



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

**THE EFFECT OF FAMILY BACKGROUND AND HOME ENVIROMENT
ON ACADEMIC PERFORMANCE OF STUDENTS IN SOME SELECTED
PRIMARY SCHOOLS IN BOLE SUB-CITY, ADDIS ABABA ETHIOPIA.**

BY: BETELHEM YOHANNES

SEP, 2024

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BY: BETELHEM YOHANNES

ADVISOR: DR.MOGES AYELE

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Figure 1:- A conceptual frame work of the effect of family background and home environment on academic performance of students

Abstract

The researcher sought to explore the effect of family background and home environment on Academic Performance of students in some selected primary schools in Bole sub-city, Addis Ababa Ethiopia. The research was intended to achieve three specific objectives which are stated as follow; Primarily, to assess the relation between parental income and academic performance of primary school students, secondly to determine the effect of parental educational background on primary school students academic performance and finally to investigate how home environment affect student's academic performance. The survey participants were 212 students as well as their parents from the three governmental elementary schools. The research used questionnaire as a method of data collection. The collected Data were analyzed by descriptive statistical methods and Multiple Regression. The study discovered a positive and statistically significant correlation between parental education, income level and home environment and their children's academic achievement.

CHAPTER ONE

INTRODUCTION

1.1 Background

Education is a process that helps people to develop their abilities, attitudes, and skills. Access to education is one of the most significant human rights in any community. Education is essential to the development of human capital since it increases an individual's likelihood of improving living conditions and overall well-being (Lewis and Battie, 2002). The greatest gift a country can give its citizens, especially its youth, is education. According to a World Bank assessment, no nation in the world has advanced without offering its people high-quality primary, secondary, or university education (WB, 1990). This and other researchers continue saying that when countries invest in their citizens to increase their access to social services like education, development follows.

Student Performance is the major concern of educational policymakers in every country. It has been accepted that the environment both inside and outside the school in which the child grows has a great influence on the academic achievement of the students. Among them, socioeconomic status, social phobia, anxiety, learning disabilities, parent styles, learning styles, classroom climate, etc. are some such variables. So care should be taken to increase the rate of achievement and find out the hindrances that decrease the achievement rate. Ethiopia has achieved noteworthy strides in achieving universal primary education, as seen by the 88.7% net enrollment rate in the 2021–2022 academic year. [UNICEF Ethiopia.2023]. Even though the majority of kids enter school, only 33.1% of them graduate from secondary school. The quality of education is another significant issue; 90% of ten-year-olds cannot read or comprehend a simple sentence that is dependent on text. In rural environments, children are much less likely to attend school, stay in school, and perform well.

Family background has a significant influence on how well children succeed in schools across the globe. This is because early social interactions and inspiration from those individuals usually contribute to improved academic performance in youngsters. According to a study done in the US by Rouse and Barrow (2006), students' academic performance and the number of years they had completed their education they have differed greatly depending on their familial background.

It was discovered by Rouse and Barrow (2006) that children from less disadvantaged backgrounds performed better on average tests and were more likely to never have had a grade deducted.

A multitude of factors, such as parent education, income, and society, have a significant impact on children's education. Mangle (2007) studied learning from a multi-dimensional perspective and found students' aptitude, interest, home environment, peer interactions and nature of learning materials have significant influences on students learning. According to the Ethiopian National Learning Assessment report of 2004 (as cited in Girma, 2013), factors like students' home background; personal, family, and community characteristics; school-based factors such as academic expectations, school leadership, coherence, teacher motivation, etc.; and school resources per-student spending, PTR (Parent-Teacher Relation), size of classes, etc.; greatly affect students' achievement. According to McIntosh's (2008) research, children in Canada from low-income households with divorced or separated parents would outperform the average if their parents had a good attitude and provided them with strong support. This was corroborated by a different study on Children and Youth in Canada conducted by Ryan (2000), which found that a child's educational attainment is significantly impacted by family background characteristics, parental support, and teacher support.

Research indicates that students from lower socio-economic backgrounds in terms of their parents' occupational status faced a higher risk of low achievement. According to a 2004 UNESCO study, teenagers from lower socioeconomic backgrounds have lower academic success rates. The social class and economic condition are important causes connected to victory in school and cannot be ignored (UNESCO 2004). A study by Boit (2015) showed that parental education and occupations are becoming increasingly important in determining children's achievement at primary, secondary, and tertiary levels of education.

The ability of children to learn in school is impacted by their parents' educational background in various ways. According to research, kids whose parents only completed elementary school are over three times more likely to have poor test results or to repeat a grade than kids whose parents completed secondary school or more (Goodwin & Goodwin, 1995). The same study also found

that parents' educational attainment affected the need for aid at home, which frequently means keeping children in school, as well as parent-child interactions linked to learning.

Parents with limited formal education may also find it more difficult to assist their children's learning and engage in school-related activities since they are unfamiliar with the language they use in the classroom (Omoraka, 2001). Farther Berhanu (2018) stated Home educational background and parents' educational attainment greatly influence the quality of education for their children. Student achievement was found to be directly proportional to the education of their parents. However, they highlighted that it is not clear to reflect the causal effect of family backgrounds on the child's educational achievement which creates a gap that this study sought to fill by finding out the influence of family backgrounds and home environment on the students' academic performance.

1.2 Statement of the problem

Educational policymakers have not successfully closed the achievement gap between children from wealthy and low-income families, both in scope and implementation (Arnold, 2016). Education specialists, guidance, and counseling specialists have raised serious concerns about students' poor academic performance (McClland, 2000). Ethiopia continues to record low academic performance every year [UNICIEF Ethiopia.2023] despite all the guidance programs and counseling strategies in schools to improve student performance. It is now crucial to determine the underlying cause of such poor performance. Poor performance and high waste rates are commonly associated with chronic poverty, low income, illness, and unemployment. Moreover, it establishes a significant obstacle to progress.

There is a wealth of research on the various conditions that students must meet to succeed in school due to their family history. From an equal standpoint, it is crucial to equalize students' academic performance in relation to their family background because their performance in compulsory school greatly influences their chances of continuing their education and, ultimately, of finding success in the job market (Holmlund, 2015). To put it another way, unequal learning outcomes due to students' social background are likely to reproduce over the life course into unequal living conditions and life opportunities.

Additionally according to Amare Gebru (2017); students ‘low academic achievement is not only a concern of students themselves and their families, but it is also a serious concern of society and the nation if we look in a broad sense. Because educational attainment is a decisive factor in a country’s economic development.

Scholarly investigations concerning academic success have continuously shown the significance of family background in predicting the academic success of Children (Gunn and Klebanov, 2007). Yet, not much research has been done on the mechanisms behind this association supports the background. Moreover, there is a lack of empirical data in Ethiopia about the relationship between family background and their children's academic success. Therefore, researching such matters would be extremely important in giving insight into the relationship between the background of family and home environment and children's academic achievement. The gap in students’ performance and academic excellence constitutes a great source of worry and serious discomfiture to parents, school managers, policymakers, and the various government bodies responsible for the education of students in primary schools. The study sought to determine the effect of family background and home environment on students' Academic performance in primary school.

