



COLLEGE OF EDUCATION
DEPATMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**THE RELATIONSHIP BETWEENPARENTAL SOCIOECONOMIC STATUS AND
LEARNERS` ACADEMIC ACHIEVEMENTS IN GOVERNMENT SECONDARY
SCHOOLS OF SIDAMA REGIONAL STATE**

BY:

EYASU ENDIRIAS EYAMO

NOV, 2023

HAWASSA, ETHIOPIA

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A THESIS SUBMITTED TO COLLEGE OF EDUCATION, DEPARTMENT OF
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DECLARATION

I, undersigned declare that this thesis is my original work and that all the relevant information or sources used for the thesis have been duly acknowledged.

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LIST OF ABBREVIATIONS AND ACRONYMS

AA	Academic Achievements
CSA	Central Statistics Agency
GC	Gregorian Calendar
MoE	Ministry Of Education
PTA	Parent Teachers Association
SES	Socio-Economic Status
SPSS	Statistical Package for Social Science
UN	United Nations
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund.
UNDP	United Nations Development Program
UNECA	United Nations Economic Commission for Africa

ABSTRACT

The purpose of this study was to assess the relationship between parental socioeconomic status and student's academic achievement in secondary schools of Sidama Regional State. To carry out this study correlational research design was employed. Participants of the study 384 were selected through simple random sampling techniques and 11 parents were selected through purposive sampling techniques. The data were collected by using questionnaire and interview. Questionnaires were used as main tool of data collection from students. Both qualitative and quantitative methods of data analysis were employed in order to meet the objective of study. Quantitative data obtained through questionnaires analyzed using descriptive statistics such as frequency, percentage, mean, standard deviation, and inferential statistics like correlation analysis was used to analyze qualitative data and qualitative data analysed through narration. The findings of the study explained that there is statistically significant relationship between parental socioeconomic status and students' academic achievements, parents income was highly correlated with students' academic achievement, students from educated parents achieves better academic result than uneducated parents and occupation of parents affects students' academic achievement, parents with low occupation status are unable to purchase the school goods and services for their children ,some parents wants their children to take up the same type of occupation and there was weak correlation between parental occupation and students' academic achievements. After statistical analysis of data, the researchers concluded that parental socioeconomic status; parent's education, parental occupation; and parent's income correlated with the academic achievement of secondary school students. Based on findings, it was recommended that Poor students should be provided scholarships, free books and other stationary. In addition, it was also recommended that the government should take steps to raise socioeconomic status of people and government should boost the economic status of house hold, and also recommended that government should take necessary action to increase and encourage parent's education in the Sidama Regional State ,and parents should be aware of the types of occupations they are engaged in since the occupation of parents is capable of facilitating and lifting up students' academic success and parents should spends more time with their children, especially in communicating about school activities, expectations of academic achievement in Sidama Regional state through investing in more income generating projects in the region.

Keywords: Parental Socioeconomic Status, Academic Achievement, Secondary School Student

CHAPTER ONE

INTRODUCTION

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, organization of the study and operational definition of key terms.

1.1 Background of the Study

The quality of education brings about significant impact on students' performance and outcomes, and scholars believe that one of the most factors of students' academic achievement is the parents' socio-economic factors (Ryan 2018). Some of the characteristics that affect students' academic achievements are parent's income, parents' education level and parents' occupations.

It is the goal of parents for their children is to achieve the highest possible level of performance. Students, teachers, parents, schools, and the education system as a whole are subjected to a great deal for high levels of achievement Socioeconomic status (SES) is defined as a measure of one's combined economic and social status.

Socio-economic status of parents means educational level of parents, the income of family and occupation of family plays an important role in the academic achievement and social behaviour of the students Amarveer S.et al., 2014).

According to Ainley (2002), socio-economic status is a person's overall social position that influenced by accomplishments in both the social and economic spheres. An individual's achievement in education, employment and occupational status, as well as income and wealth, determine socioeconomic status.

According to Hanafi, (2008) Parents with a high level of education are more likely to participate in activities that help their children develop their intellectual potential and prepare them for successful academic performance. For instance, highly educated parents are more likely to provide their children with the academic foundations they need to succeed in school at home. Parents with a high level of education also know what kinds of high-quality reading materials and food to give their children so that they can do well in school.

Academic performance is considered as a key criterion to judge one's total potentialities and capacities. Hence, academic performance occupies a very important place in education as well as in the learning process. Academic performance has become an index of individual's future in this highly competitive world.

It is also a major goal, which every individual is expected to perform in all cultures, Academic performance is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspirations, academic performance and career aspirations in adolescent are often correlated (A bu-Hilal 2000 p.12).

In most African countries, socioeconomic status of family is usually linked with family's income, parental education level, parent's occupation and social status among their kindred and even at global level (Chidubem, 2018).

Academic Achievement is the excellence in all academic disciplines, in class as well as extra-curricular activities. Include excellence in sporting, behaviour, confidence, communication skills, punctuality, assertiveness, Arts, Culture, and the like. The education of a child starts at very young stage in the family. The parents are the first teachers of a child. This education is called informal education. The education plays the role of an instrument of social change which is imparted to the children initially in the home environment (Machebe C. et al., 2014)

Study was done around Africa by different scholars such as, Eamon, (2005) who indicated that there is a significant difference between low and high socioeconomic status. Low socioeconomic status is often portrayed as disadvantaged in terms of having lower income and lower levels of education and therefore being associated with disadvantaged school performance and outcome.

Recent report by UN Socio-Economic-Impact Assessment in Ethiopia (May, 2020) the worst-case, 3.2-4 million could lose their jobs/livelihoods. Greatest disruption in educational opportunities for Ethiopian children in more than a generation and 26 million children (77% of whom are essential school understudies influenced by school closures) Misfortune of get to imperative school nourishing programs.

Nevertheless, there is research title in the literature that is available on the relationship of parental socio-economic status and students' academic achievements. Though it is not satisfactory, most studies were conducted in Western countries. In Ethiopia, specially, in Sidama region it has been very rarely conducted. This study aim is to fill the gap by investigating these variables in Sidama region.

Hence the importance of the study on parental socio-economic status is to improve the student's academic achievements became area of interest for the researcher.

Thus, this study designed to assess the relationship between parental socio-economic status and student's academic achievements in secondary schools of Sidama region.

1.2 Statement of the Problem

According to Milner (2010), schools can "structurally produce and perpetuate unfairness, poverty, and cultures of apathy while claiming to be structured to be the opposite." (p. 27). He claimed that students from different socioeconomic backgrounds face cultural and social barriers this can impact their academic achievement and affects their ability to fully engage in the educational system.

Norwegian Social Research carried out the project "Children's level of living-the impact of family income" in Norway in the year 2000. The project's primary objective was to investigate the connection between a family's income and their children's day-to-day lives. According to the study's findings, unstable housing situations and homelessness faces disruptions in children's education and it leads to gaps in learning, lack of stability, and difficulty in maintaining consistent academic progress.

According to Arnold (2016), educational policymakers have failed to narrow the achievement gap between children from wealthy and low-income families in both scope and implementation. Credits for fundamental education from the United States, UNESCO, UNICEF, UNDP, and World Bank are now available to all citizens.

Regarding to Ethiopia, parents in urban and rural areas faces overwhelming social and economic challenges that affect their children's academic performance and achievement if they are not handled effectively. Even though education is regarded as a fundamental human right, secondary schools that serve one of Ethiopia's most vulnerable children perform poorly.

Ethiopian students face numerous obstacles in obtaining relevant and high-quality education like, Lack of affordable housing, financial insecurity, limited healthcare access, food insecurity and limited transportation options.

According to Eshetu (2015), in the case of Dessie Town, demonstrated that there is a significant relationship between parental socioeconomic status and student academic accomplishments on regional exams. He illustrated that financial instability and poverty can create significant stress for students and their families. This stress impacts students' ability to focus their studies, leading to decreased academic performance.

According to Gobena (2018) studied the impact of family socioeconomic status on students' academic achievement at Haramaya University's college of education and behavioural science, stated that, limited access to resource of family affects the students to fully engage in their studies and it contribute to lower academic achievement.

According to researcher living experience understood that parental socio-economic factor (income, education and occupation) was affect student academic achievements in Sidama Regional state. The main economic activities of family in the study area included; animal farming in nomadic areas, cereal crop farming, small scale commerce and other related cash crop farming. However due to lack infrastructure and lack of market no sufficient income is realize from the activities. A researcher claimed that the low socioeconomic status of parents is one of the factors of low student's academic achievement. Parents of low economic status may not able to support the children adequately. Students have difficulties to get managing materials, books, copies, school dress, due to lack of resource, whereas, parents of high and middle economic class do not fell the lack and in the region, there is large poverty concentration, fewer option for employment and low level of family involvement. Generally, the success and failure of students are summed up in these all factors and these all factors motivated the researcher to investigate any relation actually exists between socio-economic status of parents and students' academic achievements.

In particular, researches on parental socio-economic status and student academic achievements in Ethiopia secondary school is very rare study on the issues, especially with the idea being discussed. Consequently, the researcher identified three major gaps in the prior researches.

Primarily based on review of the prior researches, the most research has been done of the effects or impacts of socioeconomic status on students' academic achievement, but the relationship of parental socioeconomic status and students' academic achievement has been not much studied, especially in Sidama region. But this study was carried out in Sidama region so as to find out the relationship of parental socio-economic status and student academic achievements.

The researcher also identified another gap in some previous study all the socio-economic status variables were not exhausted together, the research did not look at how parents' occupation, education and income has not been studied together with the student academic achievements this gap also filled by in this study.

Finally, the most of previous researches was focused and revealed primarily the effects of parental socio-economic status on student academic achievements on regional and national examinee students, but this research was focused on all secondary school's students of Sidama regional state. Moreover, in Ethiopia, limited studies were done on this topic and it was complicated by confounding factors. Those gaps hinder the development of effective interventions and policies aimed at reducing the achievement gap between students from different socioeconomic backgrounds. Thus, this study was conducted to bridge these existing gaps by investigating the relationship between of parental socio-economic status and student academic achievements in Sidama region governmental secondary school.

1.3 Research questions

1. Is there statistically significant relationship between parental socioeconomic status and students' academic achievements in secondary schools of Sidama region?
2. To what extent is parents' income correlated with students' academic achievements in secondary schools of Sidama region?
3. How does parents education influences students' academic achievements in secondary schools of Sidama region?
4. To what extent does parents' occupation affect students' academic achievements in secondary schools of Sidama region?

1.4 Objectives of the study

The objectives of the study were as follows:

1.4.1 Main Objective

The main objective of the study was to examine the relationship between parental socio-economic status and student academic achievements in governmental secondary school of Sidama regional state.

1.4.2 Specific Objective

In order to achieve the main objectives', the study was aimed to achieving the following specific objectives:

- I. To find out the significant relationship between parental socioeconomic status and students' academic achievements government secondary schools in Sidama region.
- II. To determine the extent of parents' income correlation on students' academic achievements in governmental secondary schools in Sidama region.
- III. To determine how parents' education influences students' academic achievements in governmental secondary schools in Sidama region.
- IV. To find out the extent of parents' occupation affects students' academic achievements in governmental secondary schools in Sidama region.

1.5 Significance of the Study

The results of the study were great benefit to the following elements;

To education management and leadership entities: Results given may provide the management and leadership bodies with information how parental socio-economic status related with student's academic achievements.

To parents: The study also expected to provide important recommendations to parents for improvement in students' academic environment in light with the findings of the study. Because the information collected by the researcher will actually contribute to parents to understand the relations of their socio-economic status on students' academic performance.

To the body of knowledge and researcher: The study may help the student researchers to be aware and knowledgeable of the relations of parental socio-economic status and student's academic achievements as a whole by providing a road map for future researchers interested in pursuing a similar subject.

To religious and nongovernmental organizations: may gain a better understanding of the relations that has parents' socioeconomic status and their children's educational success by participating in this study. As a result, they will be better equipped to contribute and participate in the education sector.

To teachers: the result of study may benefit to teachers to know how the socio-economic status related with academic achievements of students. They should try to motivate and encourage them into becoming more effective on their academic achievements.

To the Ministry of Education, policy makers: the study may help to know the academic achievements gaps between students from high and low socio-economic status. They may fill the gap between the standards of education between high socio-economic status families and low socio-economic families' students. This should be removed so that better results could be realized from low socioeconomic status families.

1.6 Delimitation of the Study

Delimitations, as defined by Dusick (2011), are the characteristics chosen by the researcher to define the study's boundaries. This study was delimited to conceptual, theoretical and geographically boundaries.

According to annual abstract of Sidama region education bureau 2021/2022 there were 98 governmental general secondary schools in 30 woredas and 6 town administrations. The research will be comprehensive, if it included all government and non-government secondary schools, all students and parents of secondary schools (9-12) that found in Sidama regional state.

Geographically this study was delimited to 18 government secondary school which was found in Hawassa zuria, Hawela, Dale, Malga, Bansa, Boricha, Shabadino and Aleta wondo and Wondo genet town administration. All these selected schools were easily accessible and the researcher was gathered information from the respondents without any problems. Conceptually, this study delimited to the extent of three independent variables only which are: parents' income, parents' education and parents' occupation and to identifying socio economic factors that are related with academic achievements of students. Theoretically, this study supported by Charles Darwin's social Darwinism and the classical liberation theory of equal opportunity. This theory holds that a person's Socioeconomic Status (SES) is a product of their environment, so both nature and nurture influence a person's destiny.

