

**THE CONTRIBUTION OF PARENTAL EDUCATION
FOR GIRLS ACADEMIC ACHIEVEMENT
THE CASE OF SELECTED REGIONS IN ETHIOPIA**

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DECLARATION

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

This is to certify that the thesis prepared by Siyane Aniley entitled: The contribution parental education for girls academic achievement, The case of selected regions in Ethiopia and submitted in partial fulfillment of the requirements for the Degree of Masters of Arts of Social Work complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Abstract

The purpose of this study was to describe the contribution of parental education for girls academic achievement. For undertaking this study, the relevant data were gathered from various relevant sources, questions were set, dependent and independent variables were defined, tools for data collections were developed and finally the data was analyzed and interpreted. The instruments used for data collection were questioner, FGD, interview and observations. Parents (90), primary school female students (90), teachers (36), principal and community leaders were the sample respondents of the study. The study was carried out in 5 primary schools of Bahirdar Zuria and 4 primary schools of Guto Gida district. The data obtained were analyzed using percentage and also coding, tabulating, graphing of the findings both in quantitative and qualitative manner. The final analysis result indicated that, Parental education contributes in increasing the parents' involvement in their daughter's education. Parental education changes and increases the concern of parents for the future of their girl child. Because parents know the benefit of education, parental support for the basic needs and educational material need is increased. Parental education reduces students' absenteeism. Moreover, parental education increases the emotional attachment/ closeness of parents and children. From the above conclusion the researcher recommended that awareness creation on parental education, making parental education as a crosscutting agenda, link among stakeholders and organizing community dialogues on parental education is vital.

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Acronyms

CSO – Civil Society Organization

DEC- Development expertise center

ECCD- Early Childhood Care and Development

FGD- Focus Group Discussion

GPI- Gender Parity Index

MoE- Ministry of Education

N.B- Nota Bene

NER- Net Enrollment Rate

NGO- Non-Governmental Organization

PPS- Probability Proportion to Size

UNESCO- United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

1. INTRODUCTION

This chapter includes background of the study, statement of the problem, objective of the study, significance of the study, scope of the study, study variables, operational definition of key terms and delimitation of the study. The introduction goes as follows.

1.1 Background of the problem

Adult and lifelong learning is a broader concept that usually refers to any form of learning undertaken by or provided for matured men and women outside the formal schooling system. Matured men and women are typically associated with sexual maturity and the attainment of reproductive age. In the legal concept, it is person who is independent, self-sufficient and responsible.

Parent is an adult who is father, mother or guardian who has double responsibility for the current and also for future generation. In the current life the parent is responsible for the survival of the family. The responsibility to shape, educate and guide children is the role of parent in creating a better future generation. Parents have an enormous influence on their children's education for several reasons, but most importantly because they are their children's first teachers.(Gratz, 2006)

Parental education is one of the life skill components of Adult Education. Parental education is defined as a support services offered to enable parents and caregivers; designed to support and increase capacity in raising healthy children. It is a learning process that can be followed to correct and improve a person's parenting skills. (Carter, 1996)

Parental education includes a broad range of approaches to support parents in their roles as the primary teachers of their children. (Child care & early education research connections, 2007). Effective parental education programs can promote "family engagement" in child development. It can help parents to play a more active role in the education and development of their children. When services such as parent education are offered and are of the appropriate quality, several studies indicate that outcomes for children and families improve, parents feel greater competence, and are less likely to abuse and neglect children.

The success of parental education program is measured by improvements in child wellbeing, parenting practices associated with positive child development outcomes increased actions in the community to improve early childhood growth, development & protection. (Reppucci, Britner, and Woolard, 1997)

There are three different parental education approaches like any adult education component i.e. Formal, non-formal and informal parental education. Formal parental education is usually in school, college or university where a person may learn basic parental education as an academic course. Non-formal parental education is a component of adult basic education where parents can learn literacy, numeracy and parenting basic skills. There is also informal parental education where there is no studying in a school and do not use another particular learning method. (Wiki)

Over 50,000 parental education programs reach millions of parents every day (Carter, 1996). There are over 100 regional parenting publications and several parenting series available through television, Internet and radio all.(Simpson, 1997)

This study is all about "The contribution of parental education for girls' academic achievement". The study was organized into five chapters. The second chapter deals with review of related literature. In chapter three the subjects, method of sampling, instruments, method of data collection and method of data analysis were described. The fourth chapter deals with presentation and interpretation of data. The final chapter deals with summary, conclusion and recommendation.

1.2 Statement of the problem

The level of literacy and numeracy of parents in rural Ethiopia limits their exposure to information on child development skill, knowledge and attitude for improved child education and development. Rural Parents level of knowledge couldn't let them to support their children academically (Home tutoring kind of support). Parental skill in giving a better care for their children such as nutrition, personal hygiene, follow-up and support is also very limited. The attitude of rural parents towards education affects the motivation of parents to send their children to school especially the girl child. Parents prefer their daughter to do indoor tasks such as cooking, fetching water, cleaning house, washing clothe, making coffee and other related activities while they give the boys time freedom to study also to play or to do whatever they are interested.

As a result, female students' poor academic performance and the rise of repetition rate in class were repeatedly reported by researchers (e.g., Tekeste, 1990; Seyoum, 1996; Alemtsehay, 1985).

Several writers also underlined that this problem becomes worse among rural female students (Genet, 1991; Assefa, 1991; TSION&WANA, 1993). The reasons of this poor academic performance were reported mainly because of poor parenting and home environment.

This and other related issues initiated the researcher to conduct this research by the title of: "Contribution of parental education for girls' academic achievement". Hence, it appears important to investigate the contribution of parental education for girls' better academic achievement.

On the ground of the above stated problems, this research was designed to answer the following questions;

- What is the parental skill competency of parents of the best academic achiever (outstanding) girl students?
- What is the parental skill competency of parents of the least academic achiever girl students?
- What is the academic achievement of the girls whose parents are enrolled in parental education and not enrolled parents?
- What type of supports girl students get from attendants of parental education and non-attendant parents?
- What are the challenges the girls face from attendants of parental education and non-attendant parents?

1.3 Objective of the study

The general objective of the research was to describe the contribution of parental education for academic achievement of a girl.

The study was specifically designed;

- To study the parental competency of parents of outstanding girl students
- To define the relation of parental skill of parents to least academic achiever girl students
- To compare the academic achievement of the girls whose parents are enrolled in parental education and not enrolled in parental education.
- To assess the type of supports (Materials, study time, academic support etc.) girl students get from parental education attendant and non-attendant parents

- To compare and investigate the challenges the girls face from attendants of parental education and non-attendant parents

1.4 Significance of the study

This research was designed to investigate the contribution of parental education for girls' academic achievement. Many researches have been done to indicate the contribution of education level of parents for the school enrollment and academic achievement of children. The previous researches focused on the formal education level of parents (Certification). But this research specifically focuses on parental education which is one of the components of Adult and lifelong learning that aims to improve the parenting skill of the parents. This research uniquely studied about Girls education in primary school, not only enrolment but better achievement because of their parents improved child raising skill.

This research will serve as a reference resource for other researches to conduct related further researches. Also it can help for concerned bodies to know and improve the parental education status in Ethiopia.

1.5 Scope of the study

The research was conducted in Oromia and Amhara region. Oromia region is the largest populated region followed by Amhara region. So the selected regions are from the majority.

The research was limited to Guto Gida District of East Wollega Zone and Bahirdar Zuria District of West Gojam Zone. The two rural areas are purposely selected as they are accessible to reach. Guto Gida District consists rural villages within 75Km radius from Nekemte, the capital of East Wollega Zone. Bahirdar Zuria District consists rural villages within 40Km radius from Bahirdar, the capital of Amhara region. These Districts can represent rural part of the country and reflect the situation of the majority.

The research focuses on the contribution of parental education, as an Adult education component, for girls' academic achievement. It focuses on Mother, father and/ or guardians parental education for girls' academic achievement.

N.B. This research will be used only for academic purpose and it's a learning process.

1.6 Operational Definition of key terms

Parenting skill: - For the purpose this research, parenting skill is defined as the ability of parents or guardians to raise their child by fulfilling the necessary emotional and material requirement. As the name indicates, Parental Education is defined as an educational program that can be followed to correct and improve a person's parenting skills. Parental education inspires parents to create conducive home environment for their children.

Parent: -In this research Parent is defined as father or mother or guardian; one who nurtures and raises a child; a relative who plays the role of guardian.

Academic achievement: - The research's dependent variable is Academic achievement or performance is defined as the outcome of education and the extent to which students achieved their educational goals. Academic achievement is commonly measured by examinations, school attendances and on-time grade progression.

Best academic achievers: -In this research, students who are the best academic achievers are defined as the students who are within the 1st 10 ranked students in a section they belong.

Less academic achievers: - for the case of this research, students are less academic achiever when they belong in the last 10 in their rank and characterized by high absenteeism.

Parental education providers: - in this research the providers of parental education are defined as the organizations, institutions, service providers that give parental education.

Parental education attendant (enrolled parent):- the parents who are sustainably enrolled in the parental education in regular basis, are called parental education attendant.

