal/verbal communications | 1 | 2 | 3 | 4 | 5 |

| Parental control | | | | | | |
|-------------------------|--|---|---|---|---|---|
| 27 | I do not allow my children to be angry with me | 1 | 2 | 3 | 4 | 5 |
| 28 | I enforce my children to do things better than other children | 1 | 2 | 3 | 4 | 5 |
| 29 | I give toilet training to my children as soon as possible | 1 | 2 | 3 | 4 | 5 |
| 30 | I do not tell my children that they have to be grateful to parents | 1 | 2 | 3 | 4 | 5 |
| 31 | Once a family rule has been made, I strictly enforce it without exception | 1 | 2 | 3 | 4 | 5 |
| 32 | I try to discipline my children, no matter how long it takes | 1 | 2 | 3 | 4 | 5 |
| 33 | I teach my children to control their feelings | 1 | 2 | 3 | 4 | 5 |
| 34 | I allow my children to question parental decisions | 1 | 2 | 3 | 4 | 5 |
| 35 | I try to control my children by warning about bad things | 1 | 2 | 3 | 4 | 5 |
| 36 | I do not punish my children by taking away privileges | 1 | 2 | 3 | 4 | 5 |
| 37 | I punish my children by telling them to get away from the room for a while | 1 | 2 | 3 | 4 | 5 |
| 38 | I talk it over and reason with my children when they misbehave | 1 | 2 | 3 | 4 | 5 |
| 39 | I scold my children when my child's behavior doesn't meet my expectations | 1 | 2 | 3 | 4 | 5 |
| 40 | I do not use physical punishment to discipline my children | 1 | 2 | 3 | 4 | 5 |

Addis Ababa University

School Of Psychology

Questionnaire

This questionnaire is designed to gather information about the influence of parental child rearing practices and values on their children academic's achievement, among Raya-Alamata wereda community. This questionnaire is to be filled out by students of Raya-Alamata community.

I would like to assure you that your responses will be used only for academic research purposes and that they will be kept confidential.

Since the quality and success of this study depends on the validity and reliability of the information you provide, you are kindly requested to complete each item of the scale and return the questionnaire.

No need to write your name on the questionnaire

Thank you, in advance, for your assistance and timely responses.

f. First degree and above

8. Your mother's /females guardian's level of education is:

A. No formal education

B. Primary education

C. Secondary education

D. Preparatory school

E. Certificate diploma

F. First degree and above

Part II: Please Read the Questions Below Thoroughly and Encircle the Answer From the Chooses Provided That You Believe It Is A Genuine Information and an Input for the Study to Be Finalize Successfully

1. In a typical week, what is the latest time your parents/guardians allow you to stay out on school nights (Monday-Friday)?

1. Your father/male guardian:

- 1) As late as I want
- 2) 9:00 P.M – Mid-night
- 3) 7:00-9:00 P.M
- 4) Doesn't allow me out

2. Your Mother/Female guardian:

- 1) As late as I want
- 2) 9:00 P.M – Mid-night
- 3) 7:00 – 9:00 P.M
- 4) Doesn't allow me out

2. In atypical week, what is the latest time your parents/guardians allow you to stay out during weekend (Non-school) nights (Friday, Saturday or Sunday)?

1. Your father/Male guardian:

- 1) As late as I want
- 2) 9:00 P.M – Mid-Night
- 3) 7:00 – 9:00 P.M
- 4) Doesn't allow me out

2. Your Mother/Female Guardian:

- 1) As late as I want
- 2) 9:00 P.M – Mid-night
- 3) 7:00 – 9:00 P.M
- 4) doesn't allow me out

