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**COLLEGE OF SOCIAL SCIENCE AND LAW**  
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**Role Of Parent On Academic Achievement Of Children:- The Case Of Harar  
Secondary School.**

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## **Abstract**

A random sampling technique was used in conducting a research on the role of parents on academic achievement of their children taking Harar Secondary school students as a source of population and the collected data were analyzed and interpreted by using like table and percentage. The objective of this research paper is to find the role of parent regarding their motivation and support, expectation, follow up & control and provision of necessary materials. Generally this research result shows parents involvement in their children school work have great contribution for their educational achievement.

## **Acknowledgment**

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# CHAPTER ONE

## 1. INTRODUCTION

### 1.1 Background of the problem

Educational achievement is usually defined as in one of the three ways. The grade students earn in school, their performance on standardized tests of academic achievement or the number of years of schooling completed. No one factor adequately accounts for difference in level of educational achievement. Generally speaking mental ability as assessed by IQ test-is highly correlated with performance on achievement test moderately correlated with school grades and only mildly correlated with educational attainment (Laurence, 1989).

Since social motives including the need for achievement are largely learned difference in early life experience leads to variations in the amount of achievement motivation more specifically children learn by coping the behavior of their parent and another important people who serve as models through observational learning (Bandura & Walters Cited in Morgan et. Al, 1986). Children take on or adapt many characteristics of the model including the need for achievement. Children who come from parents with high need for achievement tend to be high in need for achievement this leads them to became high achievers in their academic field.

Personality, availability of social support and family cohesion are often identified as factors that can impact a child positively or negatively researcher define personality factors as internal characteristics found in every child including the child intellectual ability and approach to learning, attitude and disposition, self esteem and self control. Social support availability factors such as advocated at home, at school and else where in the community, family cohesion includes family structure and background characteristics such as parents occupation, family income, parent education, parents mental health and parenting style can influence child development both child rearing pattern as well as.

Parents attribution regarding their children's abilities have been linked to the achieivemetn level of school-age children. ([Jamine](#) Bemtechat, 1992).

This research is on adolescents that are found in high school because adolescence is one of the most critical stage of development. This stage is marked by physical, social and emotional changes. Academic demands and the complexity of the school structure make the task of academic success for adolescents difficult the two more important environments are home and school, parents involvement is considered to be a very important positive force ([Jamine Bemtechat, 1992](#)).

Therefore the purpose of this research is to assess parents role in academic achievement of their children that leads them to differences in grad that they earn in school.

## **1.2 Statement of the problem**



Many of the difference in academic achievement observed among adolescents are due to not differences in adolescents ability, motives or beliefs but to differences in the environment in which this abilities and motives are expressed. Evidences suggests that, important aspects of home environment are predictors of academic achievement (Coleman Cited in Laurene 1989). As parents are parts of this home environment this research was studied the influence of parents in predicting academic achievement of their children.

The basic research questions of this study were:-

- How do parental encouragement and support affect academic achievement of their children?
- How do parental follow up affect their children academic achievement?
- How do parental provision of necessary materials affect academic achievement?
- How do parental expectation influence academic achievement of their children?

## **1.3 Objective of the stud**

### **1.3.1 General Objective**

- To assess the role of parents on academic achievement of their children.

### **1.3.2 Specific objective**

- To identify the effect of parents encouragement and support on academic achievement of their children.
- To identify how parents expectation affect academic achievement of their children.
- To know how parents follow up influence academic achievement of their children.
- To know how provision of necessary materials affect academic achievement.

### **1.4 Significance of the study**

The findings of this study may provide important information about the role of parents on academic achievement. This will provide insights on how parents influence their children academic achievement. This knowledge will help parents to enhance the academic achievement of their children and to play their role appropriately. In addition it will give a base line information for further research on role of parents on academic achievement of children.

### **1.5 Ethical consideration**

In conducting this study the following ethical consideration was done

- Letter was written from Jimma University the department of psychology to Harar secondary school.
- The purpose and importance of the study was explained for the subjects of the study.
- Before filling the questionnaire the students were asked for their willingness.

- The name of the study subjects were not listed on the questionnaire and personal secret are closed.
- Items of the questionnaire was clearly worded and free from gender bias.

## **1.6 Operational definition**

Academic achievement:- The grade students earn in school.

Parents:- Biological and non biological parents who are responsible for the child care.