Parental education Non-attendants (Not enrolled):- Those parents who are not sustainably enrolled in parental education in regular basis are called non-attendants of parental education.

Time freedom: - in this study time freedom is defined as the availability of at least 60 minutes from the duration of 24 hours that female students can decide on as free personal time. It is the freedom to do whatever the students are interested in with the time they have.

1.7 Limitation of the study

In order to have more comprehensive information it would have been good if the study include districts in different settings of the country. However, due to time and other related constraints, it is confined of Guto Gida and Bahirdar Zuria districts, of Oromia and Amhara region.

Moreover, limitation of prior research studies on the topic, limited the research citing on the literature review to help lay a foundation for understanding the research problem.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

To understand the study in details from theoretical and philosophical perspectives, the review of related literature serves as background information to the study. The review of literature therefore encompasses the following points; the concept of parental education, characteristics of effective parental education program, girls' education and parental education, academic success indicators, the role of parents in children's education and parents' involvement in children's education in relation to Academic Achievement.

2.1 The concept of parental education

Parental education is essential to build parenting skills that help parents to encourage children and adolescents to be the best at school. Although a parent's role in their children's learning evolves as kids grow, one thing remains constant: we are our children's learning models. Our attitudes about education can inspire theirs and show them how to take charge of their own educational journey. (Child development institute; Parenting 101, 2012)

Parental education program is a course that can be followed to correct and improve parent's nurturing skills. Such courses may be general, covering the most common issues parents may encounter, or specific, for infants, children and teenagers. These courses may also be geared towards parents who are considering having a child, or adopting, or pregnant. (Wiki)

Parental education empowers parents to believe that they can change their child's future. Everyone who is a parent has a responsibility to participate in decisions about a child's education; even though, for day to day purposes, the school's main contact is likely to be a parent with whom the child lives on school days. All parents should be dealt with equally, unless there is a court order limiting an individual's exercise of parental responsibility. Individuals who have parental responsibility for, or care of, a child have the same rights as natural parents.

Supporting this idea (Stronquist, 1989) stated that, the parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable – to his age, ability and aptitude, and to any special educational needs he may have, either by regular attendance at school or otherwise.

Parenting readiness refers to the personal qualities, knowledge, belief, attitudes and life circumstances that give individuals the capacity and confidence to be successful parents. Beliefs about effective parenting and understanding of the responsibilities enable stronger parent-child relationships and more productive responses to undesirable behavior. Parents will be most effective in raising healthy children if they are prepared for the challenges, demands, roles and responsibilities of parenthood. Parents are better able to assume responsibility for their children's development if they are aware of the impact of a positive and nurturing home environment and feel confident in their abilities to parent and contribute to their children's learning (Child Trends, 2001).

"Adult education denotes the entire body of organized educational processes, whereby persons regarded as adults by the societies to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about improved changes in their attitudes or behaviour in the twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development." (UNESCO: 1976)

2.2 Characteristics of effective Parental education program

- Parental education respects the cultural values, traditions and aspirations of families that shape perspectives on child wellbeing (Weinstein & Quintero, 1995)
- Effective programs take a holistic child development focus, recognizing that all areas of development are linked and interdependent
- Parental education program has the potential to build bottom-up leadership among people who are normally excluded from participation, such as women and the extremely poor.
- Parental education interventions should empower families. Parental education programs that build leadership among people living in poverty are not "less driven" but instead are "capital producing" (Picus and Associates 2009)
- In depth dialogue in discussion groups is more effective than awareness campaigns
- Effective parental education promotes disability inclusion, child protection, (End the Cycle, 2011)

- Effective parental education promotes gender equality (Levine, Lloyd, Greene, and Grown 2009)

2.3 Girls education and parental education

Children's brains are like sponges the first couple years of their lives and they absorb in everything surrounding them. Therefore, what they learn from their parents in the first couple years of their lives will impact children for the rest of their lives.

Education is universally acknowledged to benefit individuals and promote national development. Educating females and males produces similar increases in their subsequent earnings and expands future opportunities and choices for both boys and girls. However, educating girls produces many additional socio-economic gains that benefit entire societies. These benefits include increased economic productivity, higher family incomes, delayed marriages, reduced fertility rates, and improved health and survival rates for infants and children (Subramanian, 2005).

Many factors influence a child's academic achievement beyond a child's innate ability. The neighborhoods children live in, the qualities of the school, and parents' occupations and economic status all have an effect. The level of parental education is a proven factor in predicting the academic achievement of their children.

Additional research that shows that uniquely the mother's education has a significant impact on her children's learning process. Benjamin Ann says, "The mother's education is one of the most important factors influencing children's reading levels and other school achievements. Generally, traditional research has revealed that more highly educated mothers have greater success in providing their children with the cognitive and language skills that contribute to early success in school." (Ann 1) This is because stereotypically, the mother is more involved in her children's education, and therefore has more influence on it. Another good point that Ann makes is that "children of mothers with high levels of education stay in school longer than children of mothers with low levels of education." Again, his conclusion is reinforced by all the other research that convincingly shows that parents who have completed levels of higher education will be more involved in their children's education.

It's important to remember that factors for academic success are statistically based, which means some children will be academically successful despite being at high risk for academic failure. We

have all heard stirring and motivational stories of people who rose from poverty abuse, cultures of violence, and other terrible circumstances to great heights through continued trying and sheer gumption. Such self-motivated individuals may be helped along the way by teachers, perhaps the only resource, in some cases, to achieve their dreams. These kids who succeed are wonderful, but tend to be exceptional in ability to self-motivate, something that may be stripped of other children in similar circumstances.

Probably one of the greatest determining factors in academic success is parental involvement and parental motivation. About 70-90% of children who get As’ or Bs’ in schools report they are encouraged by parents to do well in school. This alone may help children understand that school is important. Such parents may also be around to help with homework, occasionally volunteer at school, and they attend any conferences or meetings with teachers. In contrast, children who earn Cs or lower, at least in one study, report at about 49% that parents do not encourage them. Schools also regularly report that better performance and academic success is more likely when parents are actively involved in their child’s education. Parental support for children's schooling may influence persistence with school and achievement (Thawe and Sagawa, 1991).

Table 1 NER trends at primary school level

Year	Boys	Girls	Total
2008/2009	84.6	81.5	83.0
2009/2010	83.7	80.5	82.1
2010/2011	87.0	83.5	85.3
2011/2012	86.8	83.9	85.4
2012/2013	87.7	84.1	85.9

Source: Educational Statistics Annual Abstract 2012/13 (Ethiopian federal MoE)

Table 1 show that in the year 2012/13 NER has increased by 0.5 percentage points from the previous year and is 2.9 percentage points higher than 2008/9. In the year 2012/13 the GPI at primary level is 0.94 the fact that in a situation of equality between boys and girls, the GPI is 1. (MoE, 2012/13)

Even though the gender enrolment rate is improved, still only enrolment is not enough. The students have to achieve better, have to know better and have to solve problems. Education is more

than reading, writing, and arithmetic. It is one of the most important investments a country can make in its people and its future and is critical to reducing poverty and inequality.

The perceived ideal roles and characteristics of women and girls influence how girls and boys are socialized in the home, community and school. Because girls and women in general are considered physically weaker and less capable than men, they are often overtly protected and supervised to keep them from what is considered threatening to their safety i.e. physical, sexual, mental and emotional safety.

According to the research conducted by UNESCO 2011, during discussions and interviews with teachers, head teachers and parents it became clear that for many there was a commonly held view that girls were academically less capable than boys. This attitude has a negative effect on girls' participation in education. First of all, in a situation where parents have to make a choice, those who uphold this belief will choose to educate boys at the expense of girls. Because girls are considered less capable, they often receive less encouragement and are rarely challenged at home or school to strive to succeed in their academic work. Because less was expected of them, they also in turn expected less of themselves and were less confident of their academic abilities. Boys on the other hand were said to be "pushed" to succeed because more was expected of them. The research indicates that Science and Mathematics are generally considered to be the most difficult subjects. They are also considered to be "masculine" subjects. Because girls are considered less capable than boys, parents, peers, many teachers and the girls themselves do not expect them to excel at these subjects. There is often, therefore, conscious and unconscious discouragement of girls' participation in these subjects both from the school and home. Many teachers, parents and even students not only believed that girls were academically less capable than boys, they also believed that girls were less interested in academic issues and more easily distracted and were more interested in unrelated issues like romance and physical appearance. One explanation given for this was that because science and math subjects were considered masculine (therefore 'unladylike'), many girls were reluctant to try and excel at these subjects, as this would draw attention to them in ways that would make them feel uncomfortable. Success in these subjects might also alienate them from other girls and earn them the contempt of the boys, who were often reported to discourage girls from participating positively and performing well in these subjects. In Ghana for example, it was reported that society regarded those girls who performed well in science as *witches* or as *men-women*. Parents were also reported to discourage their sons from marrying women who were

science graduates as they felt that they would not respect especially those husbands who were non-scientists. These were identified as some of the attitudes that deterred girls from participating and performing well in science and math subjects. (UNESCO, 2011)

These factors explain why girls were the less academic achiever student in Africa. The solution is all about changing and improving the parental skill of the community and parents.

