

**THE IMPACTS OF PARENTAL INVOLVEMENT, PARENT TEACHER
RELATION, PEER INFLUENCE AND STUDENTS' ACADEMIC SELF
CONCEPT ON STUDENTS' ACADEMIC ACHIEVEMENT: THE CASE
OF DEBRE MARKOS SECOND CYCLE PRIMARY SCHOOLS**

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DEPARTMENT OF PSYCHOLOGY**



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**The Impacts of Parental Involvement, Parent-Teacher relation, Peer
Influence and Students' Academic Self-Concept on Students' Academic
Achievement: The Case of Debre Markos Second Cycle Primary Schools**

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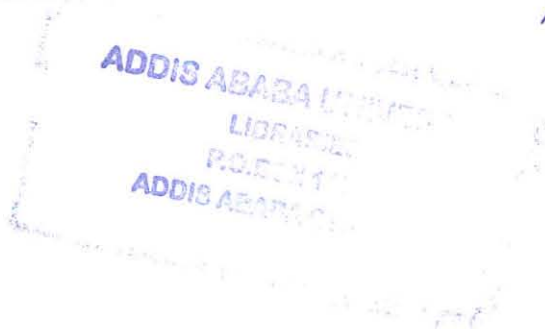
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2.2.3. The Impacts of Parental Involvement on Children's Achievement	17
2.3. PARENT-TEACHER RELATION	19
2.3.1. Theoretical Background of Parent-Teacher Relation	19
2.3.2. The ways of Parent-Teacher Interaction	20
2.3.3. Parent-Teacher conferences, Organizations and PA Programs	23
2.3.4. Implication of Parent-Teacher Relation for Students Academic Success.....	25
2.4. ACADEMIC SELF-CONCEPT	26
2.4.1. Meaning and Concept of Academic Self-Concept.....	26
2.4.2. Theoretical Models for Self-Concept.....	27
2.4.3. Relation between Academic Self –Concept and Academic Achievement	28
2.5. SUMMARY OF REVIEW OF RELATED LITERATURE-.....	30

CHAPTER THREE

3. METHOD OF THE STUDY.....	31
3.1. Design of the Study.....	31
3.2. Variable in the Study	31
3.2.1. Dependent Variable	31
3.2.2. Independent Variable.....	31
3.3. Study Area	32
3.4. Population and Sampling	32
3.5. Tools of Data Collection	33
3.6. Pilot Testing.....	34
3.7. Procedure of Data Collection	35
3.8. Method of Data Analysis	35

CHAPTER FOUR

4. RESULTS OF THE STUDY	37
4.1 Results obtained using descriptive statistics	37

CHAPTER FIVE

5. DISCUSSION.....	46
5.1 The Relationship of Peer Group influence with other Independent Variables and the Dependent Variable.....	46
5.2. Relation of Academic Achievement and Students' Academic Self-concept.....	50
5.3. Parent-Teacher relations and Students 'Academic Achievement.....	52
5.4. The Overall Relationship of Academic Achievement with the Predictor Variables.....	54
5.5. Parental Involvement and Parent-teacher Relationships	55
5.6. The Impact of Parental Involvement and Parent-Teacher relation	57
5.8. Comparison of each Independent Variable across Different Achievement Category.....	57
5.9. General Implication of the Study	59

CHAPTER SIX

6. SUMMARY, CONCLUSION AND RECOMMENDATION	61
6.1. Summary	61
6.2. Conclusions	63
6.3. Recommendation	73

REFERENCES

- Appendix-A (Students' sub-scale reliability analysis)
- Appendix-B (Students' total item reliability analysis)
- Appendix-C (Parents' reliability analysis)
- Appendix-D (Teachers' item reliability analysis)
- Appendix-E (Amharic version of students' questionnaire)
- Appendix-F (Questionnaire provided to the parents)
- Appendix-G (Questionnaire that provided to the teachers)
- Appendix-H (English Version of Students' Questionnaires)
- Appendix-I (English Version of parents; Questionnaires)

LIST OF TABLES

Page

Table 3.1. Sample Size of the Study	33
Table 4.1. The Overall Descriptive Statistics of the Independent Variable and the outcome Variables (data obtained from students rating.....)	37
Table 4.2. Interco relation of Predictor Variables and Outcome Variable	38
Table 4.3. Multiple Regression Analysis (Enter Method)	39
Table 4.4. Stepwise Multiple Regression Analysis of the Independent Variables in explaining the Variation of Academic Achievement.....	40
Table 4. 5. Descriptive statistics of Summary Data that obtained from Teachers and Parents.....	41
Table 4.6. Intercorrelation of Parental Involvement and Parent- Teacher relation Variables	41
Table 4.7. Descriptive Information about the Independent Variables three Achievement Group Category (High, Average and Low)	42
Table 4.8 . Summary of ANOVA for peer-group influence across different Achievement category	43
Table 4.9. Summary of ANOVA for parental Involvement across different achievement groups	43
Table 4.10. Summary of ANOVA for Academic Self-Concept	44
Table 4.11. ANOVA Table for Parent-Teacher Relation variable	44

ABBREVIATION

The following Acronyms were used in this Study.

SES -	Socio economic status
PAT-	Parent-Teacher Relation
PAR -	Parental Involvement
PEER-	Peer group Influence
ACC-	Students Academic Self-Concept
TEA-	Teachers Rating Score
PART-	Parent Rating Score
PART -	Parent Total Rating Score
PEA -	Parent Involvement (by parents)
PTR-	Parent Teacher Relation
STAC -	Students Total Achievement that used to make correlation
SST -	Students Total Score

Abstract

This study attempted to examine the relationship among parental involvement, peer group influence, parent-teacher relation and academic self-concept in relation to academic achievements. Besides, the impact of these variables as a function of academic achievement was investigated. 351 primary school students (129, from grade 7 and 222, from grade 8), 70 parents and 73 teachers were taken as participants of the study. Two measuring instruments that were average academic achievement score of three consecutive semesters and parents, students and teachers self-report questionnaires were used to gather pertinent information. The data obtained were analyzed by using statistical techniques of mean, standard deviation, person correlation coefficient, t-test, multiple regression, analyses of variance (ANOVA) and post hoc comparison. Results obtained through correlation analysis described that parental involvement, peer group influence, parent-teacher relation and academic self-concept had significantly positive relation with students' academics achievement. The multiple regression analysis displayed that parental involvement, peer group influence, parent-teacher relation and academic self-concept had statistically significant contribution on students' academic achievement, explaining 62.6% of the differences in academic achievement. Of the variables treated in the study, peer group influence was the best predictor variable to the students academic achievement. Significantly students' academic achievement differences were resulted due to peer group influence, parental involvement, parent-teacher relation and academic self-concept. The t-test revealed that there existed significant mean variation between parents and students toward parental involvement. Finally, it was concluded that peer group influences and parent-teacher relation were more important variables for the academic achievement of the students under the study.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Problem

Investigators (e.g., Yin and Fan, 2003; Cairney, 2000; Feldman and Wentzel, 1990 and Niles, 1981) in the discipline of sociology, psychology, anthropology, psychiatry, and education are concerned with the effects of different factors such as school environment, students' behavior and teachers teaching methodology on the development of children's achievement. Juxtaposed with internal motives and desires students have for themselves, there are many problems or factors that challenge students' academics performance. Parental expectation, family education level, peer group influence, socioeconomic statuses (SES), family structure, types of parental involvement in children's schooling, children's behavior, academic self-concept, external motives for learning, parent-teacher interaction, cultural factors, demographic factors and school environments are a few of them which can affect the overall performance of learning activities in general and students' achievement in particular (Tavani and Losh, 2003; Admasu, 2004; Halle, Kurtz-Costes, a Mahoney, 1997; Kulder and Sinclair, 2000 and Grolonick, Benjet, Kurowski and Apostolers,1997).

In this study, the researcher was interested to investigate the impacts and relationships of parental involvement, parent-teacher interaction, peer-group influence and students' academic self-concept on the academic performance of the students.

One important factor, which is influential on students' academic performance, is peer group influence. With regard to peer influence a number of studies showed the importance of the peer group to academic achievement. For instance, Walberg as cited in Ide *et al.*, (1981) classified the peer group as one of eight or nine primary factors that influence school achievement. It is important to provide a quantitative synthesis of studies relating peer group influence to achievement at the elementary and high school levels. Thus, this study attempted to show the

magnitude to which peer group influence had relations and impacts on primary school second-cycle students' academic performance.

On the other hand, Ide *et al.*, (1981) reported that peer group influence did not show critical difference between peer group interaction and members of academic achievement. To estimate the correlation of peer group variables at primary and high school levels with a range of educational outcomes, 110 correlations taken from 10 prior students were analyzed. Peer influences had shown to be a small but consistent correlation of educational outcomes.

Other studies (e.g., Abraham, 1997 and Arvizu, 1996) disclosed that school environment, students' motivation, family educational level, socio economic status (SES) and students' academic self-concept as predictors of students' academic success.

Peer pressure can have a powerful impact on pupil subject choice even if it does not determine the final option (Abraham, 1997). In line of this, Kulder and Sinclair (2000) identified the types of children's relationships with peers in the classroom setting support and shape the course of their adaptation to school. They have also found that children's level of peer acceptance has been positively related to children's achievement scores. It is because self-selected affiliations with peer reflect shared interest and activities. Besides, classmates may also provide good learning conditions, which influence academic performance.

Of course, studies show that external predictors have significant impacts on students' school performance. In line of this, Tavani and Losh (2003) argue that the external predictors of students' academic success, such as the roles of parental encouragement and involvement in their children's academic performances, displayed a significant effect on their children behaviors relating to school achievement than peer group contributions on academic area.

The second major factor, which may contribute a lot for children's learning, is parental involvement. Empirical researches on family involvements (Fantuzzo, Tighe and Childs, 2000; Strage, Tamara and Brandt, 1999 and Ide *et al.*, 1981) have stated that parents' involvement has documented positive relationships between specific parental participation behaviors and specific students' outcomes for a variety of students. Form this point of view, it appears that,

parents are the most important persons, who help and influence the academic success of the child.

Besides, parental participation in students' schooling is relevant to provide additional help to their children overall learning activities. Children in the school may show remarkable abilities and academic related performances. Teachers and parents should help and improve such types of capabilities of the students. On the contrary, Stevenson and Lee (1990) stated that parents who believe their children's performances are determined by children's abilities tend to participate less frequently in their children's school careers than those parents who believed their children's performance are determined by efforts. Nevertheless, whatever the case and whoever their children are, parents should be participant in the academic area of their children. Therefore, parental encouragement, support and involvement should be studied in addition to student's own academic motivation and academic self-concept.

Generally, for better academic performance, parents should be very closer to their children along with children's peer-group and teachers. Students' academic performance can be improved through continuous support of parents, teachers and peer group contributions. Hence, parent involvement could be very helpful for the students' learning along with good teacher-parent relation and positive peer group influence. Because research in the area indicates that the more satisfying the relations of parent and young child, the more likely it is that, the child will realize his/her academic potential (Gottfried, Fleming and Gottfried, 1994).

According to Abdella (1999) social attitudes, parental involvement, parental attitudes and family educational level have an impact upon children's success in education. Both of these have positive and negative effects on academic achievement of the students. Similarly, students' learning and their performance in school have been determined through different factors; for instance, teachers' behavior, home environment, students' motivation, family encouragement and peer group interest.

In addition to home base involvement, parents should be expected to participate more on their children's learning at school, which may be identified as parent-teacher relations. Society, particularly parents have greater responsibility for the enduring generation happiness and

advancement. Thus, in every case, parents may be the first crucial individuals who will take the real responsibility regarding to their children's learning. Thus, parent-teacher relation and communication in the students' education has paramount significances for school success of the learners.

However, Vandell and Shumow (1996) in a large-scale study indicate the majority of parents reported that parent-teacher communication were rarely or never attempted to involve them in their children's education. Parent-teacher communication in regarding to students' learning and in the area of students' education helps parents, teachers and students to ameliorate the difficulties, which hinder students' academic success in the school.

Findings (e.g., Neorgious, 1999 and Iverson, Brownlee and Walberg, 1981) indicate the importance of parent-teacher relations for students' academic progress. Especially, parent-teacher school based interaction has a positive value for the children's achievement and other activities in the school. However, Clerk in Vandell and Shumow (1996) found out, parent-teacher participations could not predict student achievement. In addition, they disclosed that family-teacher interaction is negatively related to the children's academic achievement. Nevertheless, Vandell and Shumow (1996) offered one explanation of this finding, that is, parents' involvement and parent-teacher contacts had been focused on non-academic areas, which were not directly related to students' academic performances. This shows that parents and teachers should also give attention to the academic performance of the learners, because being involved on the specific area of the students' learning may enhance learners' academic success.

Both teachers and parents are responsible for the success of the learners. Therefore, well-established parent-teacher relation is more desirable. For mutual benefit and satisfaction parents and teachers should be dedicated in the overall academic performance of the learners. Particularly, teachers are more important to facilitate the participation of parents in school related activities. Moreover, teachers' behaviors may decide parents' interaction with teachers. Therefore, teachers' behavior in the school and their communication to parents may foster parent-teacher relations. In relation to teachers' behavior, Grolonick, Benjet, Kurowski and

Apostalers (1997), argue that teachers' characteristics are associated to strong connection and attainment of parents in the school.

Furthermore, teachers can affect parents' behavior in many ways. For example, when teachers make parental involvements as part of their regular teaching-learning process, parents will be more involved and feel more positive about their abilities to help school activities, which may facilitate students' academic performance (Armes and Epstein in Grolonick Benjet, Kurowski and Apostalers, 1997). Therefore, teachers have definitely the possibilities to facilitate the establishment of teacher-parent communication that may be helpful to children's academic performance.

Similarly, the strength of the connections between families and schools may also be a function of the school institution and its representatives. Teachers have primary contacts with parents within the school and thus the classroom activities have potential influences on parental involvement (Grolonick, Benjet, Kurowski and Apostalers, 1997). In view of that, this study tried to assess the importance of teachers for the establishment of parent-teacher communication and interaction, which would in turn affect students' academic performance.

