



**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES  
DEPARTMENT OF EDUCATION PLANNING AND MANAGEMENT**

**THE RELATIONSHIP BETWEEN PARENTAL SOCIOECONOMIC  
STATUS AND STUDENTS' ACADAMIC ACHIEVEMENT: THE CASE OF  
THE THREE SELECTED GOVERNMENT SECONDARY SCHOOLS OF  
ADDIS ABABA CITY**

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**The Relationship between Parents Socioeconomic Status and Students’  
Academic Achievement: The Case of the Three Selected Government  
Secondary Schools of Addis Ababa**

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## **Approval sheet**

This is to certify that the thesis prepared by Hirut Aragaw Entitled “The Relationship between Parental Socioeconomic Status and Students’ Achievement”: and submitted in Partial Fulfillment of the Requirements for the Awards of Master’s Degree in (Educational Planning and Management) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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## **Declaration**

I, the undersigned, declared that this is my work and that all sources of materials used for this thesis have duly acknowledged.

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## List of Acronyms

<b>ERSWEC</b>	Economic Recovery Strategy for Wealth Employment Creation
<b>GDP</b>	Gross Domestic Product
<b>GEQIP</b>	General education quality insurance package
<b>HDI</b>	Human Development Index
<b>ILO</b>	International Labor Organization
<b>ISCO:</b>	International Standard Classification of Occupations
<b>KILM</b>	Key Indicator of the Labor Market
<b>MDGs:</b>	Millennium Development Goals
<b>NARC</b>	National Rainbow Coalition
<b>NE R:</b>	Net Enrollment Rate
<b>NLA:</b>	National Learning Assessment
<b>NLCB</b>	No Child Left Behind
<b>OECD</b>	Organization for Economic Cooperation and Development
<b>SES</b>	Socio-economic Status
<b>SES</b>	socio economic status
<b>SNNP</b>	Southern Nations, Nationalities, and Peoples
<b>UNDP</b>	United Nations Development Program
<b>USA :</b>	United States of America
<b>PISA</b>	Program for International students Assessment
<b>OECD</b>	Organization for Economic Co-operation development
<b>MoE</b>	Ministry of Education

## ***Abstract***

*The focus of this research was to investigate how parents' socioeconomic factors influenced their children's academic achievement in Addis Ababa's three government Secondary schools. The study was conducted in Addis Ababa's Yeka, Arada, and Gullele sub-cities. For the purpose of Data collection, the researcher selected students sat only on grade 8 national exam 2021/2022 and passed to grade 9. The target population was comprised of all the 450 students and parents in the three government secondary schools in Addis Ababa. A probability sampling technique was employed that yielded a sample size of 212, representing 47.1% of the students' population, and 169 respondents, representing 79.7% of the parents' population. Questionnaires for both students' and parents were used as data collection instruments. Frequency, correlation, regression, and qualitative analysis were utilized to analyze the data. The study's findings are presented as frequency distributions and percentages in tables. The study discovered a positive and statistically significant correlation between parental education, occupation, and income level and their students' academic achievement on the national examination in eighth grade. The conclusion of the study was correlated more than 40.7% parent's education, more than 50% occupation and more than 30% parents Income of variation in students' performance on grade 8<sup>th</sup> National examination results in 2021/2022 predicted using association and attainment with student's performance on the exam in three government secondary schools in Addis Ababa. Therefore it is recommended that adult and continuing education and training, expansion of job opportunities at the village level, and diversification of sources of income for the residents of the three sub-cities of Addis Ababa be done by individuals, civil society, and the federal government of Ethiopia.*

**Key words:** Socio- economic status, Academic Achievement

# CHAPTER ONE

## INTRODUCTION

### 1. 1. Background of the Study

The relevance of socioeconomic status in explaining differences in academic achievement among students has been established. For years, policymakers, educators, and concerned people from all over the world have banded together to solve the seemingly ongoing problem of socioeconomic status affecting educational achievements. Educationists recognize it and acknowledge that it is difficult to ignore such a broad issue, but the actions taken by numerous stakeholders have helped to mitigate the evident fact that it remains unaddressed.

The OECD has found, using PISA data, that while many disadvantaged students thrive in school, socioeconomic status is related to considerable variations in performance in most nations and economies engaged in PISA. The socioeconomic background is represented by the index of economic, social, and cultural status, a composite score derived from the principal components of analysis comprised of occupational status, the highest parental level of education converted into years of schooling, the PISA index of family wealth, home educational resources, and possessions related to "classical" culture in the family home (OECD, 2017). Advantaged students outperform their less fortunate peers by considerable percentages, but the degree of the link varies by country, ranging from very strong to modest.

According to the United Nations Development Programmer's 2016 Human Development Report (UNDP, 2016), despite significant improvements in average human development across all regions from 1990 to 2015, one in every three people worldwide continues to live at low levels of human development as measured by the human development index. The UNDP's Human Development Index (HDI) is one of the most comprehensive evaluations of a country's overall achievements in delivering quality education, health care, longevity, and the fundamental essentials for a decent living to its population. It demonstrates that various groups in practically every country experience disadvantage that frequently overlap and reinforce one another, increasing vulnerability, extending the progress gap across generations, and making it more

difficult to catch up as the world advances (UNDP, 2016). Academic achievement disparities between economically advantaged and economically disadvantaged students have long been established.

The chasm is enormous and unbridgeable, a reality that is universally acknowledged (Barton 2003, Crooks 1995, Leach & Williams, 2007). The issue was brought to light in 2003, when the National Rainbow Coalition (NARC) administration launched a series of legislative initiatives aimed at reviving the economy (UNESCO, 2010). The Economic Recovery Strategy for Wealth and Employment Creation (ERSWEC), which was unveiled in June 2003, is built on four pillars. Human resource development was the fourth pillar, which included initiatives in numerous areas such as improving secondary education by expanding bursaries to help students from low-income families, among other things. These interventions have greatly reduced the school factors affecting performance in school, yet the performance is still low.

There is extensive research on socioeconomic factors affecting students' performance, and this research has been conducted in developed countries as well as other parts of the world. The leading country in educational research starts with high school movements in the 1910s-1950s. This is why the correlation between education and economic growth is strong unless otherwise understanding what benefits or hinders student's education attainment is important in order to help them reach their full potential.

PISA 2003 results, shows that the wide range difference between the high and low socio-economic level students' test results (%21,7 and %57,6). (Hanushek and Woessmann, 2010). Another result of PISA 2003 shows that between the students' who are studying in mostly advantageous and less advantageous school's math's results are very high in Austria, Belgium, Czech Republic, Germany, Hungary, Japan, Korea, Netherlands, Slovakian Republic, Turkey, Hong Kong, China and Lichtenstein.

According to the Ethiopian National Learning Assessment report of 2004 (as cited in Girma, 2013), factors like students' home background; personal, family, and community characteristics; school-based factors e.g. academic expectations, school leadership, coherence, teacher motivation, etc.; and school resources per student spending, PTR (Parent-Teacher Relation), size of classes, etc. greatly affect students' achievement. Research indicates that students from lower

socio-economic backgrounds in terms of their parents' occupational status faced a higher risk of low achievement.

Berhanu (2018) stated Home educational background and parents' educational attainment greatly influence the quality of education for their children. Student achievement was found to be directly proportional to the education of their parents.

Learning outcomes have shown some improvement over the last ten years alongside progress made on education inputs and the learning environment under GEQIP. Performed in 2015 suggest positive effects with respects to skill ability degrees. The range of school students accomplishing fundamental proficiency or higher in all subjects between 2001-2005 has notably expanded for the two grades 4 and 8. Whilst enrollment expanded for the using 21% the entire wide variety of school students accomplish fundamental proficiency or higher in all topics improved by means of 57% from 505,000 to 792,000. This result is specifically commendable given enrollment influx of students from decrease socioeconomic reputation SES family who generally tend to have lower learning consequences. The 8<sup>th</sup> grade was important the entire of students enrolled accelerated marginally, even as the entire range of students accomplishing fundamental talent or higher increased by 120 %age .

Furthermore, schooling information Annual abstract (2008) Ethiopia has made exquisite strides in increasing get admission to primary schooling. The Ethiopian training system has hastily elevated from 7.1 million students in 2000-25 million in 2015 by using 2013, much less present less than 13 percentage of kids had to walk greater than 2km to get to high school, a dramatic discount 2000, whilst 75 percent of rural kids had to walk 2Km. Children from poor backgrounds make slower development in faculty are much more likely to drop out .

For example, the average Net Enrollment Rate (NER) in Grades 5-8 for the lowest 20 percent of vein (administrative districts) is 40 percentage points lower than. The national average, while the average eighth grade completion rate in the bottom 20 percent of IV is 36 percentage points lower than the national average. The overwhelming majority of these lagging woredas are found

in the emerging regions such as Afar and Ethiopia Somali and in the periphery of Oromia and Southern Nations, Nationalities, and Peoples' (SNNP) regions.

Drummond & Stipek (2004) whereas talking about their “Low-income Parents’ reliefs out their part in children’s Scholarly learning” said that a couple of these guardians shown that their duties were constrained to assembly children’s fundamental and social passionate needs, such as giving clothing, enthusiastic back, and socializing conduct. Parent’s instruction is an marker of the parental occupation and wage level as they are exceedingly connected given the returns of instruction. In this way, financial status in most cases speaks to data concerning pay and instruction required for a specific occupation and the distinction and societies that go with it.

Parental instruction to children has changed in unfavorable heading due to made strides innovations. Children in advance world get more data from the social media than from the guardians rendering parents-child relationship less significant, that’s, most guardians may not get it most of the things their children are doing or learning by means of social media since larger part are less taught or have no get to the social media locales their children get to.

Recent reported by UN Socio-Economic-Impact–Assessment (May, 2020) In Ethiopia the worst-case, 3.2 -4 million could lose their jobs/livelihoods. Greatest disruption in educational opportunities for Ethiopian children in more than a generation and 26 million children (77% of whom are essential school understudies influenced by school closures) Misfortune of get to imperative school nourishing programs: 0.6 million children influenced in Addis Ababa alone to suffer, particularly with in the case of children from destitute family units.

According to Marnot (2004), occupations are classified as either most high-status or least high-status. The job considered "high status" in group offers more challenging work, ability, and greater control over working conditions. While those considered less valued in groups pay significantly less and more labor, they are very risky and provide less independence. Modeling work by the United Nations Economic Commission for Africa (UNECA) suggests that, in the best-case scenario, growth will be reduced by 1.2%, in the mid-case scenario by 2.4%, and in the worst-case scenario by 4.5%. These statistics clearly show that this is a low socioeconomic

region and the availability of basic needs is a challenge to many learners that could be a major factor contributing to their level of performance in school.

