

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

Father's Educational Involvement and Children's Educational Aspiration, Educational Self-Concept and Academic Achievement of Primary School Students in Some Selected Schools of Addis Ababa

BY MariamawitGirma

October 2014

Addis Ababa

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

Father's Educational Involvement and Children's Educational Aspiration, Educational Self-Concept and Academic Achievement of Primary School Students in Some Selected Schools of Addis Ababa

MariamawitGirma

This Thesis is submitted to the School of Psychology in Partial Fulfillment of the Requirements for
Master of Arts Degree in Developmental Psychology

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

Father's Educational Involvement and Children's Educational Aspiration, Educational Self-Concept and Academic Achievement of Primary School Students in Some Selected Schools of Addis Ababa

MariamawitGirma

Approval of the Board of Examiners

1. Advisor

Name _____ Signature _____ Date _____

2. Internal Examiner

Name _____ Signature _____ Date _____

3. External Examiner

Name _____ Signature _____ Date _____

Abstract

The aim of this study was to examine the effects of Father's educational involvement on children's educational aspiration, educational self-concept and academic achievement of primary and secondary school students in some selected schools of Addis Ababa. Participants of this study were 260 adolescents (154 males and 106 females) selected randomly. Data about participants were collected through questionnaire, Father Involvement Scale, Educational Self Concept and Aspiration Scale and biographical form. Data were analyzed using both descriptive and inferential statistical methods. One sample T- test, independent T- test Pearson product moment correlation coefficient and regression were employed to uncover the associations among the variables considered. The results revealed that most fathers were not involved in their children's educations. Most students score high on educational aspiration and self concept scale. There was no statistically significant difference in father involvement in their children's' education between students from government and private school students' on the other hand, there was a statistically significant relationship between educational aspiration and academic performance and educational self-concept and students' academic performance. Similarly there was a statistically significant relationship between father involvement and students academic performance. Predictor variables such as sex, grade level, age, father involvement, fathers educational status and fathers occupational situation, students' educational aspiration and self concept all in total contributed 11.8% for the variation of students' academic performance. Out of 11.8% accounted for variations in students academic performance, 4.3% (age), 2.8% (grade level), 2.5% (sex) and 1.6% (students educational self concept) were contributed by these variables. Practical implications of the findings were discussed.

Acknowledgement

Above all, I thank God for bestowing strength and patience upon me from the beginning up until the finalization of the research. Next my “Thank You” goes to the School of Psychology for making the research work possible. My sincere gratitude also goes to my advisor, Dr. Belay Tefera, for his support during the conduction of the research. My sincerest and heartily thanks goes to my friends who helped me in editing, data encoding and analysis process. I am also indebted to the key participants who were willing to fill out the questionnaire without reservation. This research would not have been possible without their kind participation. Last but not least, I would like to thank my husband Ato Zekariyas Getachew and my two kids, Tenbite Zekariyas and Nebiyu Zekariyas, without whom I would not have reached this stage.

List of Tables

Table	Page
Table 1: Background of Participants	36
Table 2: One –Sample t test result on status of participants on core variables	39
Table 3: Independent t Test Results on the Difference between Government and Private School Students in their Fathers’ Educational Involvement	40
Table 4: <i>Inter-correlation among Predictor and Outcome Variables</i>	41
Table 5: Regression Results on the Effects of Independent Variables on Dependent Variable.....	43
Table 5: Stepwise Regression Analysis.....	44

List of Acronyms

SES	-	Socio Economic Status
EA	-	Educational Aspiration
ESC	-	Educational Self-Concept
FI	-	Father Involvement
AGL	-	Average Grade Level

Contents

CHAPTER ONE 3

INTRODUCTION 3

1.1. BACKGROUND 3

1.2. STATEMENT OF THE PROBLEM 6

1.3. OBJECTIVE OF THE STUDY 7

1.4. SIGNIFICANCE OF THE STUDY 8

1.5. DELIMITATION OF THE STUDY 8

1.6. OPERATIONAL DEFINITIONS OF TERMS 9

CHAPTER TWO 10

REVIEWS OF RELATED LITERATURE 10

2.2 THE IMPORTANCE OF FATHERHOOD FOR CHILDREN 13

2.3 FATHER INVOLVEMENT AND STUDENTS EDUCATIONAL ACHIEVEMENT 16

2.4 FACTORS AFFECTING FATHERS’ EDUCATIONAL INVOLVEMENT IN THEIR CHILDREN’S EDUCATION 19

2.5 FATHER’S EDUCATIONAL LEVEL AND CHILDREN’S ACADEMIC ACHIEVEMENT ... 22

2.6 PARENTAL SOCIO ECONOMIC STATUS AND CHILDREN’S ACADEMIC PERFORMANCE 23

2.7 CHILDREN’S EDUCATIONAL ASPIRATIONS AND ACADEMIC PERFORMANCE 26

2.8 EDUCATIONAL ACHIEVEMENT AND SELF-CONCEPT: 27

CHAPTER THREE 29

METHODS 29

3.1 THE STUDY SITE 29

3.2 POPULATION OF THE STUDY 29

3.3 PARTICIPANTS OF THE STUDY 30

3.4 SAMPLING PROCEDURE 30

3.5 INSTRUMENTS FOR DATA COLLECTION 31

3.6 ARCHIVAL DATA/RECORDS OF STUDENTS’ ACADEMIC PERFORMANCE 32

3.7 PROCEDURE OF DATA COLLECTION 32

3.8 PILOT STUDY 33

3.9 METHOD OF DATA ANALYSIS 34

CHAPTER FOUR 35

RESULTS	35
4.1 SOCIO-BACKGROUND CHARACTERISTICS OF RESPONDENTS.....	36
4.2 STATUS OF PARTICIPANTS ON CORE VARIABLES (fathers’ educational involvement and children’s educational aspiration and self-concept).....	38
4.3 FATHERS’ EDUCATIONAL INVOLVEMENT DIFFERENCE IN THEIR CHILDREN’S EDUCATION BETWEEN GOVERNMENT AND PRIVATE SCHOOL STUDENTS.....	40
4.4 BIVARIATE CORRELATION AMONG VARIABLES	41
4.5 PREDICTING ACADEMIC ACHIEVEMENT.....	42
CHAPTER FIVE	45
DISCUSSION.....	45
5.1 WHAT IS THE CURRENT STATUS OF FATHERS INVOLVEMENT IN THEIR CHILDREN’S LOOKS LIKE?.....	45
5.2 WHAT IS THE CURRENT STATUS OF STUDENTS’ EDUCATIONAL ASPIRATION AND SELF- CONCEPT LOOKS LIKE?.....	45
5.3 INTERRELATIONSHIPS AMONG THE STUDY VARIABLES.....	46
5.4 FACTORS CONTRIBUTING IN STUDENTS ACADEMIC PERFORMANCE	48
CHAPTER SIX.....	49
SUMMARY AND RECOMMENDATIONS.....	49
6.1 SUMMARY.....	49
6.2 RECOMMENDATIONS	51
REFERENCES	53

CHAPTER ONE

INTRODUCTION

1.1. BACKGROUND

Fathering has drawn the attention of many researchers. As U.S. Department of Health and Human Services (June 2004) stated fathers are the “forgotten contributors to child development.” Since then, much work has been done to explore the ways fathers uniquely contribute to the healthy development of their children. They reported that, boys and girls who grow up with an involved father, as well as an involved mother, have stronger cognitive and motor skills, enjoy elevated levels of physical and mental health, become better problem-solvers, and are more confident, curious, and empathetic than children’s whose their fathers and mothers are uninvolved in their children’s education. They also show greater moral sensitivity and self-control”.

In most cultures it is observed that fathers are the bigger picture in a family, they are the breadwinner, and their voice is respected not only in the house but also in the community where they live. Because of the above mentioned facts, fathers who are active in their child’s life will have a tremendous effect on their child’s development - both cognitively and socially. Researches done in the area generally stress that “parents would actively and positively involved in their child’s life to contribute to the healthy development of their children (Nyarko, 2007).

Generally, families are considered the primary context for their children’s development. Their experience in school and whether they are successful throughout their school year or not highly depends on family characteristics and how learning is approached in general among other things like their physical wellbeing, social development, cognitive skills and knowledge (NCES, 2000)

.Children who grew up in a home where the necessary support and resources are provided, their chance of succeeding in school increases whereas in homes where parents are not so much concerned about their children's schooling and where there is not enough encouragement and provision of resources, the consequence becomes detrimental (Arias and Campbell, 2008)

Therefore, many researches high light the importance of parental involvement in general and fathers involvement in particular saying that family involvement is a "win/win" as it ensures that students benefit by achieving higher grades, better attendance and homework completion, more positive attitudes towards school, higher graduation rates and greater enrollment in college . Moreover, Arias and Campbell, (2008) showed that students perform better academically, have fewer discipline problems, and become more responsible adults when their fathers are actively involved in their learning.

