



WOLKITE UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF SOCIOLOGY

ASSESSING THE INFLUENCE OF PARENTAL VALUES, AND PRACTICES ON CHILDRENS' ACADEMIC ACHIEVEMENT: THE CASE OF SELAM BER PRIMARY SCHOOL, WOLKITE TOWN, GURAGE ZONE SNNPR.

A SENIOR ESSAY SUBMITTED TO THE DEPARTMENT OF SOCIOLOGY IN PARTIAL FULLFILMENT FOR THE REQUIRMENT FOR BACHELOR OF DEGREE ARTS IN SOCIOLOGY.

By: MeseretGashaw

Advisor: Aschale K. (MA)

DECEMBER, 2020

Wolkite, Ethiopia

Table of Contents

Content	page
DECLARATION.....	I
ACKNOWLEDGEMENT.....	II
ACRONYMS.....	III
<i>ABSTRACT</i>	IIV
CHAPTER ONE.....	1
1. INTRODUCTION.....	1
1.1 Back ground of the study.....	1
1.3 Objectives of the study.....	3
1.3.2 Specific Objectives.....	3
1.5 Scope of the study.....	3
1.6 limitation of the study.....	4
1.7 Significance of the study.....	4
1.8 Operational definition of terms.....	4
1.9 Ethical consideration.....	5
CHAPTER TWO.....	6
2 LITERATURE REVIEW AND THEORTICAL FREAM WORK.....	6
2.1 Theoretical framework.....	6
2.1.1 Bandura and Social learning theory.....	6
2.2 Parental standards expectation.....	6
2.3 Factors that Affect Parents Participation in their Children’s early Learning.....	6
2.4 Important Moderators in the Relationship between Parenting Style and Academic Achievement.....	7
2.4.1 Importance of Parenting Style on Academic Achievements.....	7
2.5 The Role of Parents in Promoting Early Child Care and Education.....	8
2.6 theoretical position of parental involvement in primary schools.....	9
2.6.1 The Coleman theory of parental involvement.....	9
2.6.2 Hoover-Dempsey's theory.....	10
2.6.3 Epstein’s typology of parental involvement.....	10
2.7 Conceptual’ framework.....	12
CHAPTER THREE.....	14
3. METHODOLOGY.....	14

3.1. Description of the study area.....	14
3.2 Reserch design.....	14
3.3. Sampling Technique.....	14
3.4. Sampling Size.....	15
3.5. Source of data.....	15
3.6 Method of Data Collection.....	15
3.7 Data collection instrument.....	16
3.8 Research approach.....	16
3.9 Method of data analysis.....	16
CHAPTER FOUR.....	17
4. Presentation, Analysis and Interpretation of Data.....	17
4.1 Socio-demographic characteristics of Respondents.....	17
4.2 parents' child rearing values and practice.....	21
4.3 The relationship between parental practice and children academic achievement....	22
4.4 The common parental value that influence children academic achievement.....	23
4.5 Children's academic behavior.....	24
4.6 The educational level of deference on parents in rearing their children.....	25
CHAPTER FIVE.....	26
5. CONCLUSION AND RECOMMENDATION.....	26
5.1. CONCLUSION.....	26
5.2 Recommendation.....	27
REFERENCES.....	28
ANNEX 1.....	30
ANNEX 2.....	33

LIST OF TABLES

Table 1 parent's socio-demographic respondents.....	17
Table.2 children's age and grade level.....	19
Table .3 parents response on parental values.....	21
Table .4 parent's respondents' in parental practice.....	22
Table.5: the academic competence of the respondent children.....	24

DECLARATION

I declare that this is my original work and every reference is dully acknowledged. I produced it independently except of the guidance and suggestion of the research advisor. This study has not been submitted for any other university and this university. It's offered for the partial fulfillment of the BA in sociology

Researcher

Name: Meseret Gashaw Signature: _____ Date: _____

Advisor

Name: _____ Signature: _____ Date: _____

Examiner

Name: _____ Signature: _____ Date: _____

ACKNOWLEDGEMENT

First and for most, I would like to thank to the supreme GOD for his charity, forgiveness, willingness and kindness who has paved the way and brought me to this end. Secondly, Beside's to GOD I would like to my special and heart full gratitude goes to my advisor Aschale k. for his generous and tireless help. Thirdly, I would like to greatest thank for my family and I would like to thank respondents too strong for me by giving information.

Finally the in last but not least I have heart full gratitude for all of my special and close friends those who helps morally, materially and mentally support in my topic selection encouragement on my research issues, on my data collection as guider, in writing my research paper, in coping my written document I have special thanks as well as for all my supporters

Acronyms

SNNP; south nation nationalities and people

ECCE; Ethiopian center care education

ABSTRACT

This study investigated the influence of parental values, and practice on the academic achievement of children. The study was initiated with a major objective to investigate the degree and direction of relationship between parental child rearing variables (value and practice) and their children's academic competence. Random sampling (lottery) method was applied to select 91 child and respondent identified from a school of the sample children. The data collected was analyzed using percentage frequency and description organized through table. analysis show that most parents view the parental values and practices as important for promoting and shaping the academic behavior of children. These variables of parents were also found to consistently agree with each other's. While the values were influenced and vary by the family income, educational status and occupation of the sample parents; the value and practices were observed to vary on the variables of family income and mothers' educational status. On the other side the analysis of the academic competence of children indicated that majority of them assumed the qualities of the academic behaviors. Academic achievement contributed to the development of each other. Over all, parental values and practices were associated with the academic competence of their children

Key word: value, practice, academic achievement

CHAPTER ONE

1. INTRODUCTION

1.1 Back ground of the study

Bringing up children has been re framed as a job that requires the application of a particular set of goal _oriented tasks, which comprise “good” parenting. This model re positions parents as in need of training and expert support to develop the skills that meet their children’s needs, and the activities that comprise appropriate parenting as universally appropriate and applicable regardless of context (Edward & Gillis ,2004).

The primary agents for children’s socialization are parents. They play essential roles, basic values and practices that enable them to encourage and develop children’s learning’s. Besides, one of the most influential forces that have significant effects on child’s education is the socialization process. The most representative and agents for the socialization process are parents., family members, schools, peers, mass medias, public opinions, state workers, volunteer groups and religious institutions. The influences of these forces can vary automatically from person to person, based on their life situations, and social class status (Perrino, undated).