For understanding of parental involvement in the school, it is important to distinguish between parent and teacher-initiated parent involvement in the school. In most cases, parents' involvement in their children's schooling is associated with children's school success (Strage, Tamara and Brandt, 1999).

Parents may sometimes come to school with the interest of teachers and school administrators during mistakes are done by their child. However, teacher initiated parent involvement is associated with lower levels of achievement; whereas parent initiated parent involvement is associated with higher level of achievement (Hill, 2002).

Another variable, which was investigated in this research, is students academic self-concept. Along with other variables, self-concept may decide the success of students in the school. Self-concept refers to self perceptions developed through experience within the environment, particularly through environmental reinforcements and reflected appraisals of others (Marsh, 1990). Similarly, Coon (1991) defined self-concept as knowledge of one's own personality

traits; and a collection of beliefs, ideas, and feelings about one's own identity. Others, like Kulder and Sinclair (2000) indicate that academic self-concept refers to the appraisal of one's efficacy with regard to reading and writing skills. It has been regarded as a key element of children's self regulated learning and has a link to academic performance.

Academic self-concept is assumed to be directly associated with motivation, especially motivation for academic achievement. Although the relationship between academic self-concept or perceived competence and actual achievement is bidirectional, considerable researches substantiate the impact of self-perceptions on children's later achievement (Halle, Kurtz-Costes and Mahoney, 1997).

Epps in Assefa (1998) indicates that self-concept correlates to academic achievement of high school students. The same writer reported that students who are high in self-concept of ability achieved higher in their academic performance (GPA) than those who are low in the trait. This implies that there is a positive relationship between academic self-concept and academic achievement.

Students' academic self-concept has an impact on students' target performance or academic achievement (Pietsch, Walker and Chapman, 2003). In a broad term, academic self-concept may reveal additional information relevant to academic contexts. Further research may focus on the individual contribution of competence and effective components of self-concept toward predicting a wide range of variables including academic performance, anxiety, and social competence.

According to Tavani and Losh (2003), levels of students' internal characteristics, such as motivation, self-concept, and self-confidence also strongly influence their achievement during school learning. However, little is known concerning the extent to which each of these factor affects academic performances and expectations. Perceiving one-self as competent positively influence one's self-concept, whereas perceiving oneself as lacking competence negatively influences one's self-concept. These levels of competence and self-concept had found to be significantly related to students' academic performances.

Academic self-concept is emphasized as a significant variable in the total learning process. For several decades, the concept of self has been a significant consideration in the social and psychological analysis of human behavior (Prevatt, 2003). Besides, many researchers are very interested to investigate the impacts of academic self-concept on students' academic performance based on other findings.

Hence, in this study, the researcher makes an effort to investigate the impacts and relations of these internal and external variables with combination on students' academic performance of primary second-cycle schools in Debre Markos.

1.2. Statement of the Problem

Studies (Tavani and Lose, 2003; Kulder and Sinclair; 2000; Feldman and Wantzel, 1990 and Arvizu, 1996) indicate that academic performance of the child is related to many factors. There seems to be a common type of exploration among writers and researchers that child's academic achievement is the result of the blend of internal and environmental influences. These external and internal factors may create various possibilities on the students' academic success. What makes this study unique with the earlier findings is that; it gives emphasis on external and internal problems simultaneously. Among some factors that predict academic performance, parental involvement, parent-teacher relation, peer group influence and academic self-concept are to mention just a few. This study investigated whether or not these variables have differential impact on academic performance of second cycle primary schools in Ethiopian context. Particularly, this study was more concerned to investigate the impacts and relationships of these variables and academic performance in primary schools of Debre Markos town. The reason is that there has never been such kind of study conducted to find the impacts of aforementioned problems particularly on students' academic achievement in the area.

The following are basic questions of the study.

1. Do parental involvement and parent-teacher relation relate to students academic achievement?
2. Do parental involvement, parent-teacher relation, students' academic self-concept and peer group influence variables together predict students' academic achievement?

3. Is there a relationship between parent-teacher relation, students' academic self-concept, peer group influence and parental involvement?
4. Is there any significant differences among high, average and low achieving students' to the variables of peer group influence, parental involvement, academic self-concept and parent-teacher relation?

1.3. Objective of the Study

1.3.1. General objective

The over all objective of this study was to investigate the relationship and impact of parent involvement, peer group influence, parent-teacher relation and students' academic self-concept on students' academic achievement.

1.3.2. Specific Objectives

More specifically, this study was set out to:

1. see the impact of parental involvement on students' academic achievement.
2. find out the influence of peer group on the students' academic achievement.
3. examine the affects of students' academic self-concept on students' academic achievement.
4. investigate the affects of parent-teacher interaction on students' academic achievement.
5. investigate the joint influence of parental involvement, parent-teacher relation, academic self-concept and peer influence on students' academic achievement.
6. identify the differences of high, average and low achieving students to peer influence, parental involvement, parent-teacher relation and academic self-concept.
7. identify which group of students are more affected by independent variables.

1.4. Significance of the Study

The significance of the study was based on the following rationales.

1. It may show the impacts of parental involvement, parent-teacher relationships, academic self-concept and peer-group influence on students' academic achievements in the study area.

2. It may also provide some information for teachers, parents, students, educators and other concerned governmental and non-governmental organizations regarding the extent to which these variables determine academic performances of primary second-cycle school students.
3. It may show for teachers, students and parents how peer group, parental involvement, academic self-concept and parent teacher relation can affect high, average and low achievers differently.
4. It may also serve as a springboard for further studies in the area.

1.5. Delimitation of the Study

The study was delimited to cover 2nd cycle primary schools in Debre Markos town. It was selected as a sample area because the researcher identified that there is no any research, which was carried out to investigate the problem yet. Moreover, the existence of the problem is clearly observed. Therefore, the writer was quite interested to assess the problem and forward its empirical solutions and justifications.

The study was also delimited to investigate the impacts and the relationships of parental involvement, peer-group influence, parent-teacher relationship and students' academic self-concept on 2nd cycle primary students' academic achievement. The researcher was aware of the impacts of these variables on students' academic achievement. Accordingly, this study attempted to show the magnitude of the problem for those who are very closer to the problem that is parents, primary second-cycle school teachers, school principals, education experts, and others who are interested to know it.

1.6. Operational Definition of Terms

For clarity and consistency in the study, the following definitions of terms are used:

Second cycle primary level students: it refers to students who learn in grade 7th and 8th.

Parental involvement: it refers to parents' participation, support and encouragement on children's learning to facilitate academic performance.

Parent: refers to fathers, mothers or guardians who are rearing the child's.

Peer influence: it is the influence that comes from peer group of school or classmate that affects of educational activities.

Academic achievement or performance: refers to academic achievement of students on classroom examination as indicated by averaging the scores obtained on different subject areas.

Parent-teacher relation: -teachers and parents school based relation and activities that related to the fortification of students academic achievement.

Academic self-concept:-students general self-understanding, self-evaluation, self-perception and judgment of how much they can perform well and score marks in all subjects. It is directly referring the students' self-capability and perception to perform better in all subject areas.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this part, different theories, principles, findings, and models related to peer-group influence, parent-teacher relation, parental involvement and academic self-concept in relation to students' academic achievement have been discussed as follow.

2.1. Peer Group Influence

2.1.1. *The Peer Group*

Brembeck (1971) defines peer group as comprising of persons of roughly the same age. Unlike the family, which has long-range goals in mind for the child, the peer group's interests are short range and temporary when the peer group does have long-range influence on its members. That influence is unintentional and accidental.

Similarly, Levine and Havighurst (1992) stated that a child grows up in two social worlds. One is the world of adults, parents, relatives, teachers, club leaders, store clerks and friends of family. The other one is the world of peers or age-mates, friends play groups, clubs and gangs and school groups.

Studies of delinquency, clothing, and dating have indicated that peers play in increasingly important part as significant others as the child proceeds through the age grades. It assumed that the peers in any age grade take on much importance as significant others in the student role and those parents and teachers become less important (Prevatt, 2003).

Havinan and Smith as cited in Levine and Havighurs (1992) studied friendship choices and interactions among students in grades four through seven. According to this author, the development and functioning of cliques are dependent not just on individual preferences but also on the characteristics of classroom.

2.1.2. Peer Relation and Peer Pressure

Peer pressure is usually a conservative force, encouraging students to remain in groups defined by the dominant gender and ability order. Moreover, peer pressure can have a powerful impact on learners' subject choice even though it does not determine consistently up to the end (Abraham, 1997).

Arvizu (1996); Gonzales, Cauce, Friedman and Mason (1996) and Cauce (1986) studied the impacts of peer relationships on the achievement of the students. They found out that between the black and white students, achievement increase when the black students felt accepted by their white classmates. The studies also disclosed that students' attendance and achievement are enhanced by the creation of classroom norms characterized by diverse and positive peer relationships.

Peer relations along with a students' previous academic performance have considerable importance in the determination of subjective orientations to school and schooling. Besides, peer relations in the junior high school played a large part in determining whether students later enrolled in college preparatory curricula. Moreover, it reported that friendships leading subsequently to high aspirations, high achievement, and enrollment in college (Taddesse, 1996 and Levin and Havighurst, 1992).

There is multiple reference group within the school, and an individual student will tend to be influenced by the one with which he/she identifies and interacts most strongly. For instance, some students may be influenced by a group of peers who reinforce anti-academic aspirations or values; others may be influenced primarily by friends who stress academic extra curricular activities (Seidman, Allen, Aber, Mitchell and Feinman, 1994 and Levine and Havighurst, 1992).

2.1.3 Peer groups and School Learning

Peer group can influence and even teach how to behave in class, study for test, provision and share reading material, converse with teachers and school administrators, and can contribute to the success or failure of an individual's performance in school in many other ways. It is true that, peer group can positively or negatively affect school performance. In the peer group, it is observable formal and informal social structure in the school. Especially, the adolescent's level

The types of relationship children form with peers in the classroom setting support and shape the course of their adaptation to school. For example, children's level of peer acceptance has been positively related to their achievement scores and to their favorable perceptions of school (Kulder and Sinclair, 2000; Villas-Boas, 1998 and Cauce, 1986).

The family and peer context represent processes that affect the child's academic outcomes. Similarities among peers on academic aptitudes may simply reflect mutual interest among friends. However, similarities among peers on actual academic performance may reflect more processes that are complex. For example, behaviors of any member of the peer group may be shaped by other members of the group as each child within the group internalizes the perceived standards of the peer group or regulates his/her behavior in accordance with what behaviors are approved or disapproved by the peer group (Kulder and Sinclair, 2000).

In general, based on the findings, one can generalize that peer group influence had better contribution for social, academic and personal development of the child at large.

2.2. Parental Involvement

2.2.1. Views about Parental Involvement in the School

A parent can be defined as a person who fosters all aspects of a child's growth-nourishing, protecting, guiding new life through the course of development. Similarly, parents who believe that their own role is important in affecting their child's achievement tend to be more controlling and more facilitative to the development of the child's interest (Neorgious, 1999).

Literate or well-educated parents may be highly involved in school matters and understand the value of education. They can encourage their children better than the illiterate parents can. In line of this, Abraham (1997) noted that parents and the family in general make considerable contribution to the child's achievement from early childhood through high school. Furthermore, educational level of parents is positively related to the child's achievement (Milgram and Toubiana, 1999).

Feldman and Wentzel (1990) stated that fast development of children's cognitive competence indicates strong links between the quality of parent-child interactions and children's performance on academic tasks. For instance, observed effective tone and power relationships

between mothers and their young children are predicative of a variety of intellectual outcomes, including IQ, specific cognitive abilities and classroom achievement.

Family environment and the kind of support it gives will influence the success or failure of a child. For instance, the extent to which, the home-provided materials, information and ideas are directly relevant to school learning. Likewise, the parents' aspiration, the parents' interest, concern for and encouragement of the child's education, the physical conditions of the home, family size, qualities of the teacher and physical facilities all together can determine the success of the child in academic areas (Teka, 2002 and Niles 1981).

Additionally, Feldman and Wentzel (1990) and Gronlnick and Ryan (1989) explain that family environment contribute to the development of general social adjustment skills and valuable into how children create social environments at school that are either conducive or detrimental to their learning.

Briefly, parental involvement and parent-child interactions in learning area have a direct effect on a child's performance or intellectual tasks. Besides, parent-child interactions also facilitate the development of a child's social competence and social adjustment skills such as impulse control, adherence to rules and social perspective taking (Hoover-Dempsey *et al.*, 2005 and Villas-Boas, 1998).

2.2.2. Theories and Findings of Parental Involvement

There are many ways that parents can help their children to improve the chances of succeeding in school. Educators can also engage in a wide variety of activities to improve home-school cooperation and to help involved parents' productivity in their children's education (Gonzalez, 2002; Halle, Kurtz-Coasts and Mahoney, 1997; McNergney and Herbert, 1995 and Levine and Havighurst, 1992).

Home environment, which is provided by parents encourage school learning. For example, Brembeck (1971) analyzed the relationship between particular aspects of the home environments and students' scores on different parts of an achievement battery. Sixty mothers were interviewed and the ratings of their response related to the scores of their children on the battery of achievement tests taken at the end of 4th grade of school. Six variables in the home

would be relevant to educational achievement in schools were hypothesized. These variables are achievement press, language models in the home, academic guidance provided in the home, the stimulation in the home to explore various aspects of the large environment, the intellectual interests and activities in the home and the work habits emphasized in the home. In this finding, the overall index of the home environment had a correlation of +0.80 with the total score on the entire achievement battery. Thus, the home apparently has the greatest influence on language achievement and the least influence on skills taught primarily in school.

Parents may involve in their children's learning through various ways. There are different models, styles and types of parental participation on children's learning which provide facilitative condition in the performances of children. In line of this, Arvizu (1996) and Stevenson and Lee (1990) highlights that teachers were reported the basic obligation type of parental involvement. These include helping children with homework, volunteering for field trips, discussing school issues, supporting children in reading and treating them about school discipline.

Epstein and her colleagues as cited in Vanvoorhis (2003) and Levine and Havighurst (1992) studied parental involvement in education and ways to increase it. They have identified five major types of parent involvement such as parenting, communicating, volunteering, learning at home and cooperative.