According to, Gonzalez, Willems & Holbein, (2005) parental involvement was measured as participating in parent-teacher conferences and/or interactions, participating in school activities and/or functions, engaging in activities at home including but not limited to homework, engaging in students' extracurricular activities, assisting in the selection of student's courses, keeping abreast of student's academic progress, reaction to student's academic grades, imparting parental values (attitudes about the importance of effort and academic success), or the level of parental control and/or autonomy support offered in the home environment.

Researchers conducted in the past gave the notion that parental involvement denotes maternal involvement. Most often, it has also been assumed that mothers have the primary responsibility for encouraging the children's learning and development although this is highly dependent on many factors such as the father's level of educational(Paulson, 1994). These assumptions miss

the importance of father's involvement in children's development in general and in their scholastic performance in particular. However, recent researches conducted by Arias and Campbell, (2008) on the issue have explored the effect of father's involvement in their children's education in ensuring positive outcomes. If the involvement of fathers has been consistently documented to result in positive outcomes, then it's of paramount importance that father's make sure that they are actively involved in their children's education as well as in their development as a whole.

Regarding students self -concept, Kellaghan (1993) shows that students with high educational self-concepts score high in their academic performance than students those who have low educational self- concept. Similarly, Feather (1988) reported that high educational self -concept serves as a foundation for expectations for future success.

Pertaining to students' educational aspiration, study conducted by Wilson and Wilson, (1992) illustrates that there is a significant relationship between academic performance and educational aspirations even after controlling for parental expectations. Similarly, variables such as time spent on homework, school retention, and educational aspirations are all indicative of how much student's value education and how motivated they are to succeed academically.

Though fathers involvement in their children's' education is crucial, previous research Nyarko (2007); and Arias and Campbell, (2008) indicated that fathers involvement in their children's' education is affected by several factors such as language barrier, occupational situation, fathers' level of education, socio economic status are some of them and hence though fathers involvement in their children's education might be hindered by several factors , so that studying the influence of fathers involvement in their children's education is crucial.

1.2. STATEMENT OF THE PROBLEM

Although the fathers educational involvement has been recognized as having a lot of influence on students' academic achievement, previous studies have concentrated on the issue of socio economic status, parental involvement in general and parental educational status (Nyark (2007) and Lamb (1997). Other aspects of parental environment such as father involvement in their children's education have been grossly neglected, and only limited research has been conducted to see the effects of father's involvement on students' academic achievement (Admasu,2004)

In recent times in our country, it is observed that the current economic situation has forced many families to engage in doing various jobs to earn their incomes and support their family. Most families seem to be under the conviction that offering their children the best that they can and providing them with things that are beyond their needs and wants are the primary things in life(Admasu, 2004). Fathers are mostly the ones expected to earn a more sustainable income, they are in most cases outside of the home where they are unable to take part in their children's development. Hence, children's educational support and guidance lies in the hands of mothers or mostly in the hands of tutors. Although we can't compare between the many negative effects of being uninvolved parent, the effect it has on their educational performance is one that needs due attention since it affects their journey and success in life.

Though previous research study conducted in western context on the influence of father involvement in their children's education showed as father educational involvement played a great role on students' academic performance, no research has been directed to examine the effects of father's involvement in their children's education, except Admasu (2005) in which he through some light on the gap mentioned above.

In an attempt to address this gap, the following research questions were posed in this study

- What is the current status of father's involvement in their children's education?
- What is the current status of students' educational aspiration and self-concept?
- Is there a relationship among variables of study such as sex, grade level, age, father involvement, fathers educational status , fathers occupational situation, students' educational aspiration and self-concept and students' academic performance ?
- Is there a significant difference in fathers' involvement in their children's education between private and government school students?
- What is the predictive capacity of independent variables (sex, grade level, age, father involvement, fathers educational status and fathers occupational situation, students' educational aspiration and self-concept) on dependent variable (academic performance)

1.3. OBJECTIVE OF THE STUDY

The objectives of this study are;

- To examine the current status of father's involvement in their children's education
- To examine the current status of students' educational aspiration and self-concept
- To examine whether or not there is a relationship among variables of the study such as sex, grade level, age, father involvement, fathers educational status , fathers occupational situation, students' educational aspiration and self-concept and students' academic performance
- To investigate whether or not there is a significant difference in fathers' involvement in their children's education between private and government school students
- To assess the predictive capacity of independent variables (sex, grade level, age, father involvement, fathers educational status and fathers occupational situation, students' educational aspiration and self-concept) on dependent variable (academic performance)

1.4. SIGNIFICANCE OF THE STUDY

The study is expected to shed light on the level and extent of father's educational involvement and how it affects their children's academic performance. Numerous studies conducted on the area posit that an active and nurturing style of fathering is associated with better verbal skills, intellectual functioning, and academic achievement among children (Rosenberg & Wilcox, 2006). Moreover, various studies correlate the level of involvement with various demographic factors like father's education and socio-economic status. Therefore, the result of this study is believed to be significant for the following reasons:

- To stress the positive educational outcome that is to be attained through father's involvement and to highlight the lasting effect it has on children and their development.
- To encourage fathers to get involved in their children's academic achievement by pointing out the benefits of it.
- To work on and present possible intervention strategies on demographic factors that made it difficult for fathers to play an active role in their children's educational performance.
- To inform policy makers to create the necessary awareness in the community clearly magnifying the importance of father's involvement.

1.5. DELIMITATION OF THE STUDY

This study is delimited to examine the effects of Father's educational involvement on children's educational aspiration, educational self-concept and academic achievement of primary and secondary school students in some selected schools of Addis Ababa.

1.6. OPERATIONAL DEFINITIONS OF TERMS

Father's involvement: Fathers participation in their children's' education

Academic performance: Students average score in all subjects of learning

Educational Aspiration: Scores achieved by students on Educational Aspiration Scale

Educational Self-Concept; Score achieved by students on Educational Self-concept Scale.

CHAPTER TWO REVIEWS OF RELATED LITERATURE

This chapter presents the review of previous findings and literature research on the influences of parental involvement especially father involvement on the academic achievement of students followed by review of the key research that has addressed the roles of these factors in students' academic achievement and the interrelationships between parental educational level, parental socio economic status and academic achievement of students. To this end, the available previous international studies are presented and discussed. Finally, the results of relevant studies are summarized and the implications for the present investigation are discussed.

2.1 FACTORS THAT CONTRIBUTE TO STUDENTS' ACADEMIC ACHIEVEMENT

As many studies indicate parental factors affecting academic performance of students are many in number such as parental involvement, parental socioeconomic, parent's level of education, family type and size are some of them. However for the purpose of this study parental involvement especially fathering involvement in their children education is considered.

Factors related to student achievement are numerous. Among factors that affect students' academic performance, parental involvement is considered for the purpose of the study.

2.1.1 Parental Involvement

Parents are different from one another, both in their relationship with their own children and their feelings or reactions towards schooling of their children. They have their own backgrounds, their own concerns, their own difficulties with relationships and their own tensions. Some parents are better able to relate to their children than others. Some are warm and supporting, others may be

rejecting or even negligent. Some parents are intelligent, competent people, others may be uneducated, illiterate, unable to grasp the meaning of situations involving their children, even though they love them (Grolnick & Ryan, 1989: 143). Some have a high regard for education, but others look upon education as something required by law and society. Values differ among parents. The goals and standards for their individual families will differ from one another.

It is widely recognized by educationists and researchers (Hetherington, 1985 cited in Getnet, 2009) that parent-child relations are closely associated with important aspects of children's emotional, social and cognitive development. Parents are viewed as primary facilitators of children's self-concept, interpersonal skills, achievement and sex role behavior. Research evidence suggests that children, who evidence problematic relations with their parents, are more likely to exhibit emotional behavior and underachievement. (Gilford, 1997)

Successful parent involvement can be defined as the active, ongoing participation of a parent or primary caregiver in the education of his or her child. The most basic involvement of parents in their child's schooling is provision of basic needs (Gilford, 1997 cited in Getnet, 2009).

Parents provide school supplies, supervision of activities, and home environments that are learner friendly Bauch, (1994) and Epstein, (1995); cited in Getnet, 2009). The next type of involvement involves the school's ability to establish a two way channel of communication about the child they share. A bond of ownership is formed between the parent and the school, and parents can become comfortable communicating with the school. When parents are comfortable with the school's expectations, they are willing to communicate with their child's teacher (Fuller & Olsen, 1998 cited in Getnet, 2009).

Communication between school and home is the goal of parent involvement. Parents should be aware of their role in the communication partnership, communicating needs of their child in a clear manner (Epstein, 1995; cited in Getnet,2009)

In addition, On the other hand, parent educational practices are a measure of parental involvement and monitoring of their child's schoolwork (Spera, 2005, 2006). Parent's school involvement includes taking part in activities to support, encourage, assist, help, recognize, and contribute towards the child's cognitive development (Begum, 2007). Other than in-school participation, such as attending parent-teacher conferences, children's extracurricular activities and serving on school boards, parental school involvement is also extended to the home environment, such as, helping children with schoolwork, listening and discussing the child's school problems.(Yee ,2010).