Children:- Students in the age between 14-18 and who learn in high school and are dependents on their parents.

High achievers;- Those students who score an average mark of 70 and above.

Medium achievers:- Those students who score an average mark of 50-69

Low achievers:- Those students who score an average mark of 49 and below.

## **1.7 Limitation of the study**

There were limitations in conducting this study. The first was time because the time given for data gathering analysis and interpretation was very short there was lack of time. The second was students in the school that the research was conducted were bored in filling questionnaires of so many researches and some were not willing to fill and return the questionnaires. Generally the researcher tried to follow what was intended in the proposal.

## **1.8 Delimitation of the study**

The study is delimited to assess parents role on academic achievement of their children in Harar secondary school. The researcher selects this area because most of high school students are adolescents and adolescent is a period of change and because of time financial and material limitation it was only conducted in Harar secondary school.

## **CHAPTER TWO**

### **2. LITERATURE REVIEW**

There are many factors contribute to academic achievement but the most important is the power that lies with in the reach of parents most parents value education want their children to succeed in school (Nancy 2001).

#### **2.1 The effect of parents encouragement and support on academic achievement**

first parents who encourage school success set higher standards for their children school performance and home work completion and their higher aspirations for their children which in turn contribute to school success (Entwisle & Hayduk, 1988; Natriello & MC Dill, 1986; Patrikakou, 1996; Wilson & Wilium, 1992 Cited in Laurence, 1989).

Second parents who encourage school success support values that are consistent with doing well in school and they structure the home environment to support academic pursuits, so the message children receive from their teacher are echoed at home third parents who encourage success are likely to be more involved in their children education more likely attend school programs, help in course selection to maintain all of which contribute to students success. Parental involvement in schooling may make academics seem both more important and more conquerable to the adolescents, which may enhance the young persons academic self conceptions (Grolnick & Slowiaczek cited in Laurence 1989). In contrast parental disengagement from school may make students themselves more likely to disengaged and do poorly. Interestingly parental involvement in schooling has a more substantial effect when the adolescent attends a school in which a large proportion of other students parents are involved as well (Laurence 1989).

Generally researches have found that adolescents who have a strong need for achievement comes from families where parents have set higher performance standards have rewarded achievement success during childhood and have encouraged autonomy and independence (Kosen & D. Andrade 1989, Winter button 1958 Cited in Laurence 1989). However this training for achievement and independence generally takes place in the context of warm parents-child relationship in which the child form close identification with her or his parent (Shaw & White Cited in Laurence 1989).

Personality availability of social support and family cohesion are often identified as factors that can impact a child positively or negatively researchers define personality factors as internal characteristics found in every child including the child intellectual ability and approach to learning, attitude and disposition. Self-esteem and self-control. Social support availability factors such as advocates at home, at school and else where in the community. Family cohesion including family structure and background characteristics such as parents occupation, family

income, parents education, parent mental health and parenting style can influence child development both child rearing pattern as well as parents attribution regarding their children's abilities have been linked to the achievement level of school-age children (Jamine Bemtechat 1992).

## **2.2 The effect of parents expectation on academic achievement**

Adolescent achievement is directly related to the level of achievement that their parent expect them to attain. Adolescents whose parents expect them to go to college are more likely to do so than do of equal ability those parents expect less of them (Featherman Cited in Laurence, 1989).

Parental expectation and adolescents perception of these contribute significantly to academic achievement of students, in combination with other factors-such as prior achievement effort, family income and gender-parental involvement, parental communication, and parental expectations have been found account for over 70% the variance in academic achievement (Patrikakou Cited in Nancy, 2002).

Difference in early life expectation lead to variations in the amount of achievement motivation more specifically children learn by coping the behavior of their parent and other important people who serve as models through such observational learning (Bandura & Walters Cited in Morgan et, al, 1986).

Parents who expect their children to work hard and to strive for success will encourage them to do so and price them for achievement directed behavior. A specific set of parental expectation related to achievement motivation concerns idea about them children should become independent in doing things for one's self (Morgan et. al 1986). The amount of independence training the children receives, children who are encouraged to use their ability constrictively and to find out things for themselves, especially at early ages are likely to be high in achievement motivation in later years. Another influential factor is the parents occupational level, to which the child is regularly exposed. The higher the level, the greater is the probable achievement

motivation in the child birth order is another factor because the greater the number of children, the less in the attention the parents can give each child (L.D Fernald & P. S Fernald 2007).