The address that one inquires is, why does SES impact what understudies fulfill in school more critical than coordinate relationship such as caliber of the instructing lesson measure, through four a long-time educational module in which understudies spend eight hours a day for five days a week? The compelling Coleman,1966 report concluded that schools themselves did small to influence a student's scholastic results over and over what understudies themselves brought to school the disparities forced on children their domestic., neighborhood and peer environment are carried along gotten to be the disparities with which they stand up to grown-up life at the conclusion of School'. The relationship between financial status and understudy scholarly accomplishment remains unfaltering subject in show disdain toward of over two decades of School.

Addis Ababa has 11 sub-cities and a total of 444 secondary schools among the sub-cities. Dagmawi Menelik Secondary school was established in 1898 as the Ethiopian's first modern school. It is found in Arada sub city. The school has primary and secondary schools. Dagmawi Menelik has 48 classrooms from 9-12. Among them, 11 sections were grade 9 with 450 students, whereas Kokebe Tsibah Secondary & Prep School is located in the Yeka Sub city in Addis Ababa. This Secondary School has 3500 with a total number of students. The school has 19 sections of grade 9 with 855 students. Entoto Amba School is located in the Gullelie Subcity in Addis Ababa region in Ethiopia. Entoto Amba ownership is listed as government. This Secondary School in Ethiopia has an enrolment of 4050 with the total number of students. The school has students from grades 9->10.

Careful analysis of these factors through research quantitatively will help conduct and improve outcomes upon study (Memon *et al.*, 2010). By gaining a better understanding of the parental socioeconomic factors that affect the academic performance of the student in the primary schools, education policies can be revised to be more beneficial so that no student is disadvantaged.

## **1.2. Statement of the Problem**

According to Milner (2010), schools can "structurally produce and perpetuate unfairness, poverty, and cultures of apathy while claiming to be structured to be the opposite." (p. 27). There are numerous instances of this reproduction across the institution. Students from low socioeconomic status families are more likely to perform poorly in school (Hirsch, 2007). Additionally, students from low socioeconomic backgrounds are aware of their social differences, their limits, and how teachers treat them (Horgan, 2007; Sutton, Smith, Dearden, & Middleton, 2007).

Attempts by educational policy makers to narrow the achievement gap between children from low socioeconomic backgrounds and those from wealthy backgrounds have failed in both breadth and execution (Arnold, 2016). All citizens now have access to fundamental education credits to the United States, UNESCO, UNICEF, UNDP, and World Bank.

Additionally, according to the MoE, a significant revision was deemed necessary for our curriculum in order to effectively address the needs of both society and the individual while also considering the crucial issues of poverty reduction, sustainable development strategies, education for all (EFA), and Millennium Development Goals (MDGs). This calls for an approach to what and how they learn that enables kids of all backgrounds and abilities to develop as fully as they can and perform to the best of their abilities. (2009) Ethiopian Education Curriculum Framework The focus of educators and school administrators has changed from student learning needs to accountability as a result of high stakes testing (Harris, 2007).

Study by Amare Gebru (2017) Manjo Social group in Kafa Zone students' low academic achievement is not only the concern of students themselves and their families, but it is also a serious concern of the society and the nation if we look in broad sense. Because educational attainment is a decisive factor for country's economic development.

In addition Negusse Yohannes Sebro & Ayele Taye Goshu (2017) Academic achievement of a student at 8th grade national exam can be increased by increasing student non-absence from

class, academic motivation of student, academic self-concept, study time, family income, mother's education, parents employment status, lowering work demand at home, and parents follow-up of child.

Supports existence of a relationship between parent's income level and students in Furthermore, little empirical evidences are found in Ethiopia regarding the association between parental SES and academic achievement of their students. As a result, conducting research on such issues would have a paramount significant in providing insights on the association between SES of parents and academic performance of students. On the subject of race and academic success in wealthy schools, there is literature already available (Drake, 2017; Ispa-Landa, 2013; Matrenec, 2011; Rury & Rife, 2018).

This research has clarified our understanding of the relationship between student socioeconomic status and academic achievement in predominantly government schools, specifically in Addis Ababa.

### **1.3. Research Questions**

- 1) What is the relationship between parents' educational level and students' academic achievement in Addis Ababa?
- 2) What is the relationship between parental occupation status and students' academic achievement in Addis Ababa?
- 3) What is the effect of parental income status on academic achievement in Addis Ababa?

### **1.4. Objectives of the study**

#### **1.4.1 General Objective the study**

The main objective of the research was to investigate the relationship between Parents' socio-economic status and the Students' academic achievement of Secondary school students in Addis Ababa.

#### **1.4.2 Specific objective of the study**

The specific objectives of this study are to

1. Establish the effect of parental education level on academic performance in Addis Ababa.
2. Examine the extent to which parental occupation status influences the student's academic achievement in Addis Ababa.
3. Determine the effect of parental income status on academic performance in Addis Ababa.

### **1.5. Limitation of the Study**

Data collection is based on the results in the research instruments to measure the extent to which academic achievement correlates with socioeconomic status. This implies respondent can overrate themselves because, as Webster, Iannuci and Romney, 2002 established, respondents tend to exaggerate themselves on positive traits. To overcome this, the researcher had two questionnaires (for parents and students) and looked for any contradictory data among the responses. Another limitation was that there was problem with controlling the return of the questionnaires from Addis Ababa government secondary schools and may only volunteers to participate within the work. Class Absent was high during the survey and Data collection was

therefore delayed. This was worked on by giving them five days to have filled and returned the survey to school where the researcher collected them from.

## **1.6. Delimitations of the Study**

The study was confined itself only to:

- I. Feedback from students and parents of the sample in the three government secondary schools since the independent variables directly affects them.
- II. Socio-economic factors (education, income and occupation of the parents) affecting academic achievements of the student, they are the only independent factors under study.
- III. Addis Ababa city government education bureau school grade 8<sup>th</sup> national exam results in 2021/2022 as the measure of student's achievement level.

## **1.7. Significance of the Study**

The research outcomes of this study helped guardians grow their information on matters of education, understand the basic roles they play in their children academic life for them to perform well in school and in this way create ways of handling them. It is addational anticipated to assist the understanding on importance of parent-child relationship despite their parents' status economically and socially which is a great motivation to great performance. The study findings were of great importance to both policy makers and education planners in giving vital direcation of action to improve academic performance. Finally, the results will help future researchers in identifying priority areas in which to research on in bid to finding solutions for good performance in secondary school.

## **1.8. Operational Definition of Terms**

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

**Parental education level:** refers to the highest level of schooling of the parents. The levels were measured in terms of primary, secondary, tertiary and no formal education. Higher levels of education are often associated with better economic outcomes as well as the expansion of social resources.

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

**Parental occupational level:** refers to the fundamental work or business of a secondary school student's family as a means of earning money. Good employment can increase social networks. The nature of lower SES positions can weaken these benefits as the work itself may be unsafe or monotonous.

**Socioeconomic status:** is one's access to financial, social, cultural, and human capital Asset. It's a general variable defined by parental educational level, parental occupational status, and household income.

## **1.9. Organization of the Study**

The thesis was organized into five chapters. Chapter one deals with the introduction: the background of the study; objectives of the study (general and specific); the significance of the study; delimitation of the study; limitations of the study; definition of key terms; and organizations of the study. Chapter two addressed a review of literature. Chapter three discussed the research methodology and instruments used within this study. Results and discussions were presented in chapter four. An analysis of the relationship between socio-economic status and academic achievement was discussed within this chapter. Chapter five summarized and concluded the study's findings and made recommendations based on the findings.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

In this chapter, review of literature related to the relationship between parental socioeconomic status and the students' academic achievement in order to improve in performance was done under the following sub-headings: Socioeconomic status, Parental education level, Parental occupational status, Parental income and summary of the literature review and gap identification respectively.

#### **2.1 Socioeconomic status and academic achievement**

The OECD drew the following conclusion from PISA data: "While many disadvantaged pupils thrive in school, socioeconomic status is related to considerable variations in performance in most countries and economies that participate in PISA." Advantaged kids frequently perform far better than their less fortunate colleagues (OECD, 2016). Since the Coleman report's publication, there has been a little change in the amplitude of the association between socioeconomic class and academic success, but the gap between advantaged and disadvantaged pupils has persisted. This is according to data from more than 15 years of PISA.

Books at home, particularly for day scholars, are one of the most significant influences on kids' academic progress (Thompson et al., 2017). Due to the likelihood that they have better education levels, parents with greater socioeconomic class are able to support their children financially and offer them with tools for individual learning from an early age.

The most potent element influencing students' lives both at home and at school is their family background, according to White's meta-analysis of the association between socioeconomic position and academic achievement in America from 1982. White (1982) furthered his argument by focusing on socioeconomic class, which he discovered to be the most significant predictor of students' academic achievement. He concluded that the greater the family's social and economic position, the better the student's academic performance. Socioeconomic position affects the

quality and accessibility of education, according to a 2012 study by Suleman et al. in Pakistan on socioeconomic status (education, income, occupation). How people or families integrate into society is influenced by their socioeconomic standing.

Martins' (2013) study of the social economic bases of educational results in Nigeria revealed that it is harder for families to support their children's educational growth the more economically and socially disadvantaged they are, and the opposite is also true. This study was different from the conclusions of Eamon's study conducted on high school students in Latin America in 2005, which sought to determine how the economic and social circumstances of the family affected the academic performance of the students. According to the study Eamon (2005), academic success among high school students was not considerably influenced by the economic and social circumstances of their families.

However, low academic performance is correlated with family SES because of limited access to resources brought on by domestic economic difficulties. According to Conger and Elder's findings from their study on economic stress, coercive family processes, and developmental problems conducted at Iowa State University in the United States in 2002, a lack of resources increases household stress, forces parents to adopt a parenting style that may not be best for their children's academic success, and raises the likelihood of family conflicts that result in parental depression and higher rates of school dropout. As a result, the home environment in which learners are raised has the potential to quickly demotivate them intellectually, impair their self-esteem, and result in subpar performance. In his study on the impact of socioeconomic status on academic achievement, Kruse (1996) concluded that children from low socioeconomic status homes performed worse in school than those from high socioeconomic status families. These research findings unmistakably show that parental socioeconomic position and home environment are tightly related, and that this relationship can be used to explain the standard of students' homes.

High socioeconomic level families are well positioned to provide for their children's fundamental needs at home, ensuring that the students are comfortable for successful learning. Memon et al. (2010) pointed out that high SES families actively monitor their children's health, social, emotional, and cognitive development to assist them do better in school because they are well-informed about their children. Financial hardship and limitations on parents may result in

emotional instability among family members as they attempt to balance their fundamental demands with the resources at hand, as well as depression, which may have a detrimental effect on their children's academic achievement.

According to a meta-analysis published in 2005, there are moderate to significant links between socioeconomic status (SES) and academic achievement in journal papers published between 1990 and 2000. This relationship, however, was subject to school level, minority status, and the location of the school, as well as the unit, source, range of SES variables, and type of SES-achievement measure. The PACE program in Colombia, which gave vouchers to children from low-income neighborhoods to attend private schools as long as they maintained their grades, was examined by Agrist et al. in 2002 and 2007.