Further more Extensive literature has shown that parental involvement in schooling relates to children's academic success or achievement (e.g., Epstein, 1992; Paulson, 1994). As indicated by Redding (2006), "there is substantial evidence that family engagement in children's learning is beneficial" (p. 149). Parental involvement can take various forms such as presence at school, communicating with teachers, or assisting at home with home-work, among others (Epstein, 1992).

There is enough conclusive evidence as regards the benefits of parental involvement on academic achievement at the basic level of education(Barnard, 2004; Epstein, 1992). At the secondary school level, however, there have been some inconsistencies in the research literature

about findings in respect to the impact of parental involvement on adolescents' school achievements.

2.2 THE IMPORTANCE OF FATHERHOOD FOR CHILDREN

According to (Pleck, 1997; as cited in Richard and donna, 2000), indicates fathers are still much less involved than mothers in their children's education. It has been estimated that fathers engage their children only two-fifths as much as mothers do and are only two-thirds as assessable to their children as are mothers. Furthermore, in the past three decades there has been a dramatic rise in the number of children living in households without fathers. In 1994, 24% of American children lived in a single mother household, up from 8% in 1960 (Horn, 1996)*. In 1990, 18% of Connecticut children lived with single mothers. When we come back to our context, according to (CSA, 2012) indicates ,14% of children are living with single mother .

McLanahan&Sandefur, (1994) indicate that non-residential fathers truly are absent. They tend to have infrequent contact with their children and many do not even pay the child support that they should. It is likely that never married fathers have even less contact with their children than do divorced fathers.

Today research on fathers has burgeoned. Two general fields of research have emerged. The first field investigates the benefits of father involvement in married-parent families.

According to Pleck (1997), there are three levels of father involvement: amount of fathers' engagement with their children, fathers' accessibility, and fathers' share of responsibility in taking care of their children .To be beneficial, this involvement must be positive (Pleck, 1997). The second field looks at differences between children growing up in married-parent families

and single-parent families. These two fields of research indicate that father involvement benefits children and parents, while father absence is detrimental to children and parents.

Fathers interact uniquely with their children. For example, researchers consistently report that fathers, compared to mothers, engage in play more frequently and more physically (Lamb,1997). This unique paternal involvement contributes to the cognitive, social-emotional, and moral development of children from infancy through early adulthood. In young children, positive father involvement is positively related to cognitive performance, empathy, self-control, appropriate sex-role behavior and security of parental attachment (Pleck, 1997).

In school-aged children and adolescents, positive father involvement is positively related to academic performance, social competence and self-esteem, and is negatively related to behavior problems (U.S. Department of Education, National Center for Education Statistics,1997; cited in Pleck, 1997).

In a study of fathers and their children spanning four generations, Harvard psychologist John Snarey (1993)cited in Richard and donna,2000), found that fathers' involvement was predictive of the educational, social, and occupational success of their children in young adulthood. Furthermore, he found that the best predictor of men's involvement with their children is the involvement of their fathers when they were growing up.

In addition, father absence is associated with a number of social problems. Research does indicate that communities with high levels of father absence tend to also have high rates of poverty, crime, and young men in prison. From these findings it is tempting to conclude that father absence contributes to the social ills. However, one must be cautious in interpreting these

findings because they are correlation and do not imply father absence causes the other problems with which it is associated because economic poverty also contribute to a great number of social ills and it could be argued that father absence is a symptom of impoverished communities, Henrich 1998 cited in Richard and donna, 2000).

Many studies indicate that, families where both the father and the mother are highly involved with their children's school, the children enjoy several advantages. Children's enjoyment of school is enhanced. In two-parent families where fathers are highly involved in children's schools, students are more likely to get top grades and enjoy school than in families where fathers have low involvement, even after taking into account a variety of other child and family conditions that may influence learning. In these circumstances, the chances that children will get mostly As are higher when the father is highly involved than when the mother is highly involved NCES (1997) cited in Richard and donna,(2000) .

In general, children have better educational outcomes as long as either the mother or the father is highly involved. Children do best when both parents are highly involved. When parents are highly involved in their children's schools, the parents are more likely to visit museums and libraries, participate in cultural activities with their children, and have high educational expectations for them. Richard and donna,(2000) .

Parental involvement in schools is closely linked to parental involvement at home. Higher father involvement is particularly related to the number of activities the family participates in with the children, the frequency with which a parent helps with homework and whether a parent regularly participates in a community service activity (Richard and Donna,2000).

As (NCES, 1997) indicates fathers' involvement in their children's schools decreases as children grow older. The decline may also be attributed to the school offering fewer opportunities for parental involvement as children grow older. However, the pattern of decline differs between fathers in two-parent families and those in single-father families. In two-parent families, the proportion of children with highly involved fathers drops from 30 percent to 25 percent between elementary (grades K-5) and middle school (grades 6-8), but then drops only slightly, to 23 percent, in high school (grades 9-12).

In support of this idea, among children living in single-father families, there is no decrease in the proportion that have highly involved fathers between elementary and middle schools (53 percent at both grade levels), but a large decrease between middle and high school (to 27 percent)

Single fathers are more likely to be involved with students in grades 6-8 than with those in high school. For older children in grades 6 - 12, discussion of future educational plans increases their dads' involvement. Children of any age getting mostly as is not related to the involvement of single dads as it are among fathers in two-parent families (NCES, 1997; cited in. Richard and Donna, 2000)

2.3 FATHER INVOLVEMENT AND STUDENTS EDUCATIONAL ACHIEVEMENT

As many studies indicate, presence of fathers has tremendous impact on children's educational performance. Children in nuclear families with unavailable fathers show decrement in achievement. A family where fathers are not available to their children were negatively affect children's academic achievement (Hetherington & Park, 1979; cited in Admasu, 2004).

Similarly (Blen Chard and Biller 1971; cited in Admasu 2004), found that boys with highly available fathers surpassed the boys within available fathers groups on achievement test scores

and classroom grades. According to this writers the early father absent boys were found to be under achievers. The boys from nuclear family with relatively unavailable fathers and the late father absent father also found to be below grade level expectations, although not as high as boys who had been separated from their fathers before the age of 5. In addition, according to Admasu (2004), students from high father involvement group scored significantly higher in their academic performance than did students from average and low father involvement groups.

Hetherington and Parke (1997) write that children whose fathers have been temporarily absent for two years or less and children whose fathers were in the military or worked on night shift and presumably were less available to their children have lower scores on achievement tests. According to them, these deficits are found even in young adulthood on American college entrance examination. This fact may lead us to the notion that the father with low participation in the family may be just as detrimental to the child's intellectual growth as one who is totally absent.

In addition according to Admasu (2004), student from high father involvement group scored significantly higher marks in their academic performance than did student from average and low father involvement groups. This may be because the differential relation of mother and father involvement with students' academic performance may be the differential role of the mother and father in relation to their participation in their children's education and their child rearing practice.

In this regard, mothers may be responsible for early child care and home management while fathers are responsible for discipline and authority which seem to be more influential on child's educational achievement. In line with this findings (Grolinck and Slowiczek, 1994; Ferhrmann et

al., 1987; cited in Admasu (2004) noted that student from available fathers perform better than did student from unavailable home fathers or uninvolved fathers.

Generally, father involvement factor has a significant relationship with educational performance of children. It can also be noted that father involvement was a reliable predictor of students' academic performance

According to (Yee,2010), in his study indicates that educational goals of single fathers correlated significantly and positively with their monitoring behaviors. Fathers' parenting practices are also found to relate positively with adolescents' academic achievement.

Specifically, high educational involvement will contribute to greater academic milestones. The father's aspirations for adolescent academic success would lead to higher parental monitoring. It suggests that fathers see monitoring as a more effective way to ensure academic success compared to participating actively in school-related activities. However, fathers' active involvement in school activities is very important to assist adolescents' academic success. Fathers who are dedicated to provide the best parenting practices will be more involved in school activities, hence motivating the child to attain academic rewards. In single father families, involvement is the key function to academic achievement (Richard and donna,2000).

Another possible explanation is, fathers are more concerned and protective over their daughter's survival skills and reputation (Crockett, Brown, Iturbide, Russell, & Wilkinson-Lee, 2009 cited in Yee, 2010), while with sons, fathers adopt parenting practices to prevent their sons from

involving in delinquency and behavioral problems. As a result, the fathers' involvement with their daughters is more directed towards enhancing their education capital.