3. How much do your parents/guardians try to know exactly where you are and what you are doing?

1. Your father/male guardian:

- 1) Doesn't try
- 2) Tries a little
- 3) Tries a lot

2. Your mother/female guardian:

- 1) doesn't try
- 2) Tries a little
- 3) Tries a lot

4. How much do your parents/guardians try to know whether you go to school or not?

1. Your father/male guardian:

2. Your mother/female guardian:

1) Doesn't try

1) doesn't try

2) Tries a little

2) Tries a little

3) Tries a lot

3) Tries a lot

5. How much do your parents/guardians try to know what you do with your free time?

1. Your father/male guardian:

2. Your mother/female guardian:

1) Doesn't try

1) doesn't try

2) Tries a little

2) Tries a little

3) Tries a lot

3) Tries a lot

6. How much do your parents/guardians try to know where you are most afternoons after school?

1. Your father/male guardian:

2. Your mother/female guardian:

1) Doesn't try

1) doesn't try

2) Tries a little

2) Tries a little

3) Tries a lot

3) Tries a lot

7. How much do your parents/guardians try to know what you do with your money?

1. Your father/male guardian:

2. Your mother/female guardian:

1) Doesn't know

1) Doesn't know

2) Knows a little

2) Knows a little

3) Knows a lot

3) Knows a lot

8. How much do your parents/guardians really know exactly where you are and what you are doing?

1. Your father/male guardian:

2. Your mother/female guardian:

1) Doesn't know

1) Doesn't know

2) Knows a little

2) Knows a little

3) Knows a lot

3) Knows a lot

9. How much do your parents/guardians really know exactly whether you go to school or not?

1. Your father/male guardian:

2. Your mother/female guardian:

1) Doesn't know

1) Doesn't know

2) Knows a little

2) Knows a little

3) Knows a lot

3) Knows a lot

10. How much do your parents/guardians really know exactly what you do with your free time?

1. Your father/male guardian:

2. Your mother/female guardian:

1) Doesn't know

1) Doesn't know

2) Knows a little

2) Knows a little

3) Knows a lot

3) Knows a lot

11. How much do your parents/guardians really know exactly where you are most afternoons after school?

1. Your father/male guardian:

- 1) Doesn't know
- 2) Knows a little
- 3) Knows a lot

2. Your mother/female guardian:

- 1) Doesn't know
- 2) Knows a little
- 3) Knows a lot

12. How much do your parents/guardians really know exactly what you do with your money?

1. Your father/male guardian:

- 1) Doesn't know
- 2) Knows a little
- 3) Knows a lot

2. Your mother/female guardian:

- 1) Doesn't know
- 2) Knows a little
- 3) Knows a lot

Focus Group Discussion and Key Informant Interview Guides on Academic Achievement Related Questions.

1. How do you see the values that parents give to their children and its significance on education?

2. How do you see the ways of parental socialization and its significance on children's education?

3. How do you see the relationship between the parental child rearing practices and its significance on children's education?

4. How do you see the involvement of parents in their children education?

5. How do you evaluate the interest of parents in educating their children?

Key Informant Interview

1. The researcher, How do you see the values that parents give to their children and its significance on education

Through Key informants interview, it was reported that parental values and academic achievement in Raya Alamata the parents, In the past, for example, the parents used to encourage only their male children, and they did not use to encourage their female children established cultural and parental values that could build their male children morally.

However, nowadays, the parents are encouraging their female children having equal attitudes with their male ones. This is become the parents' attitudes towards their female children have been changed and improved recently using even the already established cultural, and moral building values. Besides, the parents have come to be able to notice that their female children like their male siblings and counter parts, have equal potentials to achieve academically and encourage equally at home environment. Nevertheless, the ways of encouragements through moral building values for their children can vary from family to family.

Above all, however, the parents often encourage their children to get involved in their learning so that they will score good results and achieve higher academic status through the established parental values that can be employed for moral buildings. Parents' moral encouragements and praising values do not only increase the children's continuous concentrations on their learning, but they also initiate them to prepare short and long-term plans for their further educations as they are promoted from one grade level to the next and to strengthen their decisions in identifying their future types of professional careers

2. The researcher, How do you see the relationship between the parental child rearing practices and its significance on children's education

Through key informants interview and focus group discussion was reported In relation to parental nurturance, nowadays, it can be observed that parents have provide helps and care to their children during their education, national as well as school holydays that may enhances children's school performances.. Nevertheless, this can be varied from family to family.

Therefore, even though some parents of this area do have low or partial support, and attitudes of schooling their female children. However, At this time, majority parents' support and raise, equally their male as well as their female children as far as the established social, cultural and economic values with which the parents of the given community.

Through Key informants interview and focus group discussion, it was reported that, In relation to parental responsiveness, like the parents of other areas of the country the parents of Raya Alamata raise, treated and responsive to their children based on the economic, and socio-cultural values. Parental responsiveness to their children it may be vary from parents to parents.

Generally the ways of treatments and responses of parents this area are it helps that, the children can enhances and contribute academic out comes. Therefore, even though some parents of this area do have partial attitudes and treatments to schooling their female children, at the moment the majority of parents and raise, equally their male as well as their female children as far as the established social, cultural and economic values with which the parents of the given community raise and treat their children with variety of treatment.