1.3 Research question

1. Does a parent's economic status affect their child's academic performance?
2. Does educational background of parents have any impact on primary school student’s academic performance?
3. What is the impact of home environment on academic performance?

1.4 General Objectives

To assess the effect of family background and home environment on students' Academic performance in some selected primary schools in Bole sub-city, Addis Ababa Ethiopia.

1.5 Specific Objectives

1. To assess the relation between parental income and academic performance of primary school students
2. Determine the effect of parental educational background on primary school student’s academic performance.
3. To investigate how home environment affect children’s academic performance.

1.6 Significance of the study

This study has significance for a variety of people, including parents, who should learn from it how much a child's family background influences their academic performance, and school administrators, who should gain knowledge from it about how to address factors that could negatively impact students' academic performance. Moreover, educational policymakers may consider different mechanisms that support the improvement of student academic performance. The research provides future scholars on the same topic with substantiation for their arguments, which is of further benefit.

1.7 Scope of the study

Only a few chosen primary schools in the Bole sub-city of Addis Ababa were included in this study.

1.8 Definition of terms

Academic Performance: refers to a student's annual academic grade report from a government school.

Parental education level: **refers to the highest level of schooling of the parents. Higher levels of education are often associated with better economic outcomes as well as the expansion of social resources.**

Parental income: refers to the household income. The collection of income includes total income earned from wages and salaries by both parents, measured in Ethiopian birr in a given range.

House Environment: This refers to the surroundings in which the students reside. For the sake of this study, it indicates the appropriate amenities that the student's house has furnished, such as a reading room, television, radio, and sleeping quarters, whether or not they are helpful to learning.

CHAPTER TWO

2. REVIEW OF RELATED LITERATUR

This section presents the theoretical, empirical, and conceptual framework within additional literature.

2.1 Conceptual Review

2 .1 .1 Academic Performance

Academic achievement is a subset of the broader concept of educational development. The precise definition of academic performance is challenging due to its vast nature. However, many researchers attempt to restore academic performance in connection to the aggregate or cumulative average mark that the student gets in the topic or course they completed (York, 2015). As per Dennis (2014), the attainment of academic achievement is contingent upon personal and social attributes including mental aptitude, academic proficiency, drive, and objectives, in addition to the features of the surrounding milieu, which can be interpreted as a hierarchical, interconnected framework.

Every educational level has an achievement metric that is used to assess a student's standing and inform choices about the additional learning opportunities that will be offered in later phases. In the current educational environment, parents, teachers, and students are primarily concerned with academic accomplishment. The foundation for selecting and differentiating students for various opportunities and paths of growth in a variety of sectors is their academic achievement (Arora, 2016). Consequently, academic performance naturally becomes a measurement of academic development and predicts well for students' future success.

Academic achievement, according to Stanrock (2006), is the sum of a student's knowledge and abilities from their classroom experiences. Standard tests, performance evaluations, and portfolio assessments are common methods used to measure it. As Stanrock has tried to explain the term academic achievement is the sum and combination of knowledge and abilities or capacity that can be evidenced with different performance and continuous assessment of students.

2.1.2 Family Background and Students' Academic Performance

It is rather obvious that a person with a poor background will perform far worse academically in this particular situation than someone with a non-poor background, or even better than the latter. Children from wealthy families often outperform those from poorer backgrounds (OECD, 2016). According to Sean (2013), students from wealthy homes will succeed more than those from low-income ones. Thus, the primary influence on a student's academic achievement is their household income. OECD 2016 and Sean 2013 would like to strongly link academic achievement with income and household living status.

In line with this White (1982) focused on socioeconomic status, which he found to be the most significant predictor of children's academic accomplishment, and comes to the conclusion that a student does better in school the higher the family's social and economic standing. It is a solid fact that social and economic class has a pivotal role in the selection of improved educational services and input for children. Though the term socio-economic status has multiple factors inside it the positive increment of those social and economic terms will result in better academic achievement as white (1982) conclusion.

According to Martins' (2013) research, families find it more difficult to assist their children's academic development the more economically and socially disadvantaged they are. It is a reliable truth as families' economic base is limited the services they select for children will be very poor. The aforementioned study differed from the conclusions of Eamons' 2005 study, which focused on Latin American high school students and attempted to ascertain how family economic and social circumstances impacted students' academic performance. According to that research, the family's social and economic circumstances had little bearing on the student's academic achievement. However, there is a link between poor academic achievement and family history.

Third-world and developing nations are mostly faced with these kinds of issues (Scherer, 2016). Furthermore, there is a wide disparity in wealth between the rich and the poor, or more specifically, in terms of income distribution. This is closely related to having a detrimental effect on students from low-income backgrounds' academic achievement. This is a result of the restricted chances that people from such impoverished origins have in this specific instance (Scherer, 2016). Students from affluent backgrounds are performing better than those from impoverished families.

Even though the distribution of income is not the real concern of this research, how much is assigned to education for children is the real determining factor for success other than the simple accumulation of wealth. However other researchers may go in depth to see the real correlation between wealth and academic achievement.

Suleman (2016) asserts that children raised in low-income families are more likely to be exposed to a variety of external problems, which subsequently have a detrimental effect on their academic performance. In terms of their ability to regulate their emotions and, ultimately, because of the stresses associated with early life, these children's back conditions tend to interfere with teaching and learning, making it difficult for them to understand concepts that pertain to learning and performance in this specific instance. In this instance, children raised in low-income families also contribute to the development of learned helplessness (Wallizng & Martinek, 2015). This has the potential to mold young students from these kinds of homes. However, it may be true that most of the poor backgrounds have been associated with several problems such as housing, violence, gender inequality, and a lot of family turmoil that regardless of anything else negatively impact their ability to perform in academics (Suleiman, 2016). Claro et al. (2016) claim that excessive exposure to situations where issues are constantly present contributes to the helplessness that is evident in students from low-income households. In this particular instance, it is highly probable that these kinds of experiences will not be advantageous to individuals from low-achieving backgrounds. Furthermore, concerning Suleman, the psychological, environmental, and physical elements that arise from exposure to impoverished homes have a significant impact on how these pupils learn and perform in the classroom. Numerous challenges that low-income parents encounter could hinder their children's academic progress. A parent's hours can be one of these obstacles.

2.1.3 Parental Income and Academic Achievement

One of the main causes of educational inequality is parental income. Children with low-income parents face educational challenges. Liu and Qiu (2018) make a similar claim that low-income parents do not make sufficient educational investments for their kids, which has a negative impact on the student's academic performance. Ovansa (2017) provided evidence to bolster this assertion, pointing out that low-income parents frequently fail to provide uniforms and other

necessary school supplies on time, which has a detrimental impact on their kids' academic performance. Frequent sending of students home to pick up school fees results in a significant loss of instructional time, which suggests that the curriculum is not adequately covered.