In general, parent involvement is examined as helping with the students' homework, attending school programs, watching the student in reading or other extracurricular activities, helping the students reading and keeping abreast of the student's progress in school. When parents were more involved in their child's schooling, their children had higher grade-point averages and were more engaged in school. Specifically, when father were involved, students reported more effort, concentration, and attention across four main subject areas.

2.4 FACTORS AFFECTING FATHERS' EDUCATIONAL INVOLVEMENT IN THEIR CHILDREN'S EDUCATION

A study indicates that, strategies that strengthen family involvement in education must take into account barriers that confront families, schools and communities. Because, according to a 1992 National Center for Fathering Gallup Poll, 96 percent of those surveyed agreed that fathers need to be more involved in their children's education (Richard and Donna, 2000). Furthermore, 54 percent agreed that fathers spend less time with their children than their fathers did with them, and only 42 percent agree that most fathers know what is going on in their children's lives. Why are fathers not more involved in their children's education? Although many factors might limit fathers involvement in their children's education (Richard and Donna,2000) discussed some of them below;

2.4.1 Language and Cultural Barriers.

Some fathers can't read or are functionally illiterate. Or, they can't communicate in English. They are embarrassed to come to school and interact with educators because they lack, or may

believe they lack, these necessary communication skills. Consistent with idea (Arias and Campbell, 2008) in their study indicates that parental factors that make involvement in school challenging include language proficiency; Lack of English language proficiency continues to be one of the most salient barriers to parental information and participation. Sometimes parents cannot as effectively help their children with homework in English or express their concerns to school personnel because of English language barriers.

2.4.2 Education of Parents.

Parents' education is a more significant factor than family income in whether or not they will be involved in their children's education. The less education mom and dad have, the less likely they are to be involved. Not surprisingly, if they are highly involved with their children at home, they are more likely to be involved at school. Similar to this finding, important variable that prompts parents to get involved in the schooling of their children is the educational status of the parents. Many researchers have reported that parental education is connected to parental involvement Davis-Kean's (2005) cited in Nyarko (2007) study stated that the amount of schooling that parents received has an effect on how they structure their home environment and how they interact with their children to promote academic achievement. Furthermore, (Lazarus and Elizabeth, 1984) in their study stated that father's level of education was statistically and significantly correlated with the child performance. It can be concluded that the pupils whose mothers and fathers have higher educational attainment tend to perform better.

2.4.3 Lack of Time

Today's workers are increasingly asked to do more with less, and thus work longer hours. Dual-career families may face scheduling conflicts and have less control over work hours, further aggravating the balancing act of work and family Nyarko (2007) .

2.4.4 Parental Beliefs and Role Construction

The extent to which parents become involved in the educational process of their children is by and large due to the motivational beliefs they have about the impact of their involvement on the development of their children. The model by Hoover-Dempsey and colleagues (2005) cited in (Grolnick 1989), insinuates that the involvement of parents in the education of their children is motivated by the parents' sense of efficacy for helping the child to excel at school and their role construction for involvement. When parents strongly believe that they have a contribution to make in the education of their children, they might be more willing to partake in their learning activities. Over the years, motivational researchers have bickered that people are more likely to partake in activities in which they believe they can achieve success (Grolnick 1989).

2.4.5 Parents' Occupational Status

The occupational status of parents has been identified as one of the predictors of parental involvement. In his criticism of the over-emphasis on the collaboration between parents and school staff by home-school partnership models, Lareau (1996) cited in Admasu, (2004) attributed this trend to the researchers' under-estimation of the powerful influence of social class variations on the involvement of parents in school education. Some researchers have indicated that whereas parents of working class accommodate the view of separation of

Obligation in education, middle-class parents see themselves as having a shared obligation in the educational process of their children. According to Epstein (1989) cited in Yee (2010) working-class parents are more involved in their children's home learning activities and are unlikely to partake in their school activities.

2.4.6 Family Structure

Family structure is another variable that is likely to serve as a trigger to parental involvement. The structure of a family- intact or non-intact could determine the extent to which parents could be involved in the schooling of their children. According to McLanahan and sufferender (1994) children living with single parents and stepparents during adolescence receive less encouragement and less help with school work than those who reside with both biological parents. Similarly, Harris (1998) cited in (Yee, 2010) disclosed that the receipt of child support does not appear to have a significant effect on children and the presence of a step-parent does not significantly improve their situation, either. The stress, conflict, and problems that are associated with divorce, put divorced parents in a position of relative disadvantage as compared to non-divorced parents as regards the involvement in the educational activities of their children.

2.5 FATHER'S EDUCATIONAL LEVEL AND CHILDREN'S ACADEMIC ACHIEVEMENT

Parental educational level is known as a factor positively related to children's academic achievement. The family is the main factor influencing the lives and outcomes of students. The educational level of a parent is a powerful factor influencing children's academic success. It has been established that generally, the educational level of parents is greatly connected to the educational attainment of their children (Sarigiani, 1990; cited in Elizabeth and Lazarus, 1894).

According to (NCES, 2000; cited in Richard and Donna 2000), indicates, parental level of education appears to be a more important influence on parental involvement than is family income. For example, nearly 60 percent of first-time kindergartners were read to every day by a family member if one or more parents had a bachelor's degree or higher while less than 40 percent of first-time kindergartners were read to every day by a family member if that member had less than a high school education

Consistent with this idea,Admasu (2004) indicates there is a positive and significant relation between father's educational level and their involvement in their children's schooling. In line with this findings (Baker and Stevenson, (1986) cited in Admasu (2004) stated that more educated fathers know about their child's school performance, had more contact with teachers and, were more likely to have taken action to manage their children's academic performance when necessary. This indicated that parents with more education are more involved in their child's education though some of uneducated parents also involved in their children education.

In addition in support of this findings, Lazarus and Elizabeth,(1984) indicates that, mothers and fathers level of education is statistically and significantly correlated with the child performance. In general they concluded that, children's whose mothers and fathers have higher educational attainment tend to perform better.

2.6 PARENTAL SOCIO ECONOMIC STATUS AND CHILDREN'S ACADEMIC PERFORMANCE

According to(Okantey, 2008),the educational levels, as well as income of parents, are interconnected; this is because educated parents, by virtue of their educational background, possess the potential for increased income. Thus, educated parents have the capacity to build

bridges out of poverty and benefit from better quality of life. Parental education which leads to good income empowers parents to give their children a solid foundation for school and life success and enables them to build up strong partnerships between parents and schools in order to sustain achievement standards. It has been put forward that parents of high socio-economic status have more positive attitudes towards their children's schooling and have high expectations for their children since they have the economic empowerment to buy the advantages that money can buy.

Payne, (1998; cited in Okantey, 2008), believes that students from poverty lack cognitive strategies needed to be successful in the education system. He also asserts that families at a variety of income levels who suffer economic stress of any kind are more likely than families that are not economically stressed to experience depression, marital clashes and to be harsh with their children, which points to the fact that poverty and economic stress are associated with parent-child conflict which leads to poorer grades and weakens emotional and social growth.

Lazarus and Elizabeth (1984) found that educated parents who most often fall into high or middle-economic class families tend to show more concern over their children's poor performance at school either by teaching them in those subjects in whom they performed poorly or they appoint lesson teachers to further coach them. In addition they also indicate that children from high socio-economic status families are likely to improve on their academic achievement even if they have been performing poorly before because they can be provided with the incentive to do better.

The SES of a child is most commonly determined by combining parents' educational level, occupational status and income level. Studies have repeatedly found that SES affects student outcomes. Students who have a low SES earn lower test scores and are more likely to drop out of school. Low SES students have been found to score about ten percent lower on the National Assessment of Educational Programs than higher SES students (Eamon, (2005) cited in Lazarus and Elizabeth, 1992).

Similarly (Coleman, 1988), stated that family income, another component of SES, also plays a unique role in the relationship between SES and academic achievement of students. Financial capital, defined as the fiscal resources of the family used to meet the basic necessities of the student (Coleman, 1988), significantly affects student achievement. Families with greater financial capital can provide their children with educational resources that would enrich their educational experiences, such as books and computers. From the perspective of student motivation toward success, students from middle and high SES families are more likely to have higher levels of motivation for school success. For example, students from middle class families usually expect that academic achievement will bring real-life awards in the form of good jobs and high salaries. These students have their parents and neighbors who have succeeded in school and already enjoying the benefits of their success. That is, they have their "daily reminders" both in their families and environments that school success will have social and economic payoffs (Oakes, 1990).

Generally Socioeconomic status statistically and significantly correlated with the child performance, suggesting that pupils whose parents have higher socio-economic status and higher educational level and who are significantly involved in their school work, and who come from

both parents family type tend to perform better academically. Further, the best predictors of pupils' academic performance are parental involvement, father's educational level, and socio-economic status.

2.7 CHILDREN'S EDUCATIONAL ASPIRATIONS AND ACADEMIC PERFORMANCE

Previous research has found a significant relationship between academic performance and educational aspirations of the student even after controlling for parental expectations (Wilson and Wilson, 1992). An educational aspiration of students reveals itself primarily through parents' serving as role models for their children. Such role modeling starts early in a child's life.