Parents expectation is considered to be a very important positive force in the children academic achievement.

### **2.3 The effect of parents follow up on academic achievement**

Many students stated that for instance that their parents did not know how well or how properly they were doing in school and over half reported that they could get Cs in their school work without having their parents mind. When parents become engaged, their children become engaged as well, and academic achievement improve (Comer, 1985 Comer, Haynes, Hoyner & Ben-Avie 1996 Cited in Nancy, 2001) this indicates that parents follow up and encouragement greatly enhance academic achievement.

### **2.4 The effect of parents socio economic status on academic achievement**

One of the most powerful influence on educational achievement is the socio economic status of the adolescents family. Adolescents who come from lower socio economic level are more likely to score lower than their peers on academic achievement. Middle class adolescents score higher on academic skill because they grow up under more favorable environment condition and receive better health care and better nutrition both of which contribute to their performance on intelligence test (Laurence 1989) students whose parents are better in socio economic status can get necessary educational materials this leads them to better academic achievement.

## **CHAPTER THREE**

### **3. METHODOLOGY**

#### **3.1 Area of study**

The study was conducted in Harar town capital of Harrari region. It is located 554 km west from Addis Ababa. The study was conducted in Harar secondary school which is one of the high schools in the town. The area was selected based on the researcher experience on the area and it was conducted in the high school. Because most of high school students are adolescents and this period is marked by many changes including their relation with their parents.

#### **3.2 Study population**

The study population of this research was Harar secondary school students. There are 570 grade 9 and 500 grade 10 students in this high school.



### **3.3 Participants**

From the total number of 1070 grade 9 and 10 students 15 percent or 160 participants were selected to make it specific because of shortage of time.

### **3.4 Sampling technique**

In this study the researcher used random sampling to give all students equal chance to participate in this research and participant students were selected from their class randomly.

### **3.5 Data collection Instrument**

To collect data from respondents the researcher was used questionnaires. The questions were close ended and prepared by English language and translated to Amharic language.

### **3.6 Data collection procedure**

The questionnaires were distributed to selected students and the content of the questionnaire were made clear by attending investigator.

### **3.7 Data analysis and interpretation**

The data gathered from questionnaires was analyzed and interpreted by using table and percentage.

## **CHAPTER FOUR**

### **4. RESULT AND DISCUSSION**

The data was collected from 160 students. From these 50% were male and 50% were female and it include 50% grade 10 and 50% grade 9 students. There were high, medium and low achievers. High achievers were those students who score average mark of 70 and above, medium achievers were students who score 50-69 and low achievers were who score 49 and below. This range was taken from the average mark of the students. From the general respondents taking the female students as 100%, 31% were high achievers, 60% were medium achievers and 9% were low achievers. Regarding males 24% were high achievers, 66% were medium achievers and 10% were low achievers. In general there ware 28% high achievers, 63% medium achievers and 9% low achiever.

Table 1;- Personal information of respondents

		High achiever		Medium achievers		Low achiever	
		No	%	No	%	No	%
Grade	9	22	28	53	66	5	6
	10	22	27.5	48	60	10	12.5
Sex	Female	25	31	48	60	7	9
	Male	19	24	53	66	8	10

As it is shown in table two 57% of high achievers, 48% of medium achievers and 33% of low achievers live with both their mother and father. 25% of low achievers are living with their mother only. 6% of medium achievers and 7% of low achievers are living with their father only and 11% of high achievers, 22% of medium achiever and 26% of low achievers are living with their relatives and the other 7%. 11% and 13% of high, medium and low achievers respectively are living in marriage, with their brothers and sisters and by helping themselves.

Table 2:- Living condition of respondents

Living condition	High achievers	Medium achievers	Low achievers
With mother and father	57%	48%	33%
Mother only	25%	13%	20%
Father only	0	6%	7%
Relatives	11%	22%	27%
Others	7%	11%	13%

As it is indicated in table 3, about parents awareness of their role 98% of high achievers, 92% of medium achievers 67% of low achievers parents were aware of their role in their children academic achievement.

Regarding parents motivation to go to school 91% of high achievers, 94% of medium achievers and 73% of low achievers are motivated to go to school. When we compare these low achievers are less motivated than high and medium achievers.

Table 3:- Parents awareness about their role and their motivation to go to school to their children.