2.4 Academic Success Indicators

Here are the brief indicators of academic achievement or success that is expected as a result of parental education, as they are presented by (Scagit Raises, 2012)

- **On-time grade progression:** Grade progression refers to a student's promotion from one grade to the next. For example, a student who was enrolled in the fifth grade for the 2012-2013 school year achieves on-time grade progression if he or she advances to the sixth grade for the 2013-2014-11 school year. Retained students have lower academic achievement than their similar, promoted peers.
- **School attendance:** A student who is absent from school misses out on opportunities to learn. Students with frequent absences have lower levels of achievement and are more likely to drop out of school. Students with better school attendance have higher levels of academic achievement.
- **Reading and math proficiency:** Poor academic performance is one of the strongest predictors that a young person will drop out of high school; this is true even in the early grades. Beginning in fourth grade, students are expected to read to amass knowledge. As a result, students who are not reading by the end of third grade will continue to fall further behind their peers, because they will be unable to process and accumulate information presented through the written word. Students who don't have basic reading skills by the end of third grade are unlikely to graduate from high school.
- **Expectations of Academic Success:** A young person's personal expectations of future educational attainment may predict actual educational attainment. Youth's expectations of academic success may also have a reciprocal relationship with actual academic achievement during the middle and high school years.

- School connectedness: When young people believe that adults and peers at their school care about their individual leaning and about them personally, they are more likely to feel a sense of connection to their school and their academic life. Academically, school connectedness is directly associated with positive educational indicators such as increased school attendance, higher academic performance (e.g., grades and classroom test scores) and higher rates of school completion.

2.5 Parent involvement

Although parents conscientiously send their children off to school every day and expect them to do well, they can add an important extra ingredient that will boost their children's success. Parent participation is the ingredient that makes the difference. Parents' active involvement with their child's education at home and in school brings great rewards and can have a significant impact on their children's child's lives.

According to the study conducted by the NYU Child Study Center Updated on Oct 22, 2010, the children of involved parents:

- are absent less frequently
- behave better
- do better academically from pre-school through high school
- go farther in school
- go to better schools

Research also shows that a home environment that encourages learning is even more important than parents' income, education level, or cultural background. By actively participating in their child's education at home and in school, parents send some critical messages to their child; they're demonstrating their interest in his/her activities and reinforcing the idea that school is important. (Gurian, 2012)

The earlier in a child's educational process parent involvement begins, the more powerful the effects. The most effective forms of parent involvement are those, which engage parents in working directly with their children on learning. Three major factors of parental involvement in the education of their children:

1. Parents' beliefs about what is important, necessary and permissible for them to do with and on behalf of their children; 86% of the general public believes that support from parents is the most important way to improve the schools.

2. The extent to which parents believe that they can have a positive influence on their children's education; and Lack of parental involvement is the biggest problem facing public schools.

3. Parents' perceptions that their children and school want them to be involved. Although most parents do not know how to help their children with their education, with guidance and support, they may become increasingly involved in home learning activities and find themselves with opportunities to teach, to be models for and to guide their children. When schools encourage children to practice reading at home with parents, the children make significant gains in reading achievement compared to those who only practice at school. Parents, who read to their children, have books available, take trips, guide TV watching, and provide stimulating experiences contribute to student achievement. (Sattes, 2011)

"When my father came home in the evening, I would run to the gate to meet him and he would take me up in his strong arms and kiss me many times, saying, 'what has my little woman been doing today?' " (Hellen, 1903)

Most students at all levels – elementary, middle, and high school – want their families to be more knowledgeable partners about schooling and are willing to take active roles in assisting communications between home and school. When parents come to school regularly, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life.

2.6 Online parental education practice

In some countries like US and UK online parental education forum, which is open to parents all over the world, is being commonly practiced. Parents can raise point of discussion; parental education specialists do blogging that can make the discussion more scientific facts and research findings. The issues addressed in the forum are discussed as follows.

The online parental education encourages parents to pay attention to what your child loves. "One of the most important things a parent can do is notice her child. Is he a talker or is he shy? Find out what interests him and help him explore it. Let your child show you the way he likes to learn," recommends Dalton Miller-Jones.

Tune into how your child learns. Many children use a combination of modalities to study and learn. Some learn visually through making and seeing pictures, others through tactile experiences, like building block towers and working with clay. Still others are auditory learners who pay most attention to what they hear. And they may not learn the same way their siblings (or you) do. By paying attention to how your child learns, you may be able to pique his interest and explain tough topics by drawing pictures together, creating charts, building models, singing songs and even making up rhymes as the recommendation of Lee ZhiNing.

Practice what your child learns at school. Many teachers encourage parents to go over what their young children are learning in a non-pressured way and to practice what they may need extra help with. This doesn't mean drilling them for success, but it may mean going over basic counting skills, multiplication tables or letter recognition, depending on the needs and learning level of your child. "There may be times to review, but don't take on the role of drill master," adds Diane Levin. When parents do review it should feel as if the child wants to be a part of the practice.

Connect what your child learns to everyday life. Make learning part of your child's everyday experience, especially when it comes out of your child's natural questions. When you cook together, do measuring math. When you drive in the car, count license plates and talk about the states. When you turn on the blender, explore how it works together. When your child studies the weather, talk about why it was so hot at the beach. Have give-and-take conversations, listening to your child's ideas instead of pouring information into their heads, notes Susan Becker, M. Ed.

Connect what your child learns to the world. "Find age-appropriate ways to help your older child connect his school learning to world events. Start by asking questions. For example, ask a second-grader if she knows about a recent event, and what's she heard. Then ask what she could do to help (such as sending supplies to orphanages). You might ask a younger child if he's heard about anything the news, and find out what he knows. This will help your child become a caring learner" says Dalton Miller-Jones.

Don't over-schedule your child. While you may want to supplement school with outside activities, be judicious about how much you let or urge your child to do. Kids need downtime as much as they may need to pursue extra-curricular activities. "If a child has homework and organized sports and a music lesson and is part of a youth group in church or synagogue, it can quickly become a joyless race from one thing to another. Therefore, monitor your child to see that he is truly enjoying what he is doing. If he isn't, cut something off the schedule," advises Michael Thompson.

Keep TV to a minimum. "Watching lots of TV does not give children the chance to develop their own interests and explore on their own, because it controls the agenda," advises Diane Levin. "However, unstructured time with books, toys, crafts and friends allows children to learn how to be in charge of their agenda, and to develop their own interests, skills, solutions and expertise."

Learn something new yourself. Learning something new yourself is a great way to model the learning process for your child. Take up a new language or craft, or read about an unfamiliar topic. Show your child what you are learning and how you may be struggling. You'll gain a better understanding of what your child is going through and your child may learn study skills by watching you study. You might even establish a joint study time.

Use Reward In Positive Parenting. Whenever possible try to use reward and praise to motivate your child to improve their behavior. For younger children you can use "grandma's rule." Say, "When you have picked up all your clothes, you may go out and play." Be sure you use "when" rather than "if". Combine reward with time out for serious disruptive or defiant behaviors. Say, "Every time you ____, you will have a ____ time out. If you can go the whole (day, afternoon, etc.) without getting a time-out, you will earn ____".

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

In order to have a clear concept of the problem (the role parental education for girls’ academic achievement in primary schools), descriptive survey method was employed because it appears suitable for refining the research tools such as questioners, observations, interview, and documentary analysis. This chapter then deals with sampling procedures and data collection and analysis.

3.1 Study design

The main concern of the study was to assess the relationship between parental education and female students’ achievement in Guto Gida District of Oromia and Bahirdar Zuria District of Amhara. Therefore, to serve this purpose, descriptive survey design was employed as an appropriate design. This design helped to collect data at particular point in time with the intention to describe the nature of existing conditions or determine the relationship that exists between specific events. Besides, descriptive survey helped to collect data from a relatively large sample. In line with this, Best and Kahn (2002) also stated that descriptive method helps to have general understanding of the problem by studying the current practice. Hence, on the basis of these arguments, it is found to be convincing to employ descriptive survey that involves both quantitative and qualitative approaches.

3.2 Source of data

In order to conduct this study, data was collected from both primary and secondary sources. Primary data was collected from parents, school girls, teachers, school directors, and community leaders. Apart from this, various documents with respect to female students’ achievement records, school attendance, and documents related to parental education, journals, online articles, local studies conducted on related issues and the like were consulted to collect secondary data.

3.3 Population and Sampling Techniques

As mentioned above, this study was conducted in the aforementioned two Districts. The researcher used the following stages/procedures to select the samples for the present study. This stage involved selection of the primary sampling unit (schools). Schools were selected using Probability Proportion to Size (PPS) procedure where size is the total number of schools in each District. Guto

Gida district has 36 primary schools while there are 42 primary schools in Bahirdar Zuria District. Out of these, 12% of the schools (4 schools from Guto Gida and 5 schools from Bahirdar Zuria) were included in the sample from each District using PPS.

The second stage was selection of female students using stratified random sampling. That is, using a fresh list; female students in each selected school were stratified on the basis of their academic achievement from best academic achiever female students to less academic achiever female students. The top 5 female students, total 90, were selected using random sampling technique. Purposefully parents of the selected female students were also included as the sample. Besides, all nine school principals of the selected schools and 36 teachers (about 12% of the teachers of both sexes) were selected using purposive and stratified random sampling techniques respectively. One Community leader was selected from each District using purposive sampling.