Similarly, Neorgious (1999) tried to classify the types of parental involvement and as they have significant relations to the child's achievement. The main dimensions of family and school relations are the following: visiting the school for consultations with the teacher; participating in activities organized by the school; attending official meetings of the Parents' Association (PA); attending social, cultural and educational events organized by the PA; volunteering for school programmes and actual involvement in school governing (being member of the PA committee).

Of different types of parental involvement mechanisms, parental motivational practices are particularly important. Because, such practices significantly facilitate or diminish children's early academic intrinsic motivation, which is significantly related to future motivation and achievement. Therefore, parental motivational practices indirectly but significantly influence

subsequent achievement through their effect on earlier academic intrinsic motivation (Gottfried, Fleming and Gottfried, 1994; Linner and Seidman, 1989 and Beveridge and Jerrams, 1981).

Though, parents may approve their children's education, parental involvement tends to decline as children move from elementary, to middle to high school grades (Vanvoorhis, 2003).

Theoretically and practically, parents who are involved in schools and children's education have a positive effect on their children's academic achievement. Sirin, Hauser-Cram and Stipck (2003); Levine and Havighurst (1992) stated that parental involvement generally is related to student performance or school achievement levels. They have noted, identified and documented examples of schools at which active parent and community groups played a part in introducing improvements that resulted in enhanced student performance.

Regarding to the potential impact of involvement and cooperation on student performance, Hoover-Dempsey *et al.*, (2005); Villas-Boas, (1998) and Levine and Havighurst (1992) state that students whose parents are involved have better grades and test scores. Furthermore, the degree of parental involvement in the child's educational process both at home and at schools has been associated with the child's school achievement.

Neorgious (1999); Teachman, Paasch and Carver (1996) and Muller (1993) revealed that positive correlation has been found out between parental volunteering at school and the child's actual school achievement. However, helping the child with homework and parenting through control have no significant correlation with achievement. For instance, parents developing and maintaining contact with the school are some of parental involvement types. Such specific types of parental involvement have significant correlation with actual child achievements.

2.2.3. The Impacts of Parental Involvement on Children's Achievement

Parents have greater contribution or influence on their children in the social, educational and economic activities. Parental involvement has a direct effect on the teenagers' development of self-confidence and self-reliance (Neorgious, 1999; Villas-Boas, 1998; McNergney and Herber, 1995 and Gronlnick and Ryan, 1989). Additionally, the participation of parents in their

children's education enhances students' academic performance (Fantuzzo, Davis and Ginsburg, 1995).

Parental encouragement is a strong intervening variable between social class background and intelligence in respect to the child's educational aspirations. Parents may exert their effort on first cycle and high school students. These practices are just used to improve the academic performance of the children through their involvement and through their control. For instance, Brooks (1994) stated that in the first cycle school period, mothers and fathers continue to relate to children in different ways.

Prevatt (2003) formulated and checked a hypothesis which shows the relationship of parental practices and child's academic outcomes. The study found out that parenting practice would have a direct effect on child's outcomes. The participants were 80 children aged 6-12 years and their mothers.

Parental attitudes and encouragement behavior have direct or indirect influences on the way children think and act regarding their school work. Particularly, Fantuzzo, Davis and Ginsburg (1995) examined the impacts of parental involvement on students' mathematics achievement. Students who are with acceptance, encouragement and reinforcement for daily academic endeavors displayed higher levels of accurate mathematics computations.

Many parents want and help their children with homework and reading, but they often feel unprepared and need more guidance from the school. Parents are also dedicated to encourage their children in school matters. Furthermore, parents want to get special training and support from teachers how they can encourage and facilitate students' learning. Similarly, teachers reported frequently that they need to communicate with parents to share their professional experience and to exchange each other how parents can treat their children properly (Vanvoorhis, 2003; Paret and Petch-Hosen, 2002 and Bastiani, 1996).

On the other hand, children, who are volunteer to take parental assistant and encouragement can get better psychological preparation and information to perform at school. The degree to which student perceives his/her parents as encouraging or discouraging him/her in regard to high educational and occupational attainments has an affect of his/her educational aspiration

and achievement. Those learners who think that their parents are more involved can achieve better than those did not. Thus, parental encouragement has paramount significances both in students perception and academic achievement (Hoover-Dempsey et al., 2005; Sirin, Hauser-Cram and Stipck, 2003; Teka, 2002; Gonzales, Cauce, Friedman, and Mason, 1996; Eccles and Kaczala, 1982 and Brembeck, 1971).

2.3. Parent-Teacher Relation

2.3.1. Theoretical Background of Parent-Teacher Relation

A number of reviews Amsalu, (2001); Milgram and Toubiana (1999); Halle, Kurtuz-Coasts and Mahoney (1997) and Bastiani, (1996) bring evidence concerning the influence of home, parent, peer group, teachers' teaching methodology and classroom environments on student ability, educational achievement and attitudes and behavior. Likewise, social and environmental elements together with other aforementioned factors predict the variance in educational achievement scores of the learners.

For instance, Iverson, Brownlee and Walberg (1981) indicated that an increased number of parent-teacher contexts would have a positive relationship to increased levels of achievement for most students. Increased parental contacts with the school have different effects for children of different ages. Young students tend to benefit unreservedly from an increase in contacts, whereas older students, more aware of their standing and more sensitive to peer pressure, may receive no benefit from an increased number of contacts.

A parent-teacher contact or relation is defined as '*a conference, a telephone call, a note or other written communication a teacher and one or both parents or parent surrogates*' (Sadker and Sadker, 1997). Such contacts create an opportunity to make the learning environment more positive and productive. In some instances, the student might have been included in the conferences and involve in the parent-teacher contacts. These may try to look what type of problems existing in the school which hindered the normal learning capabilities of the learners.

Parent-teacher discussion is very helpful even on specific subject matters at the school. When parents give critical observation to particular problems in their children, then they can easily improve the problem through smooth relationship of the teacher through frequent contacts. In

relation to this, Iverson, Brownlee and Walbers (1981) indicated that the number of contacts have a differential effect on achievement gains. The results also showed that students benefit more from increased teacher-parents contacts than older children do.

Generally, the communication, which exists between parent and teacher have positive implication for students' academic achievement and the total learning-teaching process. Hence, teachers and parents must develop positive attitudes in the involvements of parents to school especially in children's learning. Regarding to this, Arvizu (1996) found that not only courses are important to changing teachers' attitudes about parents' involvement, but also opportunities to interact with families during field work is needed.

2.3.2. The Ways of Parent-Teacher Interaction

Parents and teachers have misconceptions of the role and the personal characteristics of each other. Rather, parents and teachers should understand each other because they have power to shape the child. For example, both have authority over the child. They are also responsible for the child's obedience, achievement and affection (Gonzalez, 2002).

Regarding to parent and teacher relation Hill (2002); Stevenson & Baker (1987) stated that parents who foster positive or high quality relationships with teachers might maintain a level of consistency between the homes and school environments that, in turn, stimulates learning. In addition, parents who place high value on education may create a home environment or model behavior than enhance early reading achievement.

Parents differ in terms of their ideas about their roles in the children's learning. They believe strongly the extent to which parents have a role in the teaching-learning process. They may be more likely to take on involvement activities. Further, parents who believe that can "*make a difference*" are more likely to be involved at school (Parette and Petch-Hogen, 2002; Grolonick, Benjet, Kurowski, and Apostolers, 1997 and Linner and Seidman 1989).

Teachers and school administrators have the responsibilities to open the door and increase the contact of parents to school. Regarding to this, Galloway and Edwards (1992) questioned, for example, *how many teachers and school administrator individuals foster an effective*

partnership with parents? They can make the school “*parent friendly*”, or provide hidden messages to those parents even more affecting than a circular letter asking them to confine their visits to the semester open evening except in emergencies.

Parent-teacher relation is advantageous for both the child and parents. The relation of parents with teachers can have some real benefits for parents as well as the students with whom they work. Likewise, the betterment of a child is dependent upon the mutuality of parents and teachers who exchange valuable information in the process of the schooling of the child. The advantage of parent-teacher cooperation may be looked at from the perspective of promoting parental skill in child rearing with its multiplying effect in teaching as well. Parents and teachers are the sources of significant information that flows reciprocally two-way about the child’s education. Such mutual assistance between school and the home is believed to generate more desirable learning outcome (Gonzalez, 2002; McNergney and Herbert, 1995; Gronlinick and Rayn, 1989 and Stevenson and Baker, 1987).

Stainback and Stainback in Merga (2001) state that there are instances where parents regularly meet teachers to discuss how they should help their children at home. Thus, parents have expectation to their children better achievement. They come to school and are cooperative with school teachers.

However, most parents are intimidated when they enter the school compound. Consequently, parents feel uncomfortable to appear before the heads and teachers with any sort of complaints. Sometimes, parents themselves lack confidence to come closer to teachers as a reflective of their own educational background in which case much is expected of teachers to normalize the situation (Carter and Wojtkiew, 2000 and Fehreman, Keith and Reimers, 1987).

Rouse (1998) and G/Tensay (1998) explained that teachers are surely responsible and they should initiate the relation of parents towards the school. Teachers must develop an understanding of parents who see the school only in terms of its effects on their own children. They must develop friendly feelings towards parents who are often critical because of previous school experiences of their own lack of information about the school.

Parent-teacher relation includes cooperation and discussion between parents and teachers in order to improve the overall activities of children's performance at school. For example, teachers can pursue their contact at school opening days, conferences and informal meetings. Annual or termly parent's events remain the most frequent way of meeting, but are not always satisfactory for parents and teachers to deal with children's school progress (Walker, 1993 and Eccles and Kaczala, 1982).

On the other hand, in a large-scale study in Maryland, the majority of parents reported that parents rarely or never attempted to involve them in their children's education (Lee and Deborah, 1996).

Galloway and Edwards (1992) have carried out a study on home-school links at Wales school. In the study, home-school links in schools showed that 79% of parents at one school, most of them in working-class jobs, had read the newsletter or magazine, compared with 2 percent at another. More surprising was the observation that more parents at Wales school expressed some concern regarding their child's education than at any other school in the survey. This implies that Wales school parents are more concerned to their children's learning.

According to Brook and Hancock (2000), parents should have clear ideas as they involve in school to discuss the problems with teachers and school administration. Moreover, it should be known to that the importance of "*whole-school approach*" which takes into account written and face to face communication, parents working in schools, curriculum events for parents, class meetings for parents and home-school contacts.

Finding by Neorgious (1999); Walker, (1993); Beverage and Jerrams (1981) and Niles, (1981) state that positive correlation is found between parental volunteering at the school and the Child's actual school achievement. Totally, the degree to which parents give affection to their children education as well as parent involvement in the Child's learning at home and at school may show association with the child's better school performance.

Hoover-Dempsey *et al.*, (2005); Cairney (2000) and Careter and Wojtkiew (2000) state that if there is a genuine partnership between communities and schools, as well shared understanding between teachers and parents, there will be some hope that equitable school outcomes for all

students, irrespective of social and cultural background, may become a reality. Therefore, mutual understanding offers the potential for schooling to be adjusted to meet the needs of families. As well, it offers parents the opportunity to observe and understand schooling, and the cultural practices which ultimately empower individuals to take their place in society.

Most schools may not provide clear guidelines or information which needs to facilitate parent interaction with teachers and the types of parental involvement so as to help children's academic performance. Regarding to this point, Vanvoorhis (2003) recommends that parents need to help from teachers and school administrators in order to participate issues at school and students' academic performance.

A number of writers and literatures may adopt an idealized, unproblematic view of home school collaboration. However, parent-teacher relations do not easily and exercised undoubtedly. In line of this Brook and Hancock (2000) and Parette and Petch-Hogen (2002) highlight the extent to which "*challenges*" exist for schools in terms of linking with teachers as well as parents.

2.3.3. Parent-Teacher Conferences, Organizations and PA Programs

Parents in general can make considerable contributions to a child's achievement from early childhood through high school. They can do this through different ways. For example, parents can participate in activities such as parent-teacher conference and help the improvement of child's achievement. Similarly, parents may involve physically with teachers and give cares about the students and school activities (Amsalu, 2001 and Bastini, 1996).

Carter and Wojtkiew (2000); G/Tensay (1998) and Stevenson and Baker (1987) indicated that maximum educational benefits are possible only when parents and teachers share their knowledge of individual students and unit their effort and their resources to provide the best possible environment, facilities and experience for the proper emotional and educational development of children.

Parent-teacher relation programs encourage interaction between the family and the school. Such programs are very sensitive to identify students' problem at home, school and

neighborhood environments. It may also reinforce academic competence of the learners (Parette and Petch-Hogen 2002 and Halle, Kurtz-Coasts and Mahoney, 1997).

The purpose of parent-teacher organization is to serve the welfare of children by close cooperation between the two groups who are deeply concerned about the children parents and teachers. It helps the home and the school to agree on the objectives of education. More specifically, parent-teacher relation includes both parent and teacher interest and knowledge about children's school activities and endeavors. Such a perception may convey positive feeling toward school and the child (Admasu, 2004 and Grolnick, Benjet, Kurowsik and Apostolers, 1997).

Parent-teacher associations and organization are very helpful to the child's academic progress. The reason is that parents and teachers may be able to contemplate the problems of the school, students and the whole process of teaching-learning practices. In regarding to this, Brook and Hancock (2000) explain the parent-teacher association (PTAs), parents' associations (PAs) and school and friends association are a parental organizations (POs) designed to link parents with their children's schools.

Similarly, Brook and Hancock (2000) and Walker (1993) provide empirical support for parental organizations positive effects on children's school careers. Therefore, POs are unquestionable desirable. Furthermore, parental organization can play a vital role in providing lines between parents and school.

There is a trend of contract or agreement between parents and teachers to deal with school problems. Such agreements between schools and parents can each do to help children's learning. In relation to this Gonzalez, (2002); Brook and Hancock (2000) and Rouse (1998) argued that the pressure to involve parents and on parents themselves to take a greater part in their children's education, is now very greater. However, parent-teacher relation, it is only feasible in small schools where the head knows every child and their parents by sight.