This quantitative findings was not supported by qualitative data, through interview the key informant reported that, parental consistency and children's academic achievement: like parents

of the other areas in the country the parents of Raya Alamata community do their best, adequate effort and through variety of advising, guiding in raising their children. Besides, they also support their growing up children in a good manner fulfilling the necessary potentials and thoughtful values. Nevertheless, this does not mean the practice do not vary from parent to parents as anyone can observe. It can be noticed, however, the majority of the parents of this area support, guiding and raise their children in order to get involved in their own learning based on the community's socio-economical, cultural and material values allow them to do. However, some parents have sent their female children to school and made them involve in their mothers' roles as soon as they come back home, they watch them continuously their ins-and-outs. Therefore, even though some parents of this area do have low potential to guiding and attitudes and incentives to schooling their female children, Generally at the moment the majority of parent's this area advise, support and raise, equally their male as well as their female children as far as the established social, cultural and economic values with which the parents of the given community.

The informants through interview reported that In relation to parental control, the parents of Raya Alamata raise and manage their children's behavior it is through various types of treatments based participatory ways and based on the socio-economic, and cultural values. But, some parents of this area do have low or hard controlling, parental center communication, administering system, and follow up of schooling to their children, moreover the majority parents of the children are participatory, and raise, equally their male as well as their female children as far as the established social, cultural and economic values with which the parents of the given community.

3. The researcher, How do you see the involvement of parents in their children education?

They were interviewed has reported, Parental involvement on child education and academic achievement In fact, in accord

ance with the old established values and traditions, the responsibility of child care has been usually imposed on women. Nevertheless, nowadays, due to the awareness rising of the society about child care, support and involvement in different child development, the male parents have come to be aware and involved.

Parents in the study area have make different contributions school activities to encourage the children in order to achieve academically performance in their school life and parents consistently reinforce morally and materially to their children. Includes, supporting their learning at homes, and participated in school ceremony.

Appendix II

አዲስ አበባ ዩኒቨርሲቲ

የሳይኮሎጂ ትምህርት ተቋም

መጠይቅ

ይህ መጠይቅ የተዘጋጀው በወላጆች የልጅ አስተዳደግና ዋጋን የመስጠት አስተያየትና በልጆቻቸው ትምህርት ላይ ያለው አስተዋፅኦ በተመለከተ በራያ አላማጣ ዙሪያ የሚኖሩ ተማሪዎችን በሚመለከት ኢንፎርሜሽን ለመሰብሰብ ነው። ስለሆነም ይህ መጠይቅ የሚሞላው በተማሪዎች ይሆናል።

በዚህ መጠይቅ የሚሰበሰበው ኢንፎርሜሽን የሚውለው ለጥናት ብቻ ሲሆን፤ እባክዎ በተቻለ መጠን መመሪያዎችንና ጥያቄዎችን በጥሞና በማንበብ ትክክለኛውን መልስ ይስጡ።

ካሳ ረዳ በላይ

በአዲስ አበባ ዩኒቨርሲቲ

የስነ ልቦና ትምህርት

ተቋም የድህረ ምረቃ ተማሪ

ክፍል 2 ከዚህ በታች ከተጠቀሱት ምርጫዎች ትክክል ነው ብለው የሚያምኑበት አማራጭ በማክበብ ይመልሱ

1. በአንድ የተወሰነ ሳምንት ውስጥ ከትምህርት ውጭ ቤተሰቦችህ/ሽ/አሳዳጊዎችህ/ሽ ምን ያክል ጊዜ ውጭ

እንድታሳልፍ ይፈቅዱልህል/ሻል (ከሰኞ-ዓርብ)?

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| 1. አባትህ/ሽ/የወንድ አሳዳጊህ/ሽ | 2. እናትህ/ሽ/የሴት አሳዳጊህ/ሽ |
| 1) እንደፈለኩኝ | 1) እንደፈለኩኝ |
| 2) ከምሽቱ 1:00-3:00 | 2) ከምሽቱ 1:00-3:00 |
| 3) ከቀኑ 3:00-ሌሊት አጋማሽ | 3) ከቀኑ 3:00 እስከ ሌሊት አጋማሽ |
| 4) ውጭ ጊዜ እንዳሳልፍ አይፈቀድልኝም | 4) ውጭ ጊዜ እንዳሳልፍ አይፈቀድልኝም |

2. በሳምንቱ መጨረሻ ላይ ቤተሰቦችህ/ሽ/አሳዳጊዎችህ/ሽ ከትምህርት ግዝያት ውጭ እንድትቆይ

የተፈቀደልህ/ሽ ምን ያህል ነው (ዓርብ፣ ቅዳሜ፣ እሁድ)?