Tudgeet.al (2000) state that parental values and their beliefs and practice are appropriate to shape their children’s development. Similarly, Huihua (2004) suggests that cultural and parental values help to expect desirable beliefs and goals of children. It is also indicated that parental values, beliefs and practice have a direct impact on children’s socialization and educational achievement in all circumstances (Dusek, 1987). There is some evidence for difference in the type of parent expectations related to school and career. Scott –Jones (1987) found that parents of low-achieving, low income African-American Children emphasized good behavior more than learning. Interestingly, they held high career aspiration for their children, even when they were in early elementary grades (e.g.,doctor,lawyer, nurse). Parents of higher-achieving children emphasized learning more than behavior, and indicated their children to achieve their personal career goals.

In the Ethiopian context, studies have been done on the influences of parental value and practices on children's academic achievement markos 1996. (According to Markos (1996), parenting style and academic achievement have a significance relationship. Elias (1999) also indicates that parental practices would have a relation with children's autonomy and social responsibility. Similarly, parents' follow-up to their children or students through accepting in participatory manners in helping them to become effective on their academic performance (Tilahune, 2002).

1.2 Statement of the problem

The influence of parents, values and practice in children's development vary due to different social economic educational and cultural factor (Irwin & Ellery, 20011). Currently there is a growing interest in cultural and social dimension of family life and parenting, and how this link to shaping the behavior and development of children. Researchers have explored parental value and practice, and built substantial body of theory and evidence to show the way in which parental factor influence parenting practice and shapes children likely out comes (e.g. Devin 2004, Gillis,2006,2007; Laree, 2003,2006; power et al.,2003;Reay1998,2005; Vincent and Ball ,2007). Weather structured as home-based behavior (as helping with homework), or school based activities (as attending school events) parental involvement has been positively linked to indicators of students' academic achievement (Deslands, Potvin and Leclerc, 1999).

Epstein (1995:275) acknowledges that parents are an essential element in their children's education despite their race, civilization and class differences. The above acknowledgement tells us that parental involvement is the fundamental responsibility in their children's learning achievements. Apparently, one fathoms that the collaboration between parents and schools is significant to children's successful school experience. As indicated in different kinds of literature, parental involvement in managing their children's primary school's learning in Ethiopia is given little attention by stakeholders (government and parents).

In the Ethiopian context, studies on the child rearing practice on children academic achievement (Tilahune, 2002; Elias, 1999; Markos, 1996). Tilahune (2002) stated that, parental follow up and controlling directly and indirectly through mental adjustment influenced children's academic achievement. Similarly, Markos (1996) indicates that parental rearing style and academic achievement of children's have significant relationship. Even though the above study tries to investigate the child rearing practice on academic achievement in Ethiopian context, there did not investigate the influence of parental value, and practice in children academic achievement in local area of wolkite context, particularly in this study initiated by the research fill gap relevant to local context to study the influence of parental value and practice in children academic achievement among selamber.

1.3 Objectives of the study

1.3.1 General Objective

The General objective of this study was to investigate the influence of parental values, and practices on children academic achievement.

1.3.2 Specific Objectives

- ✓ To investigate level of deference on parents in rearing their children.
- ✓ To describe the nature of parent-child relationship.
- ✓ To identify the common parental values that influence children academic achievement

1.4 Research Question

- ✓ What is level of difference on parents in rearing their children?
- ✓ How to describe the nature of parent-child relationship?
- ✓ What are the common parental values that influence children academic achievement?

1.5 Scope of the study

The study was thematically limited to the influence of parental values and practices; and the association between these variables and children's academic achievement. The study

is limited on samples of parent- child in wolkite town gurage zone selamber primary school.

1.6 limitation of the study

This study was a number of limitations that can affect the quality of research. It was not free from some limitations considered as obstacle during data collection. Among these obstacles lack of enough time and budget to complete this study, Lack of knowledge about the study area and sometimes lack of willingness in certain respondents due to personal problems and, COVID 19 was the major challenges during the data collection.

1.7 Significance of the study

As explained earlier, the influence of parental values and practices vary depending on different social, economic, cultural, political factors. In this way, hence, this study is expected to supply empirical evidence in relation to the influence of

Parental values, and practices on children academic achievement. In addition, this study is also expected to indicate some factors that may specify the outcomes of parental rearing practices. Therefore, this body of research is important to;

- Investigate insight on the important role factors associated with parenting play in understanding children's academic performance.
- Portray a general picture of the link between parental value and children's academic achievement. Serve as a base line data for further researches as well as program interventions.

1.8 Operational definition of terms

Parental value: are belief that each person considers are important for himself and possibly as humanity as a whole. It is very important in parenting since they deeply influence all behavior and attitude and effect our decision and relationship.

Parents: refer to care givers or guardians of children and most of the time involved on rearing practice and children education.

Academic achievement: refers to the average result of student during schooling or the performance on class room as indicated by the average score on total subject junior school status.

Parenting: refers to parent's fundamental obligation to involvement in their children schooling this obligation takes children health care in to account It parenting skill and socialization that prepare the children for school and school society.

Parental practice: refers to specific things that parents do while raising their children. These can refers to the imposing and use of schedule, rules, expectation, punishment, reward, etc. basically parental practice can refers to any types of regular interaction that apparent has with their children.

Good parent: is someone who protect their children from the dangers of the world but at the same time lets them make their own decisions even if they make their own decisions even if they may be wrong support them no matter what , even if they make mistakes and help them up on feet once they have fallen.

1.9 Ethical consideration

Before data collection was carried out the participants are asked their consent to participate and in reporting to the questionnaire freely and then informed not to write their name in relating to privacy i.e. every individual's response should be confidential.

CHAPTER TWO

2 LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Theoretical framework

2.1.1 Bandura and Social learning theory

According to Bandura (1977) and colleagues studied how children especially preschool age children imitate and apply behavior they have observed, Bandura concludes that the children imitated the behavior they have perceived were admirable or decisive. He determines that the children linked the adult aggressive and abusive behavior with acquiring the good toys or being able to choose the best toys. This theory is the best to indicate the influence of parental value belief and practice on children's academic achievement because of this my research is linked to social learning theory (1977-1977).