1.7 Limitation of study

Any study cannot be free of a limitation and this study is not exceptional. The following were the major limitations encountered during the study.

- ✚ The main limitation of this study was transportation problems due to poor road network system and long distance from one school to another in the local study and it would be expensive for the researcher. Therefore, the study was limited to the areas that are easily accessible.
- ✚ The absence of broad band network around the study area was challenges of researcher encountered to search information. This leads to the problem of finding the reference books and visiting different web sites, however researcher deals with this limitation by travelling to the area that network available.
- ✚ Another barrier that came across in the process of data collection were refusal of some students of some schools not to fill the questionnaire for unbelievable grounds such as lack of time, fear of sensitivity of the questionnaire contents. Some of the students were not volunteered to be part of the study for reason undefined. However, to minimize such limitation, researcher used different mechanisms such as properly ensuring respondents' confidentiality by clarifying the purpose of the study.

1.8 Operational Definition of Key Terms

Academic achievement: is the students' final score on their assessments. The average grades students received on exams served as the basis for this study's measurement of academic performance.

Education: is the process of acquiring specific skills or knowledge, particularly at a school, college, or university.

Education level of parents: refers to the parents' highest educational attainment.

Family income: refers to the income of the household. The total amount of money earned by both parents from wages and salaries is included in the collection, which is measured in a certain range of Ethiopian birr.

Occupation: is an activity that provides a person with a regular income. It consists of parents' work, occupational prestige (formal or informal).

Parents: refers to a person's mother or father, also known as the child's biological parents.

Socio-economic: The demographic, social, and economic standing of an individual or group in comparison to others is the subject of this. In this study, socioeconomic status was measured by the income, education, and employment status of parents.

1.9 Organization of the study

The study was structured in five chapters; chapter one focused on the introduction, which explores the background of the study and the research gap, the objective of the study, delimitation, limitations and operational definition of terms. In chapter two discussed the literature review which is the past literature on the effects of parental socio-economic status on students' academic achievement. Chapter three focused on the research methodology which explains the research design adopted, target population, data collection methods and procedures and data analysis techniques that used in achieving the objectives of the study. Chapter four also explained data presentation, analysis and interpretation.

This was followed by an in-depth discussion of research findings. Finally, chapter five comprised the summary of the research findings, conclusion and recommendation that was emerged from the analysis.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introductions

This chapter reviews literature focused on the “The relationship between parental socio-economic status and students’ academic achievements in government secondary schools”. The themes of this study include: concepts of socio-economic status, academic achievements, socio-economic status and academic achievements, parents’ income and students’ academic achievements, parents’ level of education and students’ academic achievements, parents’ occupation and students’ academic achievements. Finally, the chapter provides a discussion of the theoretical framework and conceptual framework.

2.2 Concepts of socio-economic status

According to the American Psychological Association, (APS) socioeconomic status is the status of an individual or group it is determined by a combination of social and economic factors such as income, type of education and type of occupation. It has been hypothesized that the level of socio-economic status, as well as the quality of schools and teachers, play an important role in children's academic achievements. Learning begins at home through interactions with families is the most important to the student’s academic achievements (Bryan, 2005).

2.3 Socio-economic status and academic achievements

Socioeconomic Status and academic achievement differs expressively with an number of features including parental income, level of education and family occupations and there have been unpredictable outcomes on student’s academic achievements. According to Chandra and Azimuddin (2013) SES of parents is the most important variable in determining the academic achievement of students. Parental socio-economic status, as explained by Saifi and Mehmood (2011) is a combined measure of an individual's or families economic and social position relative to others, based on income, education and occupation. Books at home, particularly for day students, are one of the most significant influences on students’ academic progress. Due to the likelihood that they have better education levels, parents with greater socioeconomic class are able to support their children financially and offer them with tools for individual learning from an early age.

MetLife (2005), the most potent element influencing students' lives both at home and at school is their family background. According to his argument focusing on socioeconomic class is the most significant predictor on students' academic achievement. He concluded that the greater the family's social and economic position is affects the student's academic performance.

This study conducted on high school students in Latin America in Eamon (2005), which sought to determine how the economic and social condition of the family affected the academic achievements of the students. According to his study academic success among high school students was not considerably influenced by the economic and social circumstances of their families. However, a low academic student academic achievements correlated with family SES because family limited resources is mostly affects their students' academic achievements. According to findings from his study on economic stress, conducted at Iowa State University in the United States, a lack of resources increases household stress, forces parents to adopt a parenting style that may not be best for their children's academic success, and raises the likelihood of family conflicts that result in parental depression and higher rates of school dropout.

In his study on the impact of socioeconomic status on academic achievement, Mayer (2002) concluded that children from low socioeconomic status performed worse in school than those from high socioeconomic status families. These research findings of study show that parental socioeconomic position and home environment are highly related with academic achievements of students. High socioeconomic level families are well positioned to provide for their children's fundamental needs at home, ensuring that the students are comfortable for successful learning.

Orodho.(2009) pointed out that high SES families actively monitor their children's health, social, emotional, and cognitive development to assist them do better in school because they are well-informed about their children. Financial hardship and limitations on parents may result in emotional instability among family members as they attempt to balance their fundamental demands with the resources at hand, as well as depression, which may have a harmful effect on their children's academic achievement.

2.4 Academic achievements

Academic achievement refers to the level of schooling in which students have successfully completed and their ability to attain success in their studies (Larocque, 2011).

It is commonly measured through examinations or continuous assessments, but there is no general agreement on how it is best evaluated or which aspect involves procedural knowledge. The importance of parents' participation is very obvious from the fact that it increases the knowledge and interest of students in academic activities. MetLife (2005), states that children show better academic results when their parents are enthusiastically involved and support their learning.

In the present study the investigator has taken the concept of Academic Achievement as (1) the present ability of the students or the extent of his knowledge in a specific theoretical area, (2) The attainment or success of students in knowledge, skill and appreciations taught in schools, (3) Attainment in examinations in academic field of disciplines taught at their academic level, (4) The percentage of marks obtained in their academic subjects at the test examinations have been taken as a measure of Academic Achievement. These types of Achievement are concerned with Academic or Theoretical Subjects, inculcation of which results the all-round development of students.

2.4.1 Academic Achievement in Ethiopia Context

Education is a way by which human beings transmit their experiences, new findings, and values accumulated over years, in their struggle for survival and development, through generation (Tekeste, 1996). Academic performance/ achievement is the extent to which a student, teacher, or institution has attained their short or long-term educational goals and is measured either by continuous assessment or cumulative grade point average, Mekonnen (2014).

Furthermore, Mammo (2005) stated that education is a strong instrument that empowers human beings to foster sustainable development, to provide democracy, justice, and gender equality, social and economic development. These indicate that education enables individuals and societies to make all rounded and participants in the development process of knowledge, ability and skills.

An important aspect of educational goal is promoting socially responsible behaviour in the form of moral character, conformity to social rules and norms, cooperation and positive style of social interaction (Ballantine, 1993).

In doing so, it shapes the future development of a country. Therefore, it is imperative to adjust children's way of life in a more social and economic order through establishing better-targeted education system. In this regard, focusing on improving the academic performance of children is the most crucial and important investment. In fact, there are bottlenecks that constrain students from performing well at school while several studies have been conducted to unravel factors affecting the academic achievement of students. Derebssa (2006) revealed that the Ethiopian tradition of teaching and learning process which leads the students to have less preference to actively participate in learning. This is due to lack of prior experience of teaching method, poor relationship between teachers and students, teachers' lack of expertise, lack of teaching material or inappropriate curricular materials. Expanding access to quality education is another pressure of poor academic achievement (Ayalew, 2005). But still statistics shows that majority of students scored very poor result in eighth grade school leaving examinations, because of this, students' loss their motivation to continue learning, the reason could be due to some problems rather than quality of education and teaching and learning processes.

2.5 Parents' Income and Students' Academic Performance

Family income, as defined by Business dictionary.com (2016), is the sum of the salaries earned by all members of a family who reside in the same home. Wages, social security benefits, child support, pensions, capital gains, and dividends are all possible forms of payment. The need for parental income position in determining students' academic performance cannot be overemphasized. Lareau (2003) explains that parental income position could be expressed in two terms, which are relative and absolute.

According to Lareau, absolute income is a situation whereby as income increases, so is family consumption level while relative income on the other hand reflects a person or family's saving and consumption based on the family's income in relation to others. However, low income families focus on meeting immediate needs and therefore, have no interest in accumulating wealth that could be passed on to future generations. Thomas (2004), notes that family's income position could define such a family's social status in the community, because what creates the marginal difference between social classes has always been income position.

Families with low income lack the time and the energy to invest for their students' preparation for school, and sometimes face the limited array of options for high quality child care both before their children start school and during early school years.

According to Mallam (2009), he makes the observation that for the students whose families have a low socioeconomic status, the connection between academic achievement and future occupational success may not be as evident. High aspirations for personal fulfilment and good citizenship, contact with schools to share information, participation in school events, monitoring the academic activities in school, and so on are all linked to parental income position. These factors include the provision of a secure environment, intellectual stimulation, parent-child discussion, and good models of constructive social and educational values.

In China, the income of families and their students' academic achievements was studied by Zhang (2012). He stated that the Students' reading abilities, verbal interaction, and phonological awareness were measured in relation to their families' income levels in the study. Children from low-income families performed worse academically, had fewer verbal interactions, were less aware of communication, and had lower levels of cognitive linguistic skills overall, according to the findings. It also demonstrated that children from families with higher incomes read smoother than those from families with lower incomes.

According to Davis, Gordon and Burns (2011), the students were behind others with bad living condition from various family backgrounds. During their early years, their children's education was influenced by the family's income. Abraham, Crais, and Vernon-Feagans (2013) assessed the third study of low-income families and the educational attainment of their students. The study found that high-income mothers' use of mind-boggling with their children improved their performance more than that of low-income father'.

In his comprehensive study, Sean (2013), He proposed that the students' ability to learn at a young age can demonstrate the influence of the parents' income. He maintained that parents with more money send their children to school earlier than parents with less money. They can afford to send their children to preschool, which provides them with the necessary cognitive and social development and has a greater impact on their later educational outcomes. This is in contrast to their low-income peers, who prefer to have their children begin learning in class one (grade one) rather than attending preschool.

However, the researcher is aware that low-income parents are just as eager as high-income parents to send their children to school earlier. Onabanjo (2002) asserted that an average parent with a small income can only take care of a small percentage of a child's education, and such parents may only be able to pay school fees while the child is deprived of basic needs such as shoes, school uniform, a balanced diet, textbooks, pocket money and so on. According to Douglas (2001), poor feeding and housing resulting in overcrowding appear to handicap child academic performance. This means that such child cannot perform well academically. However, children from high and middle economic status parents are better exposed to a good learning environment at home because of the provision and availability of extra learning facilities.

Mayer (2002) explains that the effect of parental income on children's outcome can be viewed in three ways: the correlation between parental income and children's outcome, the causal effect of parental income on children's outcome and the effect of particular policies implemented to raise the income of poor families. Despite the limitations associated with them, Mayer recommends that they are useful in highlighting changes overtime and across countries in relation to parental income and children's outcome. In her analysis, she concluded that parental income has a positive relationship on children's outcomes.

2.6 Parents' Level of Education and Students' Academic Performance

Jamila (2009) detailed that parental educational accomplishment related fundamentally with students' achievement. Educated parents buy additional learning materials and stationery for their children that improve the academic achievements of their students. Parents' educational background continues to draw the attention of many researchers, educationists, parents and administrators for the role it plays in influencing students' academic performance.

According to Ahmad, (2013) as his study, educated parents provide intellectual, economical, psychological and emotional support to their children to be more comfortable and adjusted to their learning development, and in this result, students have to become high academic achievers. The conclusion reached by Femi (2012) was that students with educated parents had higher mean test scores than students with illiterate parents. In addition to this educated family advising the child on how to succeed academically and provide the things they need.

According to Mallam (2009), parents' level of education is crucial to education because they want their children to maintain high academic achievements.

Additionally, it is believed that parents with higher educational levels have higher expectations of their children as well as greater confidence in their children's academic abilities.

They hope that their child will do well in school, get good grades, and go to college. They are motivated to do well in school because of these expectations and confidence in their children. According to Mallam (2009), the confidence that parents have in their children also contributed to the development of their own self-esteem and confidence, both of which are crucial to their education. However, parents' excessive expectations may also cause their children's stress, which may result in lower educational attainment.

According to Eccles (2005), children frequently learn through observation at home. A child's parents are engaging the child in a number of direct learning experiences that will assist the child in achieving the best possible education if they are reading to the child, attending ongoing educational classes. Parents who have a higher level of education than their children do may consider it more important to provide their children with academic stimulating activities than parents who have only a low level of education. To achieve the greatest value in academic achievement (Henderson, MacPherson, Osborne, & Wild, 2015;) the scholarly performance of the students heavily depends on the parental contribution to the academic activities.

In Pakistan's South Punjab town, Rana (2015) investigated the connection between the parents' educational attainment and their children's academic success. The findings demonstrated that students' academic performance was significantly correlated with parents' educational attainment.

2.7 Parents' Occupation and Student's Academic Performance

Children's academic performance is significantly influenced by parent occupation. The academic performance of students is positively correlated with the occupation of parents. The study by Saifi and Mehmood (2011) used income, parents' education and occupation, home goods, transportation, and servants as indicators of socioeconomic status to examine the impact of socioeconomic status on student achievement.