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| 1. አባትህ/ሽ/የወንድ አሳዳጊህ/ሽ | 2. እናትህ/ሽ/የሴት አሳዳጊህ/ሽ |
| 1) እንደፈለኩኝ | 1) እንደፈለኩኝ |
| 2) ከምሽቱ 1:00-3:00 | 2) ከምሽቱ 1:00-3:00 |
| 3) ከቀኑ 3:00 እስከ ሌሊት አጋማሽ | 3) ከቀኑ 3:00 እስከ ሌሊት አጋማሽ |
| 4) አይፈቀድልኝም | 4) አይፈቀድልኝም |

3. ወላጆችህ/ሽ/አሳዳጊዎችህ/ሽ በትክክል የት እንዳለህ/ሽ እና ምን እንደምትሰሩ/እንደምትሰሩ ለማወቅ ይሞክራሉ/ይጥራሉ/?

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| 1. አባትህ/ሽ/የወንድ አሳዳጊህ/ሽ | 2. እናትህ/ሽ/የሴት አሳዳጊህ/ሽ |
| 1) አይሞክርም | 1) አትሞክርም |
| 2) በጥቂቱ ይሞክራል | 2) በጥቂቱ ትሞክራለች |
| 3) በደንብ ይሞክራል | 3) በደንብ ትሞክራለች |

4. ወላጆች/አሳዳጊዎችህ/ሽ ምን ያህል ነው ትምህርት ቤት መሄድህን/ሽን እና ያለመሄድህን/ሽን ለማወቅ የሚሞክሩት/የሚጥሩት/?

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| 1. አባትህ/ሽ/የወንድ አሳዳጊህ/ሽ | 1/የሴት አሳዳጊህ/ሽ |
| 1) አይሞክርም | ጌም |
| 2) በጥቂቱ ይሞክራል | 2) በጥቂቱ ትሞክራለች |
| 3) በደንብ ይሞክራል | 3) በደንብ ትሞክራለች |

5. ወላጆች/ሽ/አሳዳጊዎች/ሽ በዕረፍት ጊዜ/ሽ ምን እንደምትሰራ/ሪ ምን ያህልነው የማወቅ ዝንባሌያቸው?

1. አባት/ሽ/የወንድ አሳዳጊ/ሽ 2. እናት/ሽ/የሴት አሳዳጊ/ሽ

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| 1) አይሞክርም | 1) አትሞክርም |
| 2) በጥቂቱ ይሞክራል | 2) በጥቂቱ ትሞክራለች |
| 3) በጣም ይሞክራል | 3) በጣም ትሞክራለች |

6. ወላጆች/ሽ/ሽ ከትምህርት በኋላ የምታሳልፍባቸው/የምታሳልፈባቸው/ ቦታዎች የማወቅ ዝንባሌያቸው ምን ያህል ነው?

1. አባት/ሽ/የወንድ አሳዳጊ/ሽ 2. እናት/ሽ/የሴት አሳዳጊ/ሽ

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| 1) አይሞክርም | 1) አትሞክርም |
| 2) በጥቂቱ ይሞክራል | 2) በጥቂቱ ትሞክራለች |
| 3) በጣም ይሞክራል | 3) በጣም ትሞክራለች |

7. ወላጆች/ሽ/ሽ አሳዳጊዎች/ሽ በሚሰጡ/ሽ ገንዘብ ላይ የማወቅ ዝንባሌያቸው ምን ያህል ነው::

1. አባት/ሽ/የወንድ አሳዳጊ/ሽ 2. እናት/ሽ/የሴት አሳዳጊ/ሽ

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| 1) አያውቅም | 1) አታውቅም |
| 2) በጥቂቱ ያውቃል | 2) በጥቂቱ ታውቃለች |
| 3) በጣም ያውቃል | 3) በጣም ታውቃለች |

8. ወላጆች/ሽ/ሽ አሳዳጊዎች/ሽ የት እንዳለ/ሽ እና ምን እንደምትሰራ/ሪ የማወቅ ጉጉታቸው ምን ያህል ነው?