3.4 Data gathering instrument

In depth Interview: -both structured and unstructured interview was held with each school principal and community leader.

Questionnaire: -It was employed to gather information from teachers. The questionnaire was prepared based on the research questions. The questionnaire that has both close and open-ended items was first prepared in English. After getting feedback from the research advisor, it was translated into Afan Oromo and Amharic to ease teachers understanding about the issues. Before the actual data collection, the questionnaire was pre-tested in non-sample schools which would not be included in the study, and an appropriate modification was made based on the findings.

Focus Group Discussion: Focus group discussions were held with female students and parents.

Review of secondary data: Related school documents, local studies, online articles, etc. were reviewed.

Table 2. Summary of Participants, Sampling Techniques and DataGathering Tools

No	Participants	Number of participants	Sampling Techniques	Data gathering instrument/s
1	Female students	90	Stratified random sampling	FGD
2	Parents	90 (one FGD in each school)	Purposive sampling	FGD
3	Principals	9	Purposive sampling	interview
4	Teachers	36	Stratified random sampling	Questionnaire
5	Community leader	2	Purposive sampling	interview

3.5 Administration of the instruments

A visit was made to each school by the researcher after sample schools had been identified. The total number of students, parents, teachers and school principals were secured from school record. After the number of respondents identified, FGD were conducted, questioners were distributed, and interviews were conducted. Two rounds of students FGD from each stratum (Best and less academic achievers) and one parent FGD in each school were conducted.

3.6 Data analysis

Depending on the number of groups involved and the type of measurement used to measure the dependent variable, the following data analysis techniques were used in the study.

The analysis was done by coding, tabulating, graphing of the findings both in quantitative and qualitative manner. Percentages were also used to explain the disparity in responses among different group of respondents. Themes that emerged regarding the topic area are identified; different positions or dimensions that emerged were summarized and analyzed for the final write up.

CHAPTER FOUR

4. PRESENTATION AND INTERPRETATION OF DATA

Under this part the analysis and interpretation of data collected from the respondents are briefly presented. Most of the data gathered were analyzed by using tables followed by discussions. For the sake of convenience related questions were treated together. Responses of the school principal were incorporated to substantiate the data obtained from students and teachers. The response of the community leaders were also included to support the data obtained from parents and students.

Accordingly, respondent's background, parental education providers, analysis of data and interpretations are presented in order.

4.1 Background information of the respondents

Background information of the respondent female students and parents of both Guto Gida and Bahirdar Zuria districts are indicated in the table below.

Table 3 Students background information

Item Number	Description	Alternatives	Responses	
			No	%
1	Age	1-10	8	8.9
		11-15	72	80
		16-20	10	11.1
2	Grade level	1-2	10	11.1
		3-4	10	11.1
		5-6	30	33.3
		7-8	40	44.5
3	Academic performance	High achievers	45	50
		Low achievers	45	50
4	Parental education enrolment status of parents	Enrolled in parental education	31	34
		Not enrolled in parental education	59	66

The above table depicts general background of student respondents. Thus, all of the respondents (90) were female students. This is because they were the target group of the study that is why the researchers selected females only. The table also shows that out of the total 90 female students selected as a sample 8 of them (8.9%) are found in the age range of 1-10 years. Out of the 90

sample students 72(80%) are in the age range of 11- 15. The remaining 10 (11.1%) are found in the age range of 16-20 years. The FGD was conducted with students from grade 1 – 8; 10 students from grade 1 and 2, 10 students from grade 3 and 4, 30 students from grade 5 and 6, and 40 students from grade 7 and 8. The academic status of the respondents is, 50% best academic achievers who are top 10 ranked students from their respective class and 50% who are within the last 10 least academic achiever female students.

Regarding the parental education enrolment of parents, as indicated in the Table above, 31(34%) of them are accessed to parental education, while 59 (66%) of them were not attending any form of parental education program.

Table 4 Parents background information

Item Number	Description	Alternative	Responses	
			No	%
1	Sex	Female	82	91.1
		Male	8	8.9
2	Livelihood	Agriculture	51	56.7
		Petty trade	39	43.3
3	Parental education	Attendant	31	34
		Non-attendant	59	66

Table 3 shows that out of the 90 parents participated in the FGD 82 (91%) of them are Female and only 8 (8.9%) are Male. The common livelihood activities of the parents are agriculture and petty trade, 51 (56.7%) and 39 (43.3%) out of the 90 respondents. The number of parental education attendant parents are 31 (34%), while the non-attendant parents are 59 (66%) out the total 90 respondents. This shows the majority of the parents are not attending any forms of parental education.

4.2 Data analysis

4.2.1 Parental education providers in the study area

According to the witness from schools and community leaders of the study area there are three categories of parental education providers; Health service providers, Non-Governmental organizations (NGOs) and schools.

- **Health service providers**

According to parents and community leaders' response, in addition to the regular service, public health centers in both districts are working on parental education at three levels. The main objectives are to improve the awareness level and practice of parents. The education enables parents to take proper actions in supporting and handling early childhood care and development. The public health nurses and health officers provide the education and facilitate discussions. Moreover, health extension workers provide door to door parental education in person.

The three levels of parental education

Prenatal education: - prenatal education is an education provided for pregnant parents. The objective of prenatal education is to build modern and healthy parents. The prenatal education was scheduled every week for about 45min to 1 hour.

The education includes;

- Safe delivery at the health center/ hospital
- Normal labor and birth
- Position for labor and birth
- Relaxation massage techniques to ease pain
- Labor rehearsal and support
- Importance of nutrition and exercise
- Breast feeding
- Communication skill and preparation for parenthood
- Avoid gender discrimination
- Healthy lifestyle

Postnatal education: - is parental education delivered to parents, one or both, in the first six months after birth. It focuses on the challenges of new parenthood. The objective of post natal education is to present parents scientifically approved and research based information on infant development. The education provided every two weeks for one hour.

It includes;

- Infant behavior
- Breast feeding
- Nutrition
- Hygiene and sanitation
- Immunization
- Early identification of diseases and disabilities
- Family planning

Early childhood care and development education: -the health workers deliver parental education of early childhood, which generally includes the five seven yearsof age, incorporating many dimensions of a child development. The education emphasized on child physical, emotional, social as well as cognitive development and provided every two weeks.

The education includes

- Nutrition
- Early identification of diseases and disabilities
- Immunization
- Family planning
- Helping cognitive development
- Avoid gender discrimination

Parental education provided by health service providers will change the traditional way of parenting, from a very early stage. All the three levels contribute for healthy child development without any forms of gender discrimination. From the above discussion, one can understand and expect the health service providers’ contribution on the creation of healthy new generation and better parents.

- Non-governmental organizations

In the two study areas, Guto Gida and Bahirdar Zuria Districts, parental education is being provided by the Non-governmental organization called Development expertise Center. DEC is non-profit, local Civil Society Organization (CSO) established to facilitate and participate in community development of the study area. The mission of DEC-Ethiopia is to promote a wide

range of early childhood education and development, basic primary school and general education, vocational and life skills training and other empowerment programs to disadvantaged children, youth and adult by way of enabling local practitioners and partners through financial and technical support.

DEC has been operating in three National Regional States and one City Administrative namely: Amhara, Afar and Oromia and Addis Ababa respectively since its foundation.

DEC works on parental education to improve the awareness level and practice of parents to capacitate them take proper actions in supporting and handling child and development. According to officers of the organization said parenting skills are the foundation for child development. Rural parents are organized in different groups. The parenting education includes integrated child wellbeing concepts health and nutrition, learning and Protection of the child.

DEC’s Parental education interventions include educating and supporting parents, developing capacities of caregivers and teachers and other government stakeholders.

Table 5DEC’s Number of parental education participants

Area/ District	Number of parenting groups	Number of individual beneficiaries		
		Total	F	M
Guto Gida	29	580	544	36
Bahirdar Zuria	50	1000	903	97
Total	79	1580	1447	133

Source: DEC’s annual report of the year 2013 document

DEC’s Parental education strategies

The first thing before doing the parental education is organizing parenting groups. The groups included mothers and would-be mothers who are willing to participate in the parental education. These organized groups decide the place and the time to meet for the parental education. Facilitator of the parental education is a female who completed grade 10 from the community. The facilitators are trained to be interactive, respectful, democrat, creative and open-minded.

DEC’s parental education strategy is integrated approach which has three pillars called the 3Ls;

Literacy: is the component of parental education where parents learn reading, writing and numeracy. Above all it's where they learn the value of education so that parents can promote education especially girls education.

Life skill: is the education of how to live life in a better way. Such as communication, character, hygiene and sanitation, nutrition, parenting and many other life skills which improves the lives of their children.

Livelihood: is directly related with economic development. Parents discuss on how to secure a better economy for their children's wellbeing and to fulfill their needs. Different entrepreneurial trainings are given. There is also saving and credit service among the group members.

The program is being implemented by the strong involvement of the government stakeholders such as Women affairs, youth & children office, education office and SME.

