

**JIMMA UNIVERSITY**

**FACULTY OF HUMANITIES AND SOCIAL**

**SCIENCES**

**DEPARTMENT OF PSYCHOLOGY**

The Role Of Parenting On Their Children's  
Academic Performance (The Case Of Bahir Dar  
Primary and Secondary Junior Catholic  
School)

**A RESEARCH PAPER SUBMITTED TO THE  
DEPARTMENT OF PSYCHOLOGY OF THE PARTIAL  
FULFILLMENT OF BA DEGREE IN PSYCHOLOGY**

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## **ABSTRACT**

*The major concern of this study is to assess the role of parenting on their children's academic performance. Specifically with middle child hood cases. To pin- point, what should be the role and what kind of parenting style is important for their children academic performance. The research catch met area is Bahir Dar primary and secondary junior catholic school.*

*In this research descriptive research design is used. To collect data from the sample representative the student researcher used simple random sampling and take 45 respondents or 15% of the student from 300 total population. The target groups was 7 and 8 grade students of Bahir Dar primary and secondary junior catholic school. In this research there are major findings which relate parental role and parenting style in middle child hood period children with their academic performance. From the major of findings the importance of middle child hood period can proved by this research. Most respondents respond they have an interest for their education. parenting style also has an effect on children's academic performance and role of parents is an important ingredient for children's academic performance.*



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## CHAPTER ONE

### 1. INTRODUCTION

Family is a group of people directly linked by kin connections, the head member of which assume responsibility caring for children (Thomas T. 2004).

In a family children have a great place for their parents; Family style or family group is different from place to place, culture to culture, family to family and urban to rural to wards their children good academic performance (Santrock, 1999).



Academic performance of the children has sometimes depend on their families level of knowledge or information about the importance of education for their children.

If their parents are educated and willing to take children in school, their children interested to make it. If the parents are not educated and irritate their children about the importance of education, weather they want or not it is difficult for the child to be interested to go or to achieve good performance academically. There is also a difference in ruler and urban areas even if the assess of education and full instruments are available and let them to go to school the initiation to words their good performance or to be competitive still in question. To make this wealth profitable, what should be the role of parents in the children academic performance? Santrock, (1999) .

## **2. STATEMENT OF THE PROBLEM**

In our world in general in our country in particular, there are numerous children who have a problem on social, economical, acadactical, health and the likes. So it is very important to provide them with the basic necessities and supplementary needs like food, shelter health care, education etc.

Specially, in our county as a custom people think that “children grow in there fate”. Hence, parents do not have any effort to look after their children’s. They deny their role, how can they up bring their children, specially in their education part have not get a focus of attention how to make them academically good in the side of parents. The burden is imposed on the child and the teacher. Parents perceive that they couldn’t do anything on their child academic performance. As the role is assumed to be of the teacher and them selves. This problem is seen broadly in Bahir Dar town catholic primary and secondary Junior school.

- What is the role of parenting?
- How can children’s can affect by parenting style?

### **3. OBJECTIVE OF THE STUDY**

#### **3.1 General objective**

The main objective of this study is to assess the role of parenting on their children's academic performance in Bahir Dar Primary and secondary junior school

#### **3.2 Specific Objective**

**This research point out:-**

- ❖ The role of parents for their children academic performance.
- ❖ Parenting style can affect their children's academic performance specifically middle child-hood children's.

#### **4. SIGNIFICANCE OF THE STUDY**

The research believes that the research will have the following significance

- To provide information about the role of parenting on middle child hood children's academic performance.
- To help as a base for others researches.
- It also helps to extend the scope of knowledge.

## **5. SCOPE OF THE STUDY**

The role of parenting have an effect on children's academic performance. But the effect of this role is not given attention in many places. This study was delimited to Bahir Dar primary and secondary junior catholic school to assess role of parenting on children's academic performance.

## 6. LIMITATIONS OF THE STUDY

The student researcher has encountered the following problems during the study period. Besides the shortage of time, financial and materials in preparing distributing and collecting the questionnaires from the samples representative, unwillingness of the student to fill the questionnaire properly is also another problem.