Living condition	High achievers		Medium achievers		Low achievers	
	Yes %	No %	Yes %	No %	Yes %	No%
Parents awareness about their role	98	2	92	8	67	33
Parents motivation to go to school	91	9	94	6	73	27

As it is clearly shown in table 4, 82% of high achievers parents discuss with their children about their education and 18% didn't discuss and 90% of parents of medium achievers discuss with their children the other 10% didn't discuss when we see parents of low achievers 73% discuss with their children but 27% didn't discuss with their children about their education.

Table 4:- Parent and children discussion about education

Concepts asked to students	High achiever				Medium achievers				Low achiever			
	Always	Usually	Sometimes	Never	Always	Usually	Sometimes	Never	Always	Usually	Sometimes	Never
Do parents discuss with their children about education	14	34	34	18	19	26	45	10	33	7	33	27

As table 5- shows 70% of high achievers, 85% of medium achievers and 67% of low achievers are asked about their result. Regarding to parents encouragement and support 91% of high achievers, 89% of medium achievers and 67% of low achiever encouraged and supported for their good result in the case of decrease in result 86% of high achievers 83% of medium achievers and 67% of low achievers are encouraged and supported when their result decrease to do better in their next examination. When we see parents follow up 45% of high achievers, 51% of medium achievers and 33% of low achievers parents are aware of their children daily activity.

This shows that high and medium achievers parents are more engaged this make their children to engaged as well. When we compare to low achievers their parents are less engaged in their school work.

Table 5:- Encouragement and support and follow up of parents

Questions asked to students	High achievers		Medium achievers		Low achievers	
	Yes %	No %	Yes %	No %	Yes %	No%
Do parents ask results of every examination	70	30	85	15	67	33
Do patents encourage good result	91	9	89	11	67	33
Do parents encourage and support when result decrease to do better	86	14	83	17	67	33
Do parents have awareness about their children daily activity	45	55	51	49	33	67

Parents follow up their children and give them advice on different issues like how and how long their children should study and who should be their friends because this have great importance on their educational achievement. The table below show this 86% of high achievers 88% of

medium achievers and 73% of low achievers get an advice on how and how long they should study but 14% of high achievers and 12% of medium achievers didn't get advice when we compare this to 27% low achiever who didn't get an advice it is nearly twice and above twice to high and medium achievers respectively. And also 86% high achievers, 87% medium achievers and 80% low achievers are advised by their parents about who should be their friends. This result shows the concern of parents of low achievers is much less than that of parents of high & medium achievers.

Table 6:- Parents advice to their children

Do your parent give you advice about	High achiever				Medium achievers				Low achiever			
	Always	Usually	Sometimes	Never	Always	Usually	Sometimes	Never	Always	Usually	Sometimes	Never
How and how long you should study	20%	25%	41%	14%	36%	24%	28%	12%	13%	20%	40%	27%
Who your friends should be	34%	18%	34%	14%	36%	25%	26%	13%	33%	20%	27%	20%

Table 7 Show 82% of high achievers, 81% of medium achievers and 73% of low achievers are happy with their parents control method. High and medium achievers who do not like their parents control method are much lesser than that of low achiever.

Table 7:- Follow up question

Question asked to students	High achievers	Medium achievers	Low achievers
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	Yes %	No %	Yes %	No %	Yes %	No%
Do you like your parent control method	52	48	81	19	73	27

Parents use different control method that can lead their children to different directions 73% of high achievers, 72% of medium achievers and 20% low achievers attend every class. 2% of high achieves, 5% of medium achievers and 20% low achievers miss classes. 11% of high achievers, 6% of medium achievers and 20% of low achievers didn't use their study hour appropriately.

Table 8:- Follow up question

Parents control method pushes children to	High achievers	Medium achievers	Low achievers
Do study hard	73	72	60
To attend classes	20	24	20
To miss classes	2	5	20
To read other material on study hour	11	6	20
Other	7	8	13

As table 9 shows parents have different expectation to their children educational performance based on different factors this parents expectation lead children to different academic achievement. 23% and 30% of high achievers parents expect their children as they are very clever and clever students and the other 43% and 4% expect them as medium and low students. From medium achievers 16%, 34%, 42% and 8% of their parent expect them as very claver, claver, medium and low students respectively most of low achievers parents which is 33% expect their children as they are low students when we compare them to high and medium achievers.