2.2 Parental standards expectation

Standard and expectation refer to the level of expected performance held by key adults (parent) for youth. Student success in school is facilitated when parents and teachers clearly state expectations for student performance, set specific goals and standards for desired behavior and performance, discuss expectations with youth, emphasize children's effort when completing tasks and ensure youth understand the consequences for not meeting expectations. Academic achievement is positively correlated with realistic, high parent expectations for children's school performance. Scott Jones (1984) found that realistic and accurate parent expectations (i.e., those close to the children's actual performance) were associated with children's superior performance on cognitive tasks).

2.3 Factors that Affect Parents' Participation in their Children's early Learning

According to Cook-Burn (2004) "Not all parents are comfortable coming to school, essentially because schools let them down, by failing them academically and/or socially. Some schools develop strategies to encourage these parents to participate more fully in their children's education" (p.27), and continued saying "for example adult literacy and other classes run during school hours to create better relations with parents in the future.

Then school climate is also one of the factors that affect parents' participation. Communication, knowledge, meeting preference, time, personal affairs, economic problems (p.27), parents and teachers' attribution are also other constraints. Parents' beliefs about what is important, necessary and permissible for them to do with and on behalf of their children; The extent to which parents believe that they can have a positive influence on their children's education; and Parents' perceptions that their children and school want them to be involve

2.4 Important Moderators in the Relationship between Parenting Style and Academic Achievement

Review made so far indicated that parents can exert high influence on elementary student's academic achievement especially through their autonomy provision. However, the association between parenting styles and school performance may become complex because other factors such as parental education, family structure, sex and students age also seems to be related to the academic achievement of children as well as to parenting styles.

With regard to this issue lam (1997) stated that while family structure and authoritative parenting were associated with children's academic achievement. Family structure and authoritative parenting were also related with both socioeconomic status and authoritative parenting were associated with children's academic achievement these factors themselves were highly correlated. Thus in this part previous studies on the relation of parental education family structure sex & age with parenting and academic performance are reviewed.

2.4.1 Importance of Parenting Style on Academic Achievements

Parents have a greater contribution or influence on their children in the social educational and Economic activities. Parenting style has a direct effect on the teenager's development of self-confidence and self-reliance (Neorgious, 1999: Villas-Boas

Parental encouragement is strong intervening variables between social class background and intelligence in respect to child's educational aspirations. Parents may exert their effort

on first cycle school student. These practices are just used to improve the academic performance of the children through their involvement and through their control. Prevatt (2003) formulated and checked a hypothesis which shows the relationship of parental practices /style and child's academic outcomes. The study found out that parenting practice would have a direct effect on children out comes. Parental attitudes and encouragements of behavior have a direct or indirect influence on the way children think and act regarding their school work.

On the other hand, children who are volunteer to take parental assistant and encouragement can get better psychological preparation and information to perform at school. The degree to which students perceives his/her parents as encouraging or discouraging him/her in regard to high educational and occupational attainments has an effect of his/her educational aspiration and achievement. Those learners who think that their parents are more involved can achieve better thus parental encouragement.

2.5 The Role of Parents in Promoting Early Child Care and Education

In the national policy framework for ECCE of Ethiopia Moe (2010), Parents and other care givers are the most important s in the life of the child. They play a key role in children's development. Their role is to socialize the children and inculcate life principles and spiritual, cultural, and moral values fir his/her character development. (p30) Managing and expansion of early child care and education is not a task to be left to single organization or body. Ramsay and Johnson (cited in Zaray, 2011, p.31) particularly emphasized the cooperation work of the school and parents to promote the holistic development of the child.

According to them, the two most significant environments for the child are the home and the school. Although, these two environments impact the child separately the experience in one environment also affects the other.

According to Sadeed (2004) "having regular and good communication and partnership between teachers and parents is essential for consistent positive experience both at home and in Parents role in education of their pre-school children and its relationship with

children's performance school" (as cited in NigussieGemechu, 2011, p.28). Parental involvement in school helps the teacher understand the child more and better and able to work together effectively (Robinson, 1996, p.63). Similarly, Chow hurry (2001) further explained that home-school or parent- teacher relationship help to create what the children are like, better understand with regard to preschool education, an opportunity for parents to meet other parents and learn from their experiences. Home and school are the two worlds for preschool children where total development takes place. Thus, school administrators and teachers have to create strong alliance with partners

2.6 theoretical position of parental involvement in primary schools

2.6.1 The Coleman theory of parental involvement

Coleman's theory of parental involvement (1987:32-33) refers to a "social capital" theory of parents in their children's school life. This theory postulates that as there are variations in the family's workplace issues, most mothers work outside of the new technology and the concurrent, which cannot shift these mothers to group education of their children's out of the home. Education has also been taken as the result noticeable from the family; because socialization of the children does not successfully bring all rounded desired behavioral change in the family as to the school does. Coleman (1987:38) states that there is a high possibility for children in schools rather than those at home, to gain social knowledge.

In Ethiopia, low community and parental involvement in school activities prevent the execution of quality education in primary schools (Ministry of Education, 2009). The main reason for the above problem is the way both parties (school and the families) communicate and this leads to problems. The announcement by schools for families' participation was also always inadequate and based on untrue relations as many schools request the family to visit the school mostly when their children commit undesired behavioral offences, but not when they are performing poorly in their studies. What schools learn from this result may help them to relate that parental involvement in school governance would be widespread and affirm that the right to be involved in the teaching and learning process would have consequences in the long-term.

2.6.2 Hoover-Dempsey's theory

In this model, parental involvement beliefs, which expose parental involvement practices and promote their confidence in helping student success together with a parent, are close follow up of students. The theory is based on the shapes and occasions of the family taking part in their children's learning that seems practicable and includes the parents' ability and information as well as activities and power for their involvement. However, such influence mechanism is not accommodative for developing countries such as Ethiopia (Shoko, 2013:28). Lareau (1987:176) posits that the arrangement of children's schooling, family life and the nature of persons recognized in different levels of parental involvement and amount of their participation in schools, shows the parents' standpoint.