## 7. OPERATIONAL DEFINITION

**Middle child hood:-** Is generally defined as the period from the on set of formal schooling (6 – 7 years of age to the beginning of puberty (11 – 13 years of age).

**Parenting:-** parenting is the raising of children and all the responsibilities and activities are involved in activity like helping their children's in different aspects i.e education.

**Role:-** The position of a person or group of people in a particular situation and the degree to which involved in it or the duty or which some one or something is expected to perform or have.

**Performance:-** The hard work of a person is how well they do a pice of work or activity.

**Having good academic rank:-** In this study having good academic rank means having at least an average of > 80% and rank of 1 – 5.

## **CHAPTER TWO**

### **2. LITERATURE REVIEW**

#### **2.1 THE IMPORTANCE OF MIDDLE CHILDHOOD, AS**

##### **A DEVELOPMENTAL PERIOD**

Theorists Freud and Piaget saw middle childhood as a plateau in development, a time when children consolidated the gains they made during the rapid growth of the preschool period, and when they prepared for the dramatic changes of adolescence. Erik Erickson, however, who proposed the “eight stages of man” depicted in Table 1, stressed the importance of middle childhood as a time when children move from home into wider social contexts that strongly influence their development.<sup>2</sup> Erickson viewed the years between 7 and 11 as the time when children should develop what he called “sense of industry” and learn to cooperate with their peers and adults. The involvement in formal schooling and organized activities that begins during these years, introduces children to new social roles in which they earn social status by their competence and performance.<sup>3</sup> and also high cognitive but it motivation children who do not master the skills required in these new settings are likely to develop what Erickson called a “sense of inferiority,” which can lead, in turn, to long –lasting intellectual, emotional, and interpersonal consequences (Filed man, (2002).

Researchers have corroborated Erickson’s notion that feelings of competence and personal esteem are of central school classrooms and peer groups. Middle childhood gives children the opportunity to develop competencies and for most children this is a positive period of growth: with the right kinds of experiences, they develop a healthy sense of industry and a confidence that they can master and control their worlds. Development changes in middle childhood, is a crucial shift in children’s cognitive skills occurs at around age six. Although the cognitive changes that occur during infancy and the preschool years are dramatic (as children learn their native language, for instance), almost all theories of development point to age six as the time when children begin to actually “reason” in the commonsense

meaning of the word. All cultures that provide formal schooling for their children begin it between ages five and seven.<sup>13</sup> Although the origin of the change is not well understood, there is a broad consensus that children develop key thinking or conceptual skills during this transition period, which are then refined and consolidated throughout the middle-childhood years.

Middle childhood is marked by several types of advances in learning and understanding. During this period, in school and wherever they spend time, children acquire the fundamental skills considered to be important by their culture, such as reading and arithmetic. Skills of self-awareness also develop dramatically in middle childhood.

## **2.2 SCHOOLS AND MIDDLE CHILD HOOD**

Any environment in which children sharpen their intellectual skill, learn how to get along with others, work with advise cultural group of peers, and assess their self-concepts in competition with others must have a powerful effect on development.

For example during this year in school, the tendency for same-sex playmate intensities, which is true of agricultural as well as industrial societies. In western societies, although teachers encourage mixed sex activities (seating arrangements, spelling bees, organized play ground games) same-sex preference appear in lunch rooms, corridors, and unsupervised play ground activities. Go to alittle league and watch what happens between innings on boy-firl teams. The girls sit together, the boy sit together estimate that are the same-sex preferences peak from eight to eleven years (maccoby 1998).