2.4. Academic Self-Concept

2.4.1. Meaning and Concept of Academic Self-Concept

Academic self-concept has been defined by various individuals (Marsh and Yeung, 1997; Marsh, 1990; Marsh, Relich and Smith, 1983 and Capelin, 1969). For example, “*self-concept is an individually perception of self formed through experience with environment interactions with significant other and attributes of his/her own behavior*” (Shavelson in Marsh, Relich and Smith 1983). Similarly, Worthman, Lindgren and Sutter in Amsalu (2001) define self-concept is each individual perceived by himself or herself. And added that self -concept as actual self what people perceive themselves to be and ideal-self their conception of what they would like to be ideally.

Shavelson in Yin and Fan (2003) and Marsh, Relich and Smith (1983) give a broad definition of self-concept has been gaining popularity among researchers. Self-concept is considered to be the person’s self-perceptions and how these perceptions are formed through experiences with the environment and the interpretation of this experience. As such, self-concept is generally considered as a multiple dimensional construct that can be differentiated to sub domains, such as academic, social and emotional self-concept.

Self-concept is a measurable variable in the learning process. It has a considerable effect on performance, motivation, persistence, co-operation and general learning. Our overall and consistent understanding of our self, in relation to what others tell us, is our self-concept (Cornwall, 1996).

Personality factors may be an extra powerful influence on academic achievement. Factors most frequently mentioned as important for academic success are ambition, emotional security, sense of responsibility, cooperativeness and seriousness. Recently, however, the significance of the self-concept in relation to academic learning has been given particular emphasis (Prevent, 2003; Yin and Fan 2003; Marsh and Yeung, 1997; Langereck, 1980 and Caplin, 1969).

Marsh and Yeung (1997) summarized the need to distinguish between academic and non-academic components of self-concept and relations between academic self-concept and academic achievement. Accordingly Marsh (1990) general academic self-concept is divided into self-concept in particular subject areas (e.g.) Mathematics, English, History, Science and

others) and non-academic self-concept is divided into social, emotional and physical self-concept.

A number of studies (Marsh and Yeung, 1997; Marsh, 1990; Marsh, Relich and Smith, 1983 and Langereck, 1980) have concluded that an understanding of the self-concept of students is an essential component of successful education. For example, Langereck (1980) states that educational research has demonstrated a positive relationship between self-concept and general educational achievement at various school levels, as well as between self-concept and specific educational skills, such as reading. Furthermore, positive self-concept relates consistently with high academic achievement.

Similarly, Prevatt (2003) states that self-concept of ability is emphasized as a significant variable in the total learning process. For several decades, the concept of self has been a significant consideration in the social and psychological analysis of human behavior.

Marsh and Yeung (1997); Langereck (1980) and Caplin (1969) were very interested to see the relationships of academic self-concept and academic achievement. For instance, they asked a question and then tried to explain it. "*Do changes in academic self-concept lead to changes in subsequent academic achievement?*" This question has theoretical and practical implications. For example, much of the interest in the self-concept and achievement relations stem from the belief that academic self-concept has motivational properties such that changes in academic self-concept will lead to changes in subsequent academic achievement. Finally, they reported that both self-concept and academic achievement affect each other, depending on the assumed reliability of the single-indicator constructs.

2.4.2. Theoretical Models for Self-Concept

Shavelson as cited in Yin and Fan (2003) and Marsh (1990) model, general self-concept appears at the apex with two lower domains which are academic and non-academic self-concepts. Academic self-concept, in turn, may be further divided into domains related to different subject matter areas (*e.g.*, English, History, Math and science). On the other hand, non-academic self-concept may include social, emotional, and physical sub domains.

Regarding academic self-concept, Shavelson in Yin and Fan (2003) stated that first, the academic self-concept itself is multidimensional and hierarchically ordered and second the academic self-concept sub domains become increasingly differentiated with age.

Song and Hattie in Yin and Fan (2003) explain that first academic self-concept subsumes achievement, ability and classroom self-concepts. Second nonacademic self-concept has social self-concept and self-regard/ self-presentation as its sub domains. Social self-concept, in turn is further divided into peer and family self-concept, and self-regard/self-presentation is divided into confidence and physical self-concepts.

Another more important modification is Internal /External (I/E) model. According to this model, the formation of academic self-concept is based on two distinct comparisons that are internal and external. External model refers to a student compares his/her academic achievement in a subject area with peers. Math and English self-concepts should be substantially correlated based on such social comparison. However, internal indicates, the student compares his/her achievement in one subject area (*e.g.* English) to another subject area (*e.g.*, Math) (Shavelson, 1976; Marsh, 1990 and 1993a, 1993b, 1994a, 1994b, 1994c as cited in Yin and Fan, 2003).

2.4.3. Relation between Academic Self-Concept and Academic Achievement

There is a considerable impact of academic self-concept on the students' academic performance. Regarding this Marsh (1996) stated that a positive self-concept is valued as a desirable outcome in many educational settings and is frequently posited as mediating variable that facilitates the attainment of other desired outcomes such as academic achievement.

The relationship between academic attainment and personality characteristic has been one of the most interesting discoveries in educational psychology and it recognized that the child's personality is an important factor in determining success. Attention has been drawn to one aspect of personality, self-concept and its relation to academic achievement (Bahiru, 1996).

The relationship between self-concept and academic achievement is quite high and positive (Yin and Fan, 2003; Bahiru, 1996 and Caplin, 1969). In line with this, Lumpkin in Caplin (1969) found out significant relationships between pupils' self-concepts and achievement in

reading at fifth grade level children. Moreover, over-achievers revealed significantly more positive self-concepts. In the same study, it has been stated that this outcome confirms current opinion that achievement stems from intrinsic motivation, as well as from the environmental responses to this achievement.

Caplin (1969) found out the relationship of academic achievement and students academic self-concept. In the study, both White and Negro, attending a defector segregated school have less positive self-concepts than do children attending desegregated schools and that there is a significant positive relationship between self-concept and academic achievement. There is also a significant positive relation between self-concept and academic achievement. That is, those children having positive self-concepts have higher academic achievement.

Self-concept is considered predictive of positive education outcomes such as academic achievement (Yin and Fan, 2003). Besides, Bruck in Capline (1969) states that academic grade point averages of children in grade 3 through 11 are influenced by self-concept. The study concluded that a positive and significant relationship exist between self-concept and grade-point average on all grade levels ranging from 1 to 5 percent level of significance.

Self-concept is more important as a determinant of learning. Students' self-concept to the subject they have taught help students' performance in learning. For instance, those who have best academic performance and achieve well should have the confidence which results from the practices of succeeding and those who do not so well do not have as much self-confidence and may not rank themselves so highly.

According to Marsh and Yeung (1997) self-concept and achievement relation are large if the self-concept measures reflect academic rather than nonacademic or general components of self-concept. Hence, it is not surprising that even higher self-concept and achievements are measured in even more specific content areas. They considered thus for clearly demonstrates the need to consider specific components of relations with corresponding measures of academic achievement, but does not address the more complicated issue of the causal ordering of academic self-concept and academic achievement. Byrne in Bahru (1999) noted that much of the interest in the relation between self-concept and achievement stems from the belief that academic self-concept has motivational properties change academic achievement. In contrast,

skill development model posits that academic self-concept is primarily a consequence of academic achievement.

Generally, a student academic self-concept is the product of many influences, among the most importance of which are the “*significant others*” in his/her life. The students, parents, peers, and teachers rank high as significant others, and the student tasks his/her cues about himself/herself from them (Parette and Petch-Hogen, 2003; Rouse, 1998; Gonzales, Cauce, Friedman and Mason, 1996 and Marsh, Relich and Smith, 1983).

2.5. Summary of Review of Related Literature

From the above review and research findings, one may conclude the following points could be consistent in line of the basic questions initially set out. Firstly, peer groups are important in the development of children and youth. Peer relations affect the child’s educational development and academic achievement. Moreover, they are vital partners who enhance the peer members for better achievement. Therefore, it is good that if educators give attention to help youngsters establish positive peer relationships in the school and outside the school environment.

Secondly, from various findings of reference, parental involvements can directly essential to the child’s performance. Besides, parents are important individuals who could improve their students learning motivation and then students’ academic motivation will bring direct impact on academic achievement of the learners.

Thirdly, to get efficient and effective outcomes in the students’ education, it is suggested that parents, teachers and other social agencies should work together and be aware of the importance of parent-teacher relation. Every school should build up and implement plans for increasing parental and community involvement in schools, improving collaboration between the schools and other public and private agencies, and sponsoring more comprehensive parental education programs in order to facilitate students’ achievement in general.

Lastly, findings illustrate that academic self-concept and achievement have positive relation. Furthermore, academic self-concept could be the most important component for school achievement.

CHAPTER THREE

METHOD OF THE STUDY

3.1. Design of the Study

The design of the study was descriptive and inferential in approach. It describes the degree to which the variables of parental involvement, parent-teacher relation, peer-group influence and academic self-concept have an impact upon students' academic achievements.

3.2. Variable in the Study

3.2.1. *Dependent Variable*

The dependent variable of the study was students' academic achievement scores. The classroom academic achievement scores of the students' obtained from the record offices of the sample schools. The average score of all subjects for three semesters of the first and the second semester of 1997 and the first semester of the 1998 E.C was taken as dependent variable.

3.2.2. *Independent Variable*

The independent variables of the study were parent-teacher relation, parental involvement, peer-group influence and students' academic self-concept. Questionnaires were developed and adopted (from Marsh, Relich and Smith 1983, items were ready to measure academic self-concept of the students) to see the influence of the independent variables on students' academic achievement.

During the time of analysis the independent variables were coded and entered in the SPSS program version 12 as follows:

- ◆ PAT- Parent-Teacher Relation
- ◆ PAR -Parental Involvement
- ◆ PEER- Peer Group Influence
- ◆ ACC-Students Academic Self-Concept
- ◆ TEA- Teachers Rating Score
- ◆ PART- Parent Rating Score

3.3. Study Area

This study was conducted in Debre Markos Town, East Gojjam Zone, Amhara Region. It was restricted to Primary schools of the town. The sample schools were Tikle-Himanot, Abima, Dibiza, Endimatta, Ede-Tibebe and Dile-Betigel. All schools were taken by assuming that they have similar curriculum, teachers' quality, language, admenstration and school environment.

3.4. Population and Sampling

The participants of this study were teachers, parents and students. From the existing six primary second-cycle school students, all schools were purposely included as a study population. Participants were taken from grade 7th and 8th of both sexes.

Krejcie and Morgan (1970) formula was used to determine the total sample size of participants from the given total population. This sampling technique suggests that 4000 populations could be represented with 351 participants. Therefore, the method of sample selection that suggested by Krejcie and Morgan was applied to draw the sample of this study. From the total 3917 students 351 were taken as a sample of the study. Proportional stratified sampling was applied to select students as a sample of the study from all sample schools. Then, by using the students' list, participants were taken through systematic random sampling.

From the total participants, purposely 70 students were selected. From the total 290 teachers in the sample schools, 73 including homeroom teachers, principals and unit leaders were taken. The samples have been drown purposely. Because these groups were taken, just to meet the objectives of the study in general and to measure the variables of parental-involvement and parent-teacher interaction in particular. Moreover, homeroom teachers, school principals, and unit leaders are closer to parents more than other school teachers and administrative workers. Of the total participants 337 students, 70 teachers and 68 parents completed the questionnaires accurately.

Table 3.1 summarizes the sample schools, total number of students in each of the sample schools, and number of total Male and Female students selected from each school.

Table 3.1. Sample size of the study

Sample Schools	No of students by grade				Sample size by grade	
	7		8		7	8
	M	F	M	F		
Tikle Himanot	119	151	277	322	24	54
Abima	181	202	300	294	34	53
Dibiza	111	85	185	158	18	31
Endimatta	121	89	161	183	19	31
Ede Tibebe	150	102	20	20	23	40
Dile Betigel	57	64	72	87	11	13
Total	739	693	1235	1250	129	222

3.5. Tools of Data Collection

In the study to investigate the impacts and relationships of the variables, two measuring instruments were used to gather pertinent information. These were average academic achievement scores and students, parents and teachers self-report rating questionnaire score that reflect the objectives of the study.

The major sources of information for this study were questionnaires that were administered to the students, teachers and parents. Both questionnaires have two sections. The first section comprised objectives and background information of the respondents. The second part was set of items that can measure the variables in the study. Questionnaire that presented to the students has a sub-scale, which state about parental involvement, parent-teacher relation, peer-group influence and students' academic self-concept. All the response formats of the items were likert type ranging from strongly agree to strongly disagree. Items were rated on a four point likert scale (4= Strongly Agree; 3= Agree; 2 = Disagree and 1= Strongly Disagree). In the questionnaires, there were positively and negatively stated items that were randomly placed. The reason was to reduce the effects of response bias.

Questionnaire was developed for the parents in order to investigate the general view and involvement of parents towards their children education. Parents' questionnaire had two sub-scales. The first concerned the overall involvement of parents on students learning at home. For instance, parents may provide additional reading materials; arranging reading and sleeping time; initiating to read more during exam time, participating in home-work, treating them for better execution of academic achievement and the like. The second sub-scale was directly related to parents contact with teachers in the school environment. The major objective of these items was to measure the degree to which parents' share and exchange ideas about their students to school societies and teachers in general.

The questionnaire, which was presented to teachers, was measuring the importance and impact of parent-teacher relationship on students' academic achievement in various ways. Items were developed by the researcher with exception of items that measured students' academic self-concept, which were adapted from others who already developed and, used it (Marsh, Relich and Smith, 1983).

Students' academic achievement scores were taken from the record office of the sample schools. The score had been used to analyze and find the impacts and relationships of the independent variables. During the analysis, students' three semester average raw score were transformed in to Z-scores. It helped the interpretation more standardize.

3.6. Pilot Testing

Pilot testing was conducted on a total of 150 participants drawn from parents, teachers and students in Addis Ababa at Wondirad and Libne-Dingle primary second schools. There were 50 from parents, 50 from teachers and 50 from students.

The instruments which assessed in the pilot try out generally constructed to measure the relationships and the impacts of the variable of peer-group influence, parent-teacher relation, parental involvement and students' academic self-concept of the students.

Students were told how to give response to the questionnaire that provided them and some vague questions, which forwarded by the students, were made clearer during the pilot distribution. What's more, parents were asked the questionnaire through home-based assessment. After parents have already filled the questionnaires then they were collected.