2.6.3 Epstein's typology of parental involvement

Given this, Epstein's theory and the six categories of parental involvement in their children's' schooling is discussed hereunder. Epstein (1995:705-708) states that the topology of parental involvement amounts to a large degree of working together for the success of their children and puts pressure on the six types of involvement practices. Epstein's parenting is a means of taking part in children's schooling which includes the number of times that parents assist the schools, the overall achievement of the child and their development by setting their home circumstances to be conducive to learning at each level and phase.

Furthermore, as per Epstein and Sheldon's (2005:7) argument, every type should be able to pass comprehensive confrontation that they would meet to engage all stakeholders in their children's schooling. This may lead to unfavorable results for the learners, families, school leaders and better school atmosphere. One can wonder that Epstein's typology of parental involvement is perceived according to their understanding, exercises, challenges and predicted outcomes in the next step.

In this typology, long-term parental dreams such as the objective of homeschool relations are also included. The other good side of Epstein's perspective on school parental relationship was the disconnected tasks on perspectives of responsibilities as own

sequential responsibility (school and home) that maintains teachers who repeatedly do not see the connection between schools and families. According to Van Wyk (2008:12), sequential responsibilities of family school approach emphasizes this arrangement of daily parent activities with their schools, and the significant stage of parents', children's and tutors' contribution to their future development.

In this study, the expectation of families: leaving the child as a sole school responsibility of the school is a severe problem that is dealt with. Regarding categorizing daily school activities, on the teaching-learning process, parents and schools have their viewpoints on how schools pressure parents on different day to day activities for each party to play its role. This belief dictates that teachers should keep their professional distance from parents performing their professional duty while the families should try to work with their children's at home as much as they can. A communal risk-taking of families and schools, on the contrary, varies on how the two parties take common and separate responsibilities, emphasizes coordination, teamwork, cooperation and fitting of schools and parents in working together for common goals. Sharing accountability among tutors and families in educational activities has no question to ensure students' socialization and for the pupils to build better programs for future learning.

Consequentially, an overlap of responsibilities among the family and schools is predicted. Conversely, the teacher and the parent may bring together their collective responsibilities and combine their life skills to create knowledgeable and successive students. Schools and families' communal attempts exhibit the issue of families and schools sharing power jointly, thus promoting the relationship between the two partnerships (school and parent). Bringing cooperative efforts for working together on children's progress can make the school appreciate the parents and vice versa. Van WykS (2008:13) tells us that the amount of overlapping along with these three areas of control in diverse education institutions may differ, and are capable of promoting or reducing the work experience of tutors, families or the pupils themselves. However, she explains the overlapping model in such a way that the above perspectives do not have clarity on how the schools and parents' challenges cannot be related or what model the schools and family members can utilize to strengthen their partnership. Under such circumstances, parents do not recognize learner

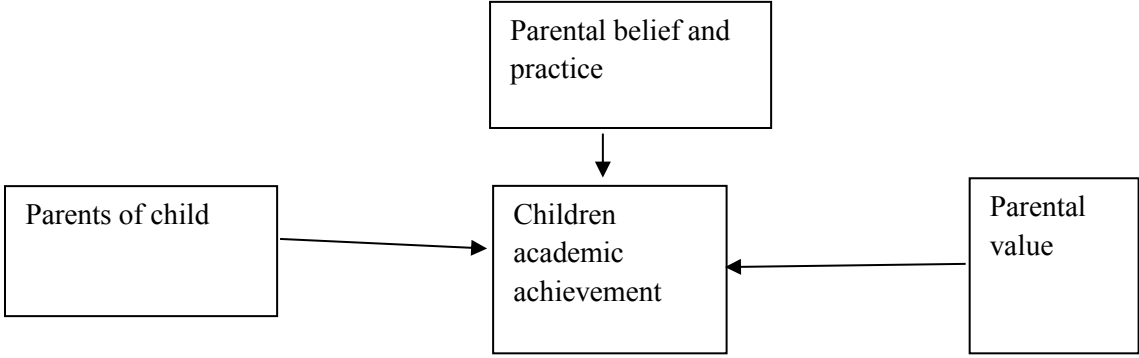
progress and the consequence it has on the home-school communication at primary school level.

An incorporated planned theory of parental school relationship was designed by Epstein (1987:124) which covers areas that exempt the social, organizational viewpoint. This condition leads the winning families and their schools to be characterized by having common aims and assignments relating to learners. Epstein (1996:214) realizes the above statement by saying “representation of an extended beyond the share of influence emphasizes the go beyond and resemblance of school and parent objectives”. According to Epstein, shifting from old to a new direction occurs in part covering shares of power, although all the approaches of schools, parents, and neighborhood differ continually because of dynamism. The model recognizes various circumstances and interpersonal family members between all the parties involved. It also includes outer and interior configuration.

Epstein’s model identifies a variety of background and interpersonal family members among all the stakeholders concerned. It takes into account external and internal structures.

2.7 Conceptual’ framework

According to Tudge et al (2002) indicates that parental values and practice about the appropriate child rearing practices contribute and shape their children development. Similar results were reported by (Dusek, 1997) parental values, practices and attitudes have a direct influence on children’s education. Similarly, parental basic beliefs and practices that encourage and develop children’s learning .Moreover, Huihua (2004) suggested that, parental values it helps to considered and expect desirable goals of their children.



CHAPTER THREE

3. METHODOLOGY

3.1. Description of the study area

This study was conducted in wolkite town which located in south Ethiopia in south nation state gurage zone at a distance 158km from Addis Ababa in these towns there is a government institution that deliver to the society. The cover area of wolkite town is 59300 square kilometer. The zone is divided into 13 woredas. According to 2007 Central statistical authority the population of gurage zone is 1,340,376 out of which 622,253 are male and 658,229 are female. Christian and Muslim are the major religion. Trade is the back bone of economy and also agriculture is the common and inset is the common food. This institution is wolkite town selamber primary school. This school was established on 1985 E.C. The above description shows large number of student data but the research was conducted from grade 7-8 because of limitation.

3.2 Research design

Cross-sectional survey design was employed to assess the influence parental values, and practices on children's academic performance. The researcher used this type of survey design to gather the information at one time contact. The aim of the survey was to study the values and practice of parents and investigate its influence on children academic achievement.