1. አባት/ሽ/የወንድ አሳዳጊ/ሽ 2. እናት/ሽ/የሴት አሳዳጊ/ሽ

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| 1) አያውቅም | 1) አታውቅም |
| 2) በጥቂቱ ያውቃል | 2) በጥቂቱ ታውቃለች |
| 3) በጣም ያውቃል | 3) በጣም ታውቃለች |

9. ወላጆችህ/ሽ/አሳዳጊዎችህ/ሽ/ በትክክል ትምህርት ቤት መሄድህ/ሽ እና ያለ መሄድህን/ሽን የማወቅ ጉጉታቸው ምን ያህል ነው?

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| 1. አባትህ/ሽ የወንድ አሳዳጊህ/ሽ | ሽ/የሴት አሳዳጊህ/ሽ |
| 1) አያውቅም | 1) አታውቅም |
| 2) በጥቂቱ ያውቃል | 2) በጥቂቱ ታውቃለሽ |
| 3) በጣም ያውቃል | 3) በጣም ታውቃለሽ |

10. ወላጆችህ/ሽ/አሳዳጊዎችህ/ሽ ለትርፍ ጊዜህ/ሽ ምን እንደምትሰራ/ሪ የማወቅ ጉጉታቸው ምን ያህል ነው?

- | | |
|------------------------|-----------------------|
| 1. አባትህ/ሽ የወንድ አሳዳጊህ/ሽ | 2. እናትህ/ሽ/የሴት አሳዳጊህ/ሽ |
| 1) አያውቅም | 1) አታውቅም |
| 2) በጥቂቱ ያውቃል | 2) በጥቂቱ ታውቃለሽ |
| 3) በጣም ያውቃል | 3) በጣም ታውቃለሽ |

11. ወላጆችህ/ሽ/አሳዳጊዎችህ/ሽ ከትምህርት መልስ (በጊላ) በትክክል የት እንዳለህ/ሽ ያውቃሉ?

- | | |
|------------------------|-----------------------|
| 1. አባትህ/ሽ/የወንድ አሳዳጊህ/ሽ | 2. እናትህ/ሽ/የሴት አሳዳጊህ/ሽ |
| 1) አያውቅም | 1) አታውቅም |
| 2) በጥቂቱ ያውቃል | 2) በጥቂቱ ታውቃለሽ |
| 3) በጣም ያውቃል | 3) በጣም ታውቃለሽ |

12. ወላጆችህ/ሽ/አሳዳጊዎችህ/ሽ የሚሰጡህ/ሽ ላይ የማወቅ ሁኔታቸው ምን ያህል ነው?

- | | |
|------------------------|-----------------------|
| 1. አባትህ/ሽ/የወንድ አሳዳጊህ/ሽ | 2. እናትህ/ሽ/የሴት አሳዳጊህ/ሽ |
| 1) አያውቅም | 1) አታውቅም |
| 2) በጥቂቱ ያውቃል | 2) በጥቂቱ ታውቃለሽ |
| 3) በጣም ያውቃል | 3) በጣም ታውቃለሽ |

አዲስ አበባ ዩኒቨርሲቲ

የሳይኮሎጂ ትምህርት ተቋም

መጠይቅ

ይህ መጠይቅ የተዘጋጀው በወላጆች የልጅ አስተዳደግና ዋጋን የመስጠት አስተያየት በተመለከተ በራያ አላማጣ አካባቢ ማህበረሰብ ዙሪያ ኢንፎርሜሽን ለመሰብሰብ ነው። ስለሆነም ይህ መጠይቅ የሚሞላው በራያ አላማጣ የሚኖሩ ወላጅ አሳዳጊዎች ይሆናል።

በዚህ መጠይቅ የሚሰበሰበው ኢንፎርሜሽን ለትምህርት የሚውለው ጥናትና ምርምር ብቻ ሲሆን እባክዎ በተቻለ መጠን መመሪያዎችንና ጥያቄዎችን በጥሞና በማንበብ ይሆን በማዳመጥ ትክክለኛው መልስዎን ይስጡ።

ስምዎን ከመጠይቁ እንዳይፅፉ በጣም አመሰግናለሁ ግዜዎትን ሰውተው ለሰጡኝ መልስና ትብብር አመሰግናለሁ።

ካሳ ረዳ በላይ

በአዲስ አበባ ዩኒቨርሲቲ የስነ ልቦና ትምህርት ተቋም ድህረ ምረቃ ተማሪ

ክፍል 1 የቤተሰብን ሁኔታ የሚመለከት መጠይቅ

መመሪያ:- ከታች ለተዘረዘሩት የመጠይቅ ቅጾች በማንበብ ትክክለኛውን መልስ (✓) ምልክትን

በመጠቀም ያስቀምጡ። እንዲሁም ትክክለኛውን መልስ ይፃፉ።

1.1. የሚኖሩበት አካባቢ.