Kalil (2005) asserts that people with a high occupational status have access to greater resources to satisfy the requirements of their homes, whereas people with a low occupational status have access to fewer resources.

Families are unable to purchase the resources and goods (education, housing, food, and a cognitively enhanced learning environment) necessary for successful development and academic performance because of an unstable or inadequate financial situation.

According to Hill et al. (2004), parents with low occupational status have been known to destroy schools or even go so far as to monitor their children rather than work with the school. This was due to the school's perceived or actual discrimination against their children. Jordan and Plank (2000) discovered that low-income students were less likely to attend college despite their parents' aspirations and involvements due to a lack of guidance and support from parents with low occupational status.

“Parental occupation is positioned on the premise of the education and income required to have a specific occupation,” Nicholson, Slater, Chriqui, and Chaloupka (2014). Children are socialized to become productive citizens in education and life in general through their parents' occupation and efforts (Adekey, 2002).

"The impact of Parents' occupation on academic performance of secondary school students in Kuala Terengganu, Malaysia," a study was conducted by Mudassir and Abubakar (2015). Students whose parents had formal occupations performed better than those whose parents had informal occupations, according to the findings.

A study on the "Impact of parents' profession on their Children's Learning of English in Pakistan" was conducted by Muhammed (2012). According to the findings, there is a positive correlation between parents' occupations and their level of English proficiency.

Mohammed discovered in this study that children whose parents have more advanced or better professions live in areas where English is spoken frequently, making them more conversant with the language than children whose parents have less advanced or better professions. The study was focused only on learning English, but this study will be also focused on secondary school students' overall subjects of academic performance.

Students' attempts to identify with people in prestigious professions like law and medicine, as well as their willingness to put in a lot of effort at school in order to attain such jobs, are influenced by their parents' occupational status. This will be simpler if the parents hold senior positions or are in high-ranking positions (Azi, 2016). The children and students will be inspired to do better, which will have a positive impact on their academic performance.

A dekeye (2002) confirmed that parents are the fundamental individuals in supporting children in any culture for that reason the family is viewed as the essential specialist of socialization. Children's academic success in school and life as a whole is influenced by their parents' work and efforts. According to a study conducted in Kuala, Malaysia, Usaini and Abubakar (2015), the academic performance of secondary school students is influenced by the occupation of their parents. The finding demonstrated that students whose parents had formal education achieved better results than those whose parents had a prescribed profession.

2.8 Factors that influence parental socioeconomic status

According to Saifi and Mehmood (2011), parental socioeconomic status is a combined measure of an individual or family's economic and social position relative to others, based on income, education and occupation. Parents' socioeconomic status has an important influence on their children personality development. Based on Tariq's theory above there was three factors effecting socioeconomic status, they explained bellow.

2.9 Stratifications of parental socioeconomic status

There are many levels in societies. There are rich societies, middle and poor category societies. It's not different with education level, there is high-level education. In contrast, there are so many people who only have low education level. Their level education only graduates to high school level or below. This case illustrates if in a society there are always any social strata because of differences in economic level, education, social status, power and others.

According to Suleman et al., (2012) parent's socioeconomic status was classified into three categories. They are High Socio-Economic status, Middle Socio-economic status and Low socio-economic status. **High, Middle, and low classes**

According to Suleman et al. (2012) high socioeconomic status parents of the students have occupation like Bureaucrats, doctors, professors, Engineers, Businessman, Professionals and Gazetted officers. In this class, they are a rich group like conglomerates, executive groups, and so on. In this class, all the necessities of life can fulfil easily. The children's education is becoming first priority, because the children who live in this class have good facilities and infrastructure in their study. Their chance to get extra education is very big. Therefore, this condition can come up spirit of children to learn because their parents can fulfil their facilities in learning.

According to Suleman et al. (2012) parental socio-economic status can include in middle if parents occupational are Non-Gazetted Officials, School Teacher, Clerks, Office assistants, graphers. In the middle class were typically the societies that have occupation like professionals, shopkeepers, and smaller businesses. Usually their occupation was in middle stage. In this class Even though their income was not too high like high class but they were having good position in society, their attention to children education is fulfilled and they are not worry about the economic. They were also having good learning facilities and a lot of time to learn.

According to Suleman et al., (2012) parental socio-economic status can include in low socio-economic status if the parents occupational are Jobless, Labourers, Transport workers and related workers. Lower class is a group that has income or a receipt from their occupation is much less, than their basic needs. The occupation which included in this category is a poor society and loses their ambition to achieve higher success. These groups include domestic servants, garbage transporters and other. Their appreciation for the life and education their children are very low and often does not care because their life is busy to fulfil basic need. Their attention to the family is very small, because they do not have the spare time to gather and relate among family members less familiar. In this class, the desires of the upper class are less because of economic and social reasons.

2.10 Theoretical Framework

One of the educational and sociological theories served as the study's foundation and direction. The study primarily guided by Charles Darwin's social Darwinism and the classical liberation theory of equal opportunity.

In the case of Sidama region, this attempted to determine some of the connections between the socioeconomic status of parents and the academic accomplishments of students. This theory holds that a person's Socioeconomic Status (SES) is a product of their environment, so both nature and nurture influence a person's destiny. Unless a particular distinction can be explicitly justified, equal opportunity stipulates that all individuals ought to be treated in a manner that is comparable to one another. The informal sectors are those areas where the central government fails to provide equal opportunities, which prevents them from progressing economically and socially. The ability of education to improve life circumstances and the quality of education are both influenced by socioeconomic factors like the level of income in the family, the education level of the parents, the sufficiency of learning and teaching materials or resources, and occupation.

Socio-economic factors such as family income level, parents' level of education, adequacy of learning and teaching materials or resources and occupation, all influence the quality of education as well as the ability of education to improve life circumstances. Low socio-economic status and its correlates, such as lower education and unemployment, ultimately affect a society as a whole. The study therefore attempted to discover the extent to which the classical liberal Theory of Equal opportunity and Social Darwinism can effectively be linked to socio-economic factors that influence pupils' academic achievement in informal settlements, where inequalities of education provisions are severe on equity and deficiency grounds. Based on the above theoretical framework, the study was guided by the following conceptual framework:

2.11 Conceptual Framework

This conceptual framework presents independent variables such as parent's income level, parent's level of education, parent's occupation, and the independent variables have an effect on student achievement as manifested in school mean grades, school-based examinations and number of students proceeding to next class in secondary school. Generally, the interaction of these variables determines the achievements of students in academics as shown a blow.

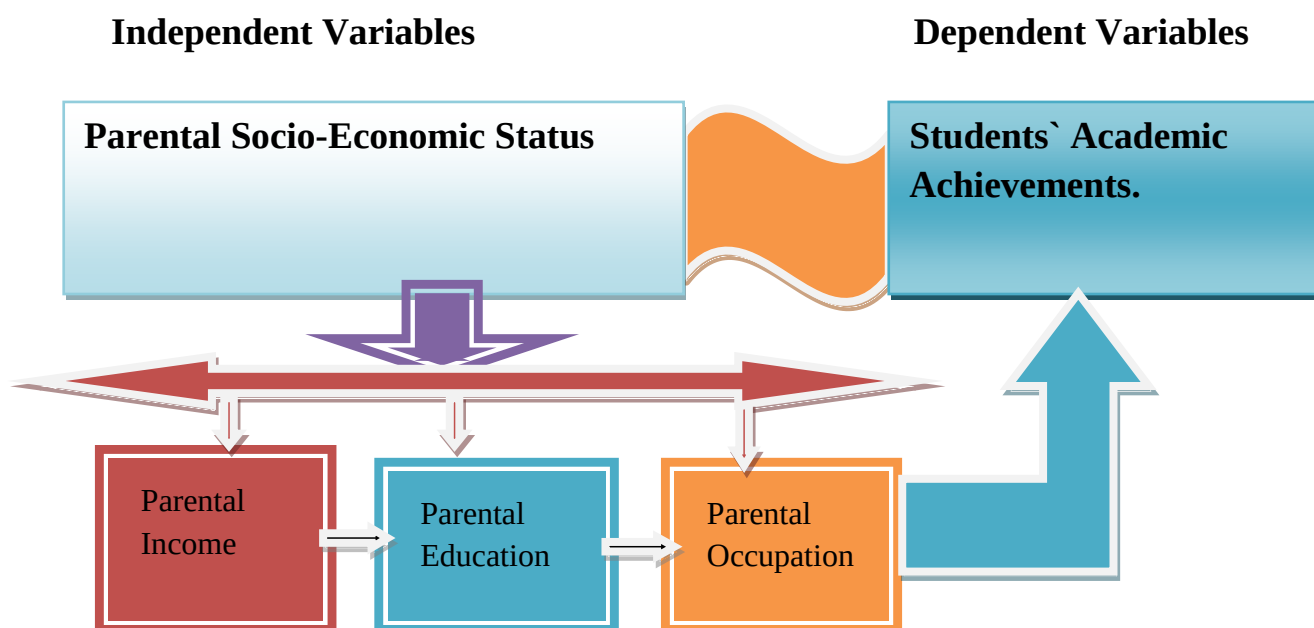


Figure: 2.1 conceptual frame work

2.10 Summary of the Literature Review

There is clearly some evidence that socioeconomic status of parents plays a role in the performance of their children in schools. Even though there is a lot of research undertaken on socioeconomic status in general, more analysis needs to be explored specifically on socioeconomic status in the education sector and how this relates to student performance. Empirical studies have contributed to knowledge of how socioeconomic status affects student performance, through approaching investigation into socioeconomic status with appropriate qualitative and empirical research techniques. There is still clearly gap in the literature to be filled concerning in particular the relationship of socio-economic status and achievements of children in Sidama Regional state. This researcher's research question was attempted to fill this gap by addressing the relationship of socioeconomic status and students' academic achievements in Sidama regional state.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focused on research design, Description of study area, source of data, target population, sample and sampling procedures, research instruments, data collection procedures, data analysis techniques and ethical consideration of study.

3.2 Description of the study Area

The aim of this study was to assess the relationship of parental socioeconomic status and student's academic achievements in governmental secondary school of Sidaama region. Sidama Region is located in Southern part of Ethiopia. It was formed on 18 June 2020 from southern nation, nationalities and peoples' region and transformation of the Sidama zone after the vote of autonomy referendum. It is named for the Sidama people whose home land is in the Region. Sidama is bordered on the south by Oromia region (except for a short stretch in the middle where it shares a border with Gedeo zone), on the west by Bilate River which separates it from Wolaita zone, and on the north and east by Oromia region.

Based on the 2007 census conducted by the CSA the region has a total population of 2,954,136, of whom 1,491,248 were men and 1,462,888 were also women who speak Cushitic language known as Sidamigna. Sidama region covers 6972.1 square kilometre and lies between 6.14-7.18 latitude and 37.2 to 39.19 longitudes, with an elevation ranging 501-3000 meters above sea level. Nearly 95% of Sidama people live a life centered on agriculture. The Sidama economy primarily based on the subsistence agriculture; therefore, the major sources of income are coffee and chat in the region.

The research was conducted in Sidama regional state, under the title of "the effects of parental socioeconomic status on students' academic achievements in Government secondary schools of Sidama region." Sidama region is 275 km far from Addis Ababa to Hawassa. In the Region there are 30 woredas and 6 town administrations. According to the annual statistical report prepared by Sidama region Education Bureau in 2022 GC, there were 98 government general secondary schools. This research was conducted in 7 woredas and 2 town administrations taking as the sample out of 30 woredas and 6 town administrations.