3.3. Sampling Technique

The study area was selected purposely as each student the necessary parameters that the study object could meet. The selection of the sample participants from the already selected schools was done using stratified sampling techniques by assuming the class stratum. Moreover, the samples were selected following the next main procedures:

The school was stratified into 14 sections. Proportional number of students was selected from the school section using lottery method. The two sexes were represented in

the study sample proportionally.

3.4. Sampling Size

In Selamber primary school grade is 1-8.the total numbers of these is 3647.among this the researcher was selected only grade 7-8 due to limitation of time .Out of the sample frame of 1014 students who were currently active in a school 91 will considered as sample size of the stud by using random sampling.

Sample (n) = $N / (1 + N(e)^2)$, the sampling selection method is based on (Salant, p, 1994);

n=represents sample size

N= total population

e= percent of error= $0.1 * 0.1 = 0.01$

n= $1014 / (1 + 1014(0.01)^2)$

n= $1014 / 11.14 = 91$

91= it represent sample size

3.5. Source of data

The researcher was relevant for this study has collected from both primary and secondary source In order to achieve the object of study. Primary data was obtain from respondents through Quaternary, whereas the secondary data was gathered through books, articles, journals, Internets, documents etc.

3.6 Method of Data Collection

The instruments of data collection for the study were questioners. Questioner was include both close-ended and open ended question that developed to measure academic performance of the children, focusing on major domain of the social behavior such as relationship with parents, teachers and peers of the academic achievement such as, study, activity, goal and the like.

3.7 Data collection instrument

Questionnaires were design both close ended and open ended to be distributed to students. The open ended question used to because of it help the respondent to express their felling on the idea freely with regard to the question presented to them and simultaneously. The researcher used close end question because it is easy to analyze and help respond to easy answer the question. .

Interview the researcher also used interview to collect data from the respondent. The researcher used semi structured interview will be cared out to collect the necessary data. The researcher used this types of instrument for the purpose of gather the data by arrange the question appropriate to the respondent and allowed the respondent to answer the proposed question in the way the informant wants.

3.8 Research approach

The researcher was employed both quantitative and qualitative method that means mixed approach because integrated approach are more preferable and for practical knowledge that enable the research to collect diverse types of information which give best understanding of the research problem.

3.9 Method of data analysis

In order to describe and analyze the data both quantitative and qualitative methods were administrated. To examine relationship between parental values, and practices on children academic achievement, more over the data was analyzed and presented through tabulation, percentage, description, explanation and summarized

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

The analyses are based on data collected from 91 randomly selected students who were enrolled in selamber primary school at the time of data collection .the study consists of data collected from parent of sample children. The data which was collected through distributing questionnaires to the sample child– parents include information with respect to their parent’s socio-demographic characteristics, parental values and practices; as well as children’s academic achievement Hence these data are analyzed and presented here under.

4.1 Socio-demographic characteristics of Respondents.

Table 4.1: parent socio demographic respondents.

No	Variables	Frequency	Percent%
1	Age		
	24-35	21	23.07%
	36-40	31	34.06%
	41-55	27	29.6%
	56-70	12	13.2%
	Total	91	100%
2	Religion		
	Orthodox Christian	43	47.25%
	Muslim	33	36.26%

	Catholic	8	8.79%
	Protestant	7	7.69%
	Total	91	100%
3	Education		
	Illiterate	14	15.38%
	Primary	20	21.97%
	Secondary	37	40.6%
	Tertiary	20	21.97%
	Total	91	100%
4	Family Income		
	200-500	15	16.48%
	600-1000	9	9.8%
	1100-1500	21	23.07%
	1600-2000	29	31.86%
	>2000	17	18.68%
	Total	91	100%
5	Occupation		
	Home-duties	31	34.06%
	Trader	27	29.67%
	Secretary	12	13.18%

	Manager	1	1.09%
	Teacher	11	12.08
	Other	9	9.89%
	Total	91	100

Source; Field Survey 2013

As indicated in the table above majority of the parents respondents within the age groups of 36-40 and 41-55. Based on the Religion about 43 (47.25%) of the respondents are followers of orthodox Christian, 33(36.26%) of the respondents are Muslim, 8(8.79%) of the respondents are catholic, 7(7.69%) are protestant. The educational status of the samples is composed of those who tertiary level 20(21.97%), secondary level 37(40.6%), primary level 20(21.97%) and illiterate are 14(15.38%) of the respondent parents. Out of the total 91, about 15 (16.48%) of the respondents earns 200-500 birr, 9(9.8%) of the respondents earn 600-100 birr, 21(23.07%) of the respondents earn 1100-1500 birr, 9(31.86%) of the respondents earn 1600-200 birr and the remaining 17(18.68%) of the respondents earn above 2000 birr per month. More over the response indicate that majority of the respondent parents are home duties that is 31(34.06%), traders, 27(29.67%), secretaries 12 (13.18%), manager 1(1.09%), teachers 11(12.08%) and others 9(9.89%).

Table 4.2 children's age and grade level

S.NO	Variables	Frequency	Percentage
1	Age		
	12-14	29	31.86%

	15-17	38	41.75%
	18-20	19	20.87%
	>20	5	5.5%
	Total	91	100%
2	Grade level		
	✓ 7 th grade	48	52.25%
	✓ 8 th grade	43	47.75%
	Total	91	100% ^s

Source; Field survey 2013

The above table indicates, 15-17, 38(41.75%) respondent are cover the greater number of respondents, the next level of responds are 12-14, 29(31.86%) next to this level of respondent follow 18-20, 19(20.87%). The least one is >20, 5(5.5%). Only grade,7 and 8 students of the school accounting 48(52.25%),and 43(47.75%) respectively are studied in this research.

4.2 parents' child rearing values and practice

Table 3. respondents response on parental value

SN _Q	Domains of parental values	Important		Less important		Total	
		Freq.	%	Freq.	%	Freq.	%
1	Parental values focused on the need for parents' involvement on their children's behavior	73	80.2	18	19.7	91	100
2	Parental values focused on children's education	68	74.7	23	25.27	91	100
3	Parental values focused on children's moral and ethical behaviors	75	82.4	16	17.5	91	100
4	Parental values focused on the relationship with others	65	71.4	26	28.5	91	100

Source; field survey 2013

The above table indicates the analysis and result of parental value at its domains' level. The results, hence indicates that 73(80.2%) of the respondents reported values related with parents' concern and involvement on the academic life of their children are important, and the rest 18(19.7%) of values are less important. 68(74.7%) also identified those parental values which focused on children's education to be the most important influencing children's success at school and 23(25.27) of the values are less important. Moreover, these results provide evidence for the importance of parental values on the children moral and ethical behaviors 75(82.4%) are also identified important and the rest 16(17.5) of respondent also identified less important, the parents' focus on children's

relationship are 65 (71.4%) important and the rest 26(28.5) are less important.