ገጠር

ከተማ ቀመስ

ከተማ

1.2. የታ

ወንድ

ሴት

1.3. ዕድሜ

1.4. የትምህርት ደረጃ

✓ ያልተማረ

✓ የጎልማሶች ትምህርት የተማሩ

✓ የመጀመሪያ ደረጃ ት/ት የተማረ

✓ የሁለተኛ ደረጃ ትምህርት የተማረ

✓ የመሰናዶ ትምህርት የተማረ

✓ ከፍተኛ ደረጃ ትምህርት የተማረ

✓ በዲፕሎማ ደረጃ የተማረ

✓ ሌላ

1.5. ስራ

ገበሬ

የቤት እመቤት

ነጋዴ

የመንግስት ሰራተኛ

1.6. የቤተሰብ ብዛት

ወንድ

ሴት

1.7. የቤተሰቡ ዓመታዊ የገቢ መጠን (ብር)

ክፍል 2 ከወላጆች የሚገኝ ኢንፎርሜሽን

2.1. ልጆች መያዝ ስላለባቸው ባህሪያት በወላጆች የሚሰጥ መስፈርት

መመሪያ:- ከዚህ በታች ከተዘረዘሩት ባህሪያት ልጆቻችሁን በዕድገት ዘመናቸው እንዲይዝላችሁ

የምትፈልጉትን ከሚከተሉት መለኪያዎች አንዱን በመምረጥ ያክብቡት፡፡

1. በፍፁም አይጠቅምም
2. በጣም በጥቂቱ ይጠቅማል
3. በጥቂቱ ይጠቅማል
4. በጣም ይጠቅማል
5. በጣም በእጅጉ ይጠቅማል

| | | | | | | |
|---|------------------------------|---|---|---|---|---|
| 1 | ተግባቢነት | 1 | 2 | 3 | 4 | 5 |
| 2 | ግልፅነት | 1 | 2 | 3 | 4 | 5 |
| 3 | ቀጣይነት ያለው ባህር (ወጥነት ያለው ባህሪ) | 1 | 2 | 3 | 4 | 5 |
| 4 | ታዛዥነት | 1 | 2 | 3 | 4 | 5 |
| 5 | ዓርስ ዕምነት | 1 | 2 | 3 | 4 | 5 |
| 6 | ትሁትነት | 1 | 2 | 3 | 4 | 5 |
| 7 | ጉጉትነት | 1 | 2 | 3 | 4 | 5 |
| 8 | ኃላፊነት የሚሸክም | 1 | 2 | 3 | 4 | 5 |
| 9 | ጠንካራነት | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|---------------|---|---|---|---|---|
| 10 | ተመሳጭነት | 1 | 2 | 3 | 4 | 5 |
| 11 | ትክክለኛነት | 1 | 2 | 3 | 4 | 5 |
| 12 | ራስህን መቻል | 1 | 2 | 3 | 4 | 5 |
| 13 | አክባሪነት /ከበሬታን | 1 | 2 | 3 | 4 | 5 |
| 14 | ርህሩህነት | 1 | 2 | 3 | 4 | 5 |
| 15 | ፍትሐዊነት | 1 | 2 | 3 | 4 | 5 |
| 16 | ትጉህነት | 1 | 2 | 3 | 4 | 5 |
| 17 | ተነሳሽነት | 1 | 2 | 3 | 4 | 5 |
| 18 | ዓርቆ ዓሳቢነት | 1 | 2 | 3 | 4 | 5 |
| 19 | ራሱን የሚቆጣጠር | 1 | 2 | 3 | 4 | 5 |
| 20 | ሃይማኖተኛነት | 1 | 2 | 3 | 4 | 5 |