Many of today's schools recognizing the varied back grounds of their students, have developed curricula to meet their specialized needs for examples, some schools have programs to help adopted children appropriate assignment adaptation friendly term-specialized readings (seid man 2000)



## 2.3 THNLING ABOUT YOUR FUTURE AS A PARENT AND THE EDUCATION OF YOUR CHLIDERN

Famous play Wright George Bernard shows once commented that while parenting is a very important profession, no fest of fitness for it is ever imposed. It a test were imposed, some parents would turn out to be more fit than others most parents do want their children to grow in to socially mature individuals, but they often are not shure about what to do as a parent to help their children research this goal (sten house, 1996) one reason for parent's frustration is that they often get conflicting messages about how to deal with their children. One "expert" might urge them to be more permissive with their children parents, you should be willing to commit yourself, day after day, week after week, month after month, and year after year to providing your children with a warm, supportive safe and stimulating environment that will make them feel secure and allow them to reach their full potential as human being.

Understanding the nature of children's development can help you to become a better parent many parents learn parenting practices and how to care for their children from their parents they usually accept some of their parent's practice and some they discard unfortunately, when parenting practice and child care practice are passed on from one generation to the next, both desirable and undesirable one are perpetuated.

Like parenting, education is an extremely important dimension of children's lives. When we think of education, we usually associate it with schools are an extremely important aspect of education, but education also occur in of context other than schools. Children learn from their parents, from their siblings, from their peers from books from watching television, and from computers as wells.

There is widespread agreement that something need to be done to improve the education our nation's children are receiving what would you do to make school more effective what would you do to make schools are productive and enjoyable context for children development?

Good parenting and good education serve as important base for the development of competent children (J.W Santrock (1998).

Middle child hood is marked by several type of advances in learning and understanding during this period, in school and wherever they spend time, children acquire the fundamental skills considered to be important by their culture, such as reading and arithmetic skill of self-awareness also develop in middle child hood.

([www, child development.com/middlechild hood – development. Htm 1 – caged](http://www.childdevelopment.com/middlechildhood-development.htm))

And it also the time when children demonstrate considerable competence their continuing mastering of their bodies and their environment lead to emerging skill that are readily observable. In this age the role of parents is very necessary for effective performance of the child academically support needed for further improvement monitoring and evaluation at home is very importance (Elizabeth B. Hurlock 1978).

## **2.4 Education and schooling**

Middle child hood also a time of transition characterized by a decreasing dependence on adults, growing influence of peers rapidly developing intellectual potential and grad adaptation to group life both in and out of school what happen during these years provides abase for later development of the child as an individual as a student, and as a number of society because schooling occupies such decntral role during these years it is not surprising that cognitive aspect development including learinning to read to understanding school subject are matter of major concern (encyclopedia 2000).

## **2.5 Parent child Relationship**

Parent child relation during middle child hood must be viewed in the context of the widening social world that characterized children living during this period.

Children spend half as much time with their parents after school entrance as before time spent with other children increase at the time enter school they actually interesting more frequently on daily basis with other ([www/middle child hood parent relation. Com](http://www/middlechildhoodparentrelation.com)).

Mothers and fathers play important role in the development of young children's positive attitude to wards learning and education. In one investigation mothers and their preschool children were evaluated and than the children's academic competence was assessed when they were in sixth grade maternal behavior in the preschools.

Effective communication with the child a warm relation ship with the child, positive expectation for achievement, use of rule-based rather than authority based discipline and not believing that success in school was based on luck.

The father's involvement with the children set aside regular time to be with the child listen to provide the chilled to questions because involved in the Childs preschool and kindergarten activities

- What is parenting?
- What is role of parenting meant?
- Young children education
- Young children performance

Father can help the young child's schooling in the following ways

- ❖ Supporting their children's effort in school and their children's unique characteristics
- ❖ Communicating regular with teachers
- ❖ Participating in school functions.

The relationship between the school and the parents of children is an important aspects of education schools and parents can cooperate to provide

Young children with the best possible educational experience and a positive orientation to wards learning. In one investigation the most important factor in count in contributing to the success of preschool program was the positive involvement of the parents in their young children's learns and education (Jhon w santrok 1998).

Middle child hood youngster now being formal schooling and their cognitive abilities help them to meet the more demanding task set by the school one way of understanding how children's thinking enables them to master new challenges.