4.3 The relationship between parental practice and children academic achievement

Table 4. Parent’s respondents’ in parental practice

Item	Categories	Frequency	Percentage%
Parental practice	Authoritarian	35	38%
	Permissive	56	62%
	Total	91	100%

Source survey, 2013

The above table indicates that showing to the practice of parent in children academic achievement however majority of the respondents is the authoritarian parenting practice was associated with low academic achievement 35(38%) and majority of the respondent response to the permissive parental practice are good achievement with educations 56(62%). According to the respondents the permissive parental practice is positively related with children academic achievement because the parents give liberty, free movements of school and a chance to participate educational activity with children is important to develop good academic achievement. The children of authoritarian parents scored low in self-esteem and academic performance. Authoritarian parenting practice was negatively associated with children school grades.

Authoritarian parents show little affection and "seem aloof from their children" .Parents instructs and order, do not consider the children's opinion as a group, and discourage verbal give-and-take. Obedience, respect, and tradition are highly valued. Rules are non-negotiable, parents are always right, and disobedient children are often punished physically. As children obey their parents in order to avoid punishment, they become passive.

4.4 The common parental value that influence children academic achievement

The result analysis indicated that there was statistically significant correlation between parental values and children's academic achievement. As parents giving values increase to expect desirable goals for their children and academic performance also increase. This findings appear to be similar with findings of Tudge et al (2000) indicated that parents' values for their children about appropriate child rearing practices contributes to the way in which they might to shape their children's development.

Likewise, the finding of the study supports the findings of (Huihua, 2004) suggests that cultural and parental values that expect and consider desirable goals of children. Through key informants interview it was reported that parental values and children's academic achievement in wolkite, parents in the past used to encourage only their male children, and they did not use to encourage their female children and also the established cultural and parental values that could build their male children morally.

However, nowadays, the parents are encouraging their female children having equal attitudes with their male ones. This is become the parents' attitudes towards their female children have been changed and improved recently using even the already established cultural, and moral building values. Besides, the parents have come to be able to notice that their female children like their male siblings and counter parts, have equal potentials to achieve academically and encourage equally at home environment. Nevertheless, the ways of encouragements through moral building values for their children can vary from family to family. Above all, however, the parents often encourage their children to get involved in their learning so that they will score good results and achieve higher academic status through the established parental values that can be employed for moral buildings.

4.5 Children's academic behavior

Table5: the academic competence of the respondent children

Item	Categories	Result	Frequency	Percentage%
Academic achievement	Study	Good	29	32%
		Modest	62	68%
		Total	91	100%
	Participation	Good	35	38%
		Modest	56	62%
		Total	91	100%
	Time management	Good	40	44%
		Modest	51	56%
		Total	91	100%

Source survey 2013

The above table indicates that the academic achievement of children related to participation study and time management, according to the respondent children's majority of the students result is modest or medium for the reason of low practice of studying 62(68%). And few of the student is good result by the case of better reading style 29(32%).as the studies indicates students also modest result due to less participation of class activity 56(62%) and few of the student is good result by active participation of the class and also children's educational related with the effective managements of time as the above table indicates majority of the student is medium score or results 51(56%) and few number of students are goods result 40(44%).

As respondent Saied that parents arrange the condition by using the plan to meet with school , parental participation in children's educational achievement is important to the growth of academic performance of children's, majority of the respondent are agree with the meeting of school actively because the parents are feeling to know about all things which is exercise within the school and to get some information regarding to the level of educational achievements of children with techier and other body of the school.

Regarding to the information of the respondent parents follow up their children education to be successful is crucial factor for children's academic performance because parents participate actively how to learn, how to read, when to read and to give advice for children's in order to get better reading skill of the child and developments of child learning's skills.

4.6 The educational level of deference on parents in rearing their children

According to the respondents the levels of parental education is influence their academic achievements of children's. Majority of the respondents give information the educational status of parents or families are apposite and negative impacts of children educational achievements, when families education is high or the parents are literate his or her childes are better educational performance than illiterate and low educational level because the children's family is not educational loss money things which is important to education like the reading material which is reference books , systems of reading, the interaction of friends , what types of materials use and the programs or schedule of reading .

From the interview of the respondent explained that:

Children whose parents actively participate have better performance than Children whose parents do not participate based on the following reason: The Student will get double advantage then perform better than the one who is not Supported at home, when parents are aware of the importance, they prepare Conducive environment at home, buys learning materials to their children and the Children grow with complete personality, When children are guided by their Parents they can go extra mile than children whose parents do not participate.

CHAPTER FIVE

5. CONCLUSION AND RECOMMENDATION

5.1. CONCLUSION

Overall, the findings in the study provided support to the relevance and recognition of parental values, and practices as influential factors for the development academic behavior on children. The study found sufficiently large sample size to have supported the above conclusion. Findings show the influence of parents' values, and practices about children's academic achievement and these important factors in the academic competence of children.

The study also provides a more details report of academic competence of sample children. The current study finding found that most children assumed the qualities of academic behavior. The result demonstrated the significant role of academic qualities in supporting children in their academic and social relation. Moreover, the literature has indicated the academic achievement may have an impact on adjustment in various domains such as deviant peer group affiliation and internalizing problems (e.gchen et al.,2004; Dishion et al., 2008; Masten et al., 1995).

In addition parents with a strong values and practices have children with strong social academic competence. This provides evidence that parental values and practices have determinant importance for children's success in their academic performance. One possible explanation for this result is the parents whose children do well feel that they have control over their child and his/her environment, where as those whose children do poorly blame the environment or child's character for his or her problems (Good now & Collins, 1990; Miller, 1988, 1995).