The numbers of male and female participants were nearly proportionate. Parents have given two days to fill and return the questionnaire. On the other hand, students were given to respond within a day. During pilot try out, the total of 50 teachers, 49 parents and 48 students completed the questionnaires appropriately. Finally, the responses of the participants were scored and tabulated to compute item intercorrelation and Cronbach-Alpha in order to evaluate the scales and their reliability. Then, items, which had a total intercorrelation of less than 0.275, were discarded. The three measures found to be reliable with Alpha 0.86 (20 items); Alpha 0.79 (for 13 items) and Alpha 0.88 (61 items) for parents, teachers and students respectively. Out of 25 items, which prepared to parents 5 were discarded. For teachers, 9 items were rejected within the total of 22 items. 96 items were administered to the students and then 61 of them were selected to the final data analysis.

Questionnaire that provided to the students had sub-scales. The sub-scales measure four independent variables. Items which measure peer group influences were 26 in number. After the pilot studying, 5 were rejected and the reliability of 21 items was alpha 0.86. Items prepared to measure parent involvement were 22, out of these, 12 were accepted with reliability of alpha 0.79. Similarly, for academic self-concept, 20 items were conducted and then 14 accepted with the reliability of Alpha 0.82. Initially, parent-teacher relation sub-scale had 28 items, out of these 14 were rejected and the remaining item reliability was 0.74.

3.7. Procedure of Data Collection

At the very beginning information were collected and prompts were established with principals and unit leaders so as to how and when the questionnaires should be distributed to students, parents and teachers. Then, the questionnaires were distributed to the participants. Parents were given two days to fill the questionnaire. Teachers and students returned the questionnaire within a day. Finally, the distributed questionnaires were collected in the given time.

3.8. Method of Data Analysis

After collecting the data, the following steps were made for analyzing the data. First, each student achievement results were collected from sample school record office and students, teachers and parents' respondents rating score were tabulated. Then, descriptive values such as mean, standard deviation and maximum and minimum value, mode, range and standard error of the mean were computed for general comparisons. Secondly, Pearson product moment

correlation coefficient was computed to see the relationship of the independent variables with the dependent variable. Total item intercorrelation showed the relationship between the independent variables. Moreover, inferential statistics were used to see the statistical differences and impacts of predictor variables on dependent variable.

Multiple regression analysis was computed to see the overall relationships of academic achievement with the independent variables and to investigate the relative contribution of variables on the variances of students' academic achievements. Additionally, Stepwise regression analysis was carried out to select the variable that best explained the differences in students' academic achievement.

Analysis of variance (ANOVA) was performed to determine whether there exist statistically significant differences among the computed variables. For instance, ANOVA was applied to see the independent variables statistically differences. Besides, it was computed to find the significance differences between parents, students and teachers responses about parent-teacher relation variable. Mean differences between high, average and low achieving were computed. Z-distribution value was applied to categorize the classification of sample students in to three achievement groups for the purpose of analysis in the study. Students' classroom achievement scores which were above +1 had categorized as high achiever, achievement score that fall between -1 and +1 range were taken as average achiever, and students had less than -1 standard deviation or far-away score were categorized in the low achieving group. The total number of the participants in high achiever, average achiever and low achiever were 68, 199 and 70 respectively.

Post hoc comparison was computed to identify the major contribution among the independent variables. In the pair wise comparison particularly, Scheffe's' method was used. Moreover, t-test was performed to see significant mean discrepancy between two independent variables in the study.

Such statistical analyses have been computed by statistical package for social science (SPSS) version 12. The test of significance level, which used for the study, was alpha 0.05.

CHAPTER FOUR

RESULTS OF THE STUDY

In this part, the results of the study are presented in tables and with statistical descriptions which show statistically significances and non-significant relations among the variables.

4.1. Results Obtained Using Descriptive Statistics

Descriptive analysis has been carried out to provide the overall picture of the research questions under investigation. The major type of descriptive statistics which were used such as mean, standard deviation, maximum, minimum and Standard Error of the mean.

Table 4.1. *The overall descriptive statistics of the independent variable and the outcome variables (data obtained from students)*

Variable	Mean (\bar{X})	Sx2	Range of score		Standard error of the mean
			Min	Max	
Student total score	181.72	28.82	16.00	244.00	1.57
Students' academic score	667.68	141.80	339.00	897.00	7.72
Peer group influence	63.97	14.24	28.00	104.00	0.78
Parental involvement	33.49	5.34	18.00	44.00	0.29
Academic self-concept	40.99	6.36	20.00	56.00	0.35
Parent teacher relation	43.28	9.91	16.00	56.00	0.54

N =337

As it can be seen in the above Table 4.1, we can see mean differences between the predictor variables. Calculated mean (\bar{X} =63.97) value revealed peer group influence has greater mean than other variables.

Statistical significant relations have been observed between academic self-concept and parental involvement ($r=0.44$); parent-teacher relation and parental involvement ($r=0.49$) and parent-teacher relation and academic self-concept ($r=0.49$).

In general, peer group influence and parent-teacher relation had greater magnitude of correlation coefficient with students' academic achievement in the first and second order respectively.

Table 4. 3. Multiple Regression Analysis (Enter method)

Variable	Regre.coef (b1)	Std.E	Beta coef(B)	t
Peer group influence (x1)	4.66	0.46	0.47	10.21*
Parental involvement (x2)	1.49	1.14	0.06	1.31
Academic self-concept (x3)	4.49	0.89	0.20	5.03*
Parent teacher relation (x4)	3.51	0.66	0.25	5.29*
	R ²	R ² adi	F	Constant
	0.63	0.62	38.91*	-15.97

*P<0.05

As revealed in Table 4.3, the predictor variables of peer group influence, parental involvement, students' academic self-concept and parent-teacher relation all together contributed for the variation of students' academic scores by 62.6%. It implies that 62.6% proportion of academic achievement variance accounted for by the independent variables. The remaining proportion could not be known in this study. The adjusted R-Square which represents the unbiased estimate of R-Square was 0.621. It indicated that there was overall strong relationships between the predictors and the outcome variables. This proportion of variance was statistically significant ($F_{(4,332)} = 138.91, P<0.05$).

As can be seen in Table 4.3, in the summary of multiple regression analysis we can observe statistically significant relation between the predictors and outcome variables. For instance, t-test showed in the multiple regression analysis as there was statistically significant relation between peer group influence and students' academic scores ($t_{(672)} = 10.210, P < 0.05$); academic self-concept and students' academic scores ($t_{(672)} = 5.032, P < 0.05$) and parent-teacher relation and students' academic score ($t_{(672)} = 5.296, P < 0.05$). On the other hand, there was no statistically significant difference between parental involvement and students' academic achievement. In general, peer group influence had highly dominant and very much influential for the variation of students' academic achievement among other variables.

Table 4.4. Stepwise Multiple Regression Analysis of the Independent Variables in explaining the differences of Academic Achievement

Steps	R	R Square	Adjusted R square	Std. Error of Estimate	Beta coefficient
Peer group influence	0.72	0.51	0.51	99.2	0.47
Parent-teacher relation	0.77	0.59	0.59	1.06	0.25
Academic self-concept	0.79	0.62	0.62	87.33	0.20

As shown in Table 4.4, the variable that has been first entered in the regression model was peer group influence. This predictor variable alone explaining 51% of the total variation in academic achievement. Therefore, we can see the highest relation between peer group influence and students academic achievement. The next independent variable, which was entered in the second step, was parent-teacher relation. This variable added in the regression equation or coefficient of determination to 59%. Thirdly, students' academic self-concept variable was entered. The variables become only 62% to the prediction of academic achievement.

Jointly, the predictor variables of parent-teacher relation, peer group influence, students' academic self-concept and parental involvement had 62.6% power in explaining the differences in academic achievement. However, with exception of the three variables (parent-teacher relation, peer group influence, and academic self-concept) the remaining variable, which was parental involvement, had affected students' academic achievement.

There was statistically significance variation between the three groups concerning to parent-teacher relation. Hence, students, parents and teachers have shown statistically significance differences for one variable (parent-teacher relation) [$F_{(2,472)} = 269.63, p < 0.05$]. The three groups rated that parental involvement had permitted certain contributions for students' academic achievement.

There existed statistically significance differences between parental involvement and parent-teacher relation variables. Additionally, it describes that data obtained from parents were differ from with that of students. Thus, we can see gaps between parents and students to the variables of parental involvement and parent-teacher relation response.

Additionally, t-test was computed to find the mean difference between parents and students. Hence, in the status of t-test, there was statistically significant difference between the mean which was rated by the students and parents about parental involvement on students' learning ($t_{(403)} = 22.09, p < 0.05$). Here, parents had better mean than students did. Therefore, parents would favor more to the importance of parental involvement then students do.

Table 4.7. Descriptive Information about the Independent Variables of three achievements Category (High, Average and Low)

Variable	Descriptive Statistics	Category		
		HA N	AA 68	LA 199
PEER	\bar{X}	33.93	66.23	46.96
	SD	7.50	10.86	12.86
PAR	\bar{X}	37.32	33.77	29.29
	SD	3.18	4.72	5.44
ACC	\bar{X}	44.87	41.42	35.96
	SD	4.59	5.49	6.95
PAT	\bar{X}	50.79	43.98	33.04
	SD	5.32	8.58	9.87

Table 4.7 presents the means, the standard deviation and the number of participant among three groups in relation to the basic independent variables.

Table 4.8. Summary of ANOVA for Peer Group Influence across Different Achievement Category

Source	SS	Df	MS	F
Between	28001.98	2	14000.99	120.29*
Within	38874.33	334	116.39	
Total	66876.31	336		

*P<0.05

As can be seen in Table 4.8, there was a statistically mean difference to the variable of peer group influence among different ability groups [$F_{(2,334)} = 120.29, p < 0.05$].

Mean computation of Scheffe's' explains the variant of means between high and average achievers, high and low achievers, and average and low achiever students. Better magnitudes presented between high and low achievers and average and low achiever students ($\bar{X}_1 - \bar{X}_2 = 26.96$, Scheffe's' critical value=4.50 and $\bar{X}_1 - \bar{X}_2 = 19.27$, Scheffe's' critical value= 3.67) respectively.

Table 4.9. Summary of ANOVA for Parental Involvement across Different Achievement Groups

Source	SS	Df	MS	F
Between	2250.70	2	1125.35	52.23*
Within	7196.54	334	21.55	
Total	9447.24	336		

*P<0.05

From the Table 4.9, there was statistically difference about parental involvement in three-achievement classification [$F_{(2,334)} = 52.23, p < 0.05$]. Mean variation between high and

average, high and low and average and low achiever students. Students who rated for parental involvement variable had showed discrepancies. Moreover, the maximum mean difference was obtained between high and low achiever students ($\bar{X}_1 - \bar{X}_2 = 8.09$, Scheffe's' critical value=1.94). To the contrary, low mean variation was calculated between high and average achiever students ($\bar{X}_1 - \bar{X}_2 = 3.55$, Scheffe's' critical value=1.60).

Table 4.10. Summary of ANOVA for Academic Self-Concept

Source	SS	Df	MS	F
Between	4482.45	2	2241.23	69.56*
Within	10761.06	334	32.22	
Total	15243.51	336		

*P<0.05

In the above summary ANOVA Table 4.10, it has been seen statistically significant difference between the three groups of students about the independent variables of students' academic self-concept [$F_{(2,334)} = 69.56$, $P < 0.05$].

Mean comparison of using Scheffe's showed that there were differences between the means of high and average, high and low and average and low academic achievers. Therefore, the means that obtained from the three groups about parental involvement indicated the dissimilarity of achievement category in relation to the variables which under taken in the study. Besides, the maximum variations obtained between high achievers and low achievers student category ($\bar{X}_1 - \bar{X}_2 = 8.26$, Scheffe's' critical value=2.37). The minimum was between high achievers and average achievers ($\bar{X}_1 - \bar{X}_2 = 3.45$, Scheffe's' critical value=1.95).

Table 4. 11. ANOVA Table for Parent-Teacher Relation variable

Source	SS	Df	MS	F
Between	13009.03	2	6504.52	93.33*
Within	23278.86	334	69.70	
Total	36287.89	336		

*P< 0.05

Table 4.11 presents statistically significance difference between the three groups about parent-teacher relation [$F_{(2,334)} = 93.33, p < 0.05$]. Therefore, those students who categorized as high, low and average achiever have different means about parent-teacher relation and in turn affect students' academic achievement.

Although overall F was significant, there were inequalities between high, average and low achiever means. Therefore, one can conclude that there was statistically mean difference between high achiever, average and low achiever groups. Maximum variation was found between high achievers and low achiever category of the students ($\bar{X}_1 - \bar{X}_2 = 17.75$, Scheffe's critical value=3.48) whereas, the minimum value obtained between high and average achiever students ($\bar{X}_1 - \bar{X}_2 = 6.82$, Scheffe's critical value=2.84).

Generally, Omega Square portrayed that peer group influence, parent-teacher relation, academic self-concept and parental involvement had affected high, average and low achiever students differently. For example, peer group influence contributed to students' achievement by 42%, parent-teacher relation by 35.5%, academic self-concept by 29% and parental involvement by 23.5%. Hence, both groups of students were more privileged by peer group influence and parent teacher relation.

CHAPTER FIVE

DISCUSSION

The main concern of this study was to investigate the relationship of peer group influence, parental involvement, academic self-concept and parent-teacher relation with academic achievement. Secondly, it was designed to see the impacts of independent variables upon the students' academic achievement. Finally, it found the influence of independent variables across different achievement category of the students.

5.1. The Relationship of Peer Group Influence with other Independent Variables and the Dependent Variable

One major objective of this study was to investigate the relationship of peer group influence and academic performance of the members and the impact of peers on other individuals. Based on the study, peer group influences predict students' academic achievement. There was statistically significant and positive correlation coefficient between the students' academic performance and with the independent variables. Besides, t-test in the multiple regression analysis depicted that the peer group influence had prominent, crucial contribution and better in magnitude on the students' academic achievement.