## **2.6 Style of Parenting**

Beyond the issue of divorce and remarriage how do different child rearing practice after child development in general after studying how parents interacted with their preschool children identified two key dimensions of parenting behavior the first is warmth versus hostility warm parents communicate love and caring for the child and respond with grist sensitivity and emprsty to the child's feeling. Hostile parents express rejection and behave as it they didn't care about the child the second dimension is restrictiveness versus permissiveness parents differ in the extent to which they make the enforce rules places demands on children and discipline children. David R.sh (1946).

## **2.7 Authoritative parents**

Are controlling but warm they establish clear rules consistently enforce them and rewarded children compliance high expectations, caring and support this style is associated the most positive childhood out come children's with authoritative parents tend to have higher self-esteem are higher achieves in school have fewer conduct problems, and are more considerate of others.

## **2.8 Autorotation parents**

Also exert control over their children but do so with in a cold, unresponsive or rejecting relationship there children tend to have lower self esteem be less popular with peers and perform more poorly in school than children with authoritative parent.

## **2.9 Indulgent parent**

Have warm and caring relation ship with their children but do not provide the guidance and discipline that helps children learn responsibility and concern for others their children tend to be more immature and self centered (Elizabeth B. Hurlock 1978).

## **2.10 Neglect full parents**

Provide neither warmth nor rules and guidance their children are most likely to be insecurely attached have low achievement motivation and disturbed relation ship with peers and adults at school and to be impulsive and aggressive neglectful out come. (Elizabeth B. Hurlock 1978)

## 2.11 PARENTS ACADEMIC INVOLVEMENT

Realizing the tremendous influence of the barriers preventing parents from becoming involved, it is so very important to design a paradigm for infused parental involvement. The involvement must be so integral that the very system of education exudes teamwork, an approach in which shareholders understand the essential role played by each in effecting successful academic outcomes for the child. Thus, this paradigm is one that holds PI at the core of restructuring school functions and sees the child as thriving in an environment at school and at home in which parents are truly invested. The parameters must be clear and parents must accept the opportunities and responsibilities inherent in their role as they are supported by school staff and administration.

The approach described above cuts to the very core of the traditional power structure of school systems where administrators and boards are the decision makers, the ones responsible for student success. Team players must accept that the part they play is essential in the success of the child and that their roles are of equal power and quality in serving the child. The PI program included facets to invite the parent in a welcoming fashion, provided training for parents to interface with the school and students, empowered the parents to support the educational program, and measured the

Another important facet of PI is teacher preparation for supporting parental involvement. The federal legislation, No Child Left Behind, stresses teacher training through continuous staff development, but with no emphasis on preparing teachers to partner with parents. "Most educators enter schools without an understanding of family background, concepts of caring, or the framework of partnerships ([www.childdevelopment.com/middlechildhood](http://www.childdevelopment.com/middlechildhood)).

To decrease the reticence of parents to become involved the academy provides the opportunity for participation in many happy events. Parents academies are held three times per year focusing on students performance. During these evening events, students teach their parents families a science or math experiment that they have learned during that quarter. Parents are drawn to the event to see their children "perform" and while there, become involved in hands-on activities that parents feel capable of learning students and parents increase verbal skills with one another while also learning new vocabulary and terminology. Parents return home with skill with their children parents again become

more invested, students take pride in their ability to teach their own parents, motivation on both parts increase, and the end results is an increase in academic performance parents become excited in building, being a part of education.

Current education reform includes multiple initiatives designed to increase academic achievement with parental involvement (PI) as the potential catalyst that is pivotal in student success. A review of the literature on PI and student academic success more over, the benefit of PI and student academic success. More over, the benefit of PI often follow a “dose-response” relationship such that the greater the level of PI the greater the resulting student achievement ([www. child development. Com/middle child hood](http://www.childdevelopment.com/middlechildhood)).