5.2 Recommendation

The significant influence of parents' values, and practices on children academic behaviors is an interesting finding and should further be explored in succeeding investigations.

- Schools, teachers should plan to work on collaboration with parents to promote the social and academic behavior of children by establishing and promoting school clubs, school parent committee.
- Local concerned NGOs have to focus on assisting parents with basic child rearing knowledge and practices.
- Higher institution like wolkite University should engage in promoting the knowledge and practices of parenting including issues of relationships, problems and so on through symposiums, training and researches.
- Researchers, parents and professionals need to pay attention to children's problems in academic areas.

REFERENCES

- Coleman, P. (1999). *Parent, Student and Teacher Collaboration: The power of three*. Thousand Oaks, CA: Corwin Press
- Cock burn (2001). *Teaching Children 3 to 11: A Student's Guide, University East Angelia*.2001.
- .Dusk, J. (1987). *Adolescent development and behavior*. new Jersey: PrenticeHall, Inc.
- Epstein, J. (1988). How do we Improve Programs for Parental Involvement? *Educational Horizons, 66(4):55-89*
- Edwards, R. and Gillis, V.(2004) 'Support in parenting: values and consensus concerning who to turn to', *Journal of social policy,33(4):627-647*.
- Elias Kassa (1999). The relationship of parenting styles and socioeconomic status with juvenile delinquency: with Particular reference to the Addis Ababa remand and rehabilitation home and Bahirdar. Unpublished MA Thesis, Addis Ababa University.
- Huihua. J. (2004). Exporting the cultural roots of parenting: European American and mainland Chinese parenting beliefs, goals and practices: department of human development, Washington State University
- Jenson L (201 0). *The European values study: a Third wave*. Tilburg: EVS and WORC, Tilburg University.
- Lemmer, E. M. (2002). Families in School: ParentsExperiences of Home School relationships. *Journal about Parent in Education, 38(4)17-30*
- MarkosTaddesse (1996). *The Relationship between parenting style and school performance among high school students in makalle*. Unpublished MA Thesis, Addis Ababa University. ORC, Tilburg University.
 - Scot-jines.(1 987).A multi-attribute evaluation approach to structural change in resource dilemace. *Organizational Behavior and Human decision process, 55,298-324*.
- TilahuneGidey (2002). The Interrelationship of parenting Style, Psychosocial Adjustment and Academic Achievement Among Addis Ababa High School

Students. Unpublished MA Thesis, Addis Ababa University

- Irwin M. & Elley K. (2011). The impact of temporal context and risk on the judged value of future outcomes. *Organizational behavior human decision process*, 112, 455-491
- Deslandes, P., Potvin, W. and Leclerc, E. (1997). Development of prosocial, individualistic and competitive orientations: Theory and preliminary evidence. *Journal of personality and social psychology*, 73, 733-746
- Van Wyk, J. N. (2008). *A Comparative Perspective on the Theories, Policies, and Practices of parental involvement in education. Lecture paper*. Pretoria: University of South Africa

ANNEX 1

WOLKITE UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITY

DEPARTMENT OF SOCIOLOGY

The influence of Parental values, and practices on children academic achievement –
Questionnaire

This Questionnaire is developed for the purpose of collecting data on the research topic “The influence of parental values and practices on children’s academic performance”. Respondents are sincerely requested to respond to the following items with the basic assumptions that: Parents have many different values and practices about their level of responsibility for their children’s educational performance.

Dear respondents the personal information gained from the questionnaire was remaining confidential and your identity will not be revealed. Therefore, you are requested to respond to items frankly as your feedback is very important for the study. Finally, you don’t have to mention your name.

Part I. Respondents’ Socio – demographic characteristics

1. Sex _____
2. Age _____
3. Education : Tertiary High school Primary school
Illiterate
4. Occupation: Teacher Manager Secretary
Merchant Home duties
If other, specify; _____
5. Monthly salary: below 1000 above or equal to 1000
6. Parental status: single parent double parent
7. Religion: Orthodox Muslim Catholic Protestant

If other, specify _____

Part II. Parents' child rearing values and practice

1 Children's attendance of their education(class work, home-work, study)

Not important at all less important important very important

2 Permitting children to explain their behavior ,prior to any judgment or punishment.

Not important at all less important important very important

3. The nature of parent –child intimacy for children's behavior &relationship

Not important important very important

4 .Adopting absolute ethical guidelines to shape and control children's behavior

Not important less important important very important

5. Parents follow –up of the day-to-day activities of their children

Not important less important important very important

6. Parent's encouragement of their children's open conversation

Not important less important important very important

7 Spending more time with the friends and encouraging them to be more confident and to learn

Not important less important important very important

Teaching children's to keep the tradition, religion, custom, and practices of their culture alive. Not important less important important very important

8 Rewarding children's progress (academically ,socially ,morally,..).

Not important less important important
very important

9 Determine with whom children are friends (or spend their time with)

Not important less important important very important

10 Parent focuses on child's unique and special learning needs, individual learning style

Not important less important important very important

12. Parent actively monitors child's overall progress, specific problems or strengths at home or at school

Not important less important important very important

13. parent or parent's behavior and interest is important as a model for the child

Not important less important important very important

14. The joint responsibility of parent & school or teacher

Not important less important important very important

ANNEX 2

WOLKITE UNIVERSITY
COLLEGE OF SOCIAL SCIENCE AND HUMANITY
DEPARTMENT OF SOCIOLOGY

Questionnaire to be filled by children's'

Children's social and academic competence –Questionnaire

Please respond to the following statements by indicating the degree to which you believe you are.

1 Sex _____

2 Age _____

3 I have a lot of friends

Really like me Sort of like me Sort of un-like me really un-like me

4 I do things with kids

Really like me Sort of like me Sort of un-like me really un-like me

5 I am important to classmates

Really like me Sort of like me Sort of un-like me really un-like me

6 I am good at self-shooting

Really like me Sort of like me Sort of un-like me really un-like me

7 I am good at school work

Really like me Sort of like me Sort of un-like me really un-like me

Quationnery related to parental involvement in education and enhance children academic achievement

1. How do you arrange meeting with parents to discuss regarding to student academic achievement -----
-----?

2. How parent follow up their children to be successful in their education-----
-----?

3. Do you think that parent educational level influence their children academic achievement -----
-----?

4. Do you think that children whose parent actively participates have better academic achievement then children whose parent does not participate why-----
-----?