The Programmed Ampliacion de Coertura de la Education Secundaria (PACES), a Colombian initiative that provided over 125,000 pupils with vouchers covering somewhat more than half the cost of private secondary school. The results showed that the program had led to substantial increase in both attendance and test-scores for participants. They argued that vouchers can lead to better educational outcomes by promoting competition among schools and providing students with increased access to private sector options which may lead to a better match between students and schools.

With time, family situation may change, and in some circumstances, it improves after the kids have already experienced academic challenges. The focus of the current study is on parental socioeconomic status and how it directly affects children from low SES backgrounds in terms of their academic performance. How the economical position of the family has changed in relation to the academic achievement of the children, particularly in secondary school where the students are starting to reach puberty. The earlier studies lacked this information, but since schooling at this period is a multifaceted process, family history is very important for the academic stability of the child. Since the student can enroll in colleges thanks to the achievement, it is crucial for both the student's life and society as a whole.

## **2.2 Parental Education Level and Academic Achievement**

Parents' educational background continues to draw the attention of many researchers, educationist, parents and administrators for the role it plays in influencing students' academic

performance. Ahmad, (2013) suggested that children from families where parents have less education tends to perform systematically worse in school than pupils whose parents have more education. To him, educated parents provide intellectual, economical, psychological and emotional support to their children who in turn make them to be more comfortable and adjusted to their learning development, and this result in high academic performance. The conclusion reached by Femi (2012) was that students with educated parents had higher mean test scores than students with illiterate parents. An educational parent would be well-suited to serve as their child's second teacher, according to Ahmad et al. (2013). in addition to advising the child on how to succeed academically. Additionally, provide the kid the things they need.

Parents who are educated emphasize the value of education to their kids and teach them techniques to increase their sense of competence and control over academic achievements (Lareau, 2000). Mayer (2010) notes that it is a common observation that children of wealthy parents are more likely to succeed in life than children of poor parents. This is likely because wealthy parents invest more in their children than poor parents do, and the results of these "investments" are better outcomes for their children. Students perform better than their peers when parents are financially capable and also provide spiritual support by assisting their kids with their reading at home. The degree to which the family is involved in the child's education, rather than the family's amount of income, has been suggested to be the most accurate predictor of students' achievement (Henderson et al., 1994).

According to Alexander et al. (1994), parents' levels of education have an impact on how they set up their living space and interact with their kids, which helps them support their children in achieving academically. Parents who have received formal education are aware of their expectations for their kids' education and strive hard to improve their academic success by imparting the appropriate virtues. According to Jeynes (2002), parental educational attainment and household SES levels are positively correlated with students' accomplishment levels. According to Kikup, kids from the middle class outperform those from the lower SES levels, while both groups outperform those from the upper SES levels (2008).

The benefits of education link high levels of education to high SES levels, and low levels of education to low SES levels. Because it makes it difficult for a person to access learning sources and resources, the achievement of students is inversely connected with the SES level of their

parents. Eamon (2005). Economically disadvantaged parents are less able to afford the cost of educating their children at higher levels, according to Rouse & Barrow's (2006) research, which deters pupils from giving their all in the classroom.

A previous study by Muller (1993), Stevenson and Baker (1987), as well as Baker and Stevenson (1987), demonstrated that educated parents demonstrate high involvement and participation in their children's education, which enhances the child's positive attitudes toward school, fosters the development of positive family habits, lowers the rate at which students miss school and eventually drop out, and enhances academic achievement. James (2002) asserts that parental education level exhibits the best patterns of disparities in students' attitudes during their time in school and after they have graduated from the educational system. Similar to this, Western (1998) found that parents with high levels of education have access to a variety of resources for their kids, aiding in the promotion of strong study habits that are thought to be a good formula for high test scores and better courses at higher levels of education.

Parents with a good command of the language are also better communicators, especially when it comes to how they speak to their kids, particularly mothers who spend more time talking to their kids than fathers. In order to manage and oversee the education of the family's early teens, Baker and Stevenson (1986) highlighted that educated parents are better able to incorporate information into family traditions. Additionally, it is simple for them to comprehend the many difficulties that their kids face, particularly throughout this adolescent time. These parents design strategies to inspire their kids to do well in school and motivate those who are already doing well by inspiring them to do even better by promising them a prosperous future. Similar to this, the degree of education of the parents influences how they manage their time so that they can set aside some time to monitor their children's academic progress, balance their own academic endeavors, and get involved in it (Global advanced research journals, 2012). In their 2009 study, Dubow et al. looked at how linked and personal variables measured in subjects' middle childhood and late adolescence may be used to predict academic and professional success. The findings offered compelling evidence for the special predictive function of parental education on their kids' educational developmental characteristics, including late adolescent achievement and achievement-related desires. On the other hand, researchers like Vellymalay (2010) looked into the connection between parental involvement in their children's schooling and educational

attainment. According to study results, there were no significant differences between parents' educational attainment and their plans to be involved in their children's education.

For example, in Marama-South, parental education is a cause for concern because the majority of parents did not achieve much and as a result, have very low expectations for their children. As a result, children develop a casual attitude toward failure since they perceive it as normal given that their parents did not achieve academic success but were still able to support the family.

Education is necessary for developing the abilities needed to obtain jobs and the precise attributes that determine one's career, which typically reflects one's socioeconomic status high or low—in most circumstances. This explains why the parents are ineligible for higher-level positions on the labor market since they lack the training and experience necessary for them. They consequently continue to be low-wage casual workers who are dependent on the availability of jobs to support their families. Additionally, they could be uninterested in their children's academic pursuits since they are unaware of the obstacles and sacrifices needed to support the students in balancing their education with the rigors of puberty. Some parents expect their children to work part-time jobs in the evenings or early mornings before school to help support the family after school rather than view extra teaching sessions or extra time for pupils to study on their own as a waste of time and resources.

The current study aims to identify a solution for how parents might use the limited education they have to assist their kids in school. This is due to the fact that the prior study included a wide range of educational levels, whereas the present study's study area is primarily populated, according to statistics, by less educated people. According to earlier study, education can only be attained through language proficiency and in formal settings. With the help of conventional methods and the resources at their disposal, parents can educate their children at home, which will help them develop strong character traits and behavior that contribute to successful performance.

### **2.3. Parental Occupation and Academic Achievement**

Occupations are ranked into most prestigious occupation and lower ranking occupation, Marnot, (2004). The most prestigious occupations are physicians, surgeons, lawyers, chemical& biomedical engineers, and communication analysts. Whereas lower positioning occupation are

nourishment arrange laborers counter orderlies bartenders and partners, dishwashers , janitors house keepers and servants vehicle cleaners and stooping parcel specialist .More difficult tasks, abilities, and greater control over working environment are all features of a job with a high rank in the classification system. In contrast, jobs that were classified as lower value paid considerably less, were harder to complete, more dangerous, and offered less autonomy. In his study to ascertain how parents' socioeconomic position affects their involvement in their children's education in Jordan, Faisal Ibrahim (2014). According to him, there is a moderate association between parental occupation and domestic participation, and parents with high-profile jobs are more likely to recognize their kids' problems and provide potential solutions. By offering the resources necessary for learning development, they also assist kids with their homework. Therefore, it's probable that a high-paying job is associated with a stable income for the parents, which would make it simpler for them to provide for their children's educational growth.

The degree of education of the parent impacts their income level, according to Hauser (1994), and this is a factor defining the kind of work an individual can obtain on the labor market. Therefore, a parent with a decent job has a beneficial effect on how well their kids perform academically, as seen by the type of schools the kids go to, their health, their sense of discipline, and the language they use to communicate. Memon et al. (2010) found that children with good occupational positions performed better on examinations than students with low occupational positions in their study of the effect of parental socio-economic status on students' educational achievements at secondary schools in District Malir, Karachi discovered that pupils with parents in high-status occupations performed better on assessments than students with parents in low-status occupations.

The privileges and respect that accompany high occupation levels of the parents' builds children confidence in their parents and it is also a motivation for them to work hard to emulate their parents or even attain better positions than them. In most cases, occupation dictates the kind of schools the children are taken to hence providing the best education for the children whose parents are in high ranking occupations than those in low occupational levels.

Rothstein (2004) found that different parents in different occupations typically have varied ways of raising their kids, correcting and correcting them, and responding to various difficulties

pertaining to the welfare of their kids. Since they do not always manifest themselves consistently as would be expected in every family, these discrepancies have an impact on the average inclinations of families at various vocational levels. According to Saifullahi (2011), parents' jobs have a big impact on their children's academic performance. He made use of information from three various colleges in the Gujarat district.

As a result of the predictability and dependability of government occupations, the results showed that children of employees of the government received higher marks than those who held private jobs. Comparatively speaking, households of parents who work for the government are more secure and at peace than those of parents who work for private businesses. Since it is temporary and reliant on the worker's performance, they are perpetually frustrated and lacking in confidence.

A study on the impact of parental socioeconomic position on the academic performance of secondary school students in the Karak district of Pakistan was undertaken by Qaiser et al. in 2012. According to the survey, parents who have respectable jobs give their kids access to the resources they need to succeed academically. Additionally, they support and encourage them in their efforts to succeed academically. As opposed to students from parents with highly prestigious careers, individuals from less prestigious occupations don't have as many benefits. They experience several difficulties both at home and at school, which prevents them from engaging completely in class activities and leads to subpar academic results. Parents with less well-paying or prominent jobs constantly struggle to meet their basic requirement, which causes them to give their children's education less of a priority. According to Charles (2013), occupational status assesses social standing by outlining the demands of the profession in terms of psychological pressure, decision-making, aptitude, and control.

The majority of the evaluated literature contrasts how learners' preferences and choices are influenced by occupational status, from high to poor. The occupation is mainly mentioned because of the income and benefits that come with it. Since farmers and small-scale traders occupy the majority of the region under investigation, it is known as having low-class residents, indicating low occupational status. Similar to this, high occupation in our culture today is a result of social ties, politics, and income in addition to education and income. Therefore, changes in occupational status are common, especially when they are politically motivated. This indicates

that the alterations are likely to cause the child to perform worse academically, which was not indicated by the results of the earlier studies.

## **2.4 Parental Income and Academic Achievement**

Family income, as defined by Businessdictionary.com (2016), is the sum of the salaries earned by all members of a family who reside in the same home. Wages, social security benefits, child support, pensions, capital gains, and dividends are all possible forms of payment. The value of money income over a specific time period is expressed in Ethiopian Birr. Money is one of the most valuable resources a family has, and one of the ways to manage a family's resources is to balance its income with its requirements. This will help to prevent conflicts and tension from developing within the family, which could affect the children's ability to focus in class. Goals for the family can only be accomplished with wise financial management because it is a finite resource. The wage earners skills and abilities, attitude toward the job, and relationships with management and coworkers are just a few of the variables that have an impact on their financial well-being. Given the benefits of education, these variables are strongly connected with it.