## CHAPTER THREE

### 3. RESEARCH METHODOLOGY

#### **3.1 Design Of The Study**

Descriptive survey design used to assess, the role of parenting on middle childhood children academic performance. In this study, the data was collected by using printed questionnaires. For 7 & 8 grade students of Bahr Dar primary and secondary junior catholic school.. By using simple random sampling from the total number of 300 students the student researchers selected 45 (15%) samples. In this case, the data was collected in the classroom. By distributing simply to the respondents after they finished class.

### **3.2 Sampling Techniques**

In this research, the student researcher used simple random sampling techniques from 7<sup>th</sup> and 8<sup>th</sup> grade student this population selected because of 2 reason. The first was, the student researcher wants to study middle child hood period children's. Which manly find in this population. The other reason was, in order to get understandable and proper answer from the distributed questionnaire. Each students of 7<sup>th</sup> and 8<sup>th</sup> grade had equal opportunity and chance of selection. So as, it make the sample more reliable and free from baize.

### **3.3 Source Of Population**

Catholic primary and secondary juniors' school is contained students from (KG)-8 grade from this all 7<sup>th</sup> and 8<sup>th</sup> grade students considered in this research.

### **3.4 Study Population**

All middle childhood period children's in catholic primary and secondary junior school who are 7<sup>th</sup> and 8<sup>th</sup> grade students were considered. There are 300 population in this classes . Which have, 6 divided section that contains 50 students each. The student researcher selected 45 (15%) and distributed simply to 50 students from each section.

### **3.5 Data Collection Tools**

Both open and close ended questionnaires were used. For both, male and female students of Bahir Dar primary and secondary Junior catholic school students of 7<sup>th</sup> and 8<sup>th</sup> grade.

### **3.6 Data Analysis Procedure**

Quantitative and qualitative data analysis was presented in table form. The recommendation was give depend on the respondent findings.

### **3.7 Ethical Consideration**



Prior to data collection the researcher asked written permission from the school.

All target group who were participated in the study requested to give oral consent after the explanation of the research objective, procedure and confidentiality as well as the benefit and possible risk. The subject could be withdraw from the study any time or refuse to answer any question there was also no maintenance of records in which so that no body can identify which individual associated with which characteristics or set of data.

## CHAPTER FOUR

### DATA PRESENTATION ORGANIZATION AND ANALYSIS

This chapter is focused on the data analysis and interpretation of results been obtained from the analyzed data, which is collected in Bahir Dar primary and secondary junior catholic school of 7<sup>th</sup> and 8<sup>th</sup> grade. The data is presented in table form depending on the findings. Data analysis and interpretation of the respondents for all closed and open ended questions and answer.

Table 1 Demographical data

No	Demographic data	Frequency	Percentage
1.1	Age		
	12 -13	42	93.33%
	Above 13	3	6.667%
	Total	45	100%
1.2	Sex		
	Male	24	53.33%
	Female	21	46.667%
	Total	45	100%
1.3	Grade		
	7 <sup>th</sup>	23	51.11%
	8 <sup>th</sup>	22	48.889%
	Total	45	100%
1.4	Rank and average of the semester		
	(1-3) (90 -85%)	3	6.667%
	(4 -20) (70 -85%)	7	15.55%
	Below 20 (60-	35	77.77%
	Total	45	100%
1.5	Current marital status of parents		
	- Living together	30	66.667%
	- Separate	9	20%

	- Divorced	6	13.33%
	Total	45	100%

1. According to the result from the above table 1.1

42(92.33%) of the students are between the age of 12 – 13. where as 3(6.67%) respondents are above 13. The student researcher can conclude from this result, almost all of students are middle child hood paired children's.

2. As indicated on the above table 1.2 24(53.33%) respondents are male. Where as, 21(46.67%) are Females. So, from this data the students researcher can conclude that, the number of male and female respondents are more or less proportion net shown in the above table on No 4. 77.7% student rank of the semester. Are below 20 and ( below 60% where as students who have rank of (1 – 3) which is (90 – 85) are 6.67% and 4.20s are 15.55% from this the researcher can ashure that more of the respondents have not satisfactory (rank and average)

3. As indicated on the above table 1.3

23.(51.11%) respondents are grade 7<sup>th</sup> students. Where as, 22(51.21%) of the respondents are 8<sup>th</sup> grade. From this, the student researcher can conclude that the number is more or less proportionate.