Table 9:- Parents expectation

Parents expectation	High achievers	Medium achievers	Low achievers
Very cleaver	23	16	13
Cleaver	30	31	13
Medium	43	42	40
Low	4	8	33

As table 10 shows 68% of high achievers are provided with necessary materials, 27% of partially provided the other 5% didn't provided with necessary materials 71% of medium achiever are provided 24% are partially provided and 5% didn't provided with necessary materials from the low achievers 63% are provided, 13% are partially provided and 20% didn't provided with necessary materials.

Table 10:- Parents provision of necessary material

Parents provision of necessary materials	High achievers	Medium achievers	Low achievers
Yes	68	71	63
Partially	21	24	13
No	5	5	20



## **DISCUSSION**

The target of this study is to assess parents role on academic achievement of their children specifically their encouragement and support, follow up, expectation and provision of necessary materials. The awareness of parents about their role in their children academic achievement is the base because parents who are aware structure the home environment to support academic pursuits. Results shows that parents of high and medium achievers are more aware of their role than parents of low achievers.

Encouragement and support is one influential factor that is beneficial to school performance children who are encouraged and supported develop interest to their education. High and medium achievers are more motivated to go to school, discuss with their parents about education, encouraged when they get good result and they get support when their result decrease to do better than low achievers.

As indicated in the literature review parents who encourage school success set higher standards for their school performance and home work completion and their higher aspiration for their children which in turn contribute to school success.

Parents should follow up and control their children by giving them advice on how and how long they should study, who should be their friends and they have to know their daily activity. Most of high & medium achievers are more controlled and followed up by their parents than low achievers.

As indicated in the literature review many students stated that for instance that their parents did not know how well or how properly they were doing in school and over half reported that they could get Cs in their school work with out having their parents mind. When parents became engaged their children became engaged as well and academic achievement improve (Comer. 1985, comer, Haynes, Hoyner & Ben-Avie, 1996 Cited in Nancy, 2001).

Parents expectation and their children perception of these contribute significantly to academic achievement. When children are expected to work hard they tend to work hard and use their potential effectively to accomplish what is expected from them.

This was supported by Featherman. According to him adolescents achievement is directly related to level of achievement that their parents expect them to attain. Adolescents whose parents expect them to go to college are more likely to do so than that are do of equal ability those parents expect less of them (Featherman Cited in Laurence 1989).

The other thing that must be discussed under the role of parents is parents provision of necessary educational materials, children from better socio economic status can get necessary educational materials that help them to do better in their school than children from low socio economic status who face difficulties in getting necessary materials that is an obstacle in their educational achievement.

This was supported by Lauerence. According to her one of the most power full influence on educational achievement is socio-economic status of adolescents family. Adolescents who came from lower socio economic level are more likely to score lower than their peers on academic achievement (Laurence, 1989).

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1 Conclusion**

The result of this study shows parents have a significant role on academic achievement of their children. Their motivation and support to their result on examinations, their advice on study and on their friends, their follow up and control, their good expectation and their provision of necessary educational materials to their children are positive forces that can enhance academic achievement.

The role that parents play is an important factor even if there are other many factors that can influence and predict academic achievement parents can control and minimize these factors.

## **5.2 Recommendation**

1. Parents should be aware about their role on academic achievement of their children.
2. They should motivate and support their children when they get good result and when their result decrease to do better.
3. They should follow up and control their children to influence them positively.
4. They should also give advice on study and about their friends.
5. Parents should have good expectation to their children and they should provide necessary educational materials.

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10. Do your parent ask you about your result in every examination?

Yes  No

11. Do your parent encourage you when you get good results?

Yes  No

12. Do your parent encourage and support you when result decrease to do better?

Yes  No

13. Do your parent have awareness about your daily activity?

Always  Usually  Sometimes  Never

14. Do your parent give you advice about?

14.1 How to study and how long you should study?

Always  Usually  Sometimes  Never

14.2 Who your friends should be

Always  Usually  Sometimes  Never

15. Do you like your parents control method? Yes  No

16. To what ways your parents control method push you?

To study hard  To attend classes  To miss classes

To read other material on my study hours  Others \_\_\_\_\_

17. What is your parents expectation about your educational performance?

Very clever  Clever  Medium  Low

18. Do your parent provide you with what you asked them for learning?

Always  Usually  Sometimes  Never

19. Do your parent fulfill all necessary materials for your education?

Yes  Partially  No

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