The level of income that the family can afford to live on is shown by the family resources that are available as shown by the student's school preparedness. According to Crosnoe et al. (2004), a decent and sufficient income for the parent indicates that there is less worry and stress for the parents who are in charge of making sure that their children are well-equipped for learning by giving the required learning resources and material. The impact of the student's income on their achievement in school and in the workforce is significant. This is due to the fact that a lack of such resources makes it challenging to meet the needs of the learner, which may lead to psychological instability affecting the student's concentration in class, frustration, illness, and emotional instability. The result of all these factors is low self-esteem and morale in education, which results in poor performance in school.

Conger and Elder's studies from 2002 reveal that families with limited resources due to low income levels encounter economic problems that have an impact on the student at home and at school, which is a recipe for stress for both parents and children. Low-income parents struggle to manage the family's finances and relationships, which can lead to depression and marital issues that make them harsh with their kids, which has an impact on their academic achievement. This

emphasizes the fact that conflicts between parents and children are frequently brought on by poverty and economic stress, which results in low grades attained and stunts a person's emotional and social development.

Eamon (2005) concluded that common traits of disadvantaged areas include a lack of adult supervision, positive role models for the students to aspire to, and linkages to high-quality educational institutions. Such an environment restricts the development of the learner by fostering unhealthy social networks and a lack of drive to encourage strong exam achievement. According to the National Commission on Children in the United States (1999), teenagers from low-income households are more likely to work after school, which could be detrimental to academic performance if work hours are excessively lengthy. The discussion in this chapter supports the claim that the single most important and harmful factor affecting families and children's academic performance in school directly correlates with parental low income

The results demonstrated a substantial relationship between student academic achievement and family income. The government should prioritize assistance techniques including increasing family income among families in order to boost academic attainment in the classroom. The impact of poverty on academic attainment in the USA was studied by Lacour and Tissington in 2011. As a result of the resources that are not available for students' performance, they concluded that poverty has a direct impact on academic achievement. Accordingly, low academic achievement is strongly tied to a lack of resources, with a focus on financial resources. Nyakunga's 2011 study at Tanzania's Mzumbe University's Morogoro Main Campus examined how cost sharing affected students' academic performance. Six elements related to financial factors and academic success make up his analytic approach. The findings demonstrated that cost sharing's impacts on academic achievement appear to be complex and may vary depending on the specific situation a person is in. The study concluded that considering how much money they spend on education; cost sharing is likely to inspire certain students to work hard in class and enhance performance. Lack of money to pay for college costs and other personal requirements, however, might also result in subpar performance. The findings suggested that students from low-income families were more likely to do poorly due to their higher likelihood of facing financial difficulties and attending subpar schools.

The surroundings and neighborhoods, from which low-income families, and particularly students, come to study, are described by the economic activities in relation to the labor occupation. This contributes to some students' lack of motivation to work hard because they believe it's acceptable to look for work to support their parents' financial needs while also taking care of their own needs. This is especially true during this stage of adolescence, when students experience intellectual, social, physical, and psychological changes that interfere with their academic performance. With the parallel changes in lives and technology, limited or unmet fundamental necessities causes children to get confused, and which negatively affects their performance in school or even causes them to drop out.

The quality of the schools a child attends, the number of books a student owns, and the possibility of paying for private tuition are all factors that are significantly influenced by the financial resources available from parents and other family members. As a result, kids will have sufficient time to focus on their studies and get higher results because they will be fully prepared for learning. According to Coleman (1996) and Lareau (1989) research, the school has very little influence on a student's academic performance and is independent of factors outside the school and the broader social context. This finding was made in order to assess the extent to which American public schools provide equal opportunities across all income levels. These outside forces pose a threat to the achievement of the students in their academic endeavors by posing questions about the family environment, neighborhoods, and peer pressure that are carried on to become the disparities that they deal with in their adult lives when they graduate from school. Additionally, Banks (1971) noted that children from low socioeconomic households are negatively impacted academically by poverty, substandard housing, and congestion. This is owing to the fact that children's learning capacities are affected directly or indirectly by bad living conditions and malnutrition brought on by a lack of funds.

The objective of the existing study is to identify a way for parents to use the inadequate learning they have to encouraging their children' academic performance. This is because, notwithstanding the fact that the current study's area is primarily occupied by less knowledgeable people, the prior research included a wide arrangement of numerous levels of education, allowing it to compare high levels to low ones. According to earlier study, education can only be obtained in formal settings and by grasping a grammatical. With the help of predictable methods and the

resources at their removal, parents can teach their children at home, which will improve their behavior and character traits and instill excellent discipline, a key component of effective performance.

## **2.5 Summary of Literature Reviewed**

Various research on the impact of socioeconomic factors on students' academic achievement both inside and outside of Ethiopia have been conducted, according to the reviewed literature. According to studies by researchers like Alevander, Jeynes, Muller, Stevenson, and Baker published in Global Advanced Research Journals, educated parents have a significant impact on their children's academic achievement based on how they set up their home environment, interact with them, set expectations for them, and get involved in their academic activities. Despite the fact that all educational levels were represented in these researches, data show that the majority of people living in the current study area are less educated. According to Barton (2003), the achievement gap refers to the disparity in academic performance between groups of pupils even though it is a hotly contested issue and a word used frequently in education. In order to increase performance, the current study aims to close a knowledge gap about how parents who are less educated can completely support their kids' academic endeavors.

Researchers such as Hauser, Memon and Rothstein agreed a parent in good occupation has a positive impact towards the performance of their children in academics in terms of how they bring up their children, disciplining and correcting them and how they react to various issues concerning the welfare of their children. The literature reviewed majorly discusses on how high occupational status affects learners' choices and preferences.

According to the literature review, most researchers, including Crosnoe et al, Conger and Elder, Eamon and Banks, concur that a family's ability to access resources as shown by a child's school readiness is a good indicator of their potential to earn money. According to the findings of these researchers, disadvantaged communities have a number of traits, including a frequent absence of positive role models for the kids to imitate, adult supervision, and connections to quality educational institutions. The availability of resources for students and nearby neighborhoods is primarily described in the literature on parental income. More details about the relationship between parental income and the children's entry into secondary school, frequency of attendance,

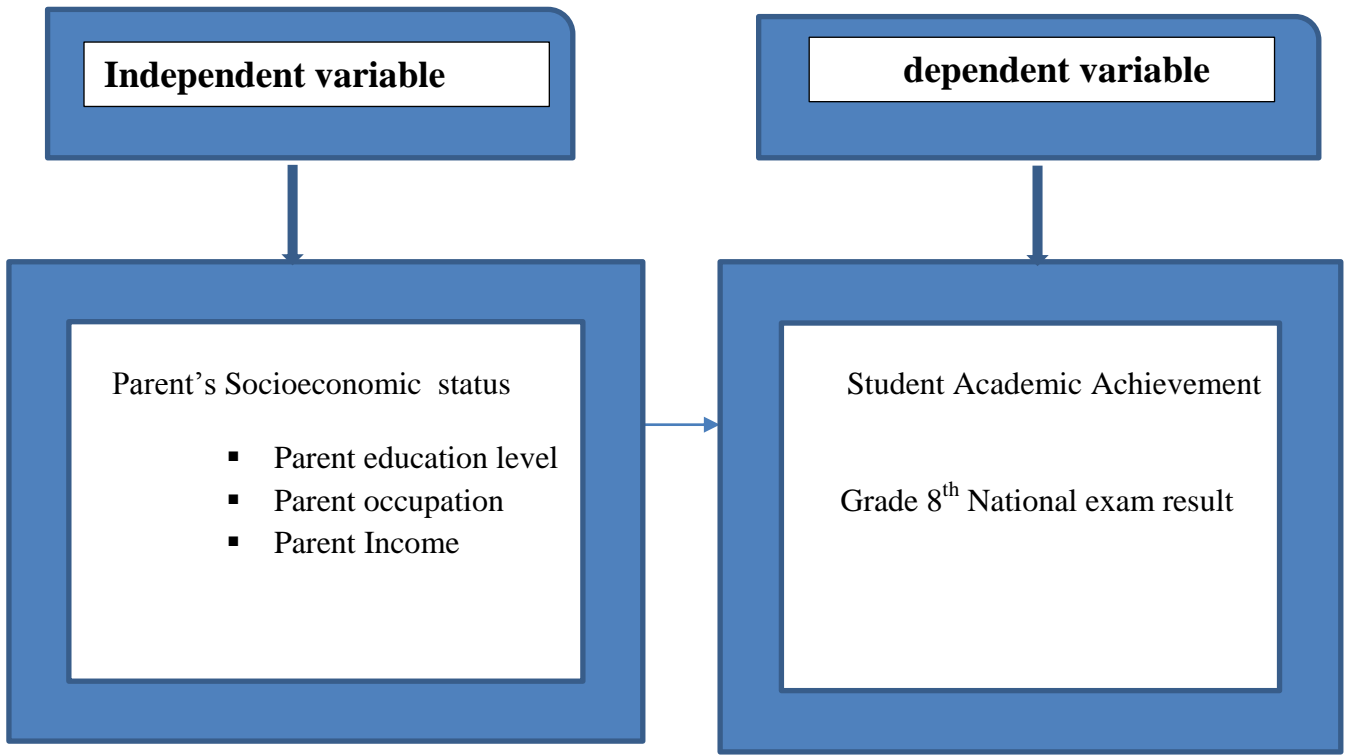
and instances of temporary withdrawal or dropping out of school are lacking. The main and contributing factor for the subpar performance may be poverty. The effects of poverty on children become more pronounced in secondary school due to adolescence and peer pressure. Poverty pressure on children rises as they become older. In order to learn more about the relationship between parental income and students' academic performance at this time of adolescence, the current study is looking into this issue.

## 2.6 Conceptual Frame

The purpose of this find out about used to be ascertain the affiliation between parental socioeconomic degree and students' academic overall performance as measured with the aid of the grade 8 national exam in 2021/2022 in Addis Abeba secondary schools. The independent variable used to the parent's socioeconomic position, which was once decided via the parents greatest level of education, occupation, and income. The parent's employee repute covered whether or not they labored for the government, themselves, private company, an NGOs, or business. The outcomes of the Grade 8 National exam, which were determined through grades ranging from the high from 80 to100 to the lowest 41-59 served as the structured variable for the finding about of the students educational achievement. The grade result is determined by Addis Abeba Education office .In expansion, there are mediating elements that, in a roundabout way have an effect on the learner's students' victory. It had been matters they do are appear how or why the free factors have an effect on the students subordinate.

Grade 8 national exam result	Rank	Parents SES
80-100 %	Excellent	High
70-79 %	Very good	High middle
60-69 %	Good	Middle
41-59 %	Satisfactory	Low
Below 41	Fail	

**Figure 2. 1 Conceptual framework**



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section outlines the methodology on how the study was conducted to find out the relationship between parental socioeconomic status and the students' academic achievement in the grade 8<sup>th</sup> national examination in Addis Ababa in order to improve in performance. That is, research design, locale, target population, sampling techniques and sample size, research instruments, pilot study, reliability and validity, data collection, analysis and logical and ethical considerations respectively.