Points of discussion in the regular parenting group meetings

- What kind of parent do you want to be?
- What should respect and punishment must be?
- How to motivate child physical development
- How to follow-up child language and communication development
- How to influence and motivate the social and psychological development of a child
- Child protection from domestic and external violence
- Child and health (hygiene & sanitation, toilet usage, nutrition)

- Primary schools

The schools reported that they give parental education on how to manage the discipline of the children. Schools promote awareness of volunteer parents on how to assist children for better academic achievement. With the help of the PTA, organized small groups of volunteer parents, 10

members each, are the participants of parental education. The facilitators of the education and discussion are the PTA leaders, school principals and school supervisor.

The parental education provided by schools discussion includes

- Dropout issues: schools do discussions on how to reduce the dropout of students and how to bring back the dropout students to school.
- Academic achievement issue: the schools report the best result and poor exam result in the school to trigger parents for their children's better achievement. Discussion conducted on how to support children for a better academic achievement.
- Follow-up: School and parents discuss on continues follow-up of a child for the better discipline and focus on education. The continuous follow-up also help's parents to identify the need of a child so that they can support. Support is the core of academic achievement of a child; it might be emotional (psychological), financial, material and academic.

In addition to the weekly meeting, schools give personal parental education for parents. The schools invite parents of exceptional students for discussion at school. These executional students might be outstanding students, less achiever students, high absenteeism students and bad behaving students. After the discussion parents understand how to deal with their children's issue and how to sustain the qualities their children have.

4.2.2 Analysis of parents FGD

In each school about 10 parents FGD were conducted that took about 45 minute. The parents sat in circle and had discussions on children's education especially girls education.

➤ Time Freedom

Parents were asked the daily activities of their children and they were frequently mentioning the role of girls at home. "I even started to wear very clean clothes since my daughter grew and take the responsibility of our home" said the mother of 4 Wro. MashetatHonelign. The girls are the major actors of the household where they clean, wash, cook, take care of the household. This made them lack personal times and time to study.

Table 6 Time freedom for their children

Parenting Indicator	Guto Gida (40)		Bahirdar (50)		Parental education Attendant Total	Not parental education attendant Total
	Parental education Attendant (15)	Not Parental education attendant (25)	Parental education Attendant (16)	Not Parental education attendant (34)		
Parents who Give time freedom	13(86.6%)	2 (8%)	14(87.5%)	6 (17%)	27 (87.1%)	8 (14%)

According to the FGD conducted with parents, parents who are enrolled in Parental education attendant parents give more time freedom than those who are not. From the 15 parents who are attending parental education in Guto Gida district 13 (86.6%) of them give time freedom to their children while 14 out of 16 parents (87.5%) in Bahirdar district give time freedom to their children.

From the 25 parents who are not enrolled in parental education 2 (8%) parents give time freedom to their children in Guto Gida district while 6 out of 34 (17%) parents from Bahirdar Zuria district give time freedom.

In general parents who are attending parental education give more time freedom for their girl child than those who are not attending. This implies that parental education can contribute for parents understanding of girls need time to study and to do socializations.

➤ **Concern for the future of their daughter**

As it is discussed on the literature above researches indicate that one of the greatest determining factors in academic success is parental concern and future motivation. The most consistent predictors of children's academic achievement and social adjustment are parent expectations of the child's academic attainment and satisfaction with their child's education at school. Parents of high-achieving students set higher standards for their children's educational activities than parents of low-achieving students. Parents were asked if they discuss about the future dream of their girl child, if they care about it and if they believe in her to do it.

Table 7 Concern for the future of their daughter

Parenting Indicator	Guto Gida (40)		Bahirdar (50)		Parental education Attendant Total (31)	Not parental education attendant Total (59)
	Parental education Attendant (15)	Not Parental education attendant (25)	Parental education Attendant (16)	Not Parental education attendant (34)		
Parents who know the future dream of their daughters	12 (80%)	4 (16%)	13 (81%)	8 (23.5%)	25(80.6%)	12(20.3%)
Expectation of better academic result of their daughter	13(86.6%)	6 (24%)	12 (75%)	10(29.4%)	25(80.6%)	10 (27.1%)

Table 6 depicts that from the total 31 parental education attendant parents 25 (80.6%) of them know about the future dream of their girl child. They are concerned about their daughter's future. While, 12 out of 59 parents (20.3%) who are not attending parental education know about the future dream of their children. Out of the total 31 parental education enrolled parents 25 (80.6%) expect better academic achievement from their daughter. They expect their daughter to pass grade 10 national examination, to join University and graduate. They dream big, they have hope on their daughter to even help the family in the future. From the 59 parents who are not attending parental education, 16 (27.1%) expects better academic result from their daughter. The rest percentiles of the parents are not sure about the ability of their daughters that they can achieve the best in their schooling.

This shows that, parents who are attending parental education are more concerned about the future of their girl child than the parents who are not attending parental education.

➤ **Follow-up**

Research suggests that the association between school-home communication and student achievement are positively related (Sui-Chu & Willms, 1996). Parents were asked the grade level, section, rank, favorite subject and availability of text books. Also parents were asked if they visit schools to know about the academic and behavioral status of their girl child.

Table 8 Parents follow-up on their daughter

Parenting Indicator	Guto Gida (40)		Bahirdar (50)		Parental education Attendant Total (31)	Not parental education attendant Total (59)
	Parental education Attendant (15)	Not Parental education attendant (25)	Parental education Attendant (16)	Not Parental education attendant (34)		
Know grade level	12 (80%)	8 (32%)	16 (94%)	13 (38.2%)	28 (90%)	21 (35%)
Identify Section	5 (33%)	0 (0%)	6 (35%)	3 (8.8%)	11 (35%)	3 (5%)
Know Academic achievement (Rank)	13 (86%)	6 (24%)	15 (88%)	8 (23.5%)	28 (90%)	14 (23.7%)
Favorite subject of the child	9 (60%)	3 (12%)	7 (41%)	4 (11.7%)	16 (52%)	7 (11.8%)
Discussion about their schooling	8 (53.3%)	3 (12%)	10 (58.8%)	5 (14.7%)	18 (58%)	8 (13.5%)
Parents who school visit for follow up	15 (100%)	4 (16%)	14 (82.3%)	5 (14.7%)	29 (93.5%)	9 (15.2%)
Availability of Text book	6 (40%)	1 (4%)	5 (29%)	4 (11.7%)	11 (35%)	5 (8%)

Table 7 is about the parental follow-up on their girl child's education. Out of the 31 total parental education attendant parents 28 (90%) of the parents know the grade level of their girl child. 21 (35%) of the parents who are not attending the parental education know the grade level of their girl child. While the other percentiles do not know which grade their child is.

From the total 31 respondents who are attending parental education, 11 (35%) of the parents identify the class section of their daughter. From those 59 parents who are not attending parental education, only 3 (5%) of them know the classroom section of their daughter.

Parents who know the academic achievement of their girl child is 28 (90%) out of the 31 parental education attendant parents. Those who are not attending parental education also asked if they know the academic achievement of their daughter and 14 (22.7%) do know.

Parents have been asked if they know the favorite subject of their children, from those who are attending parental education 16(52%) and from those who are not enrolled in parental education 7 (11.8%) know the favorite subject of their children.

Parental education attendant parents who discuss about their girl child's schooling are 18 (58%) and those who are not attending parental education who ask their child about their schooling day are 8 (13.5%).

Parental education attendant parents visit schools to follow up their daughter' status is 29 (93.5%) and from those who are not attending visit schools are 9 (15.2%).

Parents who ask their children if they have enough text book are 11 (35%) of the parental education attendants and 5 (8%) of those who are not enrolled in the parental education.

In general parents who are enrolled in parental education do follow-up on academic and behavior status of their girl child than the one who are not enrolled in the parental education.

➤ **Support**

Parents were asked if they support their girl child by supplementary books, avoiding absenteeism, avoiding any forms of violence.

Table 9 Parents support for their girl child

Parenting Indicator	Guto Gida (40)		Bahirdar (50)		Parental education Attendant Total (31)	Not parental education attendant Total (59)
	Parental education Attendant (15)	Not Parental education attendant (25)	Parental education Attendant (16)	Not Parental education attendant (34)		
Support of supplementary reading books	8 (53.3%)	3 (12%)	11 (68.75%)	9 (26.4%)	19 (61%)	12 (20%)
Avoided school absenteeism	14 (93%)	10 (40%)	16 (100%)	11 (32.3%)	30 (96.7%)	21 (35.5%)
Discuss and Protect from violence	11 (73%)	7 (28%)	14 (87.5%)	6 (17.6%)	25 (80.6%)	13 (22%)

According to the FGD conducted with the selected parents, those who support their daughter with supplementary reading material are 19 (61%) parents who are attending parental education and 12 (20%) parents who are not enrolled in the parental education. These parents give the reference books as motivational award for their daughter's best academic achievement and other activities while the other percentile parents give award like clothes, soap, shoes, hair oil and other motivational gifts.

Parents who already avoided school absenteeism of their daughter are 30 (96.7%) of those who are attending parental education and 21 (35.5%) of those parents who are not attending parental education. Parents who discuss with their daughter if there is any violence in her life and show protection are 25 (80%) of the parental education attendant parents and 13 (22%) of those parents who are not participating in the parental education.