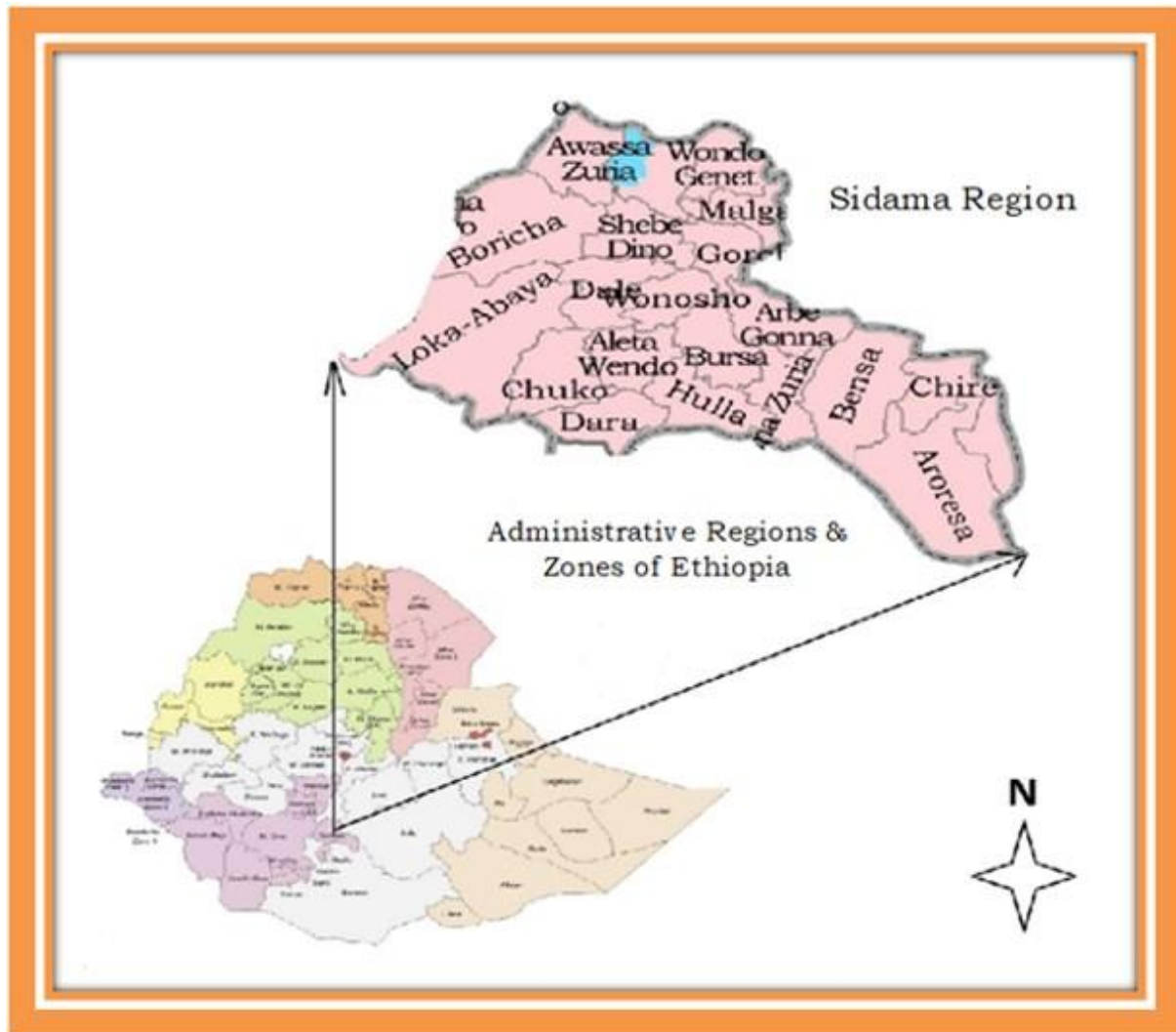


Figure: 2.2 Map of Sidama Region

Source: Statistics and Population Division cited in (Sidama Region Finance and Economic Department Sector 2022).

3.3 Research Design

A correlational research design was employed with the assumption that it could help to provide an opportunity to predict scores and explain the relationship among variables on the matters related to the relationship between parental socioeconomic status and students' academic achievement. With regard to the use of correlational research design, Cresweel (2012) noted that correlational research design is used by investigators to describe and measure the degree of relationship between two variables and helps to describe and interpret the current conditions. Correlational research design was used to see on the actual relationship between parental socioeconomic status and students' academic achievement.

In addition to this, the design helps to discuss what actually exists within a situation, such as current aspects of research. Therefore, Correlational research design was appropriate and suitable for this study as this information collected from the respondents using questionnaires and interview.

3.4 Research Method

In this study, both quantitative and qualitative methods were employed. The researcher initially used quantitative method through survey questionnaires from students, and also qualitative method through semi-structured interviews to substantiate the quantitative data. To gain an in-depth understanding of the topics the study has been carried out using convergent parallel method. The convergent parallel method entails that the researcher concurrently conducts the qualitative and quantitative data in the same phase of the research process and analyses the two components independently and interprets the result together (Creswell, 2012).

Quantitative method was considered as appropriate because it uses the survey in collecting data from a wide area by selecting a representative sample of a large population. Besides, the qualitative method aimed at providing in-depth understanding the phenomenon of the relationship between parental socio-economic status and student's academic achievements. Thus, Creswell (2012) define it as "a research method which systematic empirical investigation that uses numerical data to analyse phenomena. In this study, the qualitative method was regarded as an appropriate method because it discovered how respondents constructed their own meaning on the relationship between socioeconomic status and student's academic achievements.

3.5 Sources of Data

The sources of data for this study were both primary and secondary sources.

3.5.1 Primary sources

They are the first-hand information collected by the investigator. It is collected for the first time and it original and more reliable. They include students and PTA members.

3.5.2 Secondary sources

Secondary data refers to second hand information it is not originally collected and rather obtained from already published or unpublished sources.

The secondary sources were school records or documents consisting of student academic achievements, action researches, feedback documents and socio-economic status reports.

3.6 Population, Sample Size and Sampling Techniques

3.6.1 Population

According to Ferguson (2004), a population is a well-defined or set of people, services, elements and events, group of things or households that are being investigated. The populations of this study were students and parents in 98 public secondary schools of Sidama regional state. Private secondary schools were excluded from the study because of their management procedure and having different school facilities.

3.6.2 Sample Size and Sampling Techniques

According to Krejcie and Morgan (2002) a sample is a small proportion of an entire population; a selection from the population. Determination of the population and sample of schools was based on the annual statistical reports prepared by sidama region education bureau in 2023 GC. According to this report there were 98 secondary schools in the 30 woredas and 6 town administrations in the region. According to this, general secondary school have sum of 28,635 students currently studying in the region. Therefore, it is difficult to include all secondary schools in the study area. In order to select samples multi stage sampling techniques was used.

In the first stage 7 woredas (Hawassa zuria, Hawela, Malga, Bansa, Boricha, Shabadino, Dale) and two Town administration (Wondo genet and Aleta wondo town administration) (27.7%) were selected by using stratified sampling techniques by considering that the researcher first divides a population into smaller subgroups, or strata, based on shared characteristics of the members and then purposively select among these groups to form the final sample. This sample size is sufficient because according to Mugenda and Mugenda (2008) a sample size between 10% and 30% is statistically significant for social study. In this case geographically Sidama region has 4 zones; Northern, Southern, Central and Eastern Sidama zone. Purposive sampling technique was used by the researcher to decide which woredas to include in the sample from the four zones out of the 30 woredas and 6 town administrations.

In the second stage in these sampled woredas and town administration there were 18 governmental general secondary schools. Among those schools 11 (61.1%) schools were selected by using simple random sampling techniques, especially lottery method. This technique was used because it allows every member of population to be selected without bias and it is also easy to use (Mugenda and Mugenda, 2008), with assumption that all governmental secondary schools have equal chance of being selected in the sample.

In the third stage for this study respondents (students) were selected from sampled schools to collect data by using simple random sampling techniques. In this sampling techniques each members of population have an exactly equal chance of being selected. To supporting this idea Mugenda and Mugenda (2008), explain that simple random sampling involves allocating equal chance to the selected elements in the population.

To determine the sample size of student's researcher was used Kothar (2004)) formula:

$$n = \frac{z^2 p (1-p)}{e^2} \text{ where as}$$

$$z = 1.96 \text{ (desired confidence level that obtained from table)}$$

$$p = 0.5 \text{ (sample proportion)}$$

$$e = 0.05 \text{ (margin of error). Therefore}$$

$$(1.96)^2 \times 0.5 \times 0.5 / 0.05^2$$

$$3.8416 \times 0.25 / 0.0025$$

$$0.9604 / 0.0025 = \underline{384.16 \text{ approximately 384 respondents of students were selected.}}$$

For this study 11 (16.9%) PTA were selected from out of 65 PTA members from sampled schools through purposive sampling techniques. A researcher assumes that these chosen parents' members have sufficient knowledge about the situation and they have a better position than others in terms of efficiency and responsibility in the schools. This sampling technique is value lies in selecting information-rich cases to gain a deeper understanding about the situation. Supporting to this idea Arikunto (2010), defines that purposive sampling is the process of selecting sample by taking subject that is not based on the level of area, but it is taken based on the specific purpose.

Table 3.1: Summary of Samples Woredas, Schools, Students and Parents

No	Sampled woreda	Sampled school	Respondents			
			Students		PTA	
			Population	Sample	Population	Sample
1	Hawassa zuria	Hawassa langano	5353	72	7	1
2	Hawela	Hawela lida	1304	18	5	1
3	Malga	Manicho	1423	19	5	1
		Wotara resa	1488	20	5	1
4	Boricha	Yirba	5141	69	7	1
5	Shabadino	Dila aferara	1978	27	5	1
		Tumano telamo	1197	16	5	1
6	Wondo genet town admn	Chuko	1505	20	5	1
7	Dale	Debub kege	2168	29	7	1
8	Bansa	Bansa kawado	1646	22	7	1
9	Aleta wondo	Aleta hidase	5432	72	7	1
Total	9	11	28,635	384	65	11
Sampling techniques	Stratified and purposive	Simple random	Simple random Simple random		Purposive sampling techniques	

Source: Sidama Region Education Bureau Annual Report 2023 Gc.

The researcher believed that this representative sample is manageable and sufficient to secure the data. Therefore, the sample sizes for this study were 384 students selected by simple random sampling technique and 11 PTA members selected from sample school using purposive sampling techniques.

3.7 Data gathering tools

The data collection tools were used in this study questionnaires and interview for primary sources of data and document analysis for secondary source.

3.7.1 Questionnaire

Questionnaires were written forms that asked exact questions of all individuals in the sample group, and which respondents could answer at their own convenience (Gall et al., 2007). The questionnaire was the most widely used type of instrument in education. The data provided by questionnaire could be more easily analysed and interpreted than the data obtained from verbal responses and questionnaire gives better uniformity across measurement situations rather than interviews.

Questionnaire plan was relatively easy (Merriam, 2002). Questionnaire was supposed to be better to get great amount of data from large number of respondents in a relatively shorter time with smallest quantity of cost. In this study questionnaire was prepared for students. It was written in sidamu afooLanguage this was why the researcher aimed to make the communication clear and easier to respond and avoid complexity. The questionnaire consisted of two parts. The first part deals with the general background of the participants. The second part contains the total number of both closed ended and open-ended question items that pertain to the basic questions of the study. Both open-ended and closed-ended questions were included in the questionnaire to create an opportunity for respondents to express their feeling freely.

3.7.2 Interview

An interview is the verbal questions asked by the interviewer and verbal responses provided by the interviewee (Gall et al., 2007). For this study the interview questions prepared for PTA members. The question were written in English Language and translated in to sidamu afoo language to make the communication clear. The reason using semi-structured interview, its advantage of flexibility in which new questions forwarded during the interview based on the responses of the interviewee. The interview questions were discussed with the interviewee in Sidamu afoo language to reduce communication barriers and to get more information. The purpose of the interview is to get evidences and to gather more information that might not be easily held by the questionnaire.

3.8 Data collection procedures

To collect data from the respondents, questionnaires and interview questions are prepared. Following this, the letter of permission obtained from Hawassa University to get access of information for the study, and copies of learners were submitted to sample schools of Sidama regional state.

The researcher delivered all questionnaires to the schools personally. During this personal contact, the researcher explained some of the complex aspects of the questionnaire. The interview of parents was conducted during PTA meeting in some of the selected schools. The researcher through the office of school principals was obtained the contacts of parents who were easily accessible in schools and planned on when and where to meet for the interview. To collect the data from the sampled respondents convenient time and place were chosen in order to place them freely and maximize the quality of response and degree of return.

3.9 Data analysis techniques

According to Polit and Hungler (1997), data analysis means to organize, provide structure and elicit meaning. The data was collected in this study was coded and tested for completeness and then analyzed using descriptive and inferential statistics by Statistical Package of Social Science (SPSS) version-25. These types of statistics software are easy to compute and interpret and they also help in making conclusions. A descriptive statistical technique (frequencies, percentage mean and standard deviation) and inferential statistics (correlation and regression) was employed to analyze field data from questionnaires to assist in the interpretation of data. The descriptive statistics was used to describe the data while inferential statistics is used to generalize the data finding (Best and Kahn, 2006).

A five-point Likert Scale ranging from strongly agree to strongly disagree were used for the sake of analysis and interpretation of quantitative data collected from students and teachers through questionnaires. According to Zaidatol & Begheri (2009) mean values from 1.00-1.49 was considered as strongly disagree; 1.50-2.49 as disagree, 2.50-3.49 as undecided, 3.50-4.49 as agree and 4.50-5.00 as strongly agree implementation of the items. For the case of analysis strongly agree and agree indicate effective implementation of each item in the school and undecided presents neither positive nor negative agreement. Similarly, strongly disagree and disagree indicates ineffective implementation of the items in the task.

On the other hand, for the extent of parents' income rating scales ranging from very high to very low used for the sake of analysis and interpretation. According to Zaidatol & Begheri (2009) stated the mean values from 1.00-1.49 as very low, 1.50-2.49 as low, (2.50-3.49) as moderate, and 3.50-4.49 as high and 4.50-5.00 as very high in the items were used. Finally, the qualitative data collected through interviews were analyzed through narrative description to complement the quantitative data.

3.10 Validity and Reliability Test

According to Kothari (2004) validity refers to the degree to which an instrument measures what it was supposed to measure. The study carried out content validity to establish whether the content on the question was achieved the objectives of the study. 25 students were selected randomly from two non-sampled schools (Alamura secondary school and Halade secondary school) and given the questionnaire to fill in the presence of the researcher. To be sure of the validity, the researcher's advisors and some experienced teachers of secondary school were consulted to give their comment. This helped a researcher in clearing any ambiguities and in ensuring that the questions pose measure what it was intended to measure.

Reliability had to do with the consistency or repeatability of a measure or an instrument and high reliability was obtained when the measure or instrument gave the same results if the research was repeated on the same sample (Maree, 2007). To ensure reliability, the questionnaires were pretested on selected respondents outside the sampled schools. A pilot test was carried out from a randomly sampled of twenty-five students. The purpose of piloting is to checked out the clarity of the items to the respondents, the adequacy of time to complete instruments in the field, to assess the real characteristic of the school. After the tryout, each instrument was carefully examined and some questions were improved based on some indications that hint for further improvement. In this case, a questionnaire with close ended question items was used. The research questionnaire was originally prepared in English and then it was translated into Sidamu afoo language. Then reliability of data was checked; it was done by calculating Cronbach alpha value for all corresponding variables.