There was significantly positive relation between peer group influence and parental involvement ($r=0.56$); peer group pressure and academic self-concept ($r=0.33$) and peer group influence and parent-teacher relations ($r=0.61$). Furthermore, independently peer group influence had significant correlation with students' academic achievement ($r=0.72$).

These significant correlations between the peer group influences among other independent variables as well with students' academic achievement showed that peer relation and pressure related practices could be influential and determinant for better academic performance. Moreover, peer together with others had better contribution in the academic performance of the learners.

In this study, statistically significant difference was obtained among the independent variables which could imply input to students' academic performance.

Furthermore, stepwise multiple regression analysis indicated that among 62.6% variation of predicted variable accounted for by the independent variables, peer group had a share of 51%. Thus, the dependent variable was more determined by the peer group influences. The possible reason could be students might have been closer with their friends than parents.

In relation to peer group influence there are different findings that demonstrate their own investigation concerning to the relationship of peer group influence and academic achievement of the students. The finding of this study is consistent with Cauce (1986) who investigated positive relation between academic achievement and peer group influence in the case of African-American adolescents. However, Levine and Havighurst (1992) stated that peer behavior is relatively more important than parental behavior in predicting adolescents' preference for and use of alcohol, but parental norms are more important than peer norms in predicting attitudes involving achievement in school.

Peer group influences have significantly positive contribution on the learners' performance. In addition, students may be predisposed by a group of peers who reinforce academic aspirations, values, and extra curricular activities (Seidman, Allen, Aber, Mitchell and Feinman, 1994). On the other hand, Levine and Havighurst (1992) gave incompatible explanation with other findings which stated that students might have been attracted negatively just intentionally or unintentionally. For example, peer relations in elementary school predict psychological disturbance and delinquency in high school, and that poor relationships in high school predict adult norms' life.

Peer group can edify the members how to behave in class, study for test, provision and share reading material, converse with teachers and school administrators, and can contribute to the success or failure of an individual's performance in school through many ways. It is true those peer groups can positively or negatively affect school performance. Especially, the adolescent's level of educational aspiration seems positively related to his/her peer-group membership (Gonzales, Cauce, Friedman and Mason, 1996).

Similarly, Taddesse (1996); Levine and Havighurst (1992) and Cauce (1998) indicated that peer group generally becomes more important as children move into adolescence reaching it's

furthermost effectiveness as a reference group when they are fifteen to twenty years old in influencing academic achievement.

Similarly the study by Arvizu (1996); Gonzales, Cauce, Friedman and Mason (1996) and Cauce (1986) disclosed that classroom positive peer relationship enhance students achievement.

Supporting the influence of peer on academic achievement Cornwall (1996) and Cauce (1986) stated that school friends could help and support school related activities, peers group membership linked to motivational orientation towards learning and achievement as well as academic effort.

The study by Gonzales, Cauce, Friedman and Mason (1996) suggested that support from one's peers might operate to facilitate academic motivation performance within environments that are conducive to achievement related outcomes. Supportive peer relationships may facilitate achievement of the students rather than discourage it. The peer support did explain a significant proportion of variance in the residualized change in adolescent grades. In the analysis, they revealed that support from the peer contexts might have been more powerful than that of family as determinants of school performance for the students.

The study by Abraham (1997) has consistence result with this study. Abraham found out peer pressure could have a powerful force on learners' academic achievement and subject (field) choice even though it does not pursue consistently up to the end.

Additionally, most recent studies have shown the importance of peer group influences on students' learning progresses. For example, Kulder and Sinclair (2000) and Villas-Boas (1998) found out children's level of peer acceptance has been positively related to their achievement scores and to their favorable perceptions of school. Besides, the peer in any age grade takes on much importance as significant others in the students' role and those parents and teachers become less important (Prevatt, 2003).

The present study and other findings realized that peer group has paramount importance on facilitating learners' achievement. Therefore, this study attempted to show the extent to which

these basic variables had an impact on the success of learning to the students, teachers, school society and educational experts. The finding of the study tried to show the magnitude to which peer group relation could be seriously imperative to students' academic achievement.

The study gives highlighting of the importance of peer group on the learners' schooling and in the classroom-learning situation. Thus, students, teachers and parents should preserve the existence of peer group in the school. Because, it had already investigated empirically that group influence is vital to academic achievement of the student.

The present study, therefore, provided practical and additional evidence regarding the effects and relationships of peer support and academic achievement on primary second cycle students. Hence, it will helpful to maintain the cohesiveness of the peers and in turn improve school-learning activities and academic performance in general.

This study showed statistically significant peer influence on students' academic achievement. Therefore, preferably further research should be investigated in the area how to assist peer group formation in the school and pick up better peer group role in the school. On the other hand, factors that dissuade peer group formation should be investigated. Moreover, studies may be needed how to establish more positive and cohesive peers bond that upholds academic performance in the outside school environment. Particularly, peer group influence should be studied concerning to its' influence in the personal and social development of the members. In a few words, students' attitudes towards peer group activities should be investigated across different age groups' of students in line with students' academic performance. The types of peer groups and their purposes for youth personal, social and educational development need to be discovered.

5.2. The Relation of Academic Achievement and Students' Academic-Self-concept

Among the most important independent variable which undertaken in this study was the relation of students' academic achievement with academic-self concept. Such relationship is particularly an important issue for the study of self-concept in educational settings.

In this study, it was found that students' academic self-concept had statistically significant and positive correlation with independent variables which were investigated. The correlation between academic self-concept and parental involvement was ($r=0.44$); academic self-concept and peer group influence ($r=0.33$); academic self-concept and parent-teacher relation was ($r=0.49$) and academic self-concept and students' academic achievement ($r= 0.50$).

Evidence from multiple regression analysis suggested that academic self-concept contributed to students' academic achievement. It contributed 3% to the prediction of academic achievement. Then, with the combination of other variables the level of determination comes from 59% to 62 %. It had also significant contribution on students' academic achievement with the combination of other variables [$F_{(2, 334)} = 240.40, p<0.05$] or together with peer group influences. One possible reason for the result of the study would be academic self-concept might have been very essential element to the academic success of the students.

Academic-self concept had positive and significant correlation with other independent variables treated in this study. Besides, it has also shown an impact on the students' academic achievement. In relation to the result of the study, many consistent findings fortify the results which obtained in this study. For example, Lumpkin in Caplin (1969) found significant relationship between pupils' self-concepts and achievement in reading at fifth grade level. Similarly, Marsh, Relich and Smith (1983) reported that academic achievement is generally correlated with self-concept and particularly with academic self-concept.

Langereck (1980) noted that educational research has demonstrated a positive relationship between academic self-concept and specific educational skills, such as reading. Besides,

positive self-concept related consistently with high academic achievement (Marsh and O'Neill, 1984).

A positive self-concept is valued as a desirable outcome in many educational settings and is frequently posited as mediating variable to facilitate the attainment of other desired outcomes such as academic achievement (Marsh, 1990).

Studies (Marsh and Yeung 1997; Marsh, 1990; Marsh, Relich and Smith, 1983; Marsh and O'Neill, 1984 and Langerech, 1980) conclude that an understanding of the self-concept of students is an essential component of successful education. Marsh and Yeung (1997) have emphasized the distinctiveness components of academic self-concept. The same author noted that a mathematics achievement is substantially correlated with Math self-concept but not English self-concept and vice versa.

Prevatt (2003) found that academic self-concept had significantly related with academic achievement in several school disciplines. Similarly, Yin and Fan (2003), Bahiru (1999) and Caplin (1969) found out the relationships between self-concept and academic achievement is quite high and positive.

Song and Hattie in Yin and Fan (2003) explained that academic self-concept subsumes achievement, ability and classroom self-concept. One local study also disclosed that academic self-concept had correlation with students' academic achievement in Ethiopian context. Academic self-concept was found to predict academic achievement positively and significantly. The relationship between academic self-concept and academic achievement was obtained to be stronger (Garuma, 2005).

Academic self-concept is a psychological construct which attracted the attention of many educators and psychologists in various times. Academic self-concept is one of the crucial element or variables that influence students' academic performance. Therefore, studying academic self-concept and academic achievement was a particularly important issue for undertaking self-concept in educational settings. Hence, the study indicated empirically to students, teachers and parents in order to enhance their understanding of this variable for the success of the students. This study helps to improve positive and productive academic self-

concept of students' that enviable to academic success of the learners. Generally, the study indicated that academic self-concept was vital issue for the academic achievement of the learners.

Academic self-concept refers to the perception of the learners towards the academic subjects in general. In this study, the overall subjects in the primary school level had shown positive and significant relations with academic achievement. Additionally, investigations should be carried out especially in the relationship of academic achievement across different subjects and various grade levels. Such investigation will enable someone to take a broad view regarding the relation of academic achievement with different subjects. It will also helpful to conclude which grade level students have high academic self-concept and better academic achievement. Researches may be required to conduct in the area of academic self-concept, self-efficacy, general self-concept and specific self-concept in relation to academic achievement. Lastly, it has been suggested that causal factors of academic self-concept need to be investigated.

5.3. Parent-Teacher Relations and Students' Academic Achievement

The present study revealed that there was statistically significant relationship between parent-teacher relation and students' academic achievement. Parent-teacher relation also observed to have positive correlation with other independent variables. Statistically significant correlations were observed between parent-teacher relation and academic self-concept ($r= 0.49$); parent-teacher relation and parental involvement ($r=0.49$) and parent-teacher relation and peer group influence ($r=0.61$). Moreover, parent-teacher relation was positively related with total students' academic achievement ($r=0.66$). Parent-teacher relation was statistically correlated with the total students' rating score of the four variables ($r= 0.85$).

In the multiple regression analysis parent-teacher relation increased the coefficient of determination by 8%. This variable increased the independent variable from 51% to 59%. Furthermore, parent-teacher relation with other variables was statistical significant [$F_{(3,333)} = 184.25, p<0.05$].

The result of the study indicated that parent-teacher relation was contributed for students' academic success in the school. One likely explanation may be along with students' ability to perform better, peer group influence and students' academic self-concept, parent-teacher relation could be indispensable for the overall achievement of the students. Besides, parent-teacher relation may solve common problems of the students and teachers'. It can also create conducive environment that facilitate students' achievement at greater extent.

Another possible suggestion could be teachers may invite parents frequently to come to schools. For example, teacher invitations enhance parents' sense of being welcome to participate in school processes, knowledge of their children's learning, and confidence that their involvement efforts are useful and valued. This result showed that parent-teacher relation had notable contribution for academic achievement of the students. One possible suggestion could be that parents and teachers were discussed concerning to students problem that related to academic area.

The result of the present study goes in line with the findings of Iverson, Brownlee and Walbers (1981) which explain that with increased number of contacts, young students made significant gains in reading. Galloway and Edwards (1992) also found out that parent-teacher relation had significant and positive relation upon students' academic performance. Arvizu (1996) stated that the issues of family-teacher relationships are of particularly important in early childhood education.

Finding by Neorgious (1999); Walker (1993); Beverage and Jerrams (1981) and Niles (1981) stated that positive correlation is found between parental volunteering at the school and the child's actual school achievement. Parental involvement with schools' tasks and issues can predict better children's academic achievement. Brook and Hancock (2000) noted that the potential benefits of the children's learning are resulted from good communications between parents and teachers. They showed also the number of parent-school visits and parental organizations were correlated with children's positive achievement.

Generally, when there is a genuine partnership between communities and schools, as well communal understanding between teachers and parents, there will be some hope that equitable

school outcomes for all students, irrespective of social and cultural background, may become a reality (Hoover-Dempsey, *et al.*, 2005; Cariney, 2000 and Careter and Wojtkiew, 2000).

Parents and teachers are very closer to the overall development of the child. Therefore, they can add something to the academic performance of students. For example, parents and teachers would solve problems, which could not be solved independently. Moreover, they may share experience how to improve the child's capabilities. Hence, additional studies are essential to maintain the relationship of parents and teachers. Particularly, factors that build up parent-teacher relation should be identified.

Generally, parent-teacher relation had shown positive implication on students' academic achievement therefore additional study between governmental and private school will be essential in order to distinguish the differences between parent- teacher relations among different institutions.

5.4. The Overall Relationship of Academic Achievement with the Predictor Variables

With respect to the overall relationship of academic achievement with predictor variables, the finding of the present study point out that academic achievement had positive correlation with peer group influence($r=0.72$), parental involvement($r=0.53$), academic self-concept($r=0.50$) and parent-teacher relation ($r=0.66$).

According to the results of multiple regression analysis in this study, the proportion of academic achievement variance accounted for by the independent variables (peer group influence, parent-teacher relation, academic self-concept and parental involvement) taken together was 62.6% of the total variance. Of this proportion, the variance explained by peer group influence was very high (51%). This suggests that peer group influence has more contribution to the differences in students' academic achievement. The other 11.6% of the variance was explained by academic self-concept, parent-teacher relations and parental involvement. However, parent involvements predict students' academic achievement with (0.6%). The remaining 37.4% of the total variance in academic achievement could be explained by other predictor variables which were not explored in this study.

51.6
11.6
62.6

11.6
51.6
162.4
37.4
100.0

5.5. Parental Involvement and Parent-Teacher Relation

This part of the study presents the major findings of parental involvement and parent-teacher relation and how they were related to past studies. It was found that there was statistically significant relation between parent rating score and students' academic achievement ($r=0.56$); students' academic achievement and parental involvement ($r=0.47$) and students' academic scores and parent-teacher relation ($r=0.49$).

Parents reported that they have significant contribution to their children's academic performance. However, students' rating score in the Stepwise multiple regression analysis indicated that it had negligible prediction power on students' academic performance. Hence, there was a controversy between parents and students about the importance of parental involvement.

In general, Bremlback (1971) found that family involvement had a correlation of $+0.80$ with the total score on the entire achievement. Feldman and Wentzel (1990) found significant correlation between achievement and all parent child interactions. Indeed, parents' use of motivational and encouragement practice influence their children school performance (Gottfried, Fleming and Gottfried, 1994).

According to Fantuzzo, Davis and Ginsburg (1995) the degree of participation of parents in their children education enhance students' academic performance. Similarly, Epstein, Gonzalez, Blanco, Halle, Kurtz-Costes and Mohoney as cited in Neorgious (1996) reported that parental involvement had significantly increased students' academic achievement.