Students with low-income parents might not have access to other necessities. Omoniyi (2019), who pointed out that children of low-income parents frequently lack access to sufficient food, housing, and quality healthcare, concurred with this sentiment. This is detrimental to academic achievement because, According to Okioga (2013), pupils from low-income families struggle to focus in class because they cannot afford necessities. This negatively affects their academic performance. Depression, poor health, and elevated levels of parental stress are all associated with poverty. As a result, it is clear from the above that kids from low-income families are more likely to not receive a good education. Yet students from wealthy homes outperform their less fortunate peers for a variety of reasons. Rich parents can strengthen their control over their kids' academic performance by arranging for in-home tutoring, claim Liu and Qiu (2018). The quantity of books a student owns, the caliber of the schools they attend, and the possibility of paying for private tuition are all aspects that are greatly impacted by the financial resources that parents and other family members may provide. Consequently, children will have enough time to concentrate on their academics and achieve better outcomes since they will be well-prepared for education.

According to research conducted in 2002 by Conger and Elder, families with low incomes face financial difficulties that affect their children both at home and at school. This can lead to stress for both parents and children. Parents with less money find it difficult to control the family's finances and relationships, as they might cause marital problems and despair. This can cause them to be tough with their children, which affects how well they do in school. This highlights the reality that disputes between parents and kids are typically caused by poverty and financial strain, which impairs a person's emotional development and leads to poor academic performance and the advancement of society.

Conger and Elder strongly underline the relational impact of income for households or the emotional consequences of low income for both school and homestay children. There will computing needs in households with limited income and the clash in demand between the Household members' results in bad emotional consequences for children.

2.1.4 Level of education of the student's parents

One of other factor that has the propensity to influence the academic performance of the students is the natural surroundings he/she belongs to. Although learning institutions promote equality of chance for performance for all learners, with the application of several measures that try to reduce the effects of disparity of parental education background, there is a perception that learner's performance is greatly affected by parental level of education. Generally parents with lower education mostly they earn low incomes (Kao &Tienda, 2015). David (2005), stated that parents' education was linked with children's academic achievement.

It is a common observation in many countries that individuals form distinct groups that comprise the building blocks of society by associating with peers who share similar attributes, including age, income, and education level. Poor and low-educated parents are more likely to live close to other similar families and socialize with them; as a result, they will all send their kids to the same substandard school, increasing the likelihood that the kids would receive a substandard education. Because they reside in certain locations, children from low-income households are likely to engage with children from other similar families (Stevenson & Baker, 2013). The kids won't have much exposure because they won't have as much access to better services that could aid them.

Among other behavioral issues, aggression is linked to low-income, low-education parents in impoverished families. Aggressive parents often yell at or punish their kids. When students are punished frequently, whether at home or school, they become uncomfortable, which makes it difficult for them to focus and comprehend the material being covered in class (Kao & Tienda, 2015). This will lead to the student performing below expectations again, which will negatively affect their attitude toward learning and make it more difficult for them to meet their academic objectives.

Since children pick up on their parents' habits and believe that they can get by without an education, parents with lower educational attainment may find that their children are more likely to emulate their parents' lifestyle choices and attend classes themselves. Nevertheless, children are observant and will want to emulate their parents. As a result, the learners will perform poorly since they will never work hard or have high expectations for their educational experience (Kao & Tienda, 2015).

Because they can afford to pay for all of the needs for improved education provision, parents with high-income levels and educational levels will have high expectations for and trust in their children's academic performance (Englund et al., 2015). The majority of low-income and low-education parents don't have high expectations for their kids since they don't give them the tools they need to improve their learning environments. The confidence and promise of academic success that students formerly had been taken away from them by a lack of learning resources. This directly causes resistance, which in turn causes the learner to perform below expectations in the classroom.

Parents with low-level education are associated with heavy occupation and poverty, a heavy occupation which makes the parents feel much exhausted by the time they leave their working places (Englund et al, 2015). This makes the parents just avoid responsibilities such as following up on the progress of their children which in return makes the children relax in academics and thus lose a strong base of education thus when they grow up with poor foundations the children end up failing to achieve much in education.

Children brought up by parents with low levels of education, their language development is much poorer compared to their peers from well-educated parents since the low-educated parents at home lack language to use with the children except the mother language, thus the new languages will be introduced to the children for first time at school therefore it will be a hard time for the children to catch up with the language and understand the content being delivered by the teachers to them compared to the children from families with well-educated parents(Stevenson & Baker, 2013).

2.1.5 Effect of parental occupation on academic performance

Occupational prestige is a component of socioeconomic status that encompasses both income and educational attainment. The educational level and financial levels needed to secure a job are reflected in one's occupational status. Parents who work in better jobs provide enough money for their children's schooling. They enable their children to succeed in their academic endeavors by providing them with financial, social, psychological, and emotional support (Gachathi, 1976). Fathers who work hard are better able to support and motivate their kids to pursue higher education. They are capable of giving their kids all the help they need to grow and develop ethically, intellectually, spiritually, and psychologically. However, parents whose less

distinguished jobs are a result of instability and financial problems cannot provide adequate modern facilities to enhance their children's education (Memo et.al, 2010). An individual's occupational status is correlated with their level of education, which makes it necessary for them to get and hold better jobs. As a result, it starts to serve as a gauge and indicator of social standing in a community, thereby characterizing aspects of the profession such as decision-making skills, emotional regulation, and psychological pressures (McNeal, 2001). According to Hauser (1994), a parent's educational attainment affects their income level, which in turn determines the kind of work that person may find on the labor market. Consequently, a parent who works a good job has a positive impact on their children's performance.

As per the above researchers, the parent's occupational status is motivational and among the initial factors that contribute to better academic achievements. The job level relates to the capacity of parents ability on provision of academic tools.

Qaiser et al. conducted a study in 2012 on the effect of parental socioeconomic status on the academic performance of secondary school students in the Karak district of Pakistan. The study indicates that parents with respectable employment provide their children with the tools they need to excel in school. They also assist and motivate students in their pursuit of academic success.

Pupils whose parents have less prestigious jobs do not benefit as much as pupils whose parents have highly prestigious careers. They face several challenges at home and school, which keep them from participating fully in class activities and produce mediocre academic work. Parents who work in occupations that are not as well-paying or as prominently located find it difficult to satisfy their fundamental needs, which makes them less likely to prioritize their children's education. Charles (2013) argues that occupational status evaluates a person's social standing by describing the pressures, ability, control, and psychological strain associated with a particular career.

2.1.6 Home Environment and Academic Achievement

According to Sarsour et al. (2011), the home environment is the combination of the material and psychosocial components that arise when kids engage with their surroundings. The prevalent belief that a household's level of poverty has a significant impact on a student's scholastic development is one that cannot be overstated when discussing the importance of the home. The

availability of facilities in the home or surroundings must be taken into account. A large percentage of the impacts of family wealth on young children's cognitive development are determined by the physical state of the home. The Home scale is a metric used to quantify the home environment in literature containing extensive longitudinal data sets. The components of the home scale are toys and reading materials; they also include measures of parenting techniques like spanking and other forms of punishment (Bradley, 1995). Research has demonstrated a correlation between family income and poverty and the HOME scale. Specifically, greater income levels are linked to better home settings as determined by the scale. Researchers have discovered variations in the HOME scale-measured home environments between children from parents with high and low-income levels. This automatically accounts for a significant amount of the impact that income has on preschoolers' cognitive development and elementary school students' success levels.