Table -3.2: Reliability coefficient value of questionnaire using cronbach alpha analysis

Variables	Cronbach's Alpha	Number of items
Socioeconomic status	=0.830	3
Parents income	=0.864	3
Parents education	=0.864	3
Parents occupation	=0.814	3
Over all reliability coefficient	0.843	

As it shows in the table 3, Cronbach alpha value for all corresponding variables involved in the study. Over all reliability coefficient value was 0.843. According to George and Mallery, (2003) a cronbach`s alpha value of 0.61 or higher suggests that the questionnaires reliability is acceptable. Therefore, overall value of reliability coefficient in this study indicates that it's reliable and acceptable.

Table 3.3. The alpha cronbach value (George and Mallery, 2003)

Alpha cronbach value	Interpretation
0.90-1.00	Excellent
0.81-0.90	Good
0.71-0.80	Good and Acceptable
0.61-0.70	Acceptable
0.51-0.60	Poor
Less than 0.5	Unacceptable

3.11 Ethical Considerations

According to Mugenda and Mugenda (2008), ethical considerations are critical for any research. Leedy and Ormrod (2005), affirm that most ethical issues in research fall into four categories: protection from harm, informed consent, right to privacy and honesty with professional colleagues. In this study, an ethical guideline for conducting the research was embraced to ensure that an ethical value was not violated. Before going to the field to collect data, the researcher was applied for research permit from Hawassa University for ethical permission; and the researcher introduced his objective to all participants for selected general secondary schools in Sidama regional state.

The researcher was also sought the permission of parents and students to in the study through principals. Indeed, the researcher was ensured that the purpose of the study and its potential benefits clearly explained to all the participants. Further, the participants were assured that the study is for purely academic purposes only. Moreover, the cover page of the questionnaire has adequate information as to the purpose of the study and the procedures followed in filling out the questionnaire were clearly indicated. Finally, the researcher was remained objective and ensured findings, conclusion and recommendations based only on the data.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

This chapter presents the description of the sample, analysis and interpretation of the data based on the information obtained through the questionnaire and interview. It consists of two parts. The first part was concerned with the description of characteristics of the respondents; whereas, the second part deals with the analysis and interpretation of the data. The purpose of this study was to explore the relationship of parental socioeconomic status and student's academic achievements in secondary school of Sidama Regional State.

To this end, the investigator developed data gathering tools that integrate various aspects of parental socioeconomic status and student's academic achievements. For this purpose, 384 students, and 11 school PTA members with total of 395 respondents were selected from 11 secondary schools of Sidama Regional State. 384 questionnaires were distributed to students and 11 PTA were interviewed from eleven secondary schools of Sidama Regional State.

4.2 Response Rate of the Quantitative Data

In this study, totals of 384 respondents were selected to complete the questionnaires. From these, 336 students have properly completed and submitted, thereby generating a return rate of 87.2 Percent.

Table 4.1: Questionnaire Return Rate

Respondents Type	Responses			Return Rate %	Rejected	
	M	F	TOTAL		Total	%
Students	202	134	336	87.5	48	12.5

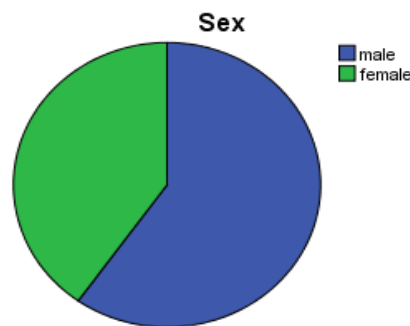
As it can be seen in table 4.1, out of the 384 questionnaires distributed to the students 336 (87.5%) were returned and filled correctly. The rest 48 (12.5%) questionnaires were rejected, because their responses were incomplete and were not filled properly. According to Mugenda and Mugenda (2008) a response rate of 60% is good and a response rate of 70% or more is even better for social research. The responses given by them were analysed and interpreted. Thus, in the following section analysis and interpretation of data were presented in the following sub-sections corresponding to the basic questions and characteristics of respondents.

4.2 Socio-Demographic Characteristics of student

Table 4.2.1 Genders of Respondents

Sex				
	Frequenc y	Percent	Valid Percent	Cumulative Percent
Male	202	59.8	59.8	59.8
Valid Female	134	40.2	40.2	100.0
Total	336	100.0	100.0	

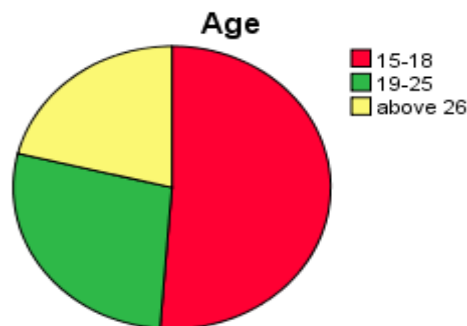
Chart-4.1



From the table 4.2.1 and chart 4.1, it could be easily observed that 202 (59.8%) of the student respondents were male and 134 (40.2%) of the students' respondents were female. This implies that male's students were much more likely to enrol in secondary school than females' and relatively there were gender gap between them. This may have the effects on their academic achievement. Anagbogu (2002) observed that there is a general belief that boys are superior to girls in terms of cognition and logical reasoning and even in academic performance. Supporting, Okeke (2003) asserted that factors that affect students' academic achievement in science subjects include sex role stereotype, masculine image and female socialization process and inability to withstand stress.

Table 4.2.2 Age of Respondents

Age				
	Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	15-18	172	51.2	51.2
	19-25	93	27.7	78.9
	above 26	71	21.1	100.0
	Total	336	100.0	

Chart-4.2

From the table 4.2.2 and chart-4.2, According to the demographic questions, which were used to identify the students' age? 172 (51.2%) of the students' respondents replied their age between 15-18, 93 (27.7%) of the students' respondents said their age between 19-25 and 71(21.1%) of the students' respondents were said their age above 26. This implies that most of students are attends secondary school education between 15-18 ages in Sidama Regional state and the age of most students are found in between 15-18 this is also available under the age range that sated by the Ministry of Education. According to MoE (2002) the official age of secondary school is from 15-18 years old. Ali (2013) reported that age was among other factors that significantly affected academic performance of graduate students.

Table 4.2.3 Parents occupations

Parent`s Occupations				
	Frequency	Percent	Valid Percent	Cumulative Percent
Trade	85	25.3	25.3	25.3
Farmer	161	47.9	47.9	73.2
civil servant	45	13.4	13.4	86.6
daily worker	24	7.1	7.1	93.8
private job	21	6.3	6.3	100.0
Total	336	100.0	100.0	

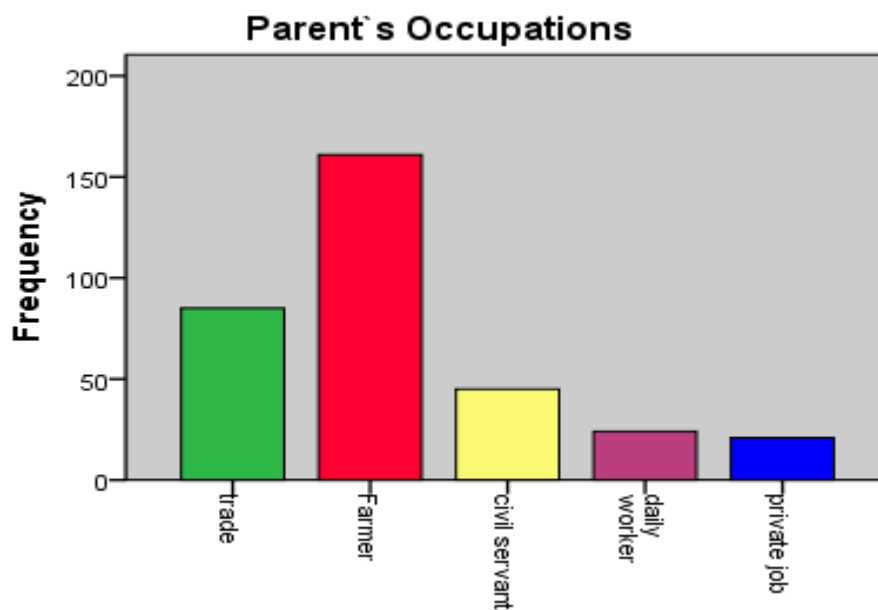
Chart-4.3

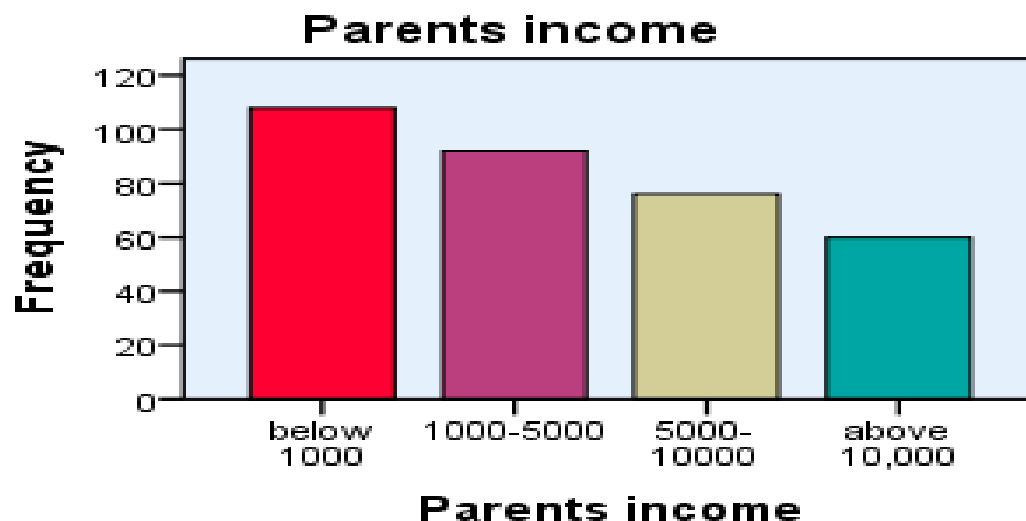
Table 4.2.3 and chart-4.3, shows that the majority of parents in the study area 161(47.9%) were farmers, following to that 85(25.3%) of parents were merchants, 45(13.4%) of parents were also government employers or civil servants, 24(7.1%) of parents were daily worker and 21(6.3) of parents said they worked in the private sector. This implies that in Sidama Region parents were engaged in various field of work but they were mainly engaged by farming. This was also a factor defining the kind of work an individual can obtain on the labour market. Therefore, a parent with a different job has effects on how well their kids perform academically.

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

Table 4.2.4 Parents income of respondents

Parents income				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid below 1000	108	32.1	32.1	32.1
1000-5000	92	27.4	27.4	59.5
5000-10000	76	22.6	22.6	82.1
above 10,000	60	17.9	17.9	100.0
Total	336	100.0	100.0	

Chart-4.4



According to Conger and Elder (2002), parents monthly income determines the Childs access to secondary school education. AS shown on table 4.2.4 and chart-4, most of parents in the study area had 108 (32.1%) monthly income was below 1000 birr, 92 (27.4%) of parents have monthly income of between birr 1000-5000 birr and also 76(22.6) of parents have monthly income of between birr 5000-10,000 birr, in contrast few of parents 60 (17.9) have monthly income more than 10,000. This finding implies that majority of parents' income was not well positioned to provide for their children's fundamental needs at home and to ensure that the students are comfortable for successful learning.

This finding concurred of Memo et al. (2010) who pointed out that financial hardship and limitations of parents may result in emotional instability among family members as they attempt to balance their fundamental demand with the resource at hand, as well as depression which may have determinant effect on their children's academic achievement.

Table 4.2.5 Parent`s education level of respondents

Parents Education level				
	Frequency	Percent	Valid Percent	Cumulative Percent
Illiterate	99	29.5	29.5	29.5
primary school	56	16.7	16.7	46.1
secondary school	58	17.3	17.3	63.4
Diploma	53	15.8	15.8	79.2
bachelors' degree	52	15.5	15.5	94.6
master's degree and above	18	5.4	5.4	100.0
Total	336	100.0	100.0	

Chart-4.5

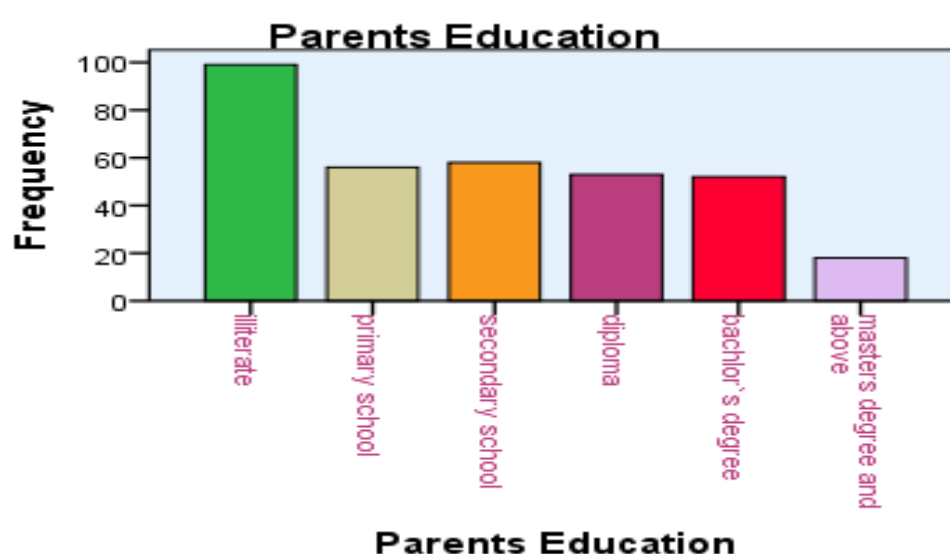


Table 4.2.5 and chart-4.5 also show that the majority of parents 99 (29.5) were illiterate in study area, 56 (16.7) were learned primary school, 58 (17.3) were received secondary school, 53 (15.8) parents were diploma holders, 52 (15.5) parents were bachelor's degree holders and a few of 18(5.4) parents were master's degree and above holders. This implies that majority of parents were less educated in Sidama Regional state, this may have negative impact on students' academic achievement and parents wouldn't be well-suited to serve their child's as a second teacher.