2.2. የቤተሰብ ያስተዳደግ ዘቤ መስፈርቶች

መመሪያ:- ከዚህ በታች የተዘረዘሩትን ያስተዳደግ ዘቤ መገለጫዎች በየትኛው መስፈርት

እንደሚሰማሙ በመምረጥ ካሉት 1-5 አማራጮች አንዱን ያክብቡ።

1. በጣም በእጅጉ ይገልፀኛል
2. በጣም ይገልፀኛል
3. በጥቂቱ ይገልፀኛል
4. በጣም በጥቂቱ ይገልፀኛል
5. በፍፁም አይገልፀኝም

| የቤተሰብ ያስተዳደግ ዘቤዎች | | | | | | |
|--|---|---|---|---|---|---|
| 1 | ልጆቼን ችግሮቻቸው እንዲነግሩኝ አበረታታቸው አለሁ | 1 | 2 | 3 | 4 | 5 |
| 2 | ለጆቼን ምንም ነገር ሊጠይቁኝ አላበረታታም | 1 | 2 | 3 | 4 | 5 |
| 3 | ከልጆቼ ጋር ጊዜዬን ማጥፋት አስፈላጊ ሁኖ አላገኘሁም | 1 | 2 | 3 | 4 | 5 |
| 4 | ልጆቼ ሀሳባቸውን በነፃነት እንዲገልጹ አበረታታሁ | 1 | 2 | 3 | 4 | 5 |
| 5 | ልጆቼ ለሚፈፀሙት ነገር አድናቆቴ ስለ መግለፅ ማረጋገጫ የለኝም | 1 | 2 | 3 | 4 | 5 |
| 6 | የልጆቼን ሐሳብ አክብራለሁ | 1 | 2 | 3 | 4 | 5 |
| 7 | ለልጆቼ ለሚያደርጉት ዲርጊት ሁሉ ተጠያቂነትን እንዲወስዱ አስተምራቸው አለሁ | 1 | 2 | 3 | 4 | 5 |
| 8 | ልጆቼ ስለ ሄወት ተግዳሮት እንዲያቁ አስተምራቸው አለሁ | 1 | 2 | 3 | 4 | 5 |
| 9 | ልጆቼ ችግርን እንዲቋቋሙና ውሳኔን እንዲወስኑ አበረታታለሁ | 1 | 2 | 3 | 4 | 5 |
| 10 | ልጆቼን በማቀፍ ፍቅሬን እገልፅላቸዋለሁ | 1 | 2 | 3 | 4 | 5 |
| 11 | ከልጆቼ ጋር ስለ ባህላዊ እሴቶች፣ ምራል የመሳሰሉት በተመለከተ ማውራት ይከብደኛል | 1 | 2 | 3 | 4 | 5 |
| የቤተሠብ ፅኑነት (ባህሪያዊ ቀጣይነት በተመለከተ) | | | | | | |
| 12 | ለልጆቼ ጥያቄዎቻቸውን በሚያቀርቡበት ጊዜ ለተነፈጉት ጥያቄ አሳማኝ ሁኔታ እንዲቀበላቸው ያደርገኛል | 1 | 2 | 3 | 4 | 5 |
| 13 | ልጆቼ ለሚያሳዩት መጥፎ ስነ ምግባር ለመቅረፍ የምወስዳቸው ዕርምጃዎች ጥብቅ ናቸው | 1 | 2 | 3 | 4 | 5 |
| 14 | ድርጊቱን መፈፀም መቻሌን ካለረጋገጥኩኝ በስተቀር ልጆቼን በመቅጣት ማስፈራራት አልሞክርውም | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|---------------------------------------|---|---|---|---|---|---|
| 15 | የልጆቹን መጥፎ ባህርይ የማረቂያ (የማስተካከያ) ጊዜ ያለፈው መሆኑን ካመንኩበት በተላበሱት ባህሪ እንዲቀጥሉ አደርጋለሁ | 1 | 2 | 3 | 4 | 5 |
| 16 | ልጆቹ መያዝ ስለሚገባቸው ባህሪ በጥብቅ ለማሳወቅ አቅሜ የሚይደፈቅድበት ሁኔታ አለ | 1 | 2 | 3 | 4 | 5 |
| 17 | ለልጆቹ የገባሁላቸውን ቃል አከብራለሁ | 1 | 2 | 3 | 4 | 5 |
| 18 | አልፎ አልፎ ልጆቹ መጥፎ ድርጊት ሲፈፀሙ ከድርጊታቸው እንዲቆጠቡ ለመቅጣት እቸገራለሁ፡ | 1 | 2 | 3 | 4 | 5 |
| ልጆች ለሚጠየቁት ጥያቄ ወቅታዊ መልስ ስለመስጠት | | | | | | |
| 19 | ልጆቹ ከሰው ፊት ወሬ እንዲያወሩ አልፈቅድም | 1 | 2 | 3 | 4 | 5 |
| 20 | ልጆቹ ስለ ጭንቀት ሲያወሩ አልፈቅድም ምክንያቱም ሊረብሻቸው ይችላል | 1 | 2 | 3 | 4 | 5 |
| 21 | ልጆቹ ሁሌ ሀሳባቸውን የሚቀይሩ ከሆነ አቋማቸውን ለማወቅ እቸገራለሁ | 1 | 2 | 3 | 4 | 5 |
| 22 | ልጆቹ ላወጣኋቸው ጥብቅ ስነ ምግባሮች ተገዢ እንዲሆኑ በቅርብ ቤተሰቦቻችን ጭምር በጥብቅ አሳውቃለሁ | 1 | 2 | 3 | 4 | 5 |
| 23 | ልጆቹ ምግብ ሲፈልጉ አቀርብላቸዋለሁ | 1 | 2 | 3 | 4 | 5 |
| 24 | ጥሩ ነገር ሊሰሩ ምንም ነገር አልቸራቸውም | 1 | 2 | 3 | 4 | 5 |
| 25 | ልጆቹ ሲፀዳዱ እጃቸውን እንዲታጠቡ እመክራለሁ | 1 | 2 | 3 | 4 | 5 |
| 26 | ልጆቹ ጋር ስንከጋገር ቀና መልስ እመልሳለሁ | 1 | 2 | 3 | 4 | 5 |
| | የልጆች ቁጥጥርን በተመለከተ | | | | | |