#### **3.2 Research Design**

The study adopted a correlation research design. Correlation research design is a measurement of two or more factors to determine the extent to which the values of the factors change in an identifiable pattern (Brook, 2013). The design will be fabulous for this find out about due to the fact it helped in the evaluation of the diploma of the relationship between the independent variable (parents' socioeconomic status) and the dependent variable (students' academic achievement) in Addis Ababa regardless of the trouble in controlling for the others viable factors such learners field of thought to wards education, social straight forward, and local that should be inflicting the later. The parental socioeconomic status will be measured in terms of parental education level, which is based on the best possible year of education by way of both parents given that higher degrees of education are always linked with higher economic outcomes ,parents occupation status ,described by the modern day work title; and parental income status measured through the family profits coming about from the entire earnings earned from compensation and pay rates by each the Parents The students learning success is based totally on the grade attained in Addis Ababa. The consequences of the Grade 8 national examination had been fantastic because they marked in the case of major education and the beginning of secondary education, depending on the passing mark obtained.

## **Research Approach**

The fundamental aim of the study is to investigate challenges and opportunities for the factors affecting students achievement of secondary government schools in Yeka, Arada, and Gullele sub-cities. In order to reap this objective research which seeks to describe diverse aspects and human behavior through prices methods consisting of interview and quantitative research that look at systematic and scientific research of quantitative properties and phenomena with their relationship design methods are going to be hired .Since the research pursuits at describing the relationship between parental socioeconomic status and the students' academic success of secondary school.

### **3.3 Study Population**

The study population included three government secondary schools in Addis Ababa, Yeka, Gulele, and Arada sub-cities. The target population is the total number of subjects, or the total environment of interest to the researcher (Oso, 2009). In this study, the target population was comprised of three secondary schools, 450 students who learned in grade 9 (3 sections from each school in the year 2022), and 450 parents from the three government schools in three sub-cities.

### **3.4 Sampling Techniques and Sample Size Determination**

#### **3.4.1 Sampling Techniques**

The research was employed probability sampling since it assumes the law of statistical regularity which states that; if on an average the sample chosen is a random one, the sample will have the same composition and characteristics as the universe (Kothari, 2004). This makes random sampling to be considered the best technique of selecting a representative sample for this study.

#### **3.5. Samples and Sampling Procedure**

The sampling frame for grade 9<sup>th</sup> students (nine sections) in the three secondary schools was determined from their home teachers list, which consists of 450 from the three schools (150 from Entoto Amba, 150 from Kokebe Tsibah and 150 from Minilik secondary schools).

### 3.5.1. Sample Size

The Yamane (1967) formula was used to select the sample size for this study, which brought the sample size to 212 respondents, and it was calculated using the following formula

$$n = \frac{N}{1 + N(e^2)}$$

N = 450 = 212 sample size

Where

n= was the sample size

N= was the population size

1= is the constant and

e 2= is the margin of error, which is 5% for 95 % confidence level.

**Table 3.1. Study Population and Sample Size**

	Numbers of parents	Number of Students
Target Population	<b>450</b>	<b>450</b>
Sample size	<b>212</b>	<b>212</b>
Proportion of sample size	<b>47.1%</b>	<b>47.1%</b>

### 3.6 Research Instruments

Questionnaires and Interview were used for this study due to its ability to collect enough data at a low cost and less time included. They also allow anonymity thus enhance confidentiality of the respondents (Orodho, 2009). The study utilized two 40 sets of questionnaires; parents and students' questionnaires and 3 groups of 5 students from each schools for group discussion. Fifteen parents from all schools was Interviewed .In spite of the fact that divers set of surveys were utilized, the two sets were joined to each other to ensure that the parent's and student's questionnaire responses of a particular family were attached to each other.

#### 3.6.1 Parent's Questionnaire

The parent's survey gives information about demographic data, parents' socio-economic status characterized by their education level, occupation status and their income level and the academic achievement of their children in their grade 8<sup>th</sup>, the national examination in 2021/2022. The questions in the questionnaire was structured (closed-end) characterized by possibility and prevailing conditions. Some questions were best answered using the rank order methods.

### **3.6.2 Student's Questionnaire**

The student's questionnaire was presented information on; demographic data, student's socio-economic status characterized by payment of fees, availability of learning resources such as books, supplementary materials, geometrical sets and how much pocket money they were given, trips they are taken by their parents and financial support they receive from their parents, and finally the information on their secondary education experiences and academic achievement in the Grade 8<sup>th</sup> national exam results in 2021/2022. The questionnaire was used structured (close-ended), contingency and matrix questions. Rank order methods were used in some items in the questionnaire. The study also uses interview for both students and parents.

### **3.7 Pilot Study**

Pilot study was conducted some time recently the real information collection was worn out one of the government schools in Adisketma sub city that was not included in the study. This used to the appropriate school for piloting seeing that it has two geniuses closer to each other with relative characteristics and/or overall performance level in the National examination result.

The respondents have been 36 pervious students,36 parents. The pilot test finds out about used to be undertaken to make certain that the feedback received gives the great feedback beneficial for generalization. The piloting used to be additionally useful in checking out the validity and reliability of the devices to make sure that objectives had been entirely measured and completed

#### **3.7.1 Validity**

Validity refers to the level at which the research findings from the collected data represent the facts under study (Mugenda,1999). Within the ponder ,the surveys were given to the administrator ,who are the specialists to ascertain the substance legitimacy that quality ,clarity substance scope, suitability arrangement to the think about targets, and grade appropriate improvements with accentuation on parental socioeconomic status and students school accomplishments within the review the grade 8<sup>th</sup> national exam results. There is also only one clear correct answer with relevant and reasonable distracters per test item. Best and Khan (1993) expressed that the content validity of the research instruments can be enhanced through expert judgment. Content validity was censured by checking whether the items in the questionnaires

reflected the objectives stated. Kombo (2009) defines content validity as a measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a specific thought.

### **3.7.2 Reliability**

Mugenda, (1999) described reliability as a measure of degree to which a research instrument yields consistent results after repeated trials. The reliability of the study based on the analysis of the information gathered from both the 212 parents and 212 students' questionnaires. Focused on this information, scales were developed in accordance with the study objectives. The reliability of these scales was reported in terms of the internal consistency of scores on items purported to measure the same concept. The alpha reliability formula reflects the inter-correlation of set items, accounting for variations in responses to the items. The scores were correlated using Pearson Product Moment Correlation formula to determine the reliability coefficient, a correlation coefficient of 0.8 was considered high enough to judge the instrument as reliable for the study (Orodho, 2008:41).

### **3.8 Data Collection Techniques**

The researcher got approval to carry out this research from the graduate school, Addis Ababa University. Before statistics collection, contact with the taking part faculties was made and appointments for visits was schedule. This enabled the researcher to prepare and administer the questionnaires to the taking part students by means of herself. For those who did not come for the exercise, their questionnaires had been left in the back of them to fill out later and return them to School to be gathered on completion. Each student was given a questionnaire and asked to have his /her parents to fill it out and return it to school within five days. The main task was non-response considering that the researcher depended on students who had already sat for the grade eighth national examination outcomes and should solely volunteer to fill out the questionnaires since the researcher had no power to pressure them to return the questionnaires even if the timeline was once well denoted as they took them. The return was, however, delayed for a month in order to make certain most of them were returned. The questionnaires had been coded for the student for functions of matching with parents' responses to student's success score. Parents were assured of confidentiality and that no unauthorized

people would have get admission to them since solely that parents' child could take and return the questionnaires. This used to be ensured that the questionnaires had been performed appropriately.

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

Data analysis is defined as the process of making sense of data. Data analysis presents many challenges, such as identifying patterns, reducing large volumes of data and creating a vehicle to communicate what the researcher has learned (Creswell, 2009;Merriam, 2009). Being a survey research, cross-sectional survey method was employed. Borg and Gall, 1989 noted that in cross-sectional survey, data are collected from a sample from a predetermined population. The information collected at one point in time although the actual time required completing may take more than a day or a month and can be analyzed in two ways, that is, description of single variables and exploration of the relationship. Using the two ways, the data collected from the structured close-ended questions ranked from highest to lowest values or yes or no responses used in the questionnaire yielded quantitative data that was useful in getting the correlations between the parental socioeconomic status variables and the student's academic achievement in Addis Ababa. The description of the single variables from the study respondents, parents and students resulted in explanation of the demographic details that were analyzed to generate descriptive statistics such as frequencies and percentages. To explore the relationship between parental education, occupation and income levels and the student's academic achievement in the national examination as stated in the study objectives, data analysis was done by Spearman's rho correlation. Spearman's rho correlation was useful because it determines the strength and direction of the monotonic relationship between the parental socioeconomic status variables and the student academic achievement in grade 8<sup>th</sup> national exam result since it is a statistical measure of the strength of a linear relationship between paired data that is vibrate and nominally distributed. Monotonic relationship is one in which when the value of one variable increases, the other variable also increases or if one value of the variable increases the other value decreases. Regression analysis used to be achieved between independent and constructed variables inorder to make predictions from the current relationships.

### **3.10. Ethical Considerations**

Before administering the questionnaires, an introduction to the respondents and an explanation of the purpose of the research were made. To ensure confidentiality, the identity of the respondents was disclosed so as to ensure a high response rate and eliminate the possibility of feeling insecure when giving information.

## **CHAPTER FOUR**

### **4. DATA PRESENTATION, ANALYSIS AND DISCUSSION**

#### **Introduction**

This chapter presents analysis of research findings; interpretation and discussion of the study on the relationship between parents' socioeconomic status and students' academic achievement in the three government secondary schools' grade 8 national examinations in 2021/22 in Entoto Amba, Minilk and Kokebe Tsibah.

Data analysis, interpretation and discussion were guided by the following objectives and hypothesis

#### **Objectives contained:**

- I. Establish the effect of parental education level on academic performance in Addis Ababa.
- II. Examine the extent to which parental occupation status influences the student's academic achievement in Addis Ababa.
- III. Determine the effect of parental income status on academic performance in Addis Ababa.

#### **Hypothesis**

There is no significant relationship between parents socio-economic Status (education level, occupation, Income) and students' academic achievement of three selected Government secondary schools in Addis Ababa.

#### **4.1. General Background of the Study**

##### **Response rate of respondents**

A total of 424 questionnaires were distributed, 338 (79.7%) of which were returned on time and hence incorporated into the analytic procedure, whereas 86 (20.3%) of the respondents did not return on time for various reasons. 169 (79.7%) of students and parents in three government secondary schools in Addis Ababa replied to the questionnaire in all of the sampled size 212 .

Moreover, the response rate in all of the sampled locations was over 60 %, This could be attributed to the researcher's familiarity with the areas as well as the respondents' cooperation.