This finding line with Alexander et al., (2004) parents level of education have an impact on how they set up their living space and interact with their kids, which helps them support their children in achieving academically. Ahmad, (2013) suggested that children from families where parents have less education tends to perform systematically worse in school than pupils whose parents have more education. To him, educated parents provide intellectual, economical, psychological and emotional support to their children who in turn make them to be more comfortable and adjusted to their learning development, and this result in high academic performance. The conclusion reached by Femi (2012) was that students with educated parents had higher mean test scores than students with illiterate parents.

Table 4.2.6 Academic achievement of Respondents

Students' academic achievements				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40-60	171	50.9	50.9	50.9
61-80	92	27.4	27.4	78.3
81-100	73	21.7	21.7	100.0
Total	336	100.0	100.0	

Chart-4.6

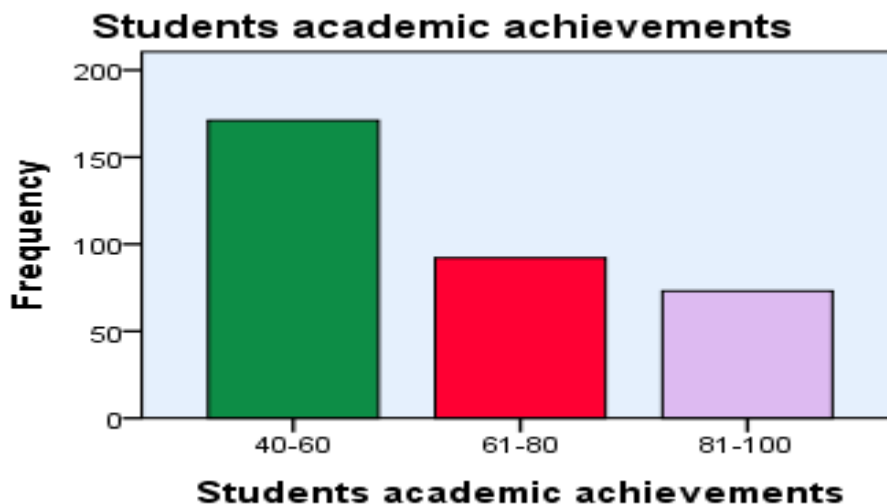


Table 4.2.6 and chart-4.6 Shows that majority of students at governmental secondary schools in sampled schools 171(50.9) indicated that they scored 40-60 average result, 92(27.4) of students were scored 61-80 average result and 73(21.7) of students were scored 81-100 average result in study area. This implies that majority of students in the study area were scored poor/ satisfactory academic achievements.

Table 4.2.7 Level of socioeconomic status of respondents

Level of socioeconomic status				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High	56	16.7	16.7
	Medium	96	28.6	45.2
	Low	184	54.8	100.0
	Total	336	100.0	

Chart-4.7

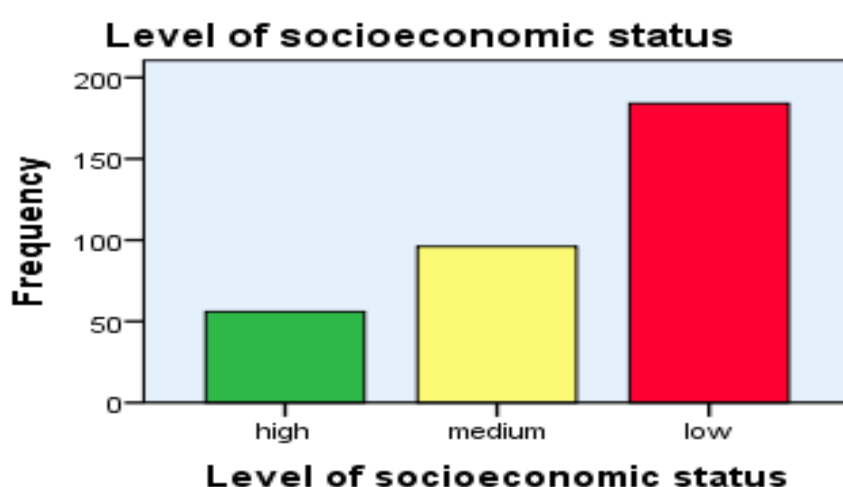


Table 4.2.7 and chart-7 show that majority of parents 184 (54.8%) were low socioeconomic status level, 96 (28.6) parents were also middle socioeconomic status level and 56 (16.7) parents were high socioeconomic status level. This implies that majority of parents had low socioeconomic status background in the study area. This is also revealed that parents are unable to support their children's both at home and school. This finding concurred with Suleman et al., (2012) pointed out that the level of parental socioeconomic status affects the quality of education and academic achievements of students.

4.3 Analysis of Main Data

4.3.1 Parental socioeconomic status and students' academic achievement

Parental socioeconomic status is a combined measure of an individual or family's economic and social position relative to others based on income, education and occupation (saifi and mehmood, 2011).

Hence, it was important to understand the relationship between parental socioeconomic status and student's academic achievement in secondary schools. To get a more detailed picture about the significant relationship of parental socioeconomic status and students' achievement questionnaire was used. Students were asked to respond to a five point-scale, ranging from strongly disagree to strongly agree

Table 4.3 Correlation analysis of Parental Socioeconomic Status and Students Academic Achievements

Correlations			
		Level of socioeconomic status	Students' academic achievements
Level of socioeconomic status	Pearson Correlation	1	.779**
	Sig. (2-tailed)		.000
	N	336	336
Students' academic achievements	Pearson Correlation	.779**	1
	Sig. (2-tailed)	.000	
	N	336	336

**. Correlation is significant at the 0.01 level (2-tailed).

(Source: *Field survey 2023*)

Table 4.3, to find out the statistically significant relationship between parental socioeconomic status and student's academic achievement Person's correlation analysis were employed. The study found out that there was a strong positive correlation ($r=0.779$), ($\text{sig}=0.000$) at 0.05 level of significance between parental socioeconomic status and academic achievement of students as shown in above table. This strong positive correlation ($r=0.779$) indicates that there is a statistically significant relationship between parental socioeconomic status and students' academic achievements. It can be concluded that as the socioeconomic status of parents increase, the academic achievement of their children also tends to improve.

Table 4.3.1 The Regression model summary of parental socioeconomic status and students' academic achievement

Model Summary

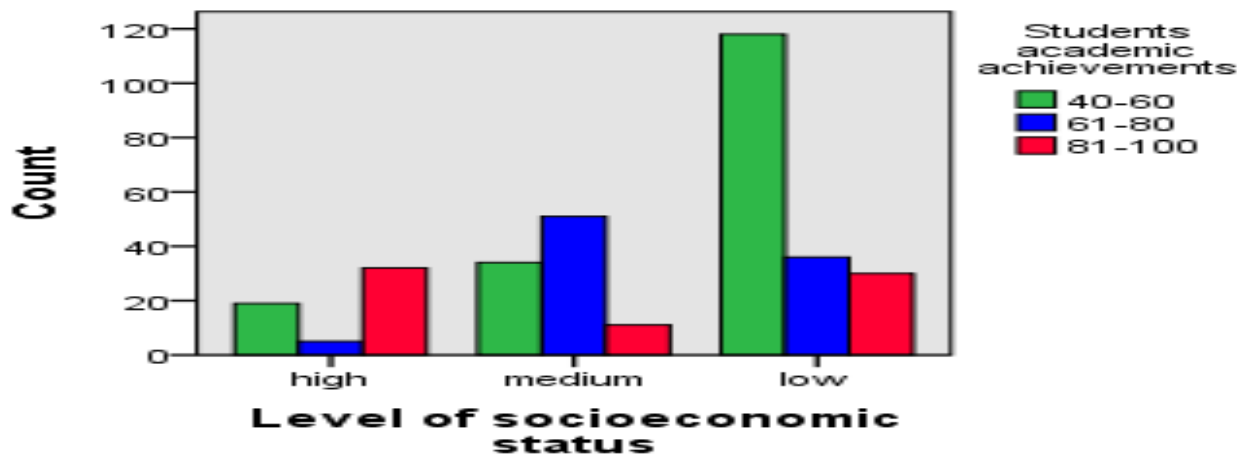
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.779 ^a	.606	.504	.790

a. Predictors: (Constant), Level of socioeconomic status

b. Dependent Variable: Students academic achievements

(Source: *Field survey 2023*)

Table 4.3.1 Illustrates that R Square is equal to .606. Therefore 60.6% of variation in students' academic achievement in governmental secondary school of Sidama Region can be predicted the relationship between parental socioeconomic status and students' academic achievement. It was further explained by the following bar graph:



Most of the researchers and experts believed that the low socioeconomic status negatively affects the academic performance of students because due to low socioeconomic status their needs and demands remain unfulfilled and that is why they do not show better academic performance (Adams, 1996). Farooq et al. (2011) concluded that the higher level of socioeconomic status is the best indicator which plays a fundamental role in promoting quality of students' achievement. Students who have a low socio-economic status show poor result and are more likely to leave the school (Eamon, 2005; Hochschild 2003). According to Morakinyo (2003) found that there is a relationship between parental socio-economic status and academic achievement of the students.

PTA-7 said

“Our socioeconomic status is very low therefore our students show poor academic achievements in their studies and due to our low socioeconomic status, our students generate additional stress and tension at home.” (Source: Field data 2023)

Similarly, during interview session, all parents’ representatives revealed that there is significant positive relationship between parental socioeconomic status and academic achievement of students.

PTA-2 said that:

“ In addition, students whose parents’ socioeconomic status is high they show better academic achievement and they have a good opportunity to learn in better school and those with poor socioeconomic status shows poor and unsatisfactory academic achievement in their studies”’. (Source: Field data 2023)

Thus, based on the data and analysis, concluded that the socioeconomic status of parents increases, the academic achievement of their children also tends to improve. This finding suggests that factors higher socioeconomic status of parents positively influences students’ academic achievement than lower socioeconomic parents of secondary school’s students in Sidama regional state. It was found that students from higher socioeconomic family achieve high academic achievement and low socioeconomic status has lower academic achievement.

Table 4.3.1 Range of correlation coefficient values and level of correlation

Range of correlation coefficient value	Level of correlation	Range of correlation coefficient value	Level of correlation
0.8 to 1.00	Very strong positive	-1.00 to -0.80	Very strong negative
0.60 to 0.79	Strong positive	-0.79 to -0.60	Strong negative
0.40 to 0.59	Moderate positive	-0.59 to -0.40	Moderate negative
0.20 to 0.39	Weak positive	-0.39 to -0.20	Weak negative
0.00 to 0.19	Very weak positive	-0.19 to -0.01	Very weak negative

Source: De Vaus, (2002)

4.3.2 Parental income and students' academic achievement

To get a more detailed picture about the relations of Parents Income Level and Students Academic Achievements questionnaire was used. Students were asked to respond to a five point-scale, ranging from very high to very low. Concerning to these three items that describe the extent of parents' income related with students' academic achievement were presented to the group of students analysed under table. Respondents were asked to rate scale from very high to very low depending on the degree of implementation of the items in their schools.

In the process of data analysis, the scales very high and high indicate effective implementation of each item in the dimension; whereas moderate presents neither positive nor negative agreement. On the other hand, the scales low and very low indicate low implementation of the items in the sample schools.

Table 4.4 The mean and standard deviation of parent's income

Statistics			
	A student shows high academic achievement from high income family background.	A student shows poor academic achievement from poor family background.	My Parents' income affects my academic achievements.
N Valid	336	336	336
Missing	1	1	1
Mean	3.83	3.78	3.79
Std. Deviation	1.156	1.251	1.278

Key: VL= Very Low (1.00-1.49) L= Low (1.50-2.49) M= Moderate (2.50-3.49) H= High (3.50-4.49) VH= Very High (4.50-5.00). M- is mean, SD- is standard deviation.

As indicated by table 4.4, item 1, respondents were requested to rate their level of agreement about Students who come from high income family background shows high academic achievements. In this regard the mean of respondents was (3.83) and that of the standard deviation of the respondents were (1.15). This implies that students who get better results were from families with better income.