Neorgious (1999), Teachman, Paasch and Carver (1996) and Muller (1993) found positive correlation between parental volunteering at school and the child's actual school achievement. However, helping the child with homework and parenting through control had no significant correlation with achievement. In specific case, Fantuzzo, Tighe and Childs (2000) and Walker (1993) revealed that parents' communication and explanations concerning education of children had positive relation in the success of children's learning particularly in language and mathematics computations.

Indirectly, family environment and the kind of support it gives will influence the success or failure of a child. Home-provided materials, information, and ideas which are directly relevant to school learning can facilitate the success of the child in academic areas (Teka, 2002 and Niles, 1981).

Parents who are involved in schools and children's education have a positive effect on their children's academic achievement (Sirin and Hauser-Cram, 2003). To make parental involvement contribution popular, Prevatt (2003) found out that, parenting practice would have a direct effect on child learning outcomes.

Parental attitudes, control styles, expectation and beliefs regarding their children's ability are related to children's academic achievement oriented behavior (Hoover-Dempsey, *et al.*, 2005, Gottfried, Fleming and Gottfried, 1994).

Generally, this study and other findings confirmed parental involvement could be influential factor for the success of the learners. In line of this, parents responded about educational performance of their children and value to children's learning. Therefore, significant value was obtained as parents are certainly quite important to the children's learning. However, from students' rating score, parental involvement did not show strong prediction. One possible justification for the discrepancy between parents and students would be a mismatch between parents' practical contribution and children's expectation from their families to learning issues. For instance, without dedication parents may consider themselves as they did better to their child. This could be resulted due to the lack of knowledge or do not know what should be deserved to the students. The second reason could be children's perception towards their families. That means, mainly children are closer to their peer groups than their parents particularly in educational matters. Thus, it contributes for disparity between parents and students' response about the usefulness of parental involvement to students' academic achievement.

5.6. The Impact of Parental Involvement and Parent-Teacher Relationships

In this study, parental involvement and parent-teacher relation were the major variables among others. From parents' point of view, there existed statistically difference between parental involvement and parent-teacher relation [$F_{(1,134)} = 1753, p < 0.05$]. This statistically significant difference implies that the opinion of parents on parental involvement and parent-teacher relation were different. Therefore, that parental involvement could be better than parent-teacher relation in affecting students' academic performance.

One possible explanation parents judged parental involvement was more preferable than parent-teacher relation might have been resulted due to the direct contribution of the families. For example, parents may believe that they are very closer and important to their children than teachers. Moreover, parents may think that they are more responsible for children's school progress than teachers. So, we can see here parents have shown responsibilities to their children's education and academic performance.

Additionally, t-test was computed to look the mean differences between parents and students with respect to parental involvement. The mean difference was statistically significant between the two groups. Parents do have better mean than students. One possible justification for this could be parents may feel confident as they could do well to their children. However, children may not be satisfied with whatever parents could offer to them. Hence, if there were perceptual and practical disparity between parents and students such controversy would be inevitably happened.

5.7. Comparison of each Independent Variable across Different Achievement Category

This study assessed how different achievement categories responded to the independent variables. Statistically significant difference was obtained among high, average and low achievers on the peer group influence variable [$F_{(2,334)} = 120.29, p < 0.05$]. Firstly, highest mean differences obtained between high and low achievers. On the other hand, high achievers

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and average achievers had minimum differences. Therefore, peers in the academic related activities courageous with minimum magnitude of high and average achieving students.

Secondly, there was a statistically significant difference between the comparison of different ability groups in terms of parental involvement variables [$F_{(2, 334)} = 52.23, P < 0.05$]. Mean comparison indicated that there was a maximum difference between high and low achievers whereas the minimum was between high achievers and average achiever students. Hence, it can be concluded that high achievers and average achievers were different in the minimum mean magnitude towards parental involvement variable. May be parental involvement influence the academic achievement of high achiever and low achieving groups in a similar manner.

Thirdly, academic self-concept was compared with various achievement groups. There was statistically significant difference of academic achievement across three achievement categories [$F_{(2,334)} = 69.57, p < 0.05$]. Through mean comparison of Scheffe's' the maximum difference had seen between high and low achievers whereas the minimum found within the high and average achiever students.

Finally, parent-teacher relation and the three achievement student categories were showed statistically significant differences [$F_{(3,334)} = 93.33, p < 0.05$]. Post hoc mean comparison verified that the maximum and minimum difference between high-low and high-average achievers respectively.

The analysis that compared within the independent variable and the achievement category could help to understand which independent variables were statistically attract the attention of the students and identified properly by different achievement group of students. On the other hand, each independent variable has been seen across the three groups of students. This can lead to further information to the relationship of independent variable and achievement groups.

Generally, the study found that there were statistically significant differences among high, average and low achieving students on the independent variables. There was a significant positive relation between self-concept and academic achievement, especially those children

groups. Therefore, issues such as personal, educational and social affairs will be dealt together with the peer groups. Similarly, students could do better with the help of their friends.

Students' academic self-concept is also an essential constituent to personal and educational success. For example, here in Ethiopia those students with high confidence and perception to their academic tasks will perform better than they do not have the experience.

In Ethiopia towns, parent-teacher relations and contacts are common to deal with school-students' problems particularly in private schools. In the study area peer-group influence, parent-teacher relation and student academic self-concept have advantages to students' academic achievement. Confidently, the study attempted to explore the power of these factors on learners' performance. It implies that particularly in Debre Markos Primary second cycle schools students could be very exposed to the above variables. Hence, parents, teachers, students and those who are belonging to the educational sector need to give consideration to peer group influence, parent-teacher relation and students' academic self-concept to obtain better students' academic achievement in the area.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Summary

The purpose of this study was to examine the relationships and influences of parental involvement, peer group influence, academic self-concept and parent-teacher relation on the students' academic performance particularly in the primary second cycle schools. Therefore, at the very beginning the study was designed to answer the following basic questions.

1. Do parental involvement and parent-teacher relation relate to students' academic achievement?
2. Do parental involvement, parent-teacher relation, students' academic self-concept and peer group influence variables together predict students' academic achievement?
3. Is there a relationship between parent-teacher relation, students' academic self-concept, peer group influence and parental involvement?
4. Is there any significant differences among high, average and low achieving students' towards peer group influence, parental involvement, academic self-concept and parent-teacher relation variables?

A total of 351 (181 Males and 170 Females) students, 70 parents and 73 teachers drawn from 6 primary second cycle schools. Proportional stratified sampling was applied to select student participants from all sample schools.

The instruments used in this study were academic self-concept scale (developed by Marsh, Relich and Smith, 1983) and scales prepared to measure the variables of parental involvement, parent-teacher relations and peer group influence. Moreover, students' academic achievement scores (three semester average) were collected from school record office of the sample schools. Initially, the instruments were administered on a pilot sample (n=50) for each groups (students, parents and teachers). Then, the instruments were improved and identified the reliability.

The data were analyzed by using simple correlation, analysis of variance, multiple regressions, Stepwise multiple regression, t-test and post hoc comparison of means.

Pearson product moment correlation was employed to examine intercorrelations between peer group influence, parental involvement, academic self-concept, parent-teacher relation and students' academic achievement. These relations implied that those independent variables had strong correlation with other and with dependent variables as well.

To determine the overall relationship of the independent variables and academic achievement multiple regressions was used. The results of multiple regression analysis indicated when academic achievement was regressed on all the independent variable (peer group influence, parental involvement, academic self-concept and parent-teacher relation), the multiple coefficients of determination was 62.6%. The results suggest that the independent variables, when combined together, have a significant relationship with academic achievement of the students. The stepwise multiple regression analysis demonstrated that peer group influence and parent-teacher relation were relatively better in predicting academic achievement. t-test result showed that there was statistically significant difference between parents and students concerning to parental involvement. Besides, ANOVA was calculated to see the differences among teachers, parents and students about the parent-teacher relation variables. It disclosed that teachers, parents and students have different points of view to parent-teacher relation.

In this study, there were significant correlation between students' academic achievement and parents' rating to the items. Lastly, ANOVA was also computed to examine the variation of different achievement category of students with the independent variables. There was statistically significant difference between high, average and low achievers with respect to the independent variables. The result portrayed that high, average and low achieving students had different means and point of view to the independent variables (peer group influence, parental involvement, parent-teacher relation and students' academic self-concepts).

Generally, this study identified the results of internal/personal construct (academic self-concept) combined with external factors such as peer group influence, parental involvement and parent-teacher relation for academic achievement of the student.

and directly strengthen friendships in the school in order to improve students' academic achievement.

- Many parents may help their children with homework from one to several times weekly. They need extra ways that helpful to create attractive environment to their children education. Hence, parents should contact with school personnels and teachers to deal with children's problem in the school.
- Principals and teachers have responsibilities to the formation of parent-teacher relation which will facilitate the achievement of the students. Therefore, school personnel should arrange programs and plans how and when parents can come and discuss with school society concerning to students' academic achievement.
- Regular parent-teacher communications enable the parents to acquire timely, realistic notations concerning the students' progress and to understand how they could be useful in reinforcing school learning. Therefore, teachers should invite parents and establish regular parent-teacher contacts to improve students' achievement.
- Teachers and school administrators should foster the establishment of effective partnership between teachers and parents and proposed to form formal organization which facilitate learners' school achievement.
- Academic self-concept is one of the important elements to academic achievement. Therefore, parents and teachers should step up the perception of students' academic self-concept in order to do better.
- School counselors should teach the factors of peer group influence, parent-teacher relation and students' academic self-concept can determine students' academic achievements
- School principals should tend to explain the importance of parent-teacher relation and additional information that help to strengthen students' academic achievement for the parents during school opening days and in any other meetings.

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APPENDIX-C

Parents' reliability analysis

6. Parents' final reliability analysis scale

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
VAR00001	56.5918	87.2466	.4384	.8564
VAR00002	56.5714	85.7083	.5260	.8531
VAR00003	56.7551	87.3138	.3679	.8595
VAR00004	56.6735	87.9745	.4268	.8568
VAR00005	56.8367	85.0145	.5206	.8531
VAR00008	56.8367	87.8061	.3939	.8581
VAR00009	56.5714	86.8750	.4280	.8568
VAR00010	56.4286	84.0833	.5469	.8519
VAR00011	56.6327	88.4456	.4070	.8575
VAR00013	56.6939	83.8835	.5848	.8505
VAR00014	56.6531	86.8980	.4716	.8552
VAR00015	56.4082	86.5799	.5453	.8529
VAR00016	56.5714	88.0417	.4750	.8555
VAR00017	56.4694	88.0876	.3633	.8593
VAR00018	56.2245	86.2194	.4906	.8544
VAR00020	56.3878	85.7007	.4966	.8541
VAR00022	56.6939	85.3002	.4453	.8564
VAR00023	56.5714	88.1667	.3245	.8612
VAR00024	56.1837	88.6531	.4037	.8576
VAR00025	56.3265	86.8495	.4292	.8568

Reliability Coefficients

N of Cases = 49.0 N of Items = 20

Alpha = .8621

የወላጅና
ግንዛቤ
D:: ይህ
የወላጅና
ነትናል::
ገብማል::
ልሽን/ሀን

መረጃን
የወላጅና
ግንዛቤ
ያቁዎች
ርሀን/ሽን

ተ.ቁ	ጥያቄ	በጣም አልሰማማም	አልሰማማም	እስማማለሁ	በጣም እስማማለሁ
31	በጥናቱ ውጤታማ ስሆን ወላጆቹ ማበረታቻ ሽልማት ያበረክቱልኛል።				
32	ወላጆቹ በርትቹ እንዳጠና ግፊት ያደርጋሉ።				
33	በአብዛኛዎቹ የትምህርት አይነቶች አዲስ የሆኑ ሀሳቦችን በፍጥነት መረዳት እችላለሁ።				
34	ለሁሉም የትምህርት አይነቶች ፍላጎቱ አለኝ።				
35	ሁሉንም የትምህርት አይነቶች መማር እፈልጋለሁ።				
36	ሁሉንም የትምህርት አይነቶች መስራት ያስደስተኛል።				
37	በሁሉም የትምህርት አይነቶች የተሻለ ውጤት አስመዘግባለሁ።				
38	ሁሉም የትምህርት አይነቶች ለኔ ቀላል ናቸው።				
39	በሁሉም የትምህርት አይነቶች የተሻለኩ ነኝ።				
40	አብዛኞቹን የትምህርት አይነቶች መስራት ያስደስተኛል				
41	አብዛኞቹን የትምህርት አይነቶች ማጥናት አያስደስተኝም።				
42	አብዛኞቹን የትምህርት አይነቶች እወዳቸዋለሁ።				
43	በአብዛኞቹ የትምህርት አይነቶች የተሻለኩ ነኝ።				
44	አብዛኞቹን የትምህርት አይነቶች በፍጥነት የመረዳት ችሎታ አለኝ።				
45	ለአብዛኛዎቹ የትምህርት አይነቶች ጥላቻ አለኝ።				
46	በአብዛኞቹ የትምህርት አይነቶች የተሻለ ውጤት አስመዘግባለሁ።				
47	የወላጅና መምህራን ግንኙነት ተማሪዎችን ለውጤታማነት የሚያበቃ መንገድ እንዲይዙ ያግዛል።				
48	ወላጆቹ የትምህርት ሂደቱ የተቀላጠፈ እንዲሆን ከመምህራን ጋር ተባባሪ ለመሆን ፍቃደኞች አይደሉም።				
49	ብዙውን ጊዜ ወላጆቹ ትምህርት ቤት መጥተው ከመምህራን ጋር ለመወያየት ፈቃደኞች አይደሉም።				
50	ወላጆቹ ትምህርት ቤት ውስጥ በሃሪዬ ምን እንደሚመስል ከመምህራን በቀጥታ ለማወቅ ፈቃደኛ አይደሉም።				
51	ወላጆቹ ከመምህራኞቹ ጋር ተባብረው ለመስራት ፈቃደኞች ናቸው።				
52	ዝቅተኛ የትምህርት ውጤቱ ለቀጣይ ጊዜ ወላጅንና መምህራንን ባማካለ ውይይት ሊሻሻል ይችላል።				
53	የወላጅና መምህራን ግንኙነት የትምህርት ሂደቱ የተቀላጠፈ እንዲሆን ያግዛል።				
54	የወላጅና መምህራን ግንኙነት በተማሪዎች የትምህርት የመሥራት አቅም ላይ ፈጣን የሆነ ለውጥ ያመጣል።				
55	ወላጆቹ ለልጆቻቸው በትምህርታቸው አወንታዊ እንቅስቃሴ እንዲያደርጉ መምህራን ያላቸውን እውቀት ለማካፈል ቁርጠኛ የሆነ ፍላጎት አላቸው።				
56	ወላጆቹ በት/ቤት ውስጥ በሚካሄዱ ውይይቶች ላይ ለመሳተፍ ፈቃደኞች ናቸው።				
57	በአብዛኛው ወላጆቹ ወደ ትምህርት ቤት በመምጣት የትምህርት ውጤት ሪፖርቶቹን ይከታተላሉ።				
58	መምህራኖች ከወላጆች ጋር በሚያደርጉት ውይይት ስለተማሪዎች ሁኔታ በቀላሉ አስፈላጊ መረጃ እንዲያገኙ ያስችላል።				
59	ወላጅና መምህራን በጋራ ሲንቀሳቀሱ የተማሪዎችን ችግር በቀላሉ መለየት ያስችላቸዋል።				
60	ወላጆቹና መምህራን በጋራ ሲሰሩ ያጋጠመኝ ተሞክሮ አለ።				
61	ወላጆቹ ከኔጋር ትምህርታዊ ጉዣ ለመሄድ ፍላጎቱ የላቸውም።				