4.2.3 Analysis of students FGD

➤ Parental education enrollment rate

The female students were asked if their parents are sustainably enrolled in any kind of parental education.

Table 10 Parental education enrollment rate

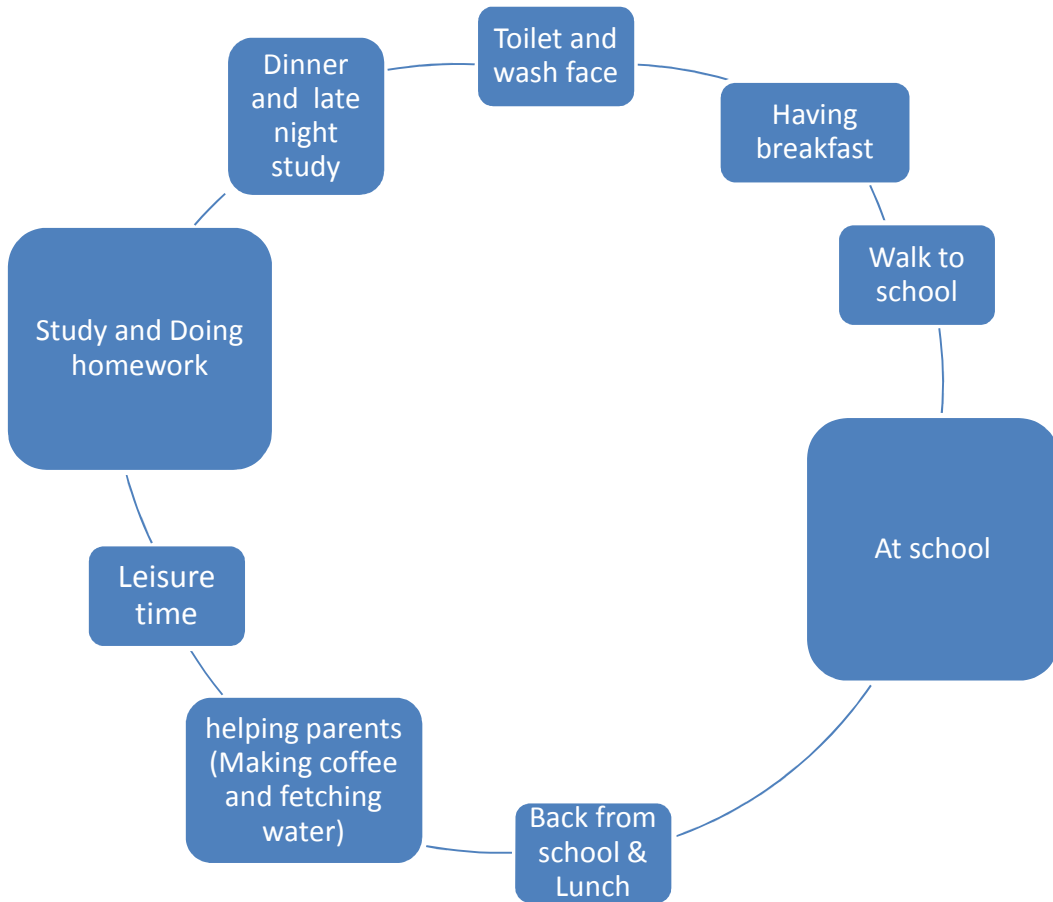
Students indicator	Guto Gida (40)		Bahirdar (50)		Total	
	Best academic achievers (20)	Low academic achievers (20)	Best academic achievers (25)	Low academic achievers (25)	Best academic achievers (45)	Low academic achievers (45)
Enrolled parents	15 (75%)	0 (0%)	16 (64%)	0 (0%)	31 (68.8%)	0 (0 %)

Table 11 depicts that; from the total 45 best academic achiever girls 31 (68.8%) students have parental education attendant parents; while none of the 45 the low academic achiever girls have parental education enrolled parents.

➤ Day calendar

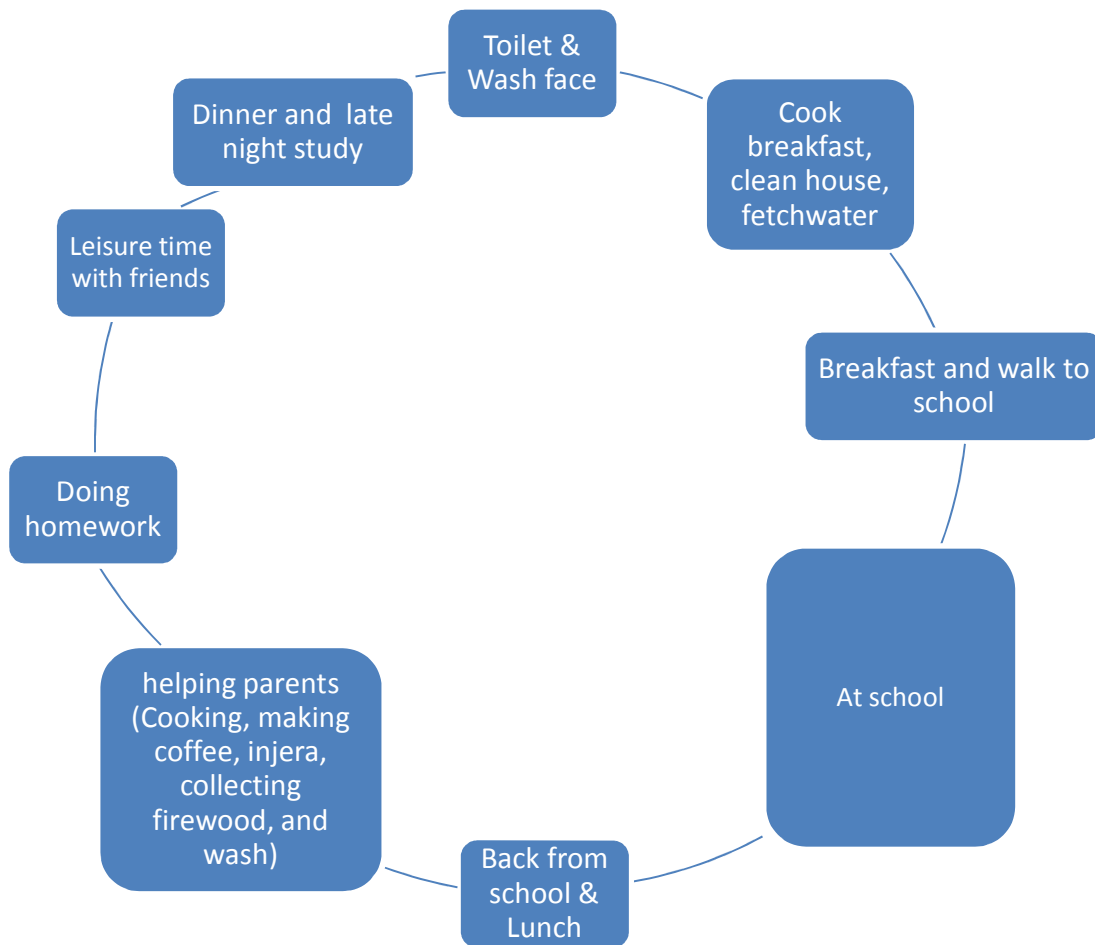
Day calendar is a tool to know about the routine activities and lifestyle of the target respondent. Students were asked to tell their full day activity from morning to evening. They did discussion and developed commonly agreed day calendar which can represent almost every girl in their area.

Figure 1 Common day calendar of the best academic achiever girl students



As it's displayed on the above figure the best academic achiever girls in both districts wake up and wash their face early in the morning about 6:00 AM. Then have breakfast that is already cooked by the parents (mother). After having breakfast they go to school. Coming back from school, helping parents will take place after lunch. Helping parents at home includes simple activities like making coffee and fetching water accordingly. After helping parents they have leisure time (Talking and playing different games) with friends. In the late afternoon, they do homework and study. After having dinner they begin the late night study.

Figure 2 Common day calendar of less achiever girl students



The above figure depicts the day calendar of the less academic achiever girls in both districts. Early in the morning about 6:00 AM they wake up and wash their face. Then they clean house, fetch water and cook breakfast for the whole family. After having breakfast they cooked by themselves, they go to school. Coming back from school, helping parents will take place after lunch. Helping parents at home includes cooking, making coffee, baking injera, collecting firewood and washing clothes and other heavy activities accordingly. Then in the late afternoon, they do homework. In the evening they have leisure time with friends which the parents are not happy about. Then they serve dinner they cooked to the whole family and begin the late night study.

In general as it is displayed and discussed on the above figure; the best academic achiever girls do the simplest activities such as making coffee, fetching water and cleaning house while the less academic achiever girls do heavy household responsibilities such as baking enjera, cooking, washing clothes, collecting fire wood in addition to the simple household activities. The best academic achiever girls have time to play with friends in the afternoon while the less academic achiever girls do it in the evening. If children go out night they can easily walk into trouble not of their own making. Late nights can affect school work. They could be facing peer pressure to drink alcohol, take drugs and engage in sex or violence (Advice on parenting.co.uk).