The child imitates, identifies, and finally internalizes the values and attitudes of his/her parents. This influence is extremely powerful because it takes place in the absence of previous experience and knowledge. And in turn, it also shapes the child's educational or occupational ambitions for his/her later life (Comer, 1990). He also suggested that what parents say about their expectations to their children may not be compatible with what they represent with their own educational and occupational status and this discrepancy may undermine the influence of parents' educational expectations on their children's aspirations.

All three components (parents' education, parents' occupation, and family income) are played important role in increasing students' academic aspirations. That is, the higher all three components of SES, the higher the student's educational aspirations are. Students who have parents with high levels of education, prestigious occupations, and high amounts of earnings have their "daily reminders" that education has attractive social and economic payoffs (Oakes,

1990). The same effect also takes place at the community/neighborhood level. People sharing a neighborhood tend to have similar socioeconomic status.

These neighborhoods tend to have high minority concentrations, and racial barriers for any kind of achievement they perceive they would never overcome, add to this disadvantage (Ogbu, 1990).

In sum, the relationship between academic performance and educational aspirations appears significant for all students and there are some additional mechanisms reinforcing the relationship for specific groups.

2.8 EDUCATIONAL ACHIEVEMENT AND SELF-CONCEPT:

Before reviewing its relationship with previous achievement, a definition of self-concept will be helpful. Shavelson, Hubner, and Stanton (1976) defined self-concept as a person's perceptions of self-formed through previous experience and one's interpretations of his/her environment. There are terms used interchangeably with self-concept, such as self-confidence in one's ability (Lantz and Smith, 1981), or concepts which are closely related to self-concept, such as self-efficacy, a term coined by Bandura (1977). Self-concept has also been defined as expectation for success in future performances (Feather, 1988). Feedback from prior performances serves as a foundation for expectations for future success. In the case of academic self-concept, previous accomplishments/failures in academic, or more precisely, their perceptions by the individual play an important role in its formation.

A review of longitudinal studies based on structural equation modeling by Marsh and Yeung (1997) revealed that previous academic achievement influences subsequent self-concept and prior academic self-concept influences subsequent achievement.

Researchers have identified two comparison processes in the relationship between achievement and self-concept. In a social comparison, the student compares his/her achievement with the achievement of other students. Students' perceptions of their academic achievement in both comparisons were found to be influential on their academic self-concept (Lantz and Smith, 1981).

In general, (Marsh and Yeung, 1998) argued that there is a significant relationship between achievement and self-concept appears to hold true for all kinds of students in their academic success.

CHAPTER THREE METHODS

This study was conducted to investigate the level and extent of father's educational involvement and the role it plays on their children's academic performance. In order to achieve the stated objectives, survey method specifically descriptive correlation design was used. The use of this design is believed to help us determine whether the variables under study have some kind of association or not.

This section describes, among others, the study site, sampling techniques, instrument of data collection, and procedure of data collection followed by methods of data analysis.

3.1 THE STUDY SITE

This study was conducted among Saint Merry private and Newera government school students found in Bole Sub city, Addis Ababa. The study site was selected because the researcher is familiar with the place which makes easy researchers effort to gather relevant data from participants. In addition, the reason behind selecting both private and government school was that to consider diverse socio-economic make up in which these students were living.

3.2 POPULATION OF THE STUDY

Population of the study was Saint Merry private and New era government school students found in Bole Sub city, Addis Ababa.

3.3 PARTICIPANTS OF THE STUDY

Participants of this study were 260 students of grade (5, 7, 9 and 11) from New Era Government School and Saint Merry private school students.

Categories	Government School			Private School			Total
	Total	M	F	Total	M	F	
Grade level	1						
Grade Five	58	29	29	57	28	29	
Grade Seven	43	21	22	44	22	22	
Grade Nine	41	20	21	40	20	20	
Grade Eleven	46	23	23	45	23	22	
Total	188	93	95	186	93	93	374

3.4 SAMPLING PROCEDURE

Saint Merry private school and New Era Government school students found in Bole Sub-city, were selected randomly. Following the selection of the school from each school (private and government) grade five, seven, nine and eleven were selected through systematic random sampling technique. Following this, one class from each grade level (five, seven, nine and eleven) were selected randomly through lottery method. After that, participants in each class were stratified based on their sex, and then again systematic random sampling techniques were employed in selecting participants. Since the main objective of the study is to examine the effects of fathers involvement in their children's education, in order to screen out participants of the study from father present house final questionnaire were distributed to all participants of the

study (374). Following this, the responses of 260 students who are from father present house were used for the final study and the responses of 114 participants were excluded from the final analysis.

3.5 INSTRUMENTS FOR DATA COLLECTION

Self-report instruments were used to measure variables of interest. The instruments had three parts. Part one comprised structured items, mainly about the participants' sex, age, grade level, school type and family background. The second part of the instrument was an adopted test on students' educational aspiration and self-concept. The last part consisted of father involvement in their children's education.

3.5.1 Father Involvement Scale

Parental involvement measure was adapted from the work of Paulson, (1994). In our context, the scale was used by Getu (2010) and Admasu (2004). Accordingly, items were adapted from these researchers. The items in this questionnaire were designed on the basis of activities that can reflect parents' direct and indirect involvement in their children's schooling at home as well as at school. These activities are described as parental help, time management, resources for intellectual development, initiation and reward for better academic performance, support and supervision and reducing work load at home. The questionnaire will rate on three point likert scale ranging from agrees (3) to undecided (1). Basically the internal reliability cronbach alpha of the scale was = 0.87.

3.5.2 Educational Aspiration Scale

In order to assess students' educational aspiration, scale with response options ranging from agree to disagree was used with some modification to make it appropriate to the present investigation. The scale was adopted from previous research conducted on high school and

elementary students. In the Ethiopian context, the instrument was used by Kifle (2005). The scale composed of 10 items. The items in this questionnaire include major domains of students' educational aspirations, students' ability to perform a task, and pursuit of achieving future goal.

3.5.3 Educational Self Concept scale

In order to assess students' self-concept, scale with response options ranging from agree to disagree was used with some modification to make it appropriate to the present investigation. The scale was adopted from previous research conducted on high school and elementary students. In the Ethiopian context, the instrument was used by Habtamu (1999). The scale composed of 10 items. The items in this questionnaire include major domains of students' educational self-concept.

3.6 ARCHIVAL DATA/RECORDS OF STUDENTS' ACADEMIC PERFORMANCE

The average score of the participants for semester I, 2014 academic year and results were collected from the Registrar's Office of the schools.

3.7 PROCEDURE OF DATA COLLECTION

Following the selection of the school, the school administration was asked for permission. Permission was obtained to conduct the research on condition that it would not affect the teaching learning process. Orientation on how to respond to the questions was provided by the researcher for participants. In addition, the respondents were encouraged to respond honestly to all items as the personal information they provided was going to be used only for the purpose of this study.

3.8 PILOT STUDY

In order to check the feasibility of the study and the adequacy of the questionnaire, a pilot study was conducted.

Before distributing the scales for participants the instruments of data collection were translated from English to Amharic with the help of a MA student in the Department of Teaching English as a foreign language (TEFL).

Backward translation of these instruments was done by an MA student in the Department of TEFL. Some translation differences that appeared in the forward and backward translations were corrected by the two translators jointly.

Finally, the Amharic version of the instruments was pilot tested on a randomly selected sample of forty students (20 males and 20 females). The responses of the respondents were scored and the reliability of the scales was computed using the SPSS software package, version 20.

After omitting five items because of their ambiguity, the overall internal reliability (Cronbach alpha) of the father involvement self-report inventory was 0.76. Following this, 26 items were used in the final study. Regarding students educational aspiration scale the overall internal reliability (Cronbach alpha) of the scale was 0.85. All items (10) were used in the final study. Pertaining to students educational self-concept scale the overall internalconsistent reliability (Cronbach alpha) of the scale was 0.82. All items (10) were used in the final study.

3.9 METHOD OF DATA ANALYSIS

First the responses of the participants of the study were coded and interpreted using descriptive statistical methods. In order to see the relationship among variables in the study Pearson product moment correlation coefficient was employed.

- In order to examine the status of father involvement in their children education and status of students' educational aspiration and self-concept one sample T test was employed.
- To see the relationship among dependent and independent variables Pearson product moment correlation coefficient was utilized.
- In order to examine fathers' education involvement difference in their children schooling between government and private school students independent sample t test was used.
- To examine the predictive capacity of predictor variables on outcome variables multiple regression followed step wise regression was employed.

The completed data was analyzed using a statistical package for social science (SPSS)

Version 20.

Alpha =0 .05 was used for testing statistical significance in all tests.