## **4.2 Students Demographic Details**

### **4.2.1. Students' Repetition Status**

The percentage of students had repeated any class in primary school is shown in Table 4.1. According to the table, only 24 (14.2 percent) of the students had repeated lessons Repetition is a sign of inefficiency in the educational system. When a child repeats a class, parents incur additional costs for their child's education (Suleman et al., 2012)

**Table 4. 1 Students' Repetition Status**

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	24	14.2	14.2	14.2
No	145	85.8	85.8	100.0
Total	169	100.0	100.0	

**Source: Field Survey 2022**

### **4.2.2. Academic Achievement of Students in the 8th Grade National Exam**

Table 4.2 shows that the majority of students at government secondary schools in Entoto Amba, Minilk, and KokebeTsibah, 88 (52.1 percent), indicated that they scored 45–59 on national exams in grade 8. None of the students (0.0%) said they had obtained a grade of 80 or above in secondary school. A tiny percentage of students, 10 (5.9%), said they received a 70-79 on national exams in eighth grade. At least 71 students (42.0 percent) reported receiving a grade of 60-69 on the grade 8 national examinations.

**Table 4. 2 grade 8<sup>th</sup> national exam result**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	41-59	88	52.1	52.1	52.1
	60-69	71	42.0	42.0	94.1
	70-79	10	5.9	5.9	100.0
	Total	169	100.0	100.0	

**Source: Field Survey 2022**

### **4.3 Parents Demographic Details**

Table 4.3 provide information about parents gender, age , family size, education level , occupation status and income level.

**Table 4. 3 Parents Demographic Details**

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Gender</b>	<b>Male</b>	68	40.2	40.2	40.2
	<b>Female</b>	101	59.8	59.8	100.0
	<b>Total</b>	169	100.0	100.0	
<b>Age</b>	30-39	65	38.5	38.5	38.5
	40-50	80	47.3	47.3	85.8
	51-60	13	7.7	7.7	93.5
	above 61	11	6.5	6.5	100.0
	Total	169	100.0	100.0	
<b>Family size</b>	2-4	73	43.2	43.2	43.2
	5-7	76	45.0	45.0	88.2
	8-10	17	10.1	10.1	98.2
	above 11	3	1.8	1.8	100.0
	Total	169	100.0	100.0	
<b>Education level</b>	Primary Education	38	22.5	22.6	22.6
	Secondary Education	61	36.1	36.3	58.9
	University/College	50	29.6	29.8	88.7
	No Formal Education	19	11.2	11.3	100.0
	Total	168	99.4	100.0	
	Missing System	1	.6		
	Total	169	100.0		
<b>Parents occupation status</b>	Government employees	69	40.8	40.8	40.8
	Private sector	49	29.0	29.0	69.8
	Own business	46	27.2	27.2	97.0
	NGO	5	3.0	3.0	100.0
	Total	169	100.0	100.0	
<b>Parents income level</b>	1000-5000	119	70.4	70.4	70.4
	5001-10000	32	18.9	18.9	89.3
	10001-20000	15	8.9	8.9	98.2
	Above 20001	3	1.8	1.8	100.0
	Total	169	100.0	100.0	

**Source: Field Survey 2022**

The study sought to find out the gender of the parents that responded to the questionnaire in the three government secondary schools of Addis Ababa. Parents' gender investigation on the study

respondents was important to enhance understanding of the parents' characteristics. Table 4.3 also illustrates that the study had more 101 (59.8%) of the female parents' respondents than the male 69 (40.2%) parents. This finding indicates that female parents were more responsive to answer questions in the questionnaire than their male counterparts.

### **Parents Age**

Parents' age characterizes the parents' in government secondary schools of Addis Ababa. This study sought to establish the age of parents. Table 4.3. Shows that most parents 80 (47.3%) who responded to the questionnaire were in the age range of 40-50 years. Further, more table 4.3 shows that only 13 (7.7 %) of the parents indicated that they were above 50 years old whereas, 65 (38.5%) indicated that they were below 40 years. This implies that majority of the parents, 145 (85.8%) were a maximum of 50 years old and a minimum of 30 years old.

### **Family Size**

Family size in this study is determined by establishing the number of children in the family. The larger the family size the more constrained the limited family resources become (Martins, 2013). Table 4.3 shows that 76 (45.0 %) of parents indicated that they had 5-7 children, 73 (43.2 %) parents have 2- 4 children, 20(11.9 %) indicated to have 8-10 children and above 11.

The quality of education received by their children is determined by the education level of their parents (James, 2002). The education level of parents of students in Addis Ababa's three government secondary schools was considered in this study. Table 4.3 shows a summary of the respondents' parents' educational levels in the survey.

### **Parent's Education**

Table 4.3 also shows that the majority of parents having students in government secondary schools in Addis Ababa, 80 (51.0 percent), 19 (11.2%) of parents had received no formal education, 61 (36.1%) had received secondary school, and 38 (22.5%) had received primary education. Furthermore, 50 (29.6%) of parents had a higher (college/university) degree. These findings contrast with those of a study on social economic status conducted by Muller (1993), which found that parents' educational levels and abilities had little course on their children's academic achievement. Education makes it less complicated to get a job and enter the labor market.

Parents of students at authorities' secondary School in Addis Ababa, Occupation Status, have been investigated in this study. According to Klebanoy et al. (1994), parents' education is a motivation for students to stay in school. This study investigated the parents' occupation status in relation to their employment. In this study Government employment turned into described changed into was defined a month to month rate made with tax payer's cash private employee become described as any task engagement entity and no payment made Non-governmental entity and no longer via the man or woman and self-hired commercial employer become self initiated income derived from profits made .

### **Parents' occupation**

Table 4.3 also shows that the majority of parents of students in government secondary schools in Addis Ababa, 69 (40.8 percent), said they were government employees at the time of the survey. Following that, 49(29.0 percent) and 46 (27.2%) of parents said they worked in the private sector or run their own business. Table 4.3 also shows that at the time of the investigation, only 5 (3%) of parents said they worked in NGOs.

These findings correspond to Rothstein (2004) findings who showed that different parents in different occupational positions usually have various styles of bringing up their children, disciplining and correcting their children, and reacting to various issues concerning the welfare of their children. Parents faced challenges while they supported their children in their education, most of them said 85 (50.3%) indicated lack of time, 50(29.6%) lack of resources, and 34 (21.3%) lack of interest of students. These study findings relate to findings by Saifullahi (2011), who found that parents' occupations significantly influence students' achievement and that parents with government jobs are more secure, and their families are at peace relatively compared to those who work in private organizations.

### **Parents Income**

According to Conger and Elder (2002), parental income determines a child's access to secondary education. To determine the salary, scale the researcher refer the civil servant's salary scale (2019). As shown in Table 4.3, Most of the parents in the study had 119 (70.4 percent) monthly

income between Birr 1,000 and Birr 5,000, 32 (18.9%) parents' monthly income between Birr 5001 and Birr 10,000 and also, 15 (8.9 percent) parents have a monthly income of between Birr 1, 0001 and Birr 20,000. In contrast, very few households have a monthly income of more than Birr 20,000 (1.8%). This finding implies that majority of parents 119(70.4%) had an approximate monthly income between birr 1000 and birr 5000. Moreover, in finding out the support the parents in the government secondary schools of Addis Ababa gave to their children in school, the study found that 85 (50.3%) of the students indicated that their parents attended all their school functions; 96 (56.8%) of the students indicated that they received pocket money from their parents; students 50 (29.6%) indicated that they discussed education issues with their parents; and 84 (49.7%) indicated that they were given a study area at home. Those findings concurred of Crosnoe et al. (2004), who noted that a good and satisfactory income of the parents is an indication that there is less concern and stress for the parents who have the responsibility to ensure that their children are well equipped for learning by providing the necessary learning resources and materials.

#### **4.4. Data presentation and Analysis**

##### **4.4. 1. Correlation Analysis Results**

###### **4.4.1.1. Parents' Education Level and Students' 8th grade national exam results Correlations**

To find out if parents' education level and students' Grade 8th national exam results were correlated, Spearman's rho was determined as shown in Table 4.4 shows a strong positive and statistically significant correlation ( $r = .865, = .000$ ) between parents' educational level and the grade 8th national exam scores of students attending Addis Ababa's three selected secondary schools at an alpha level of 0.01 level of statistical significance.

This illustrates that the higher the parents' educational level, the higher the students' grade 8 national exam results in Addis Ababa's three selected secondary schools. This finding is consistent with the findings of Eamon (2005), who found that parents' education improves their children's educational attainment in the early grades of schooling; and Global Advanced Research Journals (2012), Who concluded that mother and father training degree guides the father and mother in handling their time so that it will check on.

**Table 4. 4 Correlation of Parents education level and students' grade 8<sup>th</sup> national exam result**

			Students grade 8th national exam Result	Education level of parents
Spearman's rho	Students grade 8th national exam Result	Correlation Coefficient	1.000	.865
		Sig. (2-tailed)	.	.00
		N	169	169
		Education level of parents	.865.	1.000
		Correlation Coefficient	.00	.
		Sig. (2-tailed)	169	169
		N		

Source: Field survey 2022

**4.4.1.2. Parents' Occupation Status and Students'8<sup>th</sup> grade national exam results Correlation**

To find out if parents' occupation status and Students'8<sup>th</sup> grade national exam results were correlated.

**Table 4. 5 Occupation status and grade 8<sup>th</sup> national exam results**

			Result in grade 8th national exam result	Occupation status
Spearman's rho	Result in grade 8th national exam result	Correlation Coefficient	1.000	.354
		Sig. (2-tailed)	.	.000
		N	169	169
		Occupation status	.354	1.000
		Correlation Coefficient	.001	.
		Sig. (2-tailed)	169	169
		N		

Source: Field survey 22

Table 4.5 illustrates a strong positive and statistically significant correlation ( $r=.354$ ,  $p = .000$ ) at alpha 0.01 level of statistical significance between parents' occupation status and grade 8th national exam results of the students in government secondary schools of Addis Ababa. This indicates that there is a moderate degree relationship between parents' occupation status and students' grade 8<sup>th</sup> national exam results.

#### 4.4.1.3. Parents' Income Level and students' grade 8<sup>th</sup> national exam results Correlation

To find out if parents' income level and students grade 8<sup>th</sup> national exam results were correlated, Spearman's rho was determined as shown in Table 4.6 below.

**Table 4. 6 Monthly income and grade 8<sup>th</sup> national exam results**

			Result in grade 8th national exam	Monthly salary
Spearman's rho	result in grade 8th national exam	Correlation Coefficient	1.000	.540
		Sig. (2-tailed)	.	.000.
		N	169	169
	monthly salary	Correlation Coefficient	.540	1.000
		Sig. (2-tailed)	.00	.
		N	169	169

**Source: Field survey 2022**

Table 4.6 illustrates a powerful positive and statistically significant correlation ( $r=.540$ ,  $p=.000$ ) at alpha 0.01 level of statistical significance between parents' income level and grade 8th national exam of the scholars within the three government secondary schools' of capital of Ethiopia. The finding implies that the upper the parental incomes level the upper the coed grade 8th national exam result. This finding relates to findings of Rothstein (2004) study which concluded that folks with many revenue are ready to sufficiently make sure of their children's basic needs helping them to try and do well in their education and consequently in their life.