4. As shown the above table 1.4

35(77.7%) respondents rank in this semester are below 20 (<60%). Where respondents who have a rank of (1-3) (90 – 85%) are 3 (6.67%). And respondents who have rank of (4-20%) (70-80%) are 7 (15.55%). From this the researcher can conclude that, most of the respondents have low or an unsatisfactory rank and average.

5. As it indicated in table 1.5

30(66.67%) about marital status of their parents are living together. Where as, 9(20%) are separated, and 6(13.3%) are divorced. So from this the researcher an say most of the respondents parents are living together.

Table 2 living condition of respondents

Possible Alternatives	No of respondents	Total No of respondent in percentage
Parents	37	82.22%
Relatives	6	13.33%
Others	2	4.44%
Total	45	100%

As indicated in the above table 2

37(82.22%) of children are living with their parents where as, 6(13.33%) are with relatives and 2 (4.44%) are with other from this data, the student researcher can conclude that most of the respondents living with their parents.

Table 3 Academic support of parents to their children

Possible Alternative	No of respondents	Total No of respondent in percentage
Yes	29	64.44%
No	16	35.556%
Total	45	100%

As indicated the above table 3

29 (64.44%) of the respondent family are give them academic support. Where as, 16(35.55%) are not gat academic support from their parents. From this finding, the student researcher can conclude that most of the respondents can get academic support from their parents

3. An open end question also asked. That, “if your parents give you academic support, what is the extent of their support”? most of the respondents response as follows

- Mostly they get material support like uniform, ex-book, pen, pencil which is not satisfactory
- Some says that they get supplementary books and offer them supplementary education in their home (by assigning home teachers)

Table 4. Academic support

Possible alternative	No of respondents	Total No of respondent in percentage
Parents	8	17.77%
Self support	25	55.55%
Siblings	10	22.22%
Others	2	4.44%
Total	45	100%

As it indicate in the table 4

4 55% of the respondents help themselves academically. And 22% are helped by their parents, and 8.78% are by siblings and 2(4.4%) are by others. From this, the student researcher can conclude most of the respondents help them selves.

Table 5. Educational interest

Possible alternative	No of respondents	Total No of respondent in percentage
Yes	32	73.33%
No	12	26.67%
Total	45	100%

As indicated in the table 5

33(73%) the respondents are interested in their education. Where as 12(26%) are not interested. From this result, the student researcher assure that most of the respondents are interested in their education. This indicate middle child hood period is the bade for motivation.

Table 6 Motivational support of parents

Possible result	No of respondents	Total No of respondent in percentage
Yes	32	71.11%
No	13	28.89%
Total	45	100

As it indicated in table 6

71.11% of respondents, their parents give them a present or promise them. If they would be better in their academic status. Where as, 28.89% are not.

As the student researcher conclude from the above table, most of the respondent their parents give them present or promise them. If they would be better in their academic status.

Table 7 Being a rank student

Possible alternative	No of respondents	Total No of respondent in percentage
Yes	16	35.56%
No	29	64.44%
Total	45	100%

As indicated on the table 7

(64.44%) of the respondents are not the rank students where as (35.56%) are a rank students so the student researcher conclude that most of the respondents are not rank student. Where as 35.56% are a rank student. So, the respondents researcher conclude that most of the respondents not a rank students.

Table 8 Absence from classes

Possible alternative	No of respondents	Total No of respondent in percentage
Usually	10	22.22%
Some times	25	55.56%
never	10	22.22%
Total	45	100%

As indicated in the table 8

25(55.56%) respondents are sometimes absent from class. Were as, 10(22.22%) of respondents are usually and 10 (22.22%) of respondents are never absent from class. From this, the student researcher can conclude that most of the respondents some times absent from class.