APPENDIX - F

**አዲስ አበባ ዩኒቨርሲቲ
ድህረ ምረቃ መርሃ ግብር
ሳይኮሎጂ ዲፓርትመንት**

**በወላጆች የሚሞላ መጠይቅ
የመጠይቁ ዓላማ**

የዚህ መጠይቅ ዋና ዓላማ ወላጆች በልጆቻቸው የትምህርት ነክ ዙሪያ ላይ የሚያደርጉት ተሳትፎ፣ እገዛ፣ ማበረታቻ እንዲሁም ምክር ከተማሪዎች ውጤት ጋር ያለውን ዝምድና ለመተንተን ያስችል ዘንድ ነው። በመቀጠል ከተገኘው መረጃ በመነሳት አስፈላጊውን የመፍተሄ አቅጣጫ ለመጠቀም ያህል ነው። ስለዚህ ለዚህ ተግባር መሳካት የዕርስዎ ተግማሚነት ያለው መልስ በእጅጉ ወሳኝነት ስላለው ለቀረቡት ጥያቄዎች አስፈላጊውንና ትክክለኛውን መልስ በመስጠት የግልዎን አስተዋጾ ያበረክቱ ዘንድ በትህትና እጠይቃለሁ።

በቅድሚያ ለትብብርዎ ከልብ የመነጨ ምስጋናዬን አቀርባለሁ!!

አጠቃላይ መመሪያ

ይህ መጠይቅ ሁለት አብይ ክፍሎች አሉት። በመጀመሪያ ደረጃ ላይ የሚገኘው የዕርስዎን ግላዊ መረጃ የሚጠይቅ ነው። በመቀጠል ወላጆች ለልጆቻቸው የሚያበረክቱትን ትምህርት ነክ እገዛ፣ ተሳትፎ፣ ምክርና ማበረታቻን የተመለከቱ ጥያቄዎች ናቸው። ስለሆነም ለእነኚህ መጠይቆች በቅደም ተከተላቸው መሠረት መመሪያውን ተመርኩዘው ትክክለኛውን መልስ ይስጡ።

ክፍል አንድ

መመሪያ አንድ

ከዚህ በታች ለቀረበው ግላዊ መረጃ መልስ ይስጡ።

- 1. ግላዊ መረጃ/መግለጫ
 - 1.1 የወላጅ ያታ ወንድ ሴት

ክፍል ሁለት

ከዚህ በታች ለቀረቡት ጥያቄዎች ከፊትለፊታቸው ከሚገኘው አማራጮች መካከል የሚስማሙበትን መልስ መርጠው የራይት «✓» ምልክት ያስቀምጡ

ተ.ቁ	ጥያቄ	በጣም አልመስማማም	አልስማማም	እስማማለሁ	በጣም እስማማለሁ
1	ልጆቼ የሚማሩበትን ትምህርት ቤት ለመጎብኘት ፍቃደኛ ነኝ።				
2	በወላጅና መምህራን ውይይት ላይ እሳተፋለሁ።				
3	ትምህርት ቤቱ በሚያዘጋጀው ትምህርት ነክ እቅዶች ላይ እሳተፋለሁ።				
4	እኔን መሰል ከሆኑ ወላጆች ጋር ስለትምህርት ሁኔታ ውይይቶች ለማድረግ ፈቃደኛ ነኝ።				
5	ከልጆቼ ጋር ትምህርታዊ ጉዞ ለመጓዝ ፈቃደኝነቱ አለኝ ።				
6	ከልጆቼ ጋር የተለያዩ የክህሎትን ሥራዎች በመስራት ብዙ ሰዓት ማሳለፍ በጣም ያስደስተኛል።				
7	አዲስ ነገር መማር ምን ያህል ደስተኛ እንደሚያደርገኝ ለልጆቼ በተደጋጋሚ እነግራቸዋለሁ።				
8	ብዙ ጊዜ ለልጆቼ ለትምህርት የሚያስፈልጋቸውን የመማሪያ ቁሳቁስ አቀርብላቸዋለሁ።				
9	ለልጆቼ ተግባራዊ የሚሆን የጥናት ፕሮግራም በቤት ውስጥ አዘጋጅላቸዋለሁ።				
10	ብዙ ጊዜ ለልጆቼ መደበኛ የሆነ መተኛና መነሻ ሰዓት እንዲጠቀሙ አደርጋለሁ።				
11	ለተሻለ ሥራ ለልጆቼን የማበረታቻ ሽልማት እሸልማቸዋለሁ።				
12	ልጆቼ የቤት ሥራ እንዲሠሩ አበረታታቸዋለሁ።				
13	በልጆቼ የጥናት ፕሮግራም ላይ መሳተፍ አፈልጋለሁ።				
14	ልጆቼ በቤትና በት/ቤት ውሥጥ ችግር ሲያጋጥማቸው እንዴት መወጣት እንዳለባቸው በምሳሌ አስረዳቸዋለሁ።				
15	ልጆቼ በጥሩ ሁኔታ ለፈተና እንዲዘጋጁ አበረታታለሁ።				
16	ልጆቼ ጠንክረው እንዲማሩ ሁኔታዎችን አመቻቻለሁ።				
17	ልጆቼ ለተሻለ ውጤት ጠንክረው እንዲሰሩ የማበረታታት ልምድ የለኝም።				
18	የወላጅና መምህራን ግንኙነት የተማሪዎችን የመማር ሂደት ያሻሻላል ተብሎ ይገመታል።				
19	ወላጆች ለተማሪዎች የትምህርት ውጤታማ መሆን ዋነኛ አጋጣኝ ናቸው።				
20	ወላጆች በልጆቻቸው የትምህርት ሂደት ውስጥ የመሳተፍ ግዴታ አለባቸው።				

APPENDIX-G

Questionnaire that provided to the teachers

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF PSYCHOLOGY

Questionnaire filled by school teachers

Objective: The main purpose of this Questionnaire is to investigate the impacts of parent-teacher relation on students' academic performances. Indeed, parents and teachers can contribute more for students learning. But, here in this questionnaire emphasis has been given the relation of the two partners on the academic matters of the learners. The questionnaire give information regarding to parent-teacher relation and its importance's on academic area of the students. Therefore, now you are requested to fill your responses according to the nature of the items that will be provided below.

Thank you for your cooperation!

General Direction

This questionnaire has two parts. The first one includes personal information. The next part contains items that measure parent-teacher relation and students' academic achievement.

Part One

Direction: Give your response for the given information below

1. Personal Information

1.1 Name of the school _____

1.2 Sex _____

Part Two

The following items show the parent-teacher relations and their implication on students' academic achievement. There is no right or wrong answers. Please read each item carefully and give your view by putting right "✓" marks on the right part of the paper from the given options.

No	Item	Strongly Disagree	Disagree	Agree	Strongly Agree
1	Parent-teacher relation is an effective strategy to enhancing students learning.				
2	I prefer to discuss with parents when students get poor marks.				
3	When students commit academic related mistakes I frequently tell them to bring their parent to school.				
4	I have an experience which parents did not volunteer and come to school to deal with their children's problem.				
5	I believe that parent-teacher mutual discussion helps the improvement of academic performance of the students.				
6	Parent-teacher relation permits to create conducive learning environment to the students.				
7	I believe that students can be successful when parents discuss with teachers to school issues.				
8	Open relation of parents and teachers help to give immediate feedback to students' learning performance.				
9	Parent-teacher relation facilitates students' academic success at the school.				
10	In the school, parents and teachers are not genuinely to discuss concerning students problem.				
11	Parents and teachers seldom meet discuss about school affairs.				
12	I try to identify students' problem after I discussed with parents.				
13	I like to work together with student parents in regarding to students learning.				

Appendix-H

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF PSYCHOLOGY

Questionnaire filled in by the students

Objective: The main objective of this questionnaire is to gather information about the impacts of peer group influence, academic self-concept, parental involvement and parent teacher relation on students' academic performance. It can show the relationship of the variables. Finally, possible solution and recommendations will be forwarded based on the responses.

Thank you!

Part one

Please provide your personal information indicated below.

1. personal information
 - 1.1 Name of the school _____
 - 1.2 Grade level 7th 8th
 - 1.3 Sex _____
 - 1.4 Roll No _____

Part two

Below are items that indicate peer group influence, parent involvement, academic self-concept and parent teacher relation respectively. Please, read each item carefully and indicate "✓" mark to the right side options based on your own level of agreement.

No	Item	Strongly Disagree	Disagree	Agree	Strong Agree
16	Always my friends encourage me through providing academic treatments				
17	My friends encourage me to score good grade				
18	My friends show me methods how can I improve academic performance				
19	My friends are very closer to me to share academic issues				
20	My friends are dominant to direct me in academic matters.				
21	My friends do not contribute to my school academic performance				
22	When I get poor scores in school, my parents encourage me to do hard.				
23	My parent patiently advise me to work hard in school				
24	When I get good marks in school my parent praise me.				
25	My parent pay little attention to my learning				
26	My parent do not take part in my education				
27	My parent likes to spend much time working with me on number of skills.				
28	Always. my parents talk to me how much they like learning new things				
29	My parents established to me clear reading programs at home				
30	My parent keeps a regular morning and bed time schedule for me.				

No	Item	Strongly Disagree	Disagree	Agree	Strong Agree
31	My parent help me to do homework				
32	When I succeed in my studies my parent praise me.				
33	My parent put pressure upon me to study hard				
34	In school, I can learn new ideas quickly in most subjects				
35	I am smart in school.				
36	I am interested in all school subjects.				
37	I enjoy doing work for all school subjects				
38	I get good marks in all school subjects				
39	Working in all school subjects is easy for me.				
40	I am good at all school subjects				
41	I enjoy doing work for most academic subjects.				
42	I like most academic subjects				
43	I am good at most academic subjects				
44	I am not particularly interested to most academic subjects				
45	I learn quickly in most academic subjects.				
46	I hate most academic subjects				
47	I get good marks in most academic subjects.				
48	Parent-teacher relation is an effective strategy for enhancing children's learning.				

No	Item	Strongly Disagree	Disagree	Agree	Strong Agree
49	My parents are less interested to come to school and help teachers to improve the effectiveness of my school performance				
50	Commonly parents may not volunteer to come to school and discuss with teachers.				
51	My parents like to work together with my school teachers.				
52	I agree that parent -teacher relation helps to establish good learning environment.				
53	Students can be successful when their parents discuss to teachers about school matters.				
54	Parent teacher contacts help to give immediate feedback to students performance				
55	Parent teacher relation facilitates academic achievement.				
56	Teachers have strong stands to share their knowledge to parents how can their children's be able to perform well				
57	Parents do not need to know the success of their students directly from teachers.				
58	My parents prefer to go to school conferences				

No	Item	Strongly Disagree	Disagree	Agree	Strong Agree
59	Usually my parents come to school and see my academic performance reports				
60	Parent teacher relation programs show positive outcomes for the students learning.				
61	When parents and teachers works together, they able to identify students' problem				

Appendix- I

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF PSYCHOLOGY

Questionnaire that filled by parents

Objective: The main objective of the questionnaire is to investigate the impacts of parental involvement on their children learning and academic performance. It shows the degree of parental involvement on their children academic performance. Hence, you are requested to response for each item through critical reading.

General Direction

The questionnaire has two major parts. The first one is personal information and secondly questions which show parent involvement on the child learning performance and achievement.

1. Personal information

1.1 parents' child Roll No _____


1.2 Parents' occupation _____

2. The following items are formulated to investigate parental involvement on their children learning. The items have indicated either parents are more volunteer or not in the academic matter of the students. Therefore, please read each item carefully and then put your own level of agreement.

No	Item	Strongly Disagree	Disagree	Agree	Strong Agree
1	I volunteer to visit my child's school.				
2	I participate in parent and family social activities with the teacher				
3	I participate in planning class room activities with the teacher				
4	I talk with other parents about school meetings and events.				
5	I go on class trips with my child				
6	I spend time working with my child on number of skills				
7	I talk to my child about how much I like learning new things				
8	I bring home learning materials for my child (videos, etc)				
9	I maintain clear reading rules at my home that my child should obey.				
10	I keep a regular morning and bed time schedule for my child should obey				
11	I praise my child for school work.				
12	I help my child to do home work properly				
13	I encourage my child to prepare for tests				
14	I give my child an example of how he/she solves problems in school or at home.				
15	I show my child that I put a lot of effort in my work at home				

DECLARATION

This Thesis is my original work and has not been presented for a degree in any other University and that all sources of the material used for the Thesis has been acknowledged.

 Temesgen Tadele

Name

This Thesis has been submitted for the examination with my approval as the university advisor.

DESALEGN CHALCHISA 

Name