2.1.7 The Effect of Parental Involvement on Student's Academic Performance

Parental involvement has been considered as a major component to closing the achievement gap for underperforming students (LaRocque et al, 2011). Parental involvement is found a particular and necessary strategy for ensuring student success. It has been linked to higher graduate rates, increased attendance, and fewer discipline problems (Larocque al. 2011).

The majority of recent research has demonstrated that parental participation in education positively affects academic results. It gives parents the skills they need to support their kids with school-related activities. Parents also learn about the standards set by the schools for conduct and homework. The establishment of acceptable behavior expectations for children at home and at school by families and schools makes parental involvement in schools beneficial as well (McNeal, 1999 as referenced in Hill & Taylor, 2004). Compared to parents of lower income levels, parents from higher income origins are more likely to be involved in education. On the other hand, because they live in underprivileged areas and must cope with rigid work schedules and stress, parents from low-income backgrounds find it difficult to be involved (Hill & Taylor, 2004). Beyer (1995) studied the effect of maternal employment and parenting styles on academic achievement. Maternal work influences parenting patterns, which in turn influences academic performance, according to Beyer. This is due to the fact that working women will not have enough time to properly raise their children. On the contrary, Beyer (1995) discovered that

working mothers' jobs improved their children's academic performance, especially those from working-class and poor families. This finding has implications for how parenting styles are affected by work. Academic accomplishment was linked to the fact that working parents were more likely than unemployed parents to engage with their kids, encourage learning, and show them love and support (Beyer, 1995). Jeynes (2007) investigated the connection between the academic success of urban secondary school students and parental participation. He maintained that because many urban children confront serious problems, parental involvement is crucial (Bauch & Goidring, 1995; Hampton, Mumford & Bond, 1998 as referenced in Jeynes, 2007). The findings demonstrated that children's academic achievement is positively impacted by parents' general involvement.

The above researchers concentrate on and indicate the positive contribution and role of parental follow-up and involvement in children's academic achievements and class performance. This includes the daily checks and positive array forwarded from parents to children and it will finally build a positive psychological outlook of children towards schooling and academic success.

2.1.8 Type of family structure

Family composition the kind of household in which a student grows up is another aspect of their family that influences their academic success. Scholarly investigations have demonstrated that children of divorced parents perform worse than children of nuclear families in terms of academic attainment and various other outcomes; however, the overall effect sizes are relatively small (Amato, 2001; Amato & Keith, 1991; Bernardi & Boertien, 2016; Chapple, 2009; Härkönen, Bernardi & Boertien, 2017; Gähler & Palmtag, 2015; Pong et al., 2003). Research on kids with shared physical custody—that is, kids who have continuous contact with both of their parents has shown that kids in these households use their parents more frequently than kids from single-parent households for emotional support (Bergström et al., 2013; Bjarnason, & Arnarsson, 2011; Carlsund, Eriksson & Sellström, 2013; Låftman et al., 2014). Even after accounting for variations in national family policies aimed at balancing the financial resources between single-parent and other family households, there is still a documented achievement gap in school between children from single- and two-parent families in many Western societies, including Sweden (Pong et al., 2003). When compared to growing up with only one parent, growing up with two parents provides benefits for several outcomes, including academic achievement,

according to a prior study. Compared to children raised by one parent or in other family configurations, it is reasonable to assume that children raised by two parents enjoy a more stable financial situation, more opportunities to spend time with their parents, and better opportunities to receive support in school-related matters. It has also been demonstrated that having many siblings is a significant risk factor for children's achievement (Blake, 1989; Sputa & Paulson, 1995; Wagner, Schubert & Schubert, 1985), as the number of siblings increases a family's ability to access parental financial and psychological resources, such as parent-child interaction (Downey, 1995; Polit & Falbo, 1989).

2.2.1 Parental attachment theory

Bowlby (1980) introduced the theory of parental attachment. According to the belief, during childhood, a child develops a close emotional tie with a caregiver that will last a lifetime. A child's socioemotional growth and overall wellness are promoted by a secure attachment style, which is formed by parents who are emotionally present and responsive to their needs. Insecure forms of attachment style can be caused by less emotional and sensitive parenting or by ignoring the needs of the child. This is a risk factor for several mental health issues.

The theory's advocate provides hints regarding children's emotional development, which makes it relevant to our investigation. He also offered sound guidance for guardians and parents. These days, parents and guardians understand how important it is for them and their kids to have a healthy attachment link. These relationships will help the kids grow up to have strong attachments and stable mental health. Parents will gain knowledge about children's biological and psychological requirements as well as how to avoid having irrational expectations for their behavior. By doing this, parents can try to prevent the frustration that comes with having high expectations for their children.

2.2.2 Maslow's Motivational Theory.

This is an additional significant theory that is relevant to the research. Abraham Maslow originated the theory in 1970, and several researchers, such as Onyi (2007), promoted it. Maslow contends that motivation is multifaceted, ever-changing, and constant. According to him, there are demands that man must always fulfill. He claims that these demands are categorized hierarchically, going from basic, or lower order, needs to higher order needs. The hierarchy is

divided into two categories: growth needs (self-actualization) and deficit requirements (physiological, safety, belonging, and self-esteem). Maslow clarified that when one need is met, it stops being a behavior motivator and is replaced by a new need.

This research is relevant to the study since learning requires motivation. It is essential both at home and in school. Encouraging students to complete tasks in order to achieve or exceed predefined standards is one of the biggest issues facing educators and parents. In addition to directing and regulating behavior, motivations also support and fuel selected activity. When a student is motivated, they behave purposefully in order to accomplish the goals that have been set. When necessities like food, water, shelter, and rest are met, students are more motivated to learn. The pursuit of higher needs—self-actualization and self-esteem—begins with the satisfaction of these lower ones.

2.3 Empirical Studies

A variety of studies have been carried out on the influence of background of families on students' academic achievement. The academic achievement of children is greatly influenced by educated parents in terms of how they set up their home environment, interact with them, set expectations for them, and participate in their academic activities, according to studies by researchers such as Alexander, Jeynes, Muller, Stevenson, and Baker that were published in *Global Advanced Research Journals*.

Researchers like Hauser, Memon, and Rothstein believe that a parent in a fulfilling career has a positive influence on their children's academic achievement in terms of how they raise them, discipline and correct them, and respond to various issues about their well-being. The majority of the reviewed research addresses how learners' choices and preferences are impacted by their high occupational rank.