INTERVIW QUSTION

1. Do you think that children whose parent actively participates have better academic achievement then children whose parent does not participate why?

2Do you think parental follow up the day today activity of child a function for children educational performance?

3Whatsis the current practice of parental participation in your school?

4What is the nature of parent child intimacy for children education?

ወልቂጤ ዩንቨርሲቲ

በማህበረሰብና ስነ ምግባር

ሶሲዎሎጂ ትምህርት ክፍል

ውድ ምላሽ ሰጪዎች :

ይህንን መጠይቅ ያዘጋጀሁት የሶሲዎሎጂ ትምህርት ክፍል ተማሪ የሆንኩት እኔ ተማሪ መሰረት ጋሻው ስሆን ፡የመጠየቁ ዋና ዓላማ የቤተሰብ እሴት እና ተግባር በልጆች የትምህርት ስኬት ያለውን ተጽኖ ለማጥናት ሲሆን ይህንን መጠይቅ የምረጥለሁ ለትምህርት ዓላማ ብቻ ስለሆነ ምላሽዎ ለጥናቴ መሳካት ክፍተኛ አስተዋጾ ስላለው ጥያቄዎቼን በመስራት እንድት ተባበሩኝ ስል በአክብሮት እጠይቃለሁ።

መመሪያ፡-ለያንዳንዱ ጥያቄ ከተዘረዘሩ ምርጫዎች የራሳችንን ፊደል ያክብቡ እና ክፍት ቦታ ያስፍሩ። በሰንጠረዥ ከተቀመጡ ጥያቄዎች ውስጥ የእርስዎ ሀይማኖትና እድሜ የሆነውን (x) ምልክት ያስገቡ ሌላውን።

ክፍል 1. የመልስ ሰጪዎች ማህበራዊ-የስነ-ህዝብ ባህሪዎች

1. ጾታ _____

2. ዕድሜ _____

3. ትምህርት

የክፍተኛ ደረጃ ሁለተኛ ደረጃ የመጀመሪያ ደረጃ ትምህርት ቤት

4. ሥራ

ሥራ አስኪያጅ

ፀሐፊ የነጋዴ የቤት ሠራተኛ

ሌላ ከሆነ ይግለጹ; _____

5. የወር ደመወዝ- ከ 1000 በታች ወይም ከ 1000 ጋር እኩል ነው

6. የወላጅ ሁኔታ- ነጠላ ወላጅ ሁለት ወላጅ

7. ሃይማኖት ኦርቶዶክስ ሙስሊም ካቶሊክ ፕሮቴስታንት

ሌላ ከሆነ ይግለጹ _____

ክፍል 2 . የወላጆች የልጆች አስተዳደግ ልምምድ

1. የልጆች ትምህርታቸውን መከታተል (የክፍል ሥራ፣ የቤት ሥራ፣ ጥናት)

በአጠቃላይ አስፈላጊ አይደለም በጣም አስፈላጊ አስፈላጊ

2. ከማንኛውም ፍርድ ወይም ቅጣት በፊት ልጆች ባህሪያቸውን እንዲያብራሩ መፍቀድ።

በጣም አስፈላጊ አይደለም በጣም አስፈላጊ አስፈላጊ

3. የወላጆችን እና የመምህራንን መመሪያ በመከተል

አስፈላጊ አይደለም አስፈላጊ ትንሽ አስፈላጊ በጣም አስፈላጊ

4. የልጆች ባህሪ እና ግንኙነት የወላጅ — ልጅነት ቅርበት ተፈጥሮ

አስፈላጊ አይደለም ትንሽ አስፈላጊ አስፈላጊ በጣም አስፈላጊ ነው

5 የልጆችን ባህሪ ለመቅረጽ እና ለመቆጣጠር ፍጹም የሥነ ምግባር መመሪያዎችን መቀበል

አስፈላጊ አይደለም አስፈላጊ በጣም አስፈላጊ

6 ወላጆች የልጆቻቸውን የዕለት ተዕለት እንቅስቃሴ ይከተላሉ

አወ አልከታተልም

7 ከልጆች ጋር ብዙጊዜ ማሳለፍ እና የበለጠ እንዲተማመኑ እና እንዲማሩ ማበረታታት

አስፈላጊ አይደለም አስፈላጊ ትንሽ አስፈላጊ በጣም አስፈላጊ

ክፍል 3 የልጆች ማህበራዊ እና ትምህርታዊ ብቃት - ጥያቄ

እባክዎን እርስዎ ያመኑበትን ደረጃ በመጠቀም ለሚከተሉት መግለጫዎች መልስ ይስጡ

1 ጾታ _____

2 ዕድሜ _____

3 ብዙ ጓደኞች አሉኝ አወ የለኝም

4 ነገሮችን ከልጆች ጋር ዐደርጋለሁ ዐዎን ዐላደርግም

5 ለክፍል ጓደኞች አስፈላጊ ነኝ ዐወን ዐይደለሁም

6 በትምህርት ቤት ሥራ ጥሩነኝ ዐዎን ዐይደለሁም

ክፍል አምስት የቤተሰብ ተሳትፎ የልጆችን ትምህርት ከማጎልበት ጋር የተያያዙ መጠይቆች

1. ወላጆች ካልተሳተፉ ልጆች ይልቅ ወላጆች በንቃት የሚሳተፉበት ልጅ የተሻ ለአካዳሚካዊ ውጤት ያለው ይመስለዎታል _____
_____?

2. የእርስዎ ልጅ ከትምህርት ግዜ በኋላ የት እንደሚያሳልፉ በትክክል ያውቃሉ _____
_____?

3. የእርስዎ ልጅ አላስፈላጊ የሆነ ድርጊት ሲፈፀሙ አስፈላጊውን እርምጃ ይወስዳሉ _____
_____?

4. የወላጆች ተሳትፎና የልጆች ትምህርት ተፈጥሮ ምን ይመስላል _____
_____?

5. በልጆች የትምህርት ስኬት ላይ ተጽኖ የሚያሳድሩ ዋና ዋና የቤተሰብ እሴቶች ምን ምን ናቸው _____
_____?