| | | | | | | |
|----|---|---|---|---|---|---|
| 27 | ልጆቹ እንዲበሳጩ፤ አልፏቸዋል | 1 | 2 | 3 | 4 | 5 |
| 28 | ልጆቹ ከሌላ ልጆች በተሻለ ስራ እንዲሰሩ እፈልጋለሁ | 1 | 2 | 3 | 4 | 5 |
| 29 | ልጆቹ የመጠቀሚያውን ባህል እንዲያዳብሩ ለማሳወቅ እሞክራለሁ | 1 | 2 | 3 | 4 | 5 |
| 30 | ልጆቹ ለቤተሰቤ ያላቸውን ክብራታ እንዲያሳዩ አላበረታታም | 1 | 2 | 3 | 4 | 5 |
| 31 | በቤተሰብ ውስጥ ለሚወጣ የቤተሰብ ስነ ምግባር ህግ ልጆቹ ተገዢ እንዲሆኑ በጥብቅ አሳውቃለሁ | 1 | 2 | 3 | 4 | 5 |
| 32 | የወሰደው ጊዜ ቢወስድ ልጆቹ ለስነ ምግባር ተገዢ እንዲሆኑ እጥራለሁ | 1 | 2 | 3 | 4 | 5 |
| 33 | ልጆቹ ስሜታቸውን እንዲቆጣጠሩ እሞክራለሁ | 1 | 2 | 3 | 4 | 5 |
| 34 | ልጆቹ ቤተሰባዊ ውሳኔ እንዲሳተፉ እፈቅዳለሁ | 1 | 2 | 3 | 4 | 5 |
| 35 | ልጆቹ ከመጥፎ ነገሮች እንዲቆጠቡ እሞክራለሁ | 1 | 2 | 3 | 4 | 5 |
| 36 | የልጆቹ መብት በመግፈፍ ስነ ምግባር ማስተማር አልሞክርም | 1 | 2 | 3 | 4 | 5 |
| 37 | ልጆቹ ከቤት እንዲወጡ በማድረግ ቅጣት አልቀጣም | 1 | 2 | 3 | 4 | 5 |
| 38 | ልጆቹ ሲያጠፉ በጥፋቱ ዙሪያ እንነጋገራለን | 1 | 2 | 3 | 4 | 5 |
| 39 | ልጆቹ የሚጠበቀውን ስነ ምግባር ካላሳዩ በቅጣትና በስድብ የስነ ምግባር ተገዢ እንዲሆኑ አደርጋለሁ | 1 | 2 | 3 | 4 | 5 |
| 40 | ልጆቹ ስነ ስርዓት እንዲይዙ (እንዲኖራቸው) አልገርፋቸዋልም | 1 | 2 | 3 | 4 | 5 |

Declaration

I, the undersigned, declare that this thesis is my original work, has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Name: _____

Signature: _____

Date of Submission: _____

This thesis has been submitted for examination with my approval as a university advisor.

Name: _____

Signature: _____

Date: _____