The majority of experts, including Crosnoe et al., Conger and Elder, Eamon, and Banks, agree, according to the literature review, that a child's school readiness, which demonstrates a family's ability to access resources, is a good indicator of that child's capability to make money. These researchers' findings indicate that underprivileged communities have a lot of characteristics, such as a lack of adult supervision, relationships to high-quality educational institutions, and positive

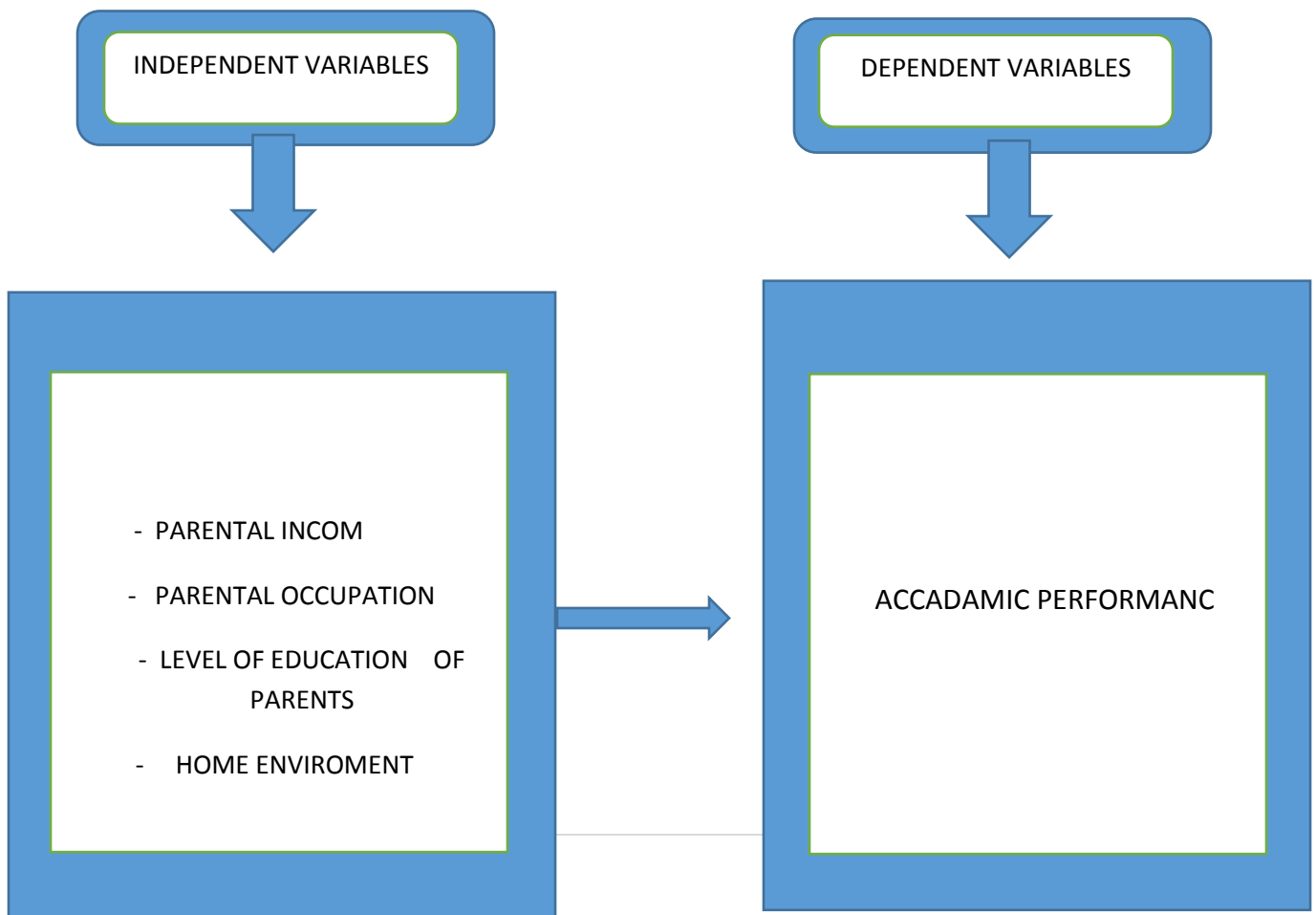
role models for children to emulate. Parental income literature generally describes the resources that are available to students and the surrounding neighborhoods.

Okunniyi (2004) the researcher found, among other things that the social class of parents determines the student's academic achievement. Also (Kamau 2013) researched the relationship between family background and academic performance of secondary school students in the case of Siakago division, Mbeere North district, Kenya, and the conclusion was on the issue of parental educational level. It was concluded that the level of education of parents had an impact on their children's academic performance. It was also concluded that the educational level of parents had a consistent direct relationship with the children's cognitive and behavioral outcomes. In addition, he also concluded that there is a direct relationship between parental financial and human capital on the successful learning experience of their children and their academic success and equally income of parents had some negative academic performance expectations on their children.

2.4 Conceptual framework

A conceptual framework explains the relationship between the independent and dependent variables.

Figure 2. 1 Conceptual framework



CHAPTER THREE

3. RESEARCH METHOD

3.1 Research design

A correlation research design was employed for this research. A measurement of two or more factors is used in correlation research design to ascertain how much a factor's value varies in an identified factor (Blook, 2013). To determine if the independent variables; parental education background, home environment, parental occupation, and parental income have a significant effect on academic achievement, measurements of each participant were made.

3.2 Research approach

In an attempt to give comprehensive information on the impact of family background and home environment on the academic achievement of students in a few chosen primary schools, the study used quantitative survey methods.

3.3 Study Area

Selected government primary schools in Bole sub-city. The reason for selecting only three government primary schools despite the fact that there are many government primary schools in the sub-city is because student and parent views in these sample institutions represent other exist in this sub-city and district in general on the relationship between the family background and academic performance of primary school student in Bole sub city.

3.4 Source of Data and Participant of the Study

The study population included three government primary schools in Addis Ababa, Bole sub-city. In this study, the target population was comprised of three primary schools, 450 students (150 from Mels Free Primary School, March 8 Primary School, and Bulibula Raya Primary School who learned in grades 5-8 and 450 parents from the three government schools in the sub-city.)

3.5 Sampling Techniques and Sample Size Determination

3.5.1 Sampling techniques

Sampling is a procedure the researcher uses to gather people, places, or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of characteristics found in the entire group. The study used probability sampling techniques since it assumes the law of statistical regularity which states that; if on average the sample chosen is a random one, the sample will have the same composition and characteristics as the universe (Kothari, 2004). This makes random sampling to be considered the best technique for selecting a representative sample for this study.

3.5.2 Sample size determination

The sample size for this study was determined using the Yeman (1967) formula, yielding 212 respondents. The sample size will be computed using the subsequent formula.

$$n = \frac{N}{1 + N(e^2)} \quad N=450$$
$$= 212 \text{ Sample Size}$$

Where

n = is the sample size

N = is the population size

e²= is the margin of error, which is 5% for a 95% confident level.