#### 4.4.2 . Regression Analysis

#### 4.4.2. 1. Parents' Education Level and grade 8<sup>th</sup> national exam results

**Table 4. 7 Regression Model Summary on Parents' Education Level and grade 8<sup>th</sup> national exam result**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.638 <sup>a</sup>	.407	.413	.38330

a. Predictors: (Constant), parents' Education level

**Source: Field survey 2022**

Table 4.7 illustrates that R Square is .407. Therefore, 40.7% of the variation in student's grade 8th national exam results in three government secondary schools of Addis Ababa can be predicted from the relationship between the parents' education level and grade 8<sup>th</sup> national exam results. These findings corroborate those of Eanmon (2005), who found that parents' education influenced the academic achievement of students on education continuous assessments.

#### 4.4.2.2 Parents' Occupational status and grade 8th national exam results

**Table 4. 8 Regression Model Summary on Parents' Occupational status and grade 8<sup>th</sup> national exam results**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.706 <sup>a</sup>	.502	.496	.32414

a. Predictors: (Constant), Occupational status

**Source: Field survey 2022**

Table 4.8 illustrates that R Square is .502. Therefore, 50.2% of the variation in student's grade 8th national exam results consequences in 3 government secondary schools of Addis Ababa can be predicted from the relationship between the parents' occupation status and grade 8th National exam results. These findings confirmed Olaniyan's (2008) findings, which indicated that children's parents' occupation status motivated them to work hard and achieve well in school.

### 4.4.2.3. Parents’ monthly income and grade 8th National Exam Results

**Table 4. 9. Monthly income and grade 8th National Exam Results**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.618 <sup>a</sup>	.373	.369	.37268

a. Predictors: (Constant), Parents monthly income

**Source: Field survey 2022**

Table 4.9 illustrates that R Square is .373. Therefore, 37.3% of the variation in student’s grade 8th national exam leads to three government secondary schools of New Flower will be predicted from the link between the parents’ income level and grade 8th national exam results. These findings were in line with According to Crosnoe et al. (2004), a decent and sufficient income for the parent indicates that there is less worry and stress for the parents who are in charge of making sure that their children are well-equipped for learning by giving the required learning resources and material.

## 4.5. Result of Interview questions

Matching the study results with the fifteen from each schools interviews of parents and students focus group discussion shows that the study is supported by a variety of sources. Information from students and parents’ interview is presented as follows:

### 4.5.1. Interview result of Parents

**What factors for parents do you think affect your child achievement in school?**

Parent A#

*“The parents that affected student’s achievement at school was mainly the communication gap between parents and the school because of the life situation in Addis Ababa where most parents working hard to survive couldn’t get enough time to discuss with the school leaders.”*

Parent B#

*“Parents’ involvement in students’ academic results is weak because of several issues. The majority of parents are illustrated and it causes a knowledge*

*gap between students and parents. As the result, parents don't follow up on their academic results frequently. In addition to that, parents shouldn't check their exercise books as well as their attendance."*

### **Do you think COVID 19 affect your child Education? How?**

Parent A#

*"Regarding the effect of COVID 19 on students' education achievement, most parents agree with the effects of COVID 19. It affects people in different ways. Students lose their interest, change their behavior and completely forget school rules. Parents also lose their jobs, so they can't afford to survive and support their children to support their education. For example, like buying supplementary books to read at home."*

Parent B#

*"Most of us work most as laborers and private employees during nook down its very hard to stay at home we lose our job and couldn't have to feed our children, specially people live in a rent house couldn't afford to pay and it makes our children frustrated and losing their hope, their success in education. Even though they go back to school, they are not in the right truck because the one-year lesson wasn't learning properly."*

Parent C#

*"Students are psychologically affected by sitting at home. They are getting bored because most students don't have enough resources to study at home. They spend their time mostly watching movies, going to church and so on."*

### **How do you think your support at home affected your child in Education?**

Parent A#

*"Low -income families have a negative impact on students' attitude towards education. A child prefers getting a job to help his/her family instead of attending school every day. In addition to that, the family size at home makes the*

*child a disadvantage in different ways. Sharing resources, having a study place, covering necessary needs are mainly affect a better achievement.”*

Parent B#

*“Parents do not understand their children's interests and most students attend school late, at an early age, so there is an age difference at school. Children shouldn't get an opportunity to do pre-school because of unavailability of payment.”*

Parent C#

*“Parents don't have time to discuss educational matters with their children because they work in different places to cover every necessary need. In addition, parents' residents from place to place because of house rent getting expensive, so children shift from school to school every time this in consistency is causes change children behavior and loose interest towards the education.”*

### **Do you think that your support will make a different to your child Study. How?**

Parent A#

*“Parents suggest the support of parents at home, mainly helping to do his/her homework, assessments, checking daily activity, creating a positive environment at home, motivating them and them to work hard by showing the right path toward their education, by giving enough time to study at home and fulfill the resources available for him/her. As a parent, taking full responsibility for focusing on his/her goal and to have a creative mind.”*

Parent B#

*“Regardless of supporting at home make difference on academic achievement. Giving time to study helps to refer to daily lessons and get ready for exams any time. Facilitating educational resources will make it easier to solve equations and think outside of the box. Sending them to libraries in their super time will help them to read and get more access to references. Using technology at home makes it easier to get worldwide knowledge and improve skills. Above all, creating a*

*smooth relationship with your child and open discussion on academic matters can solve problems at the grassroots level.”*

**What possible solutions could you suggest to solve the problems to improve academic achievements?**

Parent A#

*“The suggestion of parents to solve problems to improve academic achievements is creating smooth relationships with teachers and school leaders. Discuss with children to know their ability and interest, and teachers should identify the understanding level of the students in order to support them. Student class room ratio should be minimized because most government schools have more than 50 students in one class room, so it is not manageable for teachers. Age difference has its own factor, so it's better to have a similar age in one class.”*

Parent B#

*“Parents should motivate and follow consistently in order to achieve their goal .Their absents and permission should have information and communicate effectively with the school leaders .Discipline is a main factor for low performance, so parents are the first people to advise their children and teach home respect the norms and as well as parents should to have a time to discuss about the problems at school and make them a part of the solution .Parents should to motivate their children and aware to the children the value of education, beside that parents should to change the attitude towards education for a better life of their children.”*

Parent C#

*“Schools should avoid dismissal periods and work on time management. School libraries should be available, especially during break and lunch time, in order to improve their reading habits. Teachers should be confident in their job and make their lessons attractive. The teaching and learning process are not only the school’s responsibility, parents should have a priority for their children.*

*Government schools should change their teaching style, make them attractive and focus on students' education rather than party politics.”*

#### **4.5.2. Focus Group Discussion result of students**

The focus group included three groups of five students from each sections of schools.

#### **What is your opinion by working in your extra time could support your education?**

group A#

*“The students who participated in the focus group discussion stated that they work part-time and use the proceeds for various purposes. These include providing school supplies, being free from family dependency, and supporting the family.”*

#### **What factors do you think affect Parents “ participation in school issues?**

group B#

*“Students who participated in the focus group explained why parents do not participate in education affairs, such as the lack of participatory forums, parental busyness and lack of time, parental domestic problems and poor communication between parents and school leaders.”*

#### **What major challenges does COVID 19 occurred in your education?**

group C#

*“Students who participated in the focus group commented on the negative impact of COVID 19, which has resulted in students not having enough time to study, low grades due to poor preparation, and other psychological pressures.”*

#### **What do you think the reason behind low academic performance?**

group D#

*“The students cited peer pressure and addiction, low parental supervision, lack of teacher support, inadequate study time, lack of interest in learning, personal health problems, and behavioral problems of students were the main factors that affect students’ academic achievement in the school.”*

**What possible solutions could you suggest to solve the problems to improve academic achievements?**

group E#

*“The solutions that could be used to improve student achievement. These include creating competent teachers, planning learning activities, creating a system in which students can help each other in schools, providing access to textbooks for students, creating a better understanding of research methods, and creating a system in which role models can share their learning experience.”*

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the findings, conclusions, and recommendations respectively.

#### Summary

This quantitative Study which made use of the descriptive- correlational approach was conducted to see the relationship between parent's socio- economic status and selected Government secondary School students grade 8 National exam result in 2021/2022.

#### 5.1. Summary of Major Research Findings

Depending on the review of related literature as well as the analysis and interpretation of the data, the findings are summarized and presented as follows:

##### **Parents Educational level on Students grade 8<sup>th</sup> National exam result**

The majority of parents with students in government secondary schools in Addis Ababa were 80 (51.0 percent), with 19 (11.2%) having no formal education, 61 (36.1%) having secondary school, and 38 (22.5%) having primary education. Furthermore, 50 (29.6%) of parents had a higher (college/university) degree. There is a strong positive and statistically significant correlation ( $r = .865, = .000$ ) between parents' educational level and the grade 8th national exam scores of students attending Addis Ababa's three selected secondary schools at an alpha level of 0.01 level of statistical significance

This illustrates that the higher the parents' educational level, the higher the students' grade 8 national exam results of 2021/2022 in Addis Ababa's three selected secondary schools. 40.7% of the variation in students' grade 8th national exam results in three government secondary schools in Addis Ababa can be predicted from the relationship between the parents' education level and grade 8<sup>th</sup> national exam results of 2021/2022.

*“Majority of parents are clarified there is a knowledge gap between students and parents. As the result of those parents doesn't follow up their academic result frequently in addition to that parents shouldn't check their exercise books as well as their attendance. The students cited peer pressure and addiction, low parental supervision, lack of teacher support, inadequate study time, lack of interest in learning, personal health problems, and behavioral problems of*

*students were the main factors that affect students' academic achievement in the school. This provides a cost-effective way of improving the outcomes of the students in the grade 8 national examinations from disadvantaged backgrounds."*

### **Parents occupation on Students grade 8<sup>th</sup> National exam result of 2021/2022**

The majority of parents of students in government secondary schools in Addis Ababa, 69 (40.8 percent), said they were government employees at the time of the survey. Following that, 49 (29.0 percent) and 46 (27.2%) of parents said they worked in the private sector or ran their own business. The study shows that at the time of the investigation, only 5 (3%) of parents said they worked in NGOs. When asked about the challenges they encountered in support of their children's education, most of them said 85 (50.3%) indicated lack of time, 50(29.6%) lack of resources, and 34 (21.3%) lack of interest of students.

The study found a positive and statistically significant correlation ( $r = .354$ ,  $p = .000$ ) at an alpha level of 0.01 level of statistical significance between parents' occupation status and grade 8th national exam results of the students in government secondary schools in Addis Ababa. It also established that 50.2% of the variation in students' grade 8th national exam results in three government secondary schools in Addis Ababa can be predicted from the relationship between the parents' occupation status and grade 8th national exam results.