➤ **Time freedom**

The female students in both stratum were asked if they have freedom to choose what they want to do with their time without parental intervention.

Table 11 Time freedom of the students

Students indicator	Guto Gida (40)		Bahirdar (50)		Total	
	Best academic achievers (20)	Low academic achievers (20)	Best academic achievers (25)	Low academic achievers (25)	Best academic achievers (45)	Low academic achievers (45)
Time freedom	10 (50%)	2 (10%)	14 (56%)	6 (24%)	24 (53.3%)	8 (17.7%)

Table 10 depicts that 24 (53.3%) of the 45 best achiever students have the time freedom to study and do their own things including socialization. From the 45 less academic achiever students, 8 (17.7%) of them have the time freedom. The other percentile said that their daily activity is decided by their parents.

➤ **Closeness with parents**

The female students were asked if they are free to talk to their parents about their daily feelings and situations. They were also asked if they can manage to tell their parents about any form of violence at school, home and neighborhood.

Table 12 Closeness with parents

Students indicator	Guto Gida (40)		Bahirdar (50)		Total	
	Best academic achievers (20)	Low academic achievers (20)	Best academic achievers (25)	Low academic achievers (25)	Best academic achievers (45)	Low academic achievers (45)
Closeness with parents / discussion	11 (55%)	7 (35%)	13 (52%)	9 (36%)	24 (53.3%)	16 (35.5%)
Reporting violence	11 (55%)	10 (50%)	14 (56%)	5 (20%)	25 (55.5%)	15 (33.3%)

Table 11 shows the emotional attachment rate of the female students and their parents. Out of 45 best academic achievers 24 (53.3%) students are close to their parents while 16 (35.5%) of the low academic achievers are close to their parents. The rest percentile students have less attachment / closeness with their parents. They have less discussion on issues and less family moments.

Students who report violence are 25 (55.5%) out of the 45 selected best academic achiever students; from the 45 low academic achiever students 15 (33.3%) of them report violence they face at school, home, neighborhood and on the way to school.

➤ **Parental Support**

The female students were asked if they can get parental support on their basic needs and educational materials.

Table 13 Parental support

Students indicator	Guto Gida (40)		Bahirdar (50)		Total	
	Best academic achievers (20)	Low academic achievers (20)	Best academic achievers (25)	Low academic achievers (25)	Best academic achievers (45)	Low academic achievers (45)
Basic needs support	12 (60%)	8 (40%)	18 (72%)	12 (48%)	30 (66.6%)	20 (44.4%)
Support of supplementary reading books	15 (75%)	6 (30%)	17 (68%)	8 (32%)	32 (71.1%)	14 (31.1%)

Table 12 indicates supports the female students get from their parents. Out of 45 best academic achiever girls 30 (66.6%) get basic needs support while 20 out of 45 low academic achiever girls do. The economic basic need support includes their personal needs i.e. clothing, food, sanitary materials and other needs. The rest percentiles of the respondents have to work half of their time to fulfill their needs.

Moreover, the best academic achiever female students who get the supplementary reading books support from their parents are 32 (71.1%) of best academic achiever girls and 14 (31.1%) of the low academic achiever female students.

➤ **Challenges of Girls education**

Students were asked if there is any challenge as a factor hindering their academic achievement.

Table 14 Challenges of the girls’ education in the study area

Challenges mentioned by the best academic achievers	Challenges mentioned by the less academic achiever girls
No time freedom to study	No time freedom to study
	Early marriage
	Less hope from parents
	Economic problem of parents
	No role model at home and school

According to the FGD conducted with the girl students they have mentioned those challenges that hindered their academic achievement. Lack of time freedom is one of the biggest challenges they mentioned on their education. The best academic achiever students highly complained about the lack of time freedom than those low academic achiever students. The low academic achiever students take the problem of time as a normal part of than fighting for it. This simply can show that the best academic achievers are conscious of their environment and they know how much time they need to study.

“My parents do not understand that I need time to study at home; they feel that going to school enough ” *(Sisay Gudina, Tinfa primary school, 3rd from class, From Guto Gida district)*

Especially in Bahirdar Zuria district early marriage is a major problem for girls' academic achievement. Most of the primary school girls are married or engaged so they have household responsibility and even take care of their babies at early age than focusing on their education.

Parents who are less educated give less value for education so they see less hope in their girl child's education. Because of poverty they would rather prefer her to get married and get economic benefit from her husband than sending her to school for many years.

Someone who can show the best out of her through education is not out there for the girls and their parents as well. There is no successful woman who is educated and show the way for the younger girls. So the girls dream to be like no one.

Table 15 Teachers questioner analysis

Question	Guto Gida (4 primary schools)	Bahirdar Zuria (5 primary schools)
Knowledge about parental education	100%	100%
Parents involvement on their children's education	Poor involvement 40-61%	Satisfactory involvement 60-81%
Best academic achievers	Boys	Boys
Challenges of girls education	Home environment	Home environment
Regular communication and discussion with parents	Twice per year	Twice per year

As table 6 depicts, 100% of the teachers know about parental education concept that DEC is implementing in both districts. The teachers in Guto Gida replied that parents' involvement on their children's education is 40 – 61 % while Bahirdar Zuria 60-81% parents involve. In both districts, as the teachers replied, thenumber of Boys who are the best academic achievers exceed the number of best academic achiever girls. In both districts the challenges of girls education is domestic challenge. Because their parents do not know how raise and take care of their children,

the girls suffer most. The teachers replied that they have parents' day at the end of each semester where all parents gather at school to discuss about their children's education.

4.2.4 Analysis of the school document review

With the help of the school principal the documents reviewed from the school record shows the number of boys and girls who stood 1-3 from each school.

Table 16 Number of Girls and boys who stood 1-3 per school

Area	Primary School name	Number of students who stood 1-3		
		Girls	Boys	Total
Guto Gida	Lelisa	11	16	27
	Tinfa	6	33	39
	QarsaJobir	17	28	45
	Uke	25	62	87
Bahirdar Zuria	Wenjeta	14	61	75
	Tana Dar (1-4)	6	12	18
	Andasa	20	75	95
	Tigeza (1-4)	8	13	21
	Zerchame (1-4)	2	16	18
Total		109 (25.6%)	316 (74.4%)	425

Source: 1st semester school record

In the year 2013/14 students who stood 1-3 from their classroom are shown in Table 15. Only 25.6% of the total best academic achievers are girls and 74.4 are the boys. This shows that the best academic achiever number of male highly excels the number of female students. According to the

community leaders and the school principals’ response the female students are disadvantaged at home. The home environment does not motivate the girls for better academic achievement.

“The community always expects better academic achievement and long way academic success from male students than the female students.” said the community leader Ato Tariku Terresa

In general, all the developmental stakeholders and the government are focusing on securing girls school the enrolment rate; however only enrolment is not enough.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMENDATION

The study was intended to examine the contribution of parental education for girls' academic achievement in primary schools. In order to attain the desired objectives, the following procedures were undertaken: relevant documents were gathered from various relevant sources, questions were set, dependent and independent variables were defined, tools for data collections were developed and finally the data was analyzed and interpreted.

The study was carried out in 5 primary schools of Bahirdar Zuria and 4 primary schools of Guto Gida district. The subjects of the study were a sample of female students (90), Parents (90), teachers (36), school principals (9), and community leaders (2). So as to procure the necessary information from the sample population both structure and unstructured interview was made with school principals and community leaders. Moreover, FGD was conducted with female students and parents. Questioners were provided to the selected teachers.

The data obtained were analyzed using percentage and also coding, tabulating, graphing of the findings both in quantitative and qualitative manner.

5.1 Summary of findings

- Parenting is learnable.
- Parents who are attending parental education are in favor of giving time freedom to study.
- Parents who attend parental education are more concerned for the future of their daughter.
- Parents who are attending parental education regularly follow-up their children.
- Parents who are attending parental education give more parental support.
- About 70% of the best academic achiever girl students are from parenting education attendant parents.
- Parents who are attending parental education give simple household activities to their daughter.
- Girls from parental education attendant parent are close to their parents, transparent and protected.
- Teachers and schools reported that parental education attendant parents are more involved in their children's education.

5.2 Conclusion

Based on the major findings of the study, the following conclusions were reached.

There is a big home situation and academic achievement gap between students whose parents are parental education attendant and non-attendant. The Parental education positively influenced the parents' contribution toward their daughters' education. Parental education contributes in increasing the parents' involvement in their daughter's education. Parental education changes and increases the concern of parents for the future of their girl child. Because parents know the benefit of education, parental support for the basic needs and educational material need is increased. Parental education reduces students' absenteeism. Moreover, parental education increases the emotional attachment/ closeness of parents and children.

In general parental education improves the academic achievement of female students and reduces the academic achievement gap between male and female students by creating equally conducive home environment. However, parental education is given less attention by the government, NGOs, researchers, schools and even parents both in Guto Gida and Bahirdar Zuria districts.