3.6 Data Collection Tool

For this study, structured questionnaires were employed since they allowed for the efficient collection of sufficient data at a minimal cost and time. Additionally, they permit respondents' secrecy and anonymity (Orodho, 2014). The questionnaire is prepared by adopting from similar questionnaire used in earlier studies. Data was collected from Jan –May 2024. The questionnaires were first constructed in English and then translated into Amharic. The questionnaires were filled out both by the children and the children's parents. Two sets of questionnaires, one for parents and one for students were used in the study.

3.7 Validity of the instrument

The researcher subjected the test instruments to face and content validity. This was to ensure that the instrument conforms to standards requisite for the study. The researcher's supervisor inspected the instrument. The suggestions and corrections made were effected before the instrument was taken to the field for data collection.

3.8 Method of Data Analysis

Data collected through the questionnaire were collected and analyzed by the researcher using the descriptive statistical methods; Statistics of frequency counts, Simple Percentage, Mean and Standard deviation, and Multiple Regression at 0.05 level of significance different to estimate and show the relationship between family background and students' academic performances.

3.9 Ethical consideration

Prior to distributing the questionnaires, the respondents were introduced and the goal of the study was explained. The parents who could choose not to participate at any point were made aware of this. Participants in the study were given codes to ensure data confidentiality.

The researcher took the research clearance letter from the office, which permitted the researcher to proceed to the field. During the research process, the researcher made sure that, respondents understood the purpose of the study and asked for their consent. A respondent was not requiring writing their names anywhere. The need to consider an ethical issue in a research project is insisted that the research is controlled by its rules.

CHAPTER FOUR

4. RESULTS AND DISCUSSION

4.1 Introduction

The analysis, interpretation, and discussion of the study on the effect of family background and home environment on academic performance of students in the three government primary schools in Addis Ababa are presented in this chapter. The survey was conducted with 212 school children and their parents and secured a 100% participation rate. The results were presented in tables and the form of frequency counts and percentages.

4.2 Students demographic data

As per the below table, 1 37.3 % of the participants fall under the age of 12-13 followed by age 14-15 which is 35.9%. In addition, the lowest participant percentage falls under the age of 10-11 which is 9%. Therefore, more than 50% of the participant children are on and above the age of 14.

Table 1 Student's Age

Age	Frequency	Percentile
10-11	19	9
12-13	79	37.3
14-15	76	35.9
16-17	38	17.9

The next issue discussed by the survey is the participant grade level. As per the below Table 2 the majority of the survey participant fall under Grade 7 and Grade 8 which is 29.2 % and 28.8% respectively. On the other hand, the Grade 5 and 6 students count 22.6 % and 19.3 % respectively

Table 2 Student's Grade Level

Grade	Frequency	Percentile
5	48	22.6
6	41	19.3
7	62	29.2
8	61	28.8

While looking the gender distribution of participants 50.9 % or 108 participants of the survey were male participants and 49.1 % or 104 participants of the survey were female students. Nearly fair participation of the two genders has been secured in the process of the data collection.

Table 3 Student's Gender

Male	108	50.9
Female	104	49.1

From Table 4 we see that only 70 or 33.01% of participant had work load at home.

Table 4 Student's Workload At Home

		Frequency	Percentile
Work load at home	Yes	70	33.01
	No	142	66.98

Table 5 students' academic achievement in first year average score

Table 5 shows that the majority of students at government primary schools in Meles Fere, March 8, and Bulibula Raya 81 (41.03 percent), indicated that they scored 61-80 on first semester average score .A tiny percentage of students, 6 (2.83%), said they get less than 50 on average in the first semester . At least 8 students (3.77 percent) reported they score above 90 and 87(41.03 percent) of students gets 81-90 average score.

Average score	Frequency	Percentile
< 50	6	2.83
50-60	72	33.9
61-80	87	41.03
81-90	39	18.39
>90	8	3.77

4.3 Parental Demographic Data

Parental marital statuses

Looking at the parental demography of children who participated in the survey process. The greater part of the participant parents were married which counts 148 or 69.8 % of the total survey population. In addition, 37 or 17.5% of parents were divorced. Moreover, 12.7% or 27 parents are widowed.

In line with this 79.7 % of HH are fathers headed followed by headed by mothers; which is 37 in number or 17.454%. The smallest portion of participants; which is 2.83 % or 6 in total number is headed by other families and relatives.

In line with this while looking with whom the children are living in the household; the majority of children, which counts 69.8%, or 148 children are living with both their father and mothers. Moreover, this portion is followed by children living with their mothers which is 37 or 17.45%. As it is clearly depicted in table 5 9.9% or 21 children are living with their fathers. A very small

portion of the participant children is living with other relatives which is 2.83% or 6 in number. Thus, these results support the finding of McLeod, Kruttschnitt, and Donfeld (2004) that children from two-parent households perform better than those from single-parent households.

Family size

Table 6 shows that 89 (41.98 %) of participants had 2-5 number of family members and 123 (58.01%) had more than 5 family members. As family size grows, the limited family resources are becoming constrained (Martins, 2013), according to Lacovou (2001).

Parent's educational status

While looking at the educational status of parents in Table 6 about 18.39% or 39 parents are uneducated. In line with this, 57 or 26.9% of parents are completing primary education. Further, a significant number of participants, which are 46 or 21.69%, have secondary-level educational status. Besides, 16.98% or 36 of the parents have completed college and 16.03 % or 32 of the parents have completed degree-level education. These results support the finding of Pampala and Kean (2010) that children's academic performance is impacted by their parents' educational status.

Parent's occupation

On the other hand, while looking at the occupational status of parents 34.43% or 73 parents have an occupation in a government institution or they are civil servants. In addition, 26.4% or 65 parents are self-employed. The next portion of parents had occupied on daily level income or they are daily laborers; which are 16% or 34 in number. Finally, about 29 or 13.7% of parents have non-government employment occupations.

Parent's income

The other component analyzed in the survey is the monthly income of the households. In line with this 38.7% or 82 of survey participants have monthly income of less than 5000ETB. In addition, 38.7% or 82 of others have 5000-7000 ETB monthly income. Furthermore, 48 or 22.6% of parents have a monthly income of more than 7000ETB.

Table 6-Parental Demography

		Frequency	Percentile
Marital status	Marred	148	69.8
	Divorced	37	17.5
	Widowed	27	12.7
Head of the house	Father	169	79.7
	Mother	37	17.45
	Other	6	2.83
Child living with	Father	21	9.9
	Mother	37	17.45
	Both	148	69.8
	Other	6	2.8
Family size	2-5	89	41.98
	Above 5	123	58.01
Parental education	Uneducated	39	18.39
	Primary school	57	26.88
	Secondary school	46	21.69
	College	36	16.98
	Degree	34	16.03

	Government employee	73	34.43
Parental occupation	Nongovernment	32	15.09
	Self-employ	65	30.66
	Daily labor	42	19.81
	Less than 5000 birr	82	38.7
Monthly income	5000-7000 birr	82	38.7
	Above 7000 birr	48	22.6

4.4 Regression Analysis

The dependent variable was regressed on predicting variables of mother's education, father's education, occupation of father, occupation of mother, monthly income, child workload, suitable for studying, and parental marital status. Results show that the independent variable significantly predicts Academic performance 37% of the variance in school performance by the predictors collectively, $F(8,203)=16.47, P<0.00$. The results show that father education has a significant and positive impact on academic performance ($B=1.493, t=2.7, P=.004$), father occupation has a significant and positive impact on academic performance ($B=-1.088, t=-2.151, P=.003$), monthly income has a significant and positive impact on academic performance ($B=4.811, t=4.912, P=.000$) and home environment suitable for studying has a significant and positive impact on academic performance ($B=4.491, t=3.279, P=.001$).