9. In this case the respondents asked open end question, “what kind of parenting style that your parents use” ?

Most of the respondents response as follows

- 36 (80%) response their parents use autorotation parenting style.
- 5(11.11%) are response their parents use Authoritative parenting styles.
- Where as 4(8.89%) of them response that their parents use neglectful parenting style

So the student researcher conclude from this, most of the respondents parents use Autorotation parenting style.

Table 9 the willingness of parents in the time of asking to help their children in academic situation.

Possible result	No of respondents	Total No of respondent in percentage
Yes	32	71.11%
No	13	28.89%
total	45	100%

As show in the table 9

32 (71.11%) of the respondents are when the time they ask their family to help them they don't and put the burden on them and their teachers. Where as, 13 (28.89%) respondent are willing to help them whenever they ask to help them. So from this result, the student researcher can conclude most of respondents are not helped by their parents.

An open education asked "What is their reason for not helping the children when ever they ask to help?" the respondents respond as follows

- They have no time for them. Because, mostly parents spend their time or work and get busy. So, they don't have time for their children's.
- Parents don't think they are a role on their children's academic achievement.
- They assumes the role is only the teachers and them selves (children's).



## **CHAPTER FIVE**

### **5. DISSCUSSION**

This discussion part is explained briefly by relating the findings with the literature review

#### **5.1 The importance of middle child hood period in children's academic**

##### **performance**

As indicated in the literature review the importance of middle child hood as a developmental period was not always recognized by scholars .the grate theorists in the area of human development FREUD and J.PIAGET saw middle chilled hood development a time when children consolidate the gains they made during growth of the school period. And when they prepared for the dramatic change of adolescent. Erik Eriksson, the importance of middle child hood at a time when children move from home in to wider social context that strongly influence there development. In formal schooling and organized activities that begins during this year introduce children to new social status by their competence, performance and motivation.

As the research findings of the student researcher can prove that, most of the respondents of this age group are interested in there education. And also, help them selves academically. This indicate that middle child hood period is very critical because, it is the base for competence, motivation and performance.

## **5.2 The role of parents in children's academic performance**

As in indicated in the literature review in one investigation the most important factor contributing to the successes of children learning as, Henderson (1988) found that, across the board parental involvement result maximum students achievement. As the findings of the students researcher most respondents that even if they get material support like uniform, ex-book, pen, pencil, there achievements is low. Because of low involvement of there parents there is no motivational support when ever they ask them to help, they don't and put the burden on them and there teachers.

Because of different reasons like, they have no time for them, mostly their parents spend their time on work and they get busy. So, they don't have time for their children, and also there parents don't think they have a role on there children academic achievements. They assume the role is the teacher and themselves. They think it is enough for there academic achievements (i.e the effort of the teacher and the student). because of these reasons parents involvement or role they have to play is low and also the academic achievements of the child.

In other way respondents who have a highest rank asked on open end question. Because of they were a rank student, what were there parents does to support or to keep them up in that rank? Most of the respondents response that they give them good treatment and motivate them psychologically by saying <brave my baby>, they develop good communication with there children in there school environment, they full fill material support for there achievement.

So these indicate that parent involvement specially motivational and psychological support is very important in middle children academic performance.

### **5.3 Parenting style and academic performance**

As indicated in the literature review, beyond the issue of divorce and remarriage how do different child rearing practice after child development. In general after studying how parents interacted with their preschool children identified two key dimensions of parenting behavior the first is warmth versus hostility warm parents communicate love and caring for the child and respond with grist sensitivity and emprsty to the child's feeling. Hostile parents express rejection and behave as if they didn't care about the child the second dimension is restrictiveness versus permissiveness parents differ in the extent to which they make the enforce rules places demands on children and discipline children. Autorotation parents exert control over their children but do so with in a cold, unresponsive or rejecting relationship there children tend to have lower self esteem be less popular with peers and perform more poorly in school than children with authoritative parent this finding also indicate this (findings of the research). Majority of the respondents response that there parents use autorotation parenting style. In this findings autorotation parenting style has negative effect on children's academic performance.