PTA-6 said: -

I earn money every month, so I only want to teach them because I want them to teach and reach a big place tomorrow, so I help them a lot. And I make sure that, they have the required needs to perform well in their education. I have to make sure that all of the needs are met. (Source: Field data 2023)

With regard to item 2 of table 4.4, respondents were requested to rate their level of agreement about student shows poor academic achievement from poor family background. In this regard the mean of respondents was (3.78) and those of the standard deviation of the respondents were (1.25). Therefore, this implies that students who came from low-income families achieve poor academic achievement.

PTA- 1 said: -

I have a burning desire to be fully involved in my children's' education but due to the fact that my income level is low I have to work throughout the day in order to sustain my family, this leaves me with very little time to get involved in my children's education." (Source: Field data 2023/

Regarding to item 3 of table 4.4, respondents were requested to rate their level of agreement about my Parents' income affects my academic achievements. In this regard the mean of respondents were (3.79) and those of the standard deviation of the respondents were (1.27). This implies that families' income has positive or negative effect on their children academic achievement.

PTA-4 Said: -

I have one son when I have money, I support my son and I encourage him to be successful in his studies, but when I loss money, he starts worrying at home and think about to dropping out of school, to prefer getting a job to help his/her family instead of attending school every day. Therefore, families' income has both positive and negative impact on our students' academic achievement. (Source: Field data 2023).

Table 4.5 Correlation of parents' income and students' academic achievement
Correlations

		Students' academic achievements	Parents income
Students' academic achievements	Pearson Correlation	1	.751**
	Sig. (2-tailed)		.000
	N	336	336
Parents income	Pearson Correlation	.751**	1
	Sig. (2-tailed)	.000	
	N	336	336

**. Correlation is significant at the 0.01 level (2-tailed).

(Source: Field data 2023)

Table 4.5 above shows that the correlation coefficients between parents' income and students' academic achievement is $r=0.751$. This implies that there is a strong positive correlation between parents' income and students' academic achievement. It further means that an increase in parents' income has a significant increase in the students' academic achievement and vice versa.

4.6 The Regression model summary of parental income and student's academic achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.751 ^a	.564	.430	.768

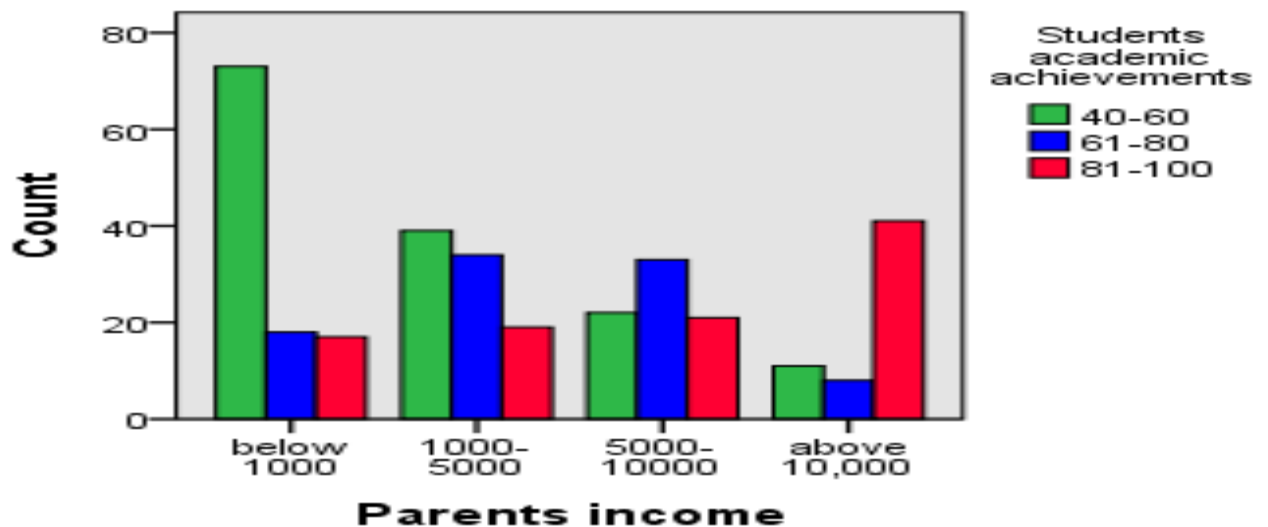
a. Predictors: (Constant), Parents income

b. Dependent Variable: Students academic achievements

(Source: Field data 2023)

Table 4.6 Illustrates that R Square is equal to .564, This means 56.4% of variability in student's academic achievement in governmental secondary school of Sidama Region was accounted by parental income level.

This implies that 56.4% of students' academic achievement variability could be attributable to parental income. It was further illustrated by the following bar graph:



From the analysis of above data, the study revealed that their positive correlation between parental income and students' academic achievement of secondary school in Sidama regional state. The finding of this study revealed that students from low income family background shows low academic achievement compared to high income family background. This is in line with the discovery of Lareau (2003) stated that when families constrained by inadequate resources, children's educational attainment is consequently affected. Onabanjo (2000) who asserted that an average parent with such a small income can only take care of a small percentage of a child's education, such parents may only be able to pay school fees while the child is deprived of basic needs such as foods, school uniform, textbooks and so on, which in turns make his performance in school very low.

Further, Ahmad (2016) claimed that parents of low economic status are unable to pay attention to the academic activity of children. They failed to create an educational environment in their home as their priority became searching for the source of income.

The present findings have also demonstrated that the income level of parents affects the academic achievements of the students. A researcher exclaimed parents have a critical role to play in improving the academic achievements of their children by providing the moral, financial and material support needed for their children to be encouraged to perform academically at school.

4.3.3 Parents Education and Students Academic Achievements.

One of the interests of this study was to examine how parent education influences the academic achievement of students. To get a more detailed picture about parent's education and students' academic achievement questionnaire was used. Students were asked to respond to a five point-scale, ranging from strongly agree to strongly disagree.

Table 4.7The mean and standard deviation of parent's education

Statistics				
		My parents' education level determines my academic achievements.	A student from educated parent achieves high academic achievement.	A student from uneducated parent achieves low academic achievement.
N	Valid	336	336	336
	Missing	0	0	0
Mean		3.78	3.81	3.82
Std. Deviation		1.253	1.286	1.286

(Source: Field data 2023)

Key: SD= Strongly Disagree (1.00-1.49), D= Disagree (1.50-2.49), U= Undecided (2.50-3.49), A= Agree (3.50-4.49), SA= Strongly Agree (4.50-5.00). M- is mean, SD- is standard deviation.

In table 4.7 Concerning to item 1 asked that the parents' education level affects the academic achievement of students. To the item the mean of the respondents were (3.78) and the standard deviation of the (1.25) were calculated. This implies that the parents' education affects the academic achievement of students in study area.

PTA-3 said;

Students coming from educated and uneducated families may not achieve the same results, for example I am not educated and I can do nothing except send my children to school but educated parents can monitor their children's education well. (Source: Field data 2023)

With regarding to item 2 of table 4.7, respondents were requested to rate of their level of agreement about students from educated parent achieves high academic achievement. In this regard the mean of respondents (3.81) and that of the standard deviation (1.28) were calculated. This revealed that students from educated families achieve high academic achievement.

PTA-7 said: -

Educated Parent's most of time parents are close to children, they know the advantages and disadvantages of education and help their children in whatever way they need. Again, parents with high education are likely to care and stay focused on student's performances. (Source: Field data 2023/

Regarding to item 3 which asked the question that student from uneducated parent achieves low academic achievement. To the item the mean of respondents were (3.82) and that of the standard deviation of the respondents (1.28) were calculated. This also implies that students from uneducated family background achieve poor and low academic achievement.

PTA-9 said: -

I have two children one of both failed in last year the left one is also not good on his education and I am not educated, I cannot control and monitor them, so my lack of education has affected my children to not achieve good results on their education. (Source: Field data 2023)

Table 4.8 Correlation between parental education and students' academic achievement

		Correlations	
		Parents Education	Students' academic achievements
Parents Education	Pearson Correlation	1	.728*
	Sig. (2-tailed)		.000
	N	336	336
Students' academic achievements	Pearson Correlation	.728*	1
	Sig. (2-tailed)	.000	
	N	336	336

*. Correlation is significant at the 0.05 level (2-tailed).

(Source: Field data 2023)

As shown in table 4. There was a positive strong correlation between parental education and student's academic achievement. The value of $r = 0.728$; this shows that parental education is positively correlated with the student's academic achievements.

There was strong correlation between these two variables (parental education and students' academic achievement). This is concluded that parents with higher level of education tend to have children who perform better academically. This correlation can be attributed that they can provide a more conducive learning environment for their children.

Table 4.9 The Regression model summary of parental education and student's academic achievement.

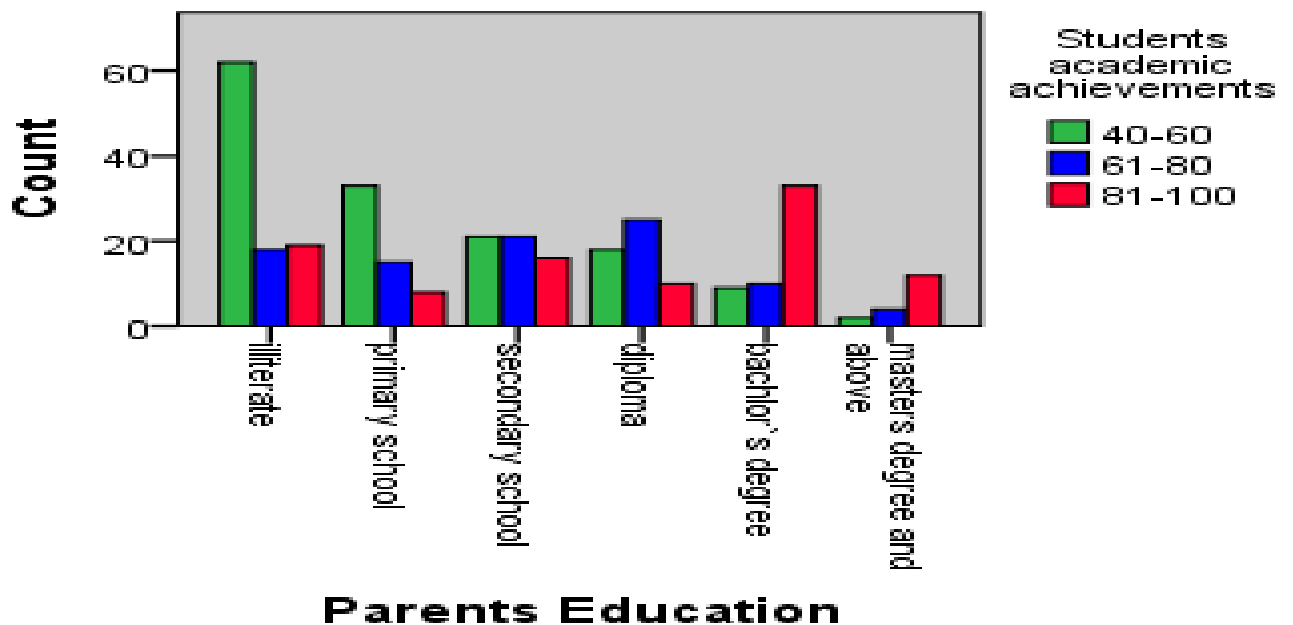
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.728 ^a	.529	.413	.796

a. Predictors: (Constant), Parents Education

(Source: Field data 2023)

Table 4.9 Illustrates that R Square is .529. This means 52.9% of variability in student's academic achievement in governmental secondary school of Sidama Region was accounted by parental education level. This implies that 52.9% of students' academic achievement variability could be attributable to parental education. It was further explained by following bar graph:



Based on the above analysis parents' education background has positive effect on their children's academic achievement in Sidama Regional State.

This means students from educated families background achieves better academic achievement than students from uneducated families.

This is similar with other researches that parental education is a decisive factor in the educational attainment of their children. Since the quantity and quality of time devoted by parents to their children is positively related to the parents' education status (Sackey, 2007). Parents' educational level could play an important role in determining a child's intellectual performance. It is believed that parents' educational level may perhaps be the main source of influence that determined a child's academic achievement (Hanafi, 2008) Educated parents are aware of the benefits of educating their children and they give more value to education and expect their children to become well educated too than uneducated parents.

4.3.4 Parental occupation and student's academic achievement

One of another objective of this study was to examine the extent of parental occupation influences on academic achievement of students. To get a more detailed picture about parent's occupation and students' academic achievement questionnaire was used. Students were asked to respond to a five point-scale, ranging from strongly agree to strongly disagree.

Table 4.10 The mean and standard deviation of parent's occupation

Statistics				
		parents an prestigious occupation wants their children to take up the same type of occupation	my parent are more focused on their occupation rather than my academic needs	Parents on poor occupations difficult to provide learning aids for their children.
N	Valid	336	336	336
	Missing	0	0	0
Mean		2.76	3.60	3.82
Std. Deviation		1.388	1.261	1.286

(Source: Field data 2023)

Key: SD= Strongly Disagree (1.00-1.49), D= Disagree (1.50-2.49), U= Undecided (2.50-3.49), A= Agree (3.50-4.49), SA= Strongly Agree (4.50-5.00). M- is mean, SD- is standard deviation.

As indicated by table 4.2, item 1, respondents were requested to rate their level of agreement about parents with a prestigious occupation wants their children to take up the same type of occupation.

To the item the mean of respondents were (2.76) and that of the standard deviation of the respondents (1.38) were calculated. This implies that parents do not want their children to follow them and engage in the same field of work as them.