Table 7 Regression Analysis Table

Regression weight	B	T	P-VALUE
FE-AP	1.493	2.7	0.004
FO-AP	1.088	2.15	0.003
IN-AP	4.8	4.9	0.000
HE-AP	4.4	3.2	0.001
R ² .370			
F(8,203)			

FA (father education status), FO (father occupation). IN (income), HE (house environment) and AP (academic performance).

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, a summary of findings, conclusion, and recommendations were presented respectively. In line with this, the chapter gives final closure for all the findings and results obtained from primary data collection and analysis. Moreover, the conclusion and recommendation will follow the findings that give space for the next researcher's further investigation of the points raised in the paper.

5.1 Summary of major research findings

This study aims to illustrate the effect of family background and home environment on students' academic achievement. The focus of the thesis was to answer the research questions that are; first, does a parent's economic status affect their children's academic performance? Secondly, does the educational background of parents have any effect on primary school students' academic performance? Thirdly, what is the impact of home-related factors on the academic performance of students? To answer to the research questions; I employed the correlation research design and primary data from three sample government primary schools with 212 students.

5.1.1 Relation between parental income and academic performance

The result of the study shows that 38.7% or 82 of the student's parents had a monthly income between Birr 5000-7000 ETB which will disaggregate to Household consumable commodities and educational expenses for children. On the other hand, another significant portion of the participants which are 38.7% or 82 of the parents have a monthly income of less than 5000 ETB this will pressure the household decision for either basic need fulfillment or spending on children's educational expenses. Unlike, the above-stated participants, some portion of the survey participant households' monthly income is more than 7000 ETB (22.6%) which is better off as compared to the above two portions of participants. The survey findings and the regression result revealed that there is a positive and statistically significant relation between parental income and academic performance ($B=4.811$, $t=4.912$, $P=.000$). The result indicates that as parental income increases, the academic performance of students will increase. These results support Kim's

(2002) observation that there is a direct correlation between parental financial and human capital and their children's academic success.

5.1.2 Relation between parental occupations and academic performance

A substantial part of fathers of the students in government primary schools in Addis Ababa, 32.5% or 69 said they were government employees at the time of the survey, and on the other hand, the remaining portion which is 26.4% or 56 fathers said they worked in private sectors. The econometric regression result has shown that there is a positive and significant relation ($B=-1.088$, $t=-2.151$, $P=.003$) between the father's occupation and the academic performance of students in government primary schools.

In line with this, the regression result of the survey indicates that the home environment for suitability of studying has a significant and positive impact on academic performance with the following exact amount and magnitude ($B=4.491$, $t=3.279$, $P=.001$).

5.1.3 Relationship between parents' education level and academic performance of students

When one looks to the survey for getting the academic status of parents 15.1% or 32 fathers of the survey participant parents are uneducated, and 57 or 26.9% of fathers have completed primary education. Moreover, 15.6% or 33 of the parents have completed college and 15.1 % or 32 of parents have completed degree-level education.

The study was to investigate the relationship between parents' education level and the academic performance of students. Academic performance and parents educational status revealed positive and statically significant correlation in the selected government primary schools in Addis Ababa's at ($B=1.493$, $t=2.7$, $P=.004$). This illustrates that the higher fathers' education level, the higher the student's academic performance.

The summary of the findings of this research was as follows:

Analyzing the effect of family background and home environment on academic performance in a sample of government primary schools revealed a strong and positive correlation. The dependent variable, students' academic performance, and subsets of the independent variables, family background, showed a strong correlation with one another. While the remaining categories had a

direct correlation with students' academic achievement, it was discovered that marital status and child workload did not.

The results of the study showed that taken collectively, family background characteristics had an impact on children's academic achievement. The collective composition yielded a coefficient of multiple correlations (R) of .627 and a multiple R square of .394. This means 37% of the total variance in the academic performance of the Family Background and Academic Performance of Students in Selected primary governmental schools respondents is accounted for by the combinations of the subsets of the independent variables when taken together.

The study also showed that although parental occupation and parental educational level have an impact on assumptions, the most significant predictors are parents' income and suitable home environment.

5.2 Conclusions

I have argued through this work that background of family and home environment is the most capable factor in academic performance of governmental primary school students: Based on the survey findings and the above econometric result the following conclusion and final remark have been drawn.

In three selected governmental primary school students in Addis Ababa, academic performance was correlated with parental education level. The study shows the existence of relation between parent's education level and student's academic performance. Anyone interested in positively influencing students' performance needs to have adequate consideration of family background and home environment. In the same tone of speaking parents' academic status has a significant and positive contribution to student's academic performance. Therefore anyone who would like to influence student performance should give space for the improvement of parents' academic status.

In the same manner, academic performance was correlated with the occupation of parents, the study shows the existence of a relation between parents' occupation and students' academic performance.

Moreover, academic performances were correlated with parent's monthly income. The study shows a relationship between a student's academic achievement and the monthly income of their

parents. Further, the Home environment for suitability of studying has a significant and positive impact on academic performance.

To summarize the overall result of the study the academic performance of students is very sensitive area that need all stakeholder attention that includes family, community and government bodies. And this paper may use as initial point of discussion to increase resources on improvement of government primary school status or to immediately act on quality improvement works on schools as most of the children are from low-income parents as it is showed in the data analysis. This low income will prohibit them from providing well for their children academic need,

5.3 Recommendations

It is very preliminary to know the spillover effect and impact that education has on given country economic, social, political and technological progress. Nevertheless, it is not the knowledge that matters most rather the practical, timely and chained action from different stakeholders. The areas analyzed in this paper can be taken as one slice of the whole portion to be critically examined to get systematic change in the area,

The best thing a country can do for its population is to provide appropriate and relevant education. This is especially true given that education produces intelligent, responsible, and hardworking citizens who can fight ignorance, illness, and poverty and build thriving nations.

The researcher hereby recommends the following in accordance with the results and conclusions that have been reached:

Family background and home environment have a significant role in good education and ultimately determine how well students achieve academically. Parents, guardians, sponsors, and the government should recognize this. Parents need to have adequate direction on the value or the value of education to their children. Further, the students need parents' follow-up and ongoing coaching to perform well in school.

Investment in school and children only would not have adequate results on performance rather there should be equal and proportional investment in parental income to have considerable improvement in students' performance. These can be economic, social, and protective

interventions that change the households overall understanding of academic performances. On the other hand, parents need to be targeted as well with students for performance improvement. Humanitarian actors and government institutions need to provide support to students and their families on multiple dimensions to accomplish reliable improvement in school performance. School performance requires multiple actors and sectors and arrangements should be made for timely action to get maximum results on student's performance.