CHAPTER FOUR RESULTS

In this section description of findings are being presented. The analysis involves three parts. The first part involves description of the characteristics and background of participants in the study followed by a descriptive statistical presentation summarizing the data with means and standard deviation of the scores on the variables in the study was employed. To investigate the current status student's educational aspiration and self-concept and fathers involvement in their children's education one sample T- test was employed. In order to examine inter correlation among variables of the study Pearson product moment correlation coefficient followed by regression analysis were employed to see the effects of independent variable on dependent variable.

4.1 SOCIO-BACKGROUND CHARACTERISTICS OF RESPONDENTS

The table below illustrates the socio background of respondents.

Table 1Background of participants

Categories		Frequency	Percent
School type	Government	118	45.4
	Private	142	54.6
	Total	260	100
Sex	Male	154	59.2
	Female	106	40.8
	Total	260	100
Age	10- 15	181	69.6
	16 - 20	79	30.4
	Total	260	100
Grade level	grade five	80	30.8
	Grade seven	61	23.5
	Grade nine	60	23.1
	Grade eleven	59	22.7
	Total	260	100
Fathers educational status	Below grade eight	58	22.30
	Secondary education	61	23.46
	Certificate	35	13.46
	Diploma	55	21.15
	Degree and above	51	19.61
	Total	260	100
Fathers occupational status	Government employee	123	47.30
	Working in Nongovernmental	42	16.15
	Self employed	95	36.53
Family structure	Intact	231	88.8
	Non intact	29	11.2

Table 1 summarizes the demographic profile of the study respondents. Concerning participants' school type students from government school (45.4) and from private school (54.6) participated. Regarding gender of the respondents, male (59.2) female (40.8) participated. Pertaining to respondents grade level, grade five (30.8), grade seven (23.5), grade nine (23.1), and grade eleven (22.7) were participated respectively. In addition, concerning fathers of students occupational situation many students fathers are government employer (47.3), self-employed (36.53) and nongovernmental are (16.15) are participated in the study respectively. Pertaining to family structure of respondents 88.8% of them were living with intact family and 11.2 of them were living with only fathers.

4.2 STATUS OF PARTICIPANTS ON CORE VARIABLES (fathers' educational involvement and children's educational aspiration and self-concept)

Since one of the main objective of the study was to investigate the current status of participants on core variables such as fathers' educational involvement and children's educational aspiration and self-concept the following table illustrates the results

Variables	Grade levels	Min.obtained	Max.obta	Mean	SD
Educational aspiration (EA)	Grade Five	11	21	17.42	2.34
	Grade Seven	12	23	18.0	2.13
	Grade Nine	11	24	18.32	2.11
	Grade Eleven	13	24	19.1	2.21
Educational self-concept (ESC)	Grade Five	10	21	16.3	2.15
	Grade Seven	10	23	17.63	2.31
	Grade Nine	12	24	17.93	2.34
	Grade Eleven	12	26	19.2	1.98
Father involvement (FI)	Grade Five	34	71	41.2	6.57
	Grade Seven	31	73	40.2	7.12
	Grade Nine	29	70	38.42	6.43
	Grade Eleven	26	76	37.43	7.46
Academic performance	Grade Five	46.5	92.3	71.3	4.56
	Grade Seven	48.53	94.2	74.32	4.71
	Grade Nine	48.72	91.43	67.34	3.92
	Grade Eleven	51.42	89.65	66.71	4.51

As can be observed from the above table, educational aspiration and self-concept of students show slight increment as students grade level increases (See the above table)

Regarding fathers involvement in their children’s education, as the table above illustrates it seems show slight decline in fathers involvement in their children’s education as their grade level increases though the observed difference not adequate. Pertaining to academic performance of students of different grade level, their aggregate mean score fall between 66.71 –74.32 which is considered as good.

Table 2: One – Sample t test result on status of participants on core variables

Variables	Min. obtained score	Max.obt ained score	Mean (Observed)	SD	Mean (expected)	t-value	Sig.
Educational aspiration (EA)	11	23	25.93	2.34	20	109.69	.00
Educational self-concept (ESC)	10	25	26.79	2.72	20	87.36	.00
Father involvement (FI)	26	76	38.59	7.67	52	81.9	.00

As can illustrate in the above Table, the computed mean of fathers’ educational involvement (38.59) is less than the expected mean (52) with standard deviation of (7.67). The observed mean aggregate result indicates that, most fathers are not involved in their children’s educations. The result is statistically significant from the reading of one sample t test outcome ($t = 81.09$, $p < .05$).

In addition, as depicted in the above table the computed mean of students' educational aspiration (25.93) is greater than the expected mean (20) with standard deviation of (2.34). The observed mean aggregate result indicates that most students have high educational aspiration. The result is statistically significant from the reading of one sample t test outcome ($t = 109.69, p < .05$).

Regarding students' educational self-concept, as depicted in the above table the computed mean of students' educational aspiration (26.79) is greater than the expected mean (20) with standard deviation of (2.72). The observed mean aggregate result indicates that most students have high educational self-concept. The result is statistically significant from the reading of one sample t test outcome ($t = 87.36, p < .05$).

4.3 FATHERS' EDUCATIONAL INVOLVEMENT DIFFERENCE IN THEIR CHILDREN'S EDUCATION BETWEEN GOVERNMENT AND PRIVATE SCHOOL STUDENTS

Table 3: Independent tTest Results on theDifference between Government andPrivate School Students in their Fathers' Educational Involvement

Categories	N	Mean	Sd	Df	T	Sig
Government schools	118	38.73	8.07	258	.26	.789
Private schools	142	38.47	7.34			

As illustrated in the above table ,statistically significant difference in father involvement in their children’s’ education between students from government and private school students were not observed (t = .26 p=.05).This shows fathers education involvement in their children’s education does not vary on account of school type their children following their education.

4.4 BIVARIATE CORRELATION AMONG VARIABLES

One of the basic questions of the study was to check whether there exists relationship between predictor variables (sex, grade level, age, father involvement, fathers educational status and fathers occupational situation, students’ educational aspiration and self-concept) with students’ academic performance.

Table 4: Inter-correlation among Variables of interest

Variables	1	2	3	4	5	6	7
Academic performance (1)							
Male (1)	.116						
Age (3)	.112	-.064					
Educational aspiration(4)	.131*	.026	.203*				
Educational self-concept(5)		.073	.191**	.322**			
Father involvement (6)	.368*	-.036	.343**	.235**	.173**		
Grade Level(7)	.036	-.007	.935**	.203**	.174**	.033	

*P <.05

As can be observed from the above table there is statistically significant relationship between educational aspiration and academic performance ($r = .131, p < .05$). This implies that as student's educational aspiration increases their academic performance also too increases. Likewise there is also significant relationship between educational self-concept and students' academic performance ($r = .178, p < .05$). In addition, there is also significant relationship between father involvement and students' academic performance ($r = .368, p < .05$)

In addition, statistically significant relationship between students grade level and their fathers educational involvement in their children's education was not observed ($r = .033, p > .05$). This shows father's involvement in their children's education does not vary on account of their children's grade level.

4.5 PREDICTING ACADEMIC ACHIEVEMENT

One of the main objectives of the study was to examine the predictive capacity of independent variable on dependent variable and hence the following table illustrates the results as follows:

Table 5: Regression Results on the Effects of Independent Variables on Dependent

Variable				
Variables	Regression coefficient	Standard error	Beta coefficient	t-value
Sex	-3.33	1.37	-.147	-2.43*
Age	-3.17	.814	.673	-3.90*
Grade level	2.53	.837	.519	3.029*
Fathers educational level	.282	.332	.051	.852
Fathers occupation	-.164	.475	-.021	-.345
Educational aspiration	-.320	.307	-.67	-1.04
Educational self-concept	-.424	.264	-.104	-1.60*
Father involvement	.041	.094	-.028	.437
R.343				
R square	.118			
F 4.194				

*P < .05

As revealed in the table above, the predictor variables such as sex, grade level, age, father involvement, fathers' educational status and father's occupational situation, students' educational aspiration and self- concept all in total contributed 11.8% for the variation of students' academic performance. The remaining large proportion might be predicted by different factors other than the above predictor variables.

In order to isolate the predictor variable that has a significant contribution and to determine the magnitude of their unique contribution in explaining students' academic performance a subsequent stepwise analysis gave the following results.

Table 6: Stepwise Regression Analysis

steps	Variable Entered	R	R square	Change in R square	F-value
1	Age	.208	.43	.43	11.676
2	Grade level	.266	.71	.28	7.638
3	Sex	.309	.95	.25	6.94
4	Educational self- concept	.33	.111	.16	4.517

As depicted in the table above, out of 11.8% accounted for variations in students' academic performance, 4.3% (age), 2.8% (grade level), 2.5% (sex) and 1.6% (students educational self- concept) were contributed by these variables. The other predictor variables such as father involvement, fathers' educational status and occupational situation, students' educational aspiration in aggregate contributed the rest proportion (0.6%).