5.3 Recommendation

Depending on the conclusions reached from this study, the following recommendations are suggested in order to promote parental education contribution; the researcher suggested the following;

- **Create awareness on the importance of parental education for girls' academic achievement:** -if the community is well aware of the contribution of parental education makes a difference on their children's academic achievement, all parents will give it priority. This awareness can be given by schools, community leaders, health centers, media and any other community reaching techniques.
- **Include parental education as a crosscutting agenda:** -including parenting skill in all community issues makes difference. At the health center, schools, religious institutions, markets places, "Idar", community meetings and other public gatherings can be used as intervention mechanisms to address and integrate the concept.
- **Create and strengthen the link among stakeholders:** -parental education stakeholders can be the parental education provider, schools, government official, education office, health office, women youth and children affairs office, SME office, churches and all stakeholders must see the gap and integrate to fill it.
- **Organize community dialogues and debates:** -Sustainable community debate on parenting education can also bring change by promoting experience and thought sharing. Different cultures, thoughts, beliefs, religions can be shared and teaches different parenting styles.
- **Do further researches on the topic in a broader and deeper manner**

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APPENDIX- A

Questioner for Primary school teacher’s

A questionnaire to be filled by teachers

Introduction: The purpose of this questionnaire is to collect the relevant information on the parental education for the academic achievement of girls in primary schools. The result of this study will highly depend on your response to each item. So your honesty and objectivity in answering all items will have invaluable contribution for the success of this study. Accordingly, you are kindly requested to give genuine response to each item.

Thank you in advance for your cooperation.

1. Subject _____

2. Sex: Male Female

3. Do you know about parental education and its benefit? Yes No

Explain _____

4. Mention the parental education providers in your area? _____

5. _____ How is the parent's involvement in their children's education?

- a. Strong involvement
- b. Satisfactory involvement
- c. Poor involvement
- d. No involvement

6. _____ How many students in your class get academic support at home (Percent)?

- a. 100-80%
- b. 81-60%
- c. 61-40%
- d. 41-20%
- e. 21-0%

7. Do you see academic difference between girls and boys?

- a. Big difference
- b. Slight difference
- c. There is no difference

d. I don't know

Specify _____ the
reason _____

8. What are the challenges of girls education in your area (especially at home)? _____

9. Do you have regular communication with parents? Yes No How and how often? _____

10. _____ Do you think parental involvement in their children's education is important? Why? _____

a. Very important

b. Less important

c. Not important

d. I don't know

11. Do you think parental education is the solution that improves students' academic achievement, especially girls? Why?

12. How do you conduct parental education in the school? _____

13. What issues do you discuss with parents? _____

1. Barumsabarsistu _____

2. Saala: Dhira _____ Dubaarti _____

3. WaayeeBarnootamaatii fi faayidaaisaabeekta?

Beka _____ HinBeku _____

Ibsi _____

4. Qaamotabarnootamaatiikennajiranibsi?

5. _____

Manabrumsaakeettiga'eenmatiinbarusajoleeisaaniikessatitaphachajiranumaalfakkaata?

a. Ga'eeisaaniibayyetaphachajiru

b. Ga'eeisaniitaphachajiru

c. Ga'eeisaanibaayyegaaanaadha

d. Ga'eeisaaniitaphachaahinjirani

6. _____ Barattootaharkameeqatumanattibarumsaisaaniirrattimanaagargaarsaargatu?

a. 100-80%

b. 81-60%

c. 61-40%

d. 41-20%

e. 21-0%

7. Ijole dhiraaf dubarairrattigaraagarumaanqabxibarumsajiraa?

a. Garaagarummaaguddaa

b. Garaagarummaxinnaa

c. Garaagarummaanhinjiru

d. Wa'eeisaahinbeeku

Maalif _____
_____?

8. Gufuunbarumsajjoolledubaraanannookanaa

mali? _____

9. Matiibarattootaawajjinwalqunamtiqabdu?

Qabna _____ Hinqabnu _____

Akkam? Yoom? _____

10. _____ Ga'eenmaatiibarumsajjooleisaanitifbarbaachisumaaqaba? Maalif?

a. Barbaachisumaguddaa

b. Barbaachisumaaxinnaa

c. HinBarbaachisu

d. Hinbeeku

11. Barnoonnimattiiqabxiibarnootaijooll, _____ kessatuuijoolledubaraa,
isaanifooyyessuffurmaatadha? Akkam? _____

12. Manabarumsaattibarumsamaatiikennajiru? _____

13. Waa'eemaaliimari'attu? _____

1. የጥያቄው ዓይነት:
2. ገጽ: ርዕስ:
3. የጥያቄው አይነት: የሥነ-ምግባር/የሥነ-ህይወት/..... የሥራው ዓይነት:

የሥራው ዓይነት

.....
.....

4. የጥያቄው ዓይነት: የሥራው ዓይነት: የጥያቄው ዓይነት: የሥራው ዓይነት: የሥራው ዓይነት:

5. የጥያቄው ዓይነት: የሥራው ዓይነት: የጥያቄው ዓይነት: የሥራው ዓይነት: የሥራው ዓይነት:

G. የጥያቄው ዓይነት

K. የሥራው ዓይነት

N. የጥያቄው ዓይነት

S. የሥራው ዓይነት

6. የጥያቄው ዓይነት: የሥራው ዓይነት: የጥያቄው ዓይነት: የሥራው ዓይነት: የሥራው ዓይነት:

G. 100-80 ሰዓት

K. 81-60 ሰዓት

N. 61-40 ሰዓት

S. 41-20 ሰዓት

c. 21-0 ሰዓት

7. የጥያቄው ዓይነት: የሥራው ዓይነት: የጥያቄው ዓይነት: የሥራው ዓይነት: የሥራው ዓይነት:

ሀ. የጥያቄው ዓይነት

ለ. የሥራው ዓይነት

ሐ. የጥያቄው ዓይነት

መ. የሥራው ዓይነት

የጥያቄው ዓይነት: የሥራው ዓይነት: የጥያቄው ዓይነት: የሥራው ዓይነት: የሥራው ዓይነት:

.....

8. የሴት ልጆች የትምህርት እንቅፋት ምን ምን ናቸው? በተለይም በቤት ውስጥ
.....
.....
9. ከወላጆች ጋር ቀጣይነት ያለው ግንኙነት አላቸው? አዎ የለንም
10. የወላጆች ተሳትፎ በልጆች ትምህርት ላይ ተፅዕኖ አለው?
ሀ. ትልቅ ተፅዕኖ አለው
ለ. ተፅዕኖ አለው
ሐ. ተፅዕኖ የለውም
መ. አላውቅም
11. የወላጆች ትምህርት የልጆችን የትምህርት ውጤት ያሻሽላል በተለይም የሴት ልጆችን? እንዴት
.....
12. በትምህርት ቤት ውስጥ የወላጆች ትምህርት ስጣልቸው? እንዴት?
13. በምን ጉዳዮች ላይ ትወያያላቸው?
.....
.....

APPENDIX- B

FGD guiding questions

Parents FGD

1. Which grade is your child? Which section?
2. What is the favorite subject of your daughter?
3. Does the school have enough student-textbook ratios?
4. Do you ask about the day of children?
5. Do you know and discuss the future dream of your daughter? Do you believe in it?
6. Do you attend parental education?
7. Who is the parental education provider in your area?
8. What is the common day calendar of boys and girls in your area and your children's?
9. Is there any difference between your son and daughter's academic achievement?
10. Have you ever heard anything about violence from your daughter? Do you discuss about it?
11. What are the challenges for the girls' education?
12. What kind of help do you provide for your daughter's education?
13. Do you regularly visit school to follow-up your daughter?
14. Do you think parental education is the solution that improves students' academic achievement, especially girls? Why?

Female students FGD (Age range, grade, education status, parental education background)

1. Day calendar
2. What kind of support do you get from your parents?
3. Do your parents' checkout your result, exercise book and homework?
4. What challenges do you face on your education?
5. Do your parents attend parental education?
6. Do you tell your parents if any violence happens to you at school, home or neighborhood?
7. Do you think your parents' involvement in your education is important? Why?
8. Do you think parental education is the solution that improves students' academic achievement, especially girls?

School Principal interview

1. How many students do you have? (Boys, girls)
2. What is the relationship between parenting skill and student academic achievement in your school?
3. Is there any parental education provider you know in your area?
4. Do you conduct any parental education in your area? (How often?)
5. What is the biggest challenge for girls' academic achievement?
6. Do you think parental education is the solution that improves students' academic achievement, especially girls? Why?

Community leader interview question

1. How many schools are there in your district?
2. What is the relationship between parenting skill and student academic achievement in your school?
3. Is there any parental education provider you know in your area? How do they provide?
4. Do you conduct any parental education in your area? (How often?)
5. What is the biggest challenge for girls' academic achievement?
6. Do you think parental education is the solution that improves students' academic achievement, especially girls? Why?

Parental education providers interview question

1. When did you start parenting education?
2. Number of parental education participants (M and F)
3. What are the components of parental education you provide?
4. What is the contribution of parental education for the academic achievement of girls?
5. Who are the stakeholders of the parenting education you provide?
6. Do you believe that parental education can contribute to girls’ education? In what way?
7. What are the challenges of implementing parental education?

Declaration

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

Name

Signature

Date

Advisor's name

Signature

Date