On contemporary Ethiopia student performance has got wide spaced attention and government argued; it is important to focus on Pre-KG and KG students to secure mass transformation on quality of education and as result the focus on access and school expansion is reduced. On the same manner, it is vital to consider mechanisms that give additional resource for standardization of schools that perform with poor quality tools and environment. As this research justified most students participating in the questioner are coming from low-income occupation and the home type is expected to be the same.

On the other hand, Academic performance improvement is not the responsibility of one Household, one institution and one actor rather multiple actors should take reasonable action with the same time to move the performance bar above the current status. Therefore, any entity that would show interest for academic performance improvement need to touch and move positively the above stated variables. Regressive and technical research shall be done by covering wide range of sample from different schools in different place by including new variable that were not included in this study.

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Appendix

Questionnaires

The purpose of this study is to assess the effect of family background and home environment on government primary school of students .We cordially encourage you to take part in this work. In order to profit from the research findings, we sincerely hope that you will take part in the study.

The data gathered for this study will be kept private and confidential. Your name will not appear on the file; only a code number will be used to store the information. It will remain locked with a key and not be disclosed to anybody beyond the lead investigator. You are completely free to decline to take part in this study. If you would rather not answer any or all of the questions, you are free to choose not to. You also retain the complete freedom to discontinue participation in this study at any moment without losing any rights.

Name of investigator: Betelhem Yohannes

Questionnaire ID

_____ Date _____

Part I. Demographic and socioeconomic characteristics of children and their parents

Child related

Sr. no	Question	Response	Skip
1.	Grade	_____	
2.	Age	_____ years	
3.	Sex	1. Male 2. Female	

4.	Religion	1. Orthodox 2. Muslim 3. Protestant 4. Other(specify) _____	
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Parent related

5	Marital status	1.Marred 2.Divorced 3.Widowed 4. Other(specify) _____	
6	Who is the head of the house	1. Father 2. Mother 3. Both 4. other(specify)	
7.	How many people live in Your home?	1. <5 2. >5	
8.	With whom is the child living?	1. Father 2. Mother 3. Both 4. other than parents	

9.	Mother's educational status?	1. Uneducated 2. Primary 3. Secondary 4. College 5. Degree 6. Othe(specify)_____	
10	Father's educational status?	1. Uneducated 2. Primary 3. Secondary 4. College 5. Degree 6. Othe(specify)_____	
11	Father's occupation?	1. Government employee 2. Non-governmental employee 3. Self-employed 4. Daily laborer 5. Other (specify)_____	
12.	What is occupation of mother?	1. Government employee 2. Non-governmental employee 3. Self-employed 4. Daily laborer	

		5. Other (specify)_____	
13	What is your household monthly income	1. Less than five thousand 2. Between five-seven thousand 3. Above seven thousand	
13	Do your child have much work load At home or out of home?	1. Yes 2. no	
14.	Do you support or encourage your child Education?	1. Yes 2. No	
15	Is your house space suitable for studying?	1. Yes 2. No	

Part II: Academic performance

Sr. no	Academic record	
1.	Current average score of total subjects	

መጠይቅ: አማርኛ ቅጽ

የጥያቄ መለያ ቁጥር

ክፍል አንድ፣ የልጆችና ወላጆቻቸው ማህበራዊና ኢኮኖሚያዊ ሁኔታዎች

ልጆችን በተመለከተ

ተራ ቁጥር	ጥያቄ	መልስ	ዝልልይ
1.	ክፍል	_____	
2.	እድሜ	_____ አመት	
3.	ጾታ	1. ወንድ 2. ሴት	
4.	ሀይማኖት	1. ኦርቶዶክስ 2. ሙስሊም 3. ፕሮቴስታንት 4. ሌላ (ይግለጹ)_____	

ወላጆችን በተመለከተ

5	አሁን ያለው የጋብቻ ሁኔታ ምንድን ነው?	1. ያገባች 2. የተፋታች 3. የሞተበት/ባት 4. ሌላ(ይግለጹ)	
6	የቤታችሁ ሀላፊ ማንነው?	1. ከአባት 2. ከእናት	

		<p>3. ከሁለቱም</p> <p>4. ሌላ</p> <p>(ይግለጹ)_____</p>	
7.	በቤት ውስጥ ስንት ሰዎች ይኖራሉ	-----	
8.	ልጅዎ የሚኖረው/የምትኖረው ከማን ጋር ነው?	<p>1. ከአባት</p> <p>2. ከእናት</p> <p>3. ከሁለቱም</p> <p>4. ሌላ (ይግለጹ)_____</p>	
9.	የእናት ትምህርት ደረጃ ምን ይመስላል	<p>1. ያልተማረች</p> <p>2. አንደኛ ደረጃ</p> <p>3. ሁለተኛ ደረጃ</p> <p>4. ኮሌጅ</p> <p>5. ድግሪ</p> <p>6. ሌላ (ይግለጹ)_____</p>	
10.	የ አባት ትምህርት ደረጃ ምን ይመስላል	<p>1. ያልተማረች</p> <p>2. አንደኛ ደረጃ</p> <p>3. ሁለተኛ ደረጃ</p> <p>4. ኮሌጅ</p>	

		<p>5. ድግሪ</p> <p>6. ሌላ (ይግለጹ)_____</p>	
11	የእናት ስራ ምንድን ነው	<p>1. የቤት እመቤት</p> <p>2. የመንግስት ሰራተኛ</p> <p>3. መንግስታዊ ያልሆነ ድርጅት ሰራተኛ</p> <p>4. የቀን ሰራተኛ</p> <p>5. በግል የሚሰሩ</p> <p>6. ሌላ (ይግለጹ)_____</p>	
12	የአባት ስራ ምንድን ነው	<p>1. የመንግስት ሰራተኛ</p> <p>2. መንግስታዊ ያልሆነ ድርጅት ሰራተኛ</p> <p>3. በግል የሚሰሩ</p> <p>4. የቀን ሰራተኛ</p> <p>5. ሌላ (ይግለጹ)_____</p>	
13	የወር ገቢያችሁ ስንት ነው?	<p>1. ከ 5000 ያነሰ</p> <p>2. ከ 5000-7000</p> <p>3. ከ 7000 በላይ</p>	

14.	ልጅ በቤት ውስጥ ሆነ ከቤት ውጭ የሰራ ጫና አለበት/ባት?	1. አዎ 2. የለም	
15.	ለልጅ ትምህርት ድጋፍ ያደርዳሉ?	1. አዎ 2. የለም	
16	ቤትሀ/ሽ ለጥናት አመቺ ነው;	1. አዎ 2. የለም	ወደ ዝለል

ክፍል ሁለት: የትምህርት ውጤት አፈጻጸም

ተ.ቁ	የትምህርት አፈጻጸም ውጤት	
1.	የአሁኑ ግማሽ ሽ አመት የጠቅላላው የትምህርት አማካይ ውጤት	
2		