### **Parents Income on Students grade 8<sup>th</sup> National exam result of 2021/2022**

The majority of the parents in the study had a monthly income between Birr 1,000 and Birr 5,000; 32 (18.9%) had a monthly income between Birr 5001 and Birr 10,000; and 15 (8.9%) had a monthly income between Birr 1,0001 and Birr 20,000. In contrast, very few households have a monthly income of more than Birr 20,000 (1.8%). This finding implies that the majority of parents 119 (70.4%) had an approximate monthly income of between birr 1000 and birr 5000.

Moreover, in finding out the support the parents in the government secondary schools of Addis Ababa gave to their children in school, the study found that 85 (50.3%) of the students indicated that their parents attended all their school functions; 96 (56.8%) of the students indicated that they received pocket money from their parents; students 50 (29.6%) indicated that they discussed education issues with their parents; and 84 (49.7%) indicated that they were given a study area at home.

The study established a strong positive and statistically significant correlation ( $r = .540$ ,  $p = .000$ ) at an alpha level of statistical significance between parents' income level and the grade 8<sup>th</sup> national exam of the students in the three government secondary schools of Addis Ababa. The finding implies that the higher the parental income level, the higher the student's grade 8<sup>th</sup> national exam result. The study also found that, therefore, 37.3% of the variation in students' grade 8<sup>th</sup> national exam results in three government secondary schools in Addis Ababa can be predicted from the relationship between the parents' income level and grade 8<sup>th</sup> national exam results

Finally, Students and parents who participated in the interview commented on “the negative impact of COVID 19, which has resulted in students not having enough time to study, low grades due to poor preparation, and other psychological pressures.”

## 5.2. Conclusions

The family characteristic that for most capable indicator of school execution is socioeconomic status (SES): the higher the SES of the student's family, the higher his school achievement. This relationship has been reported incalculable considers and appears to hold no matter what measure of status is used (occupation of principal foremost employee, family income, parents' education, or few combinations of these) (Boocock, 1972 p. 32). Based on the findings, the following conclusions were made:

- In three government secondary schools in Addis Ababa, grade 8 national test outcomes were correlated with parental education levels. More than 40.7 percent of the variation in student performance on the grade 8 national examinations may be predicted using the association between parents' educational attainment and students' performance on the exam in three government secondary schools in Addis Ababa.

The study supports existence of a relationship between parent's Educational level and students in three government secondary school grade 8 national exam result which is rejected the hypothesis.

- In three government secondary schools in Addis Ababa, the grade 8 national exam result in t were correlated with parents' occupation status. More than half of the variation in students' grade 8 national exam scores may be predicted using relationships between parents' occupation status and their children's performance on the exam in three government secondary schools in Addis Ababa.

The study supports existence of a relationship between parent's Occupation and students in three government secondary school grade 8 national exam result which is rejected the hypothesis.

- In Addis Ababa's three government secondary schools, grade 8 national test scores of students were correlated with family income levels, with better outcomes indicating higher parental income levels. In three government secondary schools in Addis Ababa, the grade 8 national exam results can be correlated with parents' income level to predict more than 30% of the difference in the results of the exams. The study supports existence of a relationship between parent's Income and students in three government secondary school grade 8 national exam result which is rejected the hypothesis.

### **5.3 Recommendations**

Recommendations based on the discoveries of the think about, the taking after proposals were made:

- Parents no matter instructional background shall parents no matter instructional background shall have the suitable orientation on the value or the importance of education to their youngsters so they need their parent's aid on their schooling.
- The Alternative of Basic Education and Training (ABET) diagrams how grown-up and proceeding instructions world be given in Addis Ababa Collaboration and accomplices like community-based organizations (CBOs) and non-governmental organizations (NGOs) seams make easier.
- In arrange to move forward the business status of the status of the population of three Addis Ababa sub-cities, both the city the administration and the federal government ought to increment chances of getting a work there.
- Parents ought to search for ways to extend and Non-Governmental organization NGOs seem make this easier in arrange to move forward the business status of the population of Three Addis Ababa sub-cities both the city organization and the government.
- The three Addis Ababa sub-cities' citizens ought to be educated of the business openings that are accessible. Community-based organizations (CBOs) like Idir and other local and international NGOs should do this.

### **5.4. Recommendations for Further Research**

Based on the study's discovery, a follow-up study think about ought to be conducted to look at the relationship between parents' socioeconomic level, kids' co-curricular accomplishments, and school continuous assessment success in secondary schools in Addis Ababa. This find out about would be huge in revealing the relationship between the socioeconomic popularity of the parents, the co curricular accomplishments of the students, and school continuous assessment achievement in public secondary faculties in Addis Ababa, and would clear the way for the choice of the modern schooling would pave the way for the adoption of the new curriculum. This learn about would be tremendous in revealing the relationship between the

socioeconomic fame of the parents the Co-curricular accomplishments of the students ,and college nonstop evaluation achievement in public secondary faculties in Addis Ababa ,and would clear the way for the determination of the modern-day schooling would pave the way for the adoption of the new curriculum.

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**Appendix I**  
**Addis Ababa University**  
**College of Education and Behavioral Studies**  
**Department of Education Planning and Management**

**To be filled by Students**

The purpose of this questionnaire is to collect information in relation to the parental socioeconomic factors which affects academic achievement of government secondary schools' students in Addis Ababa City Administration: It is therefore not meant to be a test. You are kindly requested to answer all the questions and not to write neither your name nor of your school on it. Be guaranteed that the information collected from this questionnaire will remain confidential and will be used solely for the purpose of this research. Your sincere participation is highly appreciated.

**Instructions: Tick (✓) where appropriate and elaborate where required**

**Part One: Respondents' Background Information**

1. Sub-city \_\_\_\_\_ School \_\_\_\_\_

1.2 Sex: M  F.       1.3 Age:       1.4 Grade

2. How long have you been in this school?

A. 1 years  B. 2 years  C. 3 years  D. 4 years  E. More than 4 years

3. Have you repeated any class? A. Yes  B. No

4. What was your Grade 8 national exam result \_\_\_\_\_

5. How many are you in your family? A. (1) B. (2) C. (3) D. (4) E. (5) F. More than five ( )

**Part Two: Basic questions**

4. Do your parents attend school functions? A. Yes  B. No

5. If yes, who attends mostly: A. Father  B. Mother

6. Are you given any pocket money? A. Yes  B. No

7. If yes, how much money are you given per week? A. Birr 10  B. birr 20  C. birr 50

D. Above birr 50  If other specify.

8. Do you have a school bag? Yes  No

9. Do you have the mathematical instruments need (geometrical set, ruler, compass etc.)?

A. Yes  B. No

10. How many reference books do you have? A. 1  B. 2  C. 3  D. 4  E. Above 4  F. None

11. Do you have a study place at home? A. Yes  B. No

12. Do you have access to use technology for study at home? A. Yes  B. No

13. Is your fees paid on time? Yes  No

14. What has majorly contributed to your performance stated above?

A. School environment  B. Home environment  C. Peer pressure  D. Personal

15. Do you have enough time to discussed with your parents on learning matters?

A. Yes  B. No

16. If yes, How often? A. Once in a week  B. Twice in a week  C. Three times in a week  D. once in a month

17. Who listens to you better? A. Father  B. Mother  C. Both  D. None

18. Are you taken for educational trips by your parents? A. Yes  B. No

19. Are you given an opportunity to give your opinion at home? A. Yes  B. No

20. How regularly are you abcent from class? A. Once in a week  B. Twice in a week  C. Three times in a week  D. once in a month

**Addis Ababa University**  
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**Focus Group**

1. What is your opinion by working in your extra time could support your education?
2. What factors do you think affect Parents “ participation in school issues?
3. What major challenges does COVID 19 occurred in your education?
4. What do you think the reason behind low academic performance?
5. What possible solutions could you suggest to solve the problems to improve academic achievements?

**Appendix II**  
**Addis Ababa University**  
**College of Education and Behavioral Studies**  
**Department of Education Planning and Management**

**To be filled by Parents**

The purpose of this questionnaire is to collect information in relation to the parental socioeconomic factors which affects academic achievement of government secondary schools' students in Addis Ababa City Administration: It is therefore not meant to be a test. You are kindly requested to answer all the questions and not to write neither your name nor of the school on it. Be guaranteed that the information collected from this interview will remain confidential and will be used solely for the purpose of this research. Your sincere participation is highly appreciated.

**Instructions: Tick (√) where appropriate and elaborate where required**

**Part One: Respondents' Background Information**

1. Gender: Male  Female
2. Age: A. 30-39 years  B. 40-49 years  C. 50-59 years  D. 60 years and above
3. Marital status A. Married  B. Single mother/father  C. Divorced
4. Educational attainment:
  - i. Father – A. Primary  B. Secondary  C. Tertiary(college/university)  D. No formal education
  - ii. Mother – A. Primary  B. Secondary  C. Tertiary(college/university)  D. No formal education
5. Occupation:
  - a. Father – A. Government Employee  B. Self-employed  C. Private sectors  D. NGO
  - b. Mother - A. Government Employee  B. Self-employed  C. Private sectors  D. NGO
6. Level of income per month? A. Birr 1000 - 5000  B. birr 5001- birr 10,000  C. birr 10,001- birr 20000  D. Above birr 20000
7. Number of children: A. 2-4  B. 5-7  C. 8-10  D. 11 and above
8. How many children do you have in secondary school? A. 1  B. 2  C. 3  D. Above 3

## Part Two: Basic questions

9. How often do you visit your child/children at school? A. Every week  B. every 2 weeks  C. Once in a month  D. Once in a term  E. Never visits
10. Are you satisfied with the academic achievement of your child? A. Yes  B. No
11. If no, please you are kindly requested to list down from the above reason?  
A. Lack of text books  B. Fees problems  C. Peer pressure  D. Indiscipline cases  E. Lack of learner's interest in academics
12. Was your child school fees paid solely by you or you had other guarantors?  
A. By me  B. Bursary  C. Well-wishers (Charity)  D. An organization
13. Was your child involved in any after-school activities (academic or non-academic)?  
A. Yes  B. No
14. If no, why was your child not involved? A. Health problems  B. Home environment  C. Personal  D. others
15. What did you want your child to accomplish by attending school?  
A. Have a good career  B. Have no idea  C. Be a business person  D. Government officials
16. Do you have a plan for your child to attend college after completing secondary education?  
Yes  No
17. What challenges did you face in helping your child to achieve highly in school?  
A. Lack of time  B. Lack of resources  C. Lack of interest ( )
18. How regularly did you offer your child in his/her homework?  
A. Daily  B. Once a week  C. Twice a week  D. Never helped
19. Do you encourage your child to involve any activity at home?  
A. Yes  B. No
20. What part of your fee goes to school fee? A. Monthly Salary  B. Extra time OT  C. other incomes
21. How often do you buy additional supplementary books to your child? A. every month  B. once in quarter  C. twice in quarter  D. Never buy

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**Interview for Parents**

1. What factors for parents do you think affect your child achievement in school?
2. Do you think COVID 19 affect your child Education? How?
3. How do you think your support at home affected your child in Education?
4. Do you think that your support will make a different to your child Study. How?
5. What possible solutions could you suggest to solve the problems to improve academic achievements?