## **CHAPTER SIX**

### **6. CONCLUSION AND RECOMMENDATION**

#### **6.1 CONCLUSION**

In almost all of the respondents between age of 12-13 and others are >13.this indicates respondents are middle childhood period. Which, their parents are living together. The other is, with single and divorced parents. Most of the respondents have lower rank in the semester. Male and female respondents have almost equal number. These means equal chance being selected. Majority of the respondents, who have a lower achievements in the semester, the involvement or role of parents in there academic achievement in very low. Where as, most respondents which has good communication

with their parent and also warm relationship. With the child positive expectation of achievement, use of rule based rather than authority based discipline and not believing that successes in school was based on luck. So this indicates that, parental involvement is very important in middle childhood period children's academic performance.

Majority of the respondents response that their parents use authoritarian parenting style. In this findings authoritarian parenting style has negative effect on children's academic performance contrary to authoritative. This indicates that parenting style has a great effect on children's academic performance negatively or positively.

## **6.2 RECOMMENDATION**

Children's are very precious wealth of our country. As well as, the world. In general. To make this wealth profitable, what shall be the role of parent on children academic performance? Especially middle childhood period children's are the base for motivation, to be good at their work so great concern shall give to this children.

The student researcher recommended to

- ✓ School administration- better to facilitate parents involvement in there children academic achievements by preparing session at least once in a month that parents discuss with teachers in their children academic situation.
- ✓ Medias shall contribute by informing the importance of parental involvement in middle Childs academic performance
- ✓ Parent also shall consider their role and also parenting style in there children's academic performance, because these have a grate importance or have a negative effect on their children academic performance.
- ✓ Teachers also better to facilitate parent-child relation ship by developing communication through students ex-book that can participate parents.

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## **JIMMA UNIVERSITY**

### **FACULTY OF HUMANITIES AND SOCIAL SCIENCE**

A questionnaire to be filled among catholic primary and secondary school students This questionnaire is prepared to collect information to assess role of parenting on children's academic performance among catholic 7<sup>th</sup> and 8<sup>th</sup> grade student, Bahir Dar.

#### **Questionnaire Instruction**

1. This questionnaire is prepared for both male and female middle childhood students.

2. I would like to tell you to keep your secret by the researcher with regard to ethical consideration.
3. The questionnaire has two parts, the first is about personal information and the second part is relate with the problem that student researcher want to find out.
4. You don't have to write your name on the questionnaire.
5. I would like to request you to give your answer on the provided box and or blank space, Thank you.

## I,. Personal information

1.1 Age \_\_\_\_\_

1.2 Sex \_\_\_\_\_

1.3 Grade \_\_\_\_\_

1.4 Rank of the semester \_\_\_\_\_

1.5 Current marital status of your parents

Living together       Separate       Divorced separate       Others

## Part II

1. Whom do you live with?

Parents       Relatives       Others

2. Did your parents provide you academic support?

Yes       No

3. If yes for No 2 what is the extent of their support? Mention?



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4. Whom do help you out academically?

Parents     Your self     siblings     Others

5. How can they help you out?

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6. Do you have interest for learning?

Yes                       No

7. If No for No 6 what is your reason?

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8. Does your family fulfill your academic need timely?

Yes                       No

9. Do you have enough time to read at home?

Yes                       No

10. Do you have private assistance in your home that give you extra classes  
to make you strong academically?

Yes                       No

11. What kind of parenting style that your parents exercise? why?

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12. If yes for No 13 what kind of help?

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13. Does your parents give you a present or promise you, if you would be better in your academic status?

Yes  No

14. Are you a rank student?

Yes  No

15. If yes for No 16 what is your parents do to support or keep you up in that rank?

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16. Are you absent from class?

Usually  Some times  never

17. Do you have a schedule program at home for reading and learning?

Yes  No

18. My family accept me in every activity of my academy?

Yes

No

19. When the time you ask your family to help you they don't and put the burden on you and your teacher?

Yes

No

20. What do you think the reason is?

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