CHAPTER FIVE DISCUSSION

In this section, results presented quantitatively in the previous section are revisited and discussed in detail from various perspectives, possible explanation and potential reasons have been given depending on how the research question were supported or refuted. Besides, the results were also compared with the similar research findings on the objectives under investigation.

5.1 WHAT IS THE CURRENT STATUS OF FATHERS INVOLVEMENT IN THEIR CHILDREN'S LOOKS LIKE?

As illustrated in the result section of the present study fathers' involvement in their children's education is low. Similar to this findings though fathers involvement in their children education play important role in their children's academic performance, (Pleck, 1997 as cited in Richard and donna, 2000), reported that fathers are still much less involved than mothers in their children's education. It has been estimated that fathers engage their children only two-fifths as much as mothers do and are only two-thirds as assessable to their children as are mothers.

5.2 WHAT IS THE CURRENT STATUS OF STUDENTS' EDUCATIONAL ASPIRATION AND SELF- CONCEPT LOOKS LIKE?

As depicted in the result section of the present study, student's educational aspiration and self - concepts seems like high which helps them to perform better in their education. Though student's educational aspiration and self- concept influenced by several factors Oakes (1990) stated that students educational aspiration and self- concept influenced by parents' education, parents' occupation, and family income. That is, the higher all three components, the higher the student's educational aspirations and self-concepts are. Students who have parents with high

levels of education, prestigious occupations, and high amounts of earnings have their "daily reminders" that education has attractive social and economic payoffs.

Regarding school type and father involvement the results of the present study illustrated that statistically significant difference in father involvement in their children's' education between students from government and private school students were not observed. This shows fathers education involvement in their children's education does not vary on account of school type their children following their education.

5.3 INTERRELATIONSHIPS AMONG THE STUDY VARIABLES

Pertaining to the relationship between educational aspiration and academic performance of students, significant relationship was observed. This implies that as students' educational aspiration increases their academic performance also too increases. Similar to this findings Wilson and Wilson, 1992 reported that there is a significant relationship between academic performance and educational aspirations of the student even after controlling for parental expectations.

Regarding the relationship between educational self- concept and students' academic performance positive and significant relationship was observed. This illustrates as students educational self-concept increases in turn their academic performance also too increases. Consistent with this findings, Marsh and yueng,(1998) reported that there is significant relationship between academic achievement and self-concept appears to hold true for all kinds of students in their academic success.

In addition, the results of the study illustrated that there is also significant relationship between father involvement and students' academic performance. This implies that as fathers involvement

in their children education increases their academic achievement and performance also increases too. Consistent with these findings, Admasu (2004), reported that students from high father involvement group scored significantly higher in their academic performance than did students from average and low father involvement groups. Generally, father involvement factor has a significant relationship with educational performance of children.

Concerning the relationship between fathers' educational status and fathers educational involvement significant relationship was observed. This shows that fathers of high educational status more involved in their children's education than fathers of low educational status. In line with this findings (NCES, 2000) cited in Richard and Donna (2000), indicates, parental level of education appears to be a more important influence on parental involvement than is family income in their children's education. Similar to this, Sarigiani, (1990; cited in Elizabeth and Lazarus, 1894) reported that the educational level of a parent is a powerful factor influencing children's academic success. It has been established that generally, the educational level of parents is greatly connected to the educational attainment of their children. In addition even in Ethiopian context Admasu (2004) reported that there is a positive and significant relation between father's educational level and their involvement in their children's schooling.

In support of this idea, (Baker and Stevenson, (1986) cited in Admasu (2004) stated that more educated fathers know about their child's school performance, had more contact with teachers and, were more likely to have taken action to manage their children's academic performance when necessary. This indicated that parents with more education are more involved in their child's education though some of uneducated parents also involved in their children education.

Consistent with the above findings Lazarus and Elizabeth,(1984) indicates that, mothers and fathers level of education is statistically and significantly correlated with the child performance.

Regarding the relationship between fathers' occupational status and fathers' involvement in their children's educational significant relationship was observed. This implies that government employer more involved in their children's education than fathers of working in nongovernmental organization and private employer.

Pertaining to the relationship between students grade level and their fathers involvement in their children's' education, results of the present study indicates that statistically significant relationship between students grade level and their fathers educational involvement in their children's' education was not observed .This shows father's involvement in their children's education does not vary on account of their children's grade level.

5.4 FACTORS CONTRIBUTING IN STUDENTS ACADEMIC PERFORMANCE

As the results of the present study indicates The predictor variables such as sex, grade level, age, father involvement, fathers educational status and fathers occupational situation, students' educational aspiration and self-concept all in total contributed 11.8% for the variation of students' academic performance. However among factor variables included in the study variables such as sex, grade level, age and students educational self-concept contribute 11.2% for the variations of students' academic performance. And, other large proportion is influenced by other unknown variables.

CHAPTER SIX

SUMMARY AND RECOMMENDATIONS

In this chapter major finding of the study was summarized, draws conclusions, and makes relevant recommendations for designing intervention strategies to improve fathers' involvement in their children's education in line with the findings of the study.

6.1 SUMMARY

The main purpose of this study was to investigate father's involvement in their children's education. In line with the general objectives of the study, the following specific research questions are concerned;

Two hundred sixty 260 (106 female and male 164) students were recruited and completed a battery of self-report questionnaire consisting of students educational aspiration and self-concept and parental involvement scale form. Based on pilot study item analysis was carried out and the instruments were improved.

Following data collection the results of the study were coded and interpreted using descriptive statistical methods. To investigate the current status students educational aspiration and self-concept and fathers involvement in their children's education one sample T- test was employed .in order to examine inter correlation among variables of the study Pearson product moment correlation coefficient followed by regression analysis were employed to see the effects of independent variable on dependent variable.

Based on the result of the study the following findings were drawn

- The observed mean aggregate result indicates that, most fathers have not involved in their children's educations.
- The observed mean aggregate result indicates that most students have high educational aspiration.
- The observed mean aggregate result indicates that most students have high educational self-concept.
- Statistically significant difference in father involvement in their children's' education between students from government and private school students were not observed. This shows father's education involvement in their children's education does not vary on account of school type their children following their education.
- There is statistically significant relationship between educational aspiration and academic performance. This indicates as students' educational aspiration increases their academic performance also too increases.
- Likewise there is also significant relationship between educational self- concept and students' academic performance. This shows that as students' educational self- concept increases their academic performance also too increases.
- In addition, there is also a significant relationship between father involvement and students' academic performance.
- Concerning the relationship between fathers' educational status and fathers educational involvement significant relationship was observed. This shows that fathers of high educational status more involved in their children's education than fathers of low educational status.

- There is also significant relationship between fathers' occupational situation and fathers' educational involvement. This implies that government employer more involved in their children's education than fathers working in the nongovernmental organization and private employee.
- Statistically significant relationship between students' grade level and their fathers educational involvement in their children's' education was not observed .This shows father's involvement in their children's education does not vary on account of their children's' grade level.
- The predictor variables such as sex, grade level, age, father involvement, fathers educational status and fathers occupational situation, students' educational aspiration and self-concept all in total contributed 11.8% for the variation of students' academic performance.
- Out of 11.8% accounted for variations in students' academic performance, 4.3% (age), 2.8% (grade level), 2.5% (sex) and 1.6% (students educational self-concept) were contributed by these variables. The other predictor variables such as father involvement, fathers' educational status and occupational situation, students' educational aspiration in aggregate contributed the rest proportion (0.6%).

6.2 RECOMMENDATIONS

It can be stated that father appear to play a great role in influencing students' academic achievement. Hence a variety of suggestions have to be offered in order to increase fathers' involvement in their children's education. For this reason it would be important to recommend some suggestion for fathers of students, schools and other concerned bodies so as to increase fathers' involvement in their children's education which in turn increases students' academic

performance. Hence in line with the result found the investigator would like to recommend some suggestion

1. Concerned bodies should provide awareness about the importance of fathers' involvement in their children's education to parents, teachers, and administrators thereby increasing students' academic performance.
2. It is imperative to design school, parent and community based intervention program to increase adolescents academic achievement motivation especially for adolescents from single and stepparent families to enable them perform as equal as or greater than adolescents from intact family .
3. School administrator should facilitate cooperative involvement and communication among parents, schools, and other concerned bodies for the purpose of increasing fathers' involvement in their children's education which in turn increases students' academic performance.
4. Since students high educational aspiration and self- concept lead to better academic performance school counselor and teachers should work on how to increases students educational aspiration and self-concept.
5. Since research findings on the effects of fathers' involvement in their children's education in our context is scanty, further studies need be to conduct in the area of concern.

REFERENCES

- Admasu, S. (2004). *Parental involvement and students' academic performance*. Un published MA theses AAU. Addis Ababa.
- Arias ,B.,&Campbell,M., (2008).Promoting parental involvement ; Challenges in contested times .
Available at ;http://www.greatlakescenter .org.
- Comer, J.P. (1990).Home, school, and academic learning. In J.I. Goodlad, & P. Keating(Eds.), Access to knowledge. *An agenda for our nation's schools (pp. 23-42)*.
New York: CollegeEntrance Examination Board.
- Coleman, J.S. (1988). Social capital in the creation of human capital.*American Journal of Sociology, 94 (Supplement), S95-S120.*
- CSA (2012).Ethiopian demographic and health survey. Addis Ababa, Ethiopia.
- Feather, N.T. (1988). Values, valences, and course enrollment: Testing the role of personal values within an expectancy-valence framework. *Journal of Educational Psychology,80, 381-391.*
- GetnetSemaw, (200). *Factors affecting EGSECE achievement of students in government andnon government school of Addis Ababa* . un published MA theses. AAU.
- Getu ,N.(2010). Parental involvement and students' educational self efficacy. Un published MA theses AAU. Addis Ababa.
- Gilford,M.,(1997). Home environment and pupils academic achievement. . *Journal of Educational Psychology, 48(2), 845-867.*
- Gonzalez, A. R., Willems, P. P., & Holbein, M. F. (2005).Examining the relationship between parental involvement and student motivation.*EducationalPsychology Review, 17 (2) 99–123.* doi: 10.1007/s10648-005-3949-7
- Grolnick, W. S., & Ryan, R. M. (1989). Parent styles associated with children's self-regulation and competence in school. *Journal of Educational Psychology, 81, 143-154.*

- Horn, W.F. (1996). *Father facts*. Lancaster, PA: National Fatherhood Initiative.
- Khattari, N., Riley, K.W., & Kane, M.B. (1997). Students at risk in poor, rural areas: A review of the research. *Journal of Research in Rural Education*, 13(2), 79-100.
- Lamb, M.E. (1997). *The role of the father in child development* (3rd ed.). NY: John Wiley & Sons.
- Lantz, A.E., & Smith, G.P. (1981). Factors influencing the choice of non-required mathematics courses. *Journal of Educational Psychology*, 73(6), 825-837.
- Lazarus, N., Elizabeth, P., & Faith, O., (1997). Parental factors affecting academic achievement of grade six pupil in Kisumu city, Kenya. *International Journal of Asian Social Science*. Available at ;[http://www.aessweb.com/journal_detail](http://www.aessweb.com/journal_detail.do) .doi; 5007.
- Lee, V.E., & Ware, N.C. (1986). When and why girls "leak" out of high school mathematics: A closer look. *Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA*.
- Kellaghan, T., Sloane, K., Alvarez, B., & Bloom, B. S. (1993). *The home environment and school learning*. San Francisco: Jossey-Bass Publishers.
- Marsh, H.W., & Yeung, A.S. (1998). Longitudinal structural equation models of academic self-concept and achievement: Gender differences in the development of math and English constructs. *American Educational Research Journal*, 35(4), 705-738.
- McLanahan, S. & Sandefur, G. (1994). *Growing up with a single parent: What hurts, what helps*. Cambridge, MA: Harvard University Press.
- Nyarko, K., (2007). Parental involvement ; A sine Qua Non in adolescents educational involvement . *Journal of Adolescence* 45 (10) , 123 – 438.

- Oakes, J. (1990). Opportunities, achievement, and choice: Women and minority students in science and mathematics. *In C.B. Cazden (Ed.), Review of Research in Education, 16, 153-222.*
- Paulson, S. E. (1994). Relations of parenting style and parental involvement with ninth-grade students' achievement. *J. Early Adolesc. 14(2): 250-267.*
- Pleck, J.H. (1997). Paternal involvement: Levels, sources, and consequences.
- Shavelson, R.J., Hubner, J.J., & Stanton, G.C. (1976). Self-concept: Validation of construct interpretations. *Review of Educational Research, 46, 407-441.*
- Simon, B. S. (2004). High school outreach and family involvement. *Social Psychology of Education, 7, 185-209.*
- U.S. Department of Education, National Center for Education Statistics (1997). Fathers' involvement in their children's schooling. *NCES-98-091. Washington, DC.*
- Wilson, P.M., & Wilson, J.R. (1992). Environmental influences on adolescent educational aspirations. *Youth & Society, 24(1), 52-70.*
- Yee, H., (2010). Educational goals, parenting practices and adolescents' academic achievement. *Journal of Asian social science . Vol.6, No.12. Available at ; www.ccsenet.org/ass.*

Declaration

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

Name: MariamawitGirma

Signature: _____

Place: Department of Psychology

Addis Ababa University

School of Graduate Studies

Advisor

Belay Tefera (PhD)

Signature: _____

Date of Submission: _____

APPENDICES

Appendix – A

ADDIS ABABA UNIVESITY

College of Education and Behavioral Studies

School of Psychology

The purpose of the study is to investigate father's educational involvement and children's educational aspiration, educational self-concept and academic achievement of primary and secondary school students in so some selected schools of Addis Ababa. The findings of this study are believed to be useful to improve father's involvement in their children's education which in turn increases educational achievement of students and for designing intervention strategies and techniques for educational organizations to enhance father's involvement in their children's education.

Therefore, the information and responses obtained from you are very important for this research to meet its prime objective. The study can be successfully accomplished only when you complete all the items honestly, frankly, and genuinely.

The information and responses obtained from you will be kept confidential and used only for the purpose of this research.

You are not required to write your name at any place in the questionnaire.

Thank you for your kind cooperation!

School Name: _____

Students Class Code: _____

7. What is your fathers working situation?

a) Government employer

d) Business person

b) Non-government employer

e) Retired

c) Privatecompany employer

f) others (specify) _____

7.What is your father's educational status?

a) Illiterate

d) diploma holder

b)Primary school

e) degree and above

c)Secondary school

Part II: Academic Achievement Motivation Self –Report Inventory

Below are some items about academic achievement motivation (AAM) of school students. In all items you requested to answer on three points scale. Each item explains your behavior in your academic performance. It is simply a measure of your opinion regarding your behavior. Choose one of the following:-1. Agree 2.Disagree 3. Undecided based on the extent to which an item explains your behavior. Indicate your response by putting a check mark (X) in the column that shows how you agree or disagree with each item.

	Item/ Behavior	Agree	Disagree	Undecided
	Educational Aspiration			
1	Attending the class for a period seems boring to me			
2	To prepare myself for a long time for important tasks is necessary to succeed.			
3	I worry very much about not doing well in the class			
4	If I have no attended my goal and haven't done a task I usually give up			
5	If I was called from my home work to watch television or listen to radio, then afterward I would find it difficult to begin again			
6	I usually spend a great effort to get my assignments and home work right			
7	I usually enjoy the challenge of difficult problem			
	Educational Self-Concept			
1	When I am given an assignment a little bit difficult , I enjoy finding solution to it			
2	I usually tackle the easy problems first and do not worry about the difficult one			
3	Failure discourages me from trying as harder as possible the next time			
4	I do not prefer to attend a subject, which involves ability and competition			
5	When I begin something to do, I seldom carry out it to a successful completion			
6	I stick to assignment until it is completed though if it dull and boring to me			
7	I often do something just to prove myself that I can do			
8	It bothers me if another students makes better marks than I do			
9	I have a very strong desire to excel academically			

Part III Fathers Educational Involvement Scale

	Item/ Behavior	Agree	Disagree	Undecided
1	Talks to my teacher before or after school concerning to my academic progress where it is necessary			
2	Visits the class when I am learning in the class room			
3	Participates in teacher –parent conference			
4	Participates in school advisory board for decision making such as curricular decisions			
5	Participates in school mutual goal setting and program choice such as resource management fund raising ,etc			
6	Knows the different subject that I learn			
7	Knows what I am doing in the school			
8	Really knows whether I go to school or not			
9	Keep close track of how well I am doing in school			
10	Really knows what I am do with my free time			
11	Helps me organize my daily and weekly plan for study			
12	Monitors my activates closely to ensure whether I followed the plan or not			
13	Feels confident about my ability in meeting the standard set			
14	Satisfies with my over all school performance			
15	Praise me when I work hard academically			
16	Rewards me when I get good mark			
17	Assists me to set clear and attainable academic goals			
18	Encourage and helps me to achieve the goal's			
19	Encourages me for better school performance throughout my school age			
20	Encourage me to try hard even though I get poor mark			
21	helps me in my homework			
22	Discusses with me about homework requirements and how to			

23	Helps me with tutorial or get a tutor for me whenever I get problems in my study and performance			
24	Talks educational values at home			
25	Encourages reading books			
26	Helps with field trips or extracurricular activities			
27	Raises money for school project when it is necessary			
28	Provides secure study room for study at home			
29	Provides sufficient and relevant books and other reading materials at home			
30	Reduce workload in the house			