PTA-11 also said: -

I don't want my children to work in the field that I work in. Now, no matter how good the job I'm doing, there is much better work to be done, they can work according to their needs, but I'm happy when they become better at their studies and reach a good place in the future. (Source: Field data 2023)

Concerning to item 2 that asked my parent are more focused on their occupation rather than my academic needs. To the item the mean of respondents were (3.60) and that of the standard deviation of the respondents (1.26) were calculated. This revealed that parents were spend more time on their work than on their children's education.

PTA-10 also said: -

"I don't have a time to discuss educational matters with my children because I'm work in different places to cover every necessary need. In addition, my" residents from place to place so my children shift from school to school every time this in consistency is causes change my children behaviour and loose interest towards the education." (Source: Field data 2023)

Regarding to item 3 which asked the question that Parent`s with poor occupation is difficult to provide learning aids for their children. In this regard the mean of respondents were (3.82) and those of the standard deviation of the respondents were (1.28). This shows that a family living in poor occupation sector cannot afford the education materials and all their needs of their children.

PTA -8 said:-

"I have no fixed residence but move from place to place in search of pastures and water for my cattle and I do this from very early in the morning to the late in the evening therefore I have no time to fully get involved in my child's education." (Source: Field data 2023).

Table 4.11 Correlation between parental occupation and students' academic achievement

Correlations

		Parent`s Occupations	Students' academic achievements
Parent`s Occupations	Pearson Correlation	1	.134*
	Sig. (2-tailed)		.014
	N	336	336
Students' academic achievements	Pearson Correlation	.134*	1
	Sig. (2-tailed)	.014	
	N	336	336

*. Correlation is significant at the 0.05 level (2-tailed).

As shown in table 4.11. There was a positive weak correlation between parental occupation and student's academic achievement. The value of $r = 0.134$; this shows that parental occupation was positively correlated with the student's academic achievements but there was weak correlation between these two variables (parental occupation and students' academic achievement). This is concluded that there is a low degree of association between parental occupation and students' academic achievement.

Table 4.12 The Regression model summary of parental occupation and student's academic achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.134 ^a	.018	.015	.796

a. Predictors: (Constant), Parent`s Occupations

(Source: Field data 2023)

Table 4.12 above summarise of regression results. The regression analysis result indicates a weak correlation between in parental occupation and student's academic achievement. In this regression statistics, $r = .134$ and R-squared is equal to .018.

It means that the independent variable (occupation) explained 1.8% variations from the expected and actual results of the dependent variable (student's academic achievement). This shows that only 1.8% of the variance in student's achievement is accounted by the parent's occupation.

Based on above analysis the study implies that the academic achievement of students was affected by parental occupation. Parents with high occupation are more likely to have the economic resources to purchase instructional materials and educational services that are not available to students whose parents have low level occupational status. The findings also revealed that parents' working hours was affected the student's academic achievement. This means Parents were more focused on their occupation rather than with their children's educational activity in Sidama Regional sate.

The findings of this study are in line with the findings of Adekey (2002) who determined that parents are the primary persons in raising children in any society that is why the family is regarded as the primary agent of socialization. It is through parents' occupation and efforts that children are socialized to become productive citizens in education and general life. This study is also line with, Gratz and Roemer (2008) opined that parents in inferior occupations earn lower incomes and often have to work longer hours to earn more for their families. Therefore, they are often left with less time to spend with their family members and getting more involved in their children's educational activity

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the findings, conclusion and recommendations of the study. The purpose of the study was to investigate the relationship between parental socioeconomic status and student's academic achievement in Sidama Regional State. The study used both quantitative and qualitative methods to assess the relationship between parental socioeconomic status and student's academic achievements.

The research questions posed were:

1. Is there statistically significant relationship between parental socioeconomic status and students' academic achievements in secondary school of Sidama region?
2. To what extent does parent's income correlated with students' academic achievements in secondary school of Sidama region?
3. How does parent's education influences students' academic achievements in secondary school of Sidama region?
4. To what extent does parent's occupation affects students' academic achievements in secondary school of Sidama region?

In order to get answer to the above research questions; questionnaire and interview were used to collect data from 384 students and 11 PTA.

The researcher used descriptive statistics; including frequency distribution, mean, and standard deviation to analysed the quantitative data and inferential statistics including correlation and regression analysis. All collected quantitative data were analysed by using version 25 of statistical package for the social sciences (SPSS). On the basis of the results and the discussions of the collected data, the following major findings were drawn:

5.1. Summary

5.1.1 Parental socioeconomic status and students' academic achievements

Finding of study revealed that there was a strong positive relationship between the parental socioeconomic status and student's academic achievement ($r=0.779$). The relation is statistically significant ($\text{sig}=0.000$) at 0.05 level of significance. This implies that those children whose socioeconomic status was strong shows better academic performance and those with poor socioeconomic status shows poor and unsatisfactory academic performance.

To sum up this the results suggested that there is significant relationship between parental socio-economic status and academic achievement of secondary school students in Sidama Regional State.

5.1.2 Parents' Income and Students' Academic achievement

The second objective for this study was to determine the extent of parents' income correlation with students' academic achievement in Sidama Regional State. The findings of the study revealed that income of parents had an influenced the academic achievement of students. The study established that there was statistically significant effect ($r=.751$, $p=.000$) at an alpha level of statistical significance between parent's income and students' academic achievement in secondary school of Sidama regional state. The study was also found that 56.4% of student's academic achievement was accounted by parental income.

5.1.3 Parents' Education on Students' Academic Achievements

The findings this study revealed that there was significant relation between parent's education and students' academic achievement ($r=.728$, $p=.000$) and also the study founded that r^2 value=.529 This implies that 52.9% of students' academic achievement variability could be attributable to parental education. Students from higher educated family revealed that higher academic rank. This illustrates that students from the educated family achieved higher academic achievement in the study area.

5.1.4 Parent's occupation influences on students' academic achievement

The fourth objective of the study was to establish the influence of parents' occupation on students' academic achievement in Sidama Regional State. The findings of study revealed that the parent's occupation was determines the student's academic achievement in Sidama Regional State. The study revealed that there was a weak correlation between in parental occupation and student's academic achievement ($r=.134$, $p=.014$, $p < 0.05$). In this regression statistics explained that R-squared is equal to .018 this means only 1.8% of parental occupation is accountable for students' academic achievements. Parents were more focused on their work rather than their student's education. The study also revealed that parents with low occupation status were unable to purchase the school goods and services to their children's and parents with high occupation status have the access to satisfy the interest of their children at home.

5.2. Conclusions

The conclusions of this study were drawn based on the research objectives as shown below:

The students' academic achievements were correlated with parental socio-economic status of secondary school students. It was found that more than 60% of variation in student's academic achievement was predicated value accountable by parental socioeconomic status. There was statistically significant correlation between two variables independent (parental socioeconomic status) and dependent (students' academic achievement) with value $r = .779$, $p = .000$. It was coming to surface that those children whose socio-economic status were strong shows better academic performance and those with poor socio-economic status were shows poor and unsatisfactory academic performance.

From the findings of this study the researcher concluded that the academic achievements of secondary school's students were correlated with Parental income level. The students showed good academic performance whose parental income is high and low academic performance those students whose parental income is low. This is because higher income parents are able to avail the necessary learning materials and set a more conducive learning environment at home unlike low income parents who do not have financial ability to cater for students' educational needs.

Parental education was also significantly affects the academic achievement of students in the study area. Student's shows higher academic achievement whose parents were more educated and lower those students whose parents were less educated. This is because parents with high level of education highly appreciate the value of education and thus set a more conducive learning environment for their children and can help their children with satisfying their requirement. Students' academic achievements were also affected by parental occupation in the study area, but there were a weak correlation between parental occupation and student's academic achievement.

5.3 Recommendations

Keeping in view the conclusions, the researcher gives the following recommendations:

- ❖ Study revealed that there is relationship between parental socioeconomic status and students' academic achievement. As it was found that low socio-economic status badly influences student's academic achievement and important variable to influence students, academic achievement therefore, it is strongly recommended that students

from Poor socioeconomic family background should be provided scholarships, free books and other stationary. In addition, it is also recommended that government should take steps to raise socioeconomic status of people.

- ❖ Regarding to parents' income in Sidama Regional State a researcher recommended that the government should increase bursary allocation to the students from poor families to retain them in school and enhance their academic performance. The researcher found out that most parents in Sidama Regional State were peasant farmers who earn very little income per month. In light of this fact it was recommended that the government and concern body should improve the economic status of households in Sidama Region through investing in more income generating projects in the region.
- ❖ The study revealed that student from educated parents shows good academic achievement therefore it is recommended that government should take necessary action to increase and encourage parent's education in the Sidama Regional State. The finding of the study revealed that students from uneducated family shows poor academic achievement, therefore supporting remedial classes should be conducted to the student having illiterate and low educated parents.
- ❖ The finding of the study revealed that parental occupation was affected the students' academic achievements and parents were more focused on their occupation rather than their children education, As a result its recommended that parents should be aware of the types of occupations they are engaged in since the occupation of parents is capable of facilitating and lifting up students' academic success and parents should spends more time with their children, especially in communicating with about school activities, expectations of academic achievement.
- ❖

5.3.1 Recommendations for Further Research Studies

- ❖ It is recommended that this type of research study should be conducted in other districts and provinces.
- ❖ It is also recommended that this type of research study should be conducted at elementary, higher secondary and tertiary level.
- ❖ It is further recommended that this type of research study should be conducted on female population at elementary, secondary, higher secondary and tertiary levels.

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APPENDIX A:
QUESTIONNAIRE FOR STUDENTS



COLLEGE OF EDUCATION

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNAIRES FOR STUDENTS

DEAR RESPONDENTS,

This questionnaire was designed to collect data from students in relation to “the effects of parental socioeconomic status on students’ academic achievements in Sidama regional state.” Therefore you are chosen to be part of this research. Be honest in giving your responses. Your response will be accorded great confidentiality hence do not write your name or the name of your school. Kindly respond to all items.

General direction:

- ☐ No need of writing your name.
- ☐ Each question has its own instruction.
- ☐ Give only one answer to each item unless you are requested to do so.
- ☐ Make a tick ✓ mark in the place provided to show your responses.
- ☐ Your urgent reply for all questions is highly appreciated.

Thank you in advance for your cooperation

Mobile. 0925628933

SECTION A: BACKGROUND INFORMATION

DIRECTION: Please put a tick mark [✓] or fill in the required information on the spaces provided where appropriate.

1. Sex: Male ☐ Female ☐

2. Age: 15-18 ☐ 19-25 ☐ above 26 ☐

3. Your family working condition

➤ What is your father occupation?

1. Trade 2. Farmer () 3. Civil servant ()
4. Daily worker () 5. Private Job () 6. Any other ()

➤ What is your mother occupation?

1. Trade () 2. Farmer () 3. Civil servant ()
4. Daily worker () 5. Private Job () 6. House holder ()

4. What is your parent monthly income?

1. below 1000 birr ☐ 2. 1000-5000 ☐
3. 5000-10,000 ☐ 4. Above 10,000 birr ☐

5. What is your parent education level?

❖ Your father level of education

1. Illiterate ☐ 2. Primary education ☐ 3. Secondary education ☐
4. Diploma ☐ 5. Bachelors degree ☐ 6. Masters degree and above ☐

❖ Your mother level of education

2. Illiterate ☐ 2. Primary education ☐ 3. Secondary education ☐
5. Diploma ☐ 5. Bachelors degree ☐ 6. Masters degree and above ☐

6. What is your average result in last academic year?

1. Below 50% ☐ 2. 51-75% ☐ 3. Above 75% ☐

7. What is the level of your parents' socioeconomic status?

1. High ☐ 2. Medium ☐ 3. Low ☐

SECTION B: SOCIOECONOMIC AND STUDENTS ACADEMIC ACHIEVEMENTS.

Instruction: - Put a tick mark [✓] under the column given below to show your degree of agreement about the relationship between parental socioeconomic status and students' achievement. Answer each question from the given alternatives.

1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA)

Part: 1.The relationship between parental socioeconomic status and students academic achievements

No	Items	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
1	My parent socioeconomic status determine my academic achievements					
2	Low socioeconomic status of parents leads me to poor academic achievements in my study					
3	High socioeconomic status of parents leads me to good academic achievement in my study					

1. Do you believe that parental socioeconomic status determines the academic achievements of students in your school?

2. If your answer is No, for question number one why? If your answer is Yes, How? Please specify the reason in your opinion.

.....
.....

SECTION C: PARENTS' INCOME AND STUDENTS' ACADEMIC ACHIEVEMENTS.

Instruction: - Put a tick mark [✓] under the column given below to show your degree of agreement about the parent's income extent on students' academic achievement. Answer each question from the given alternatives.

1. The statements below relate to the influence of parents' income on students' academic achievements. Supplied also are the five options corresponding to these statements.

1=Very Low (VL), 2=Low (L), 3=Moderate (U), 4=High (H), 5=Very High (VH)

No	Items	5 (VH)	4 (H)	3 (M)	2 (L)	1 (VL)
1	A student shows high academic achievement from high income family background.					
2	A student shows poor academic achievement from poor family background.					
3	My Parents' income affects my academic achievements.					

In your opinion how does parents income affects the academic achievements of students.....

SECTION D: PARENTS' LEVEL OF EDUCATION ON STUDENTS ACADEMIC ACHIEVEMENTS.

3 The statements below relate to the effects of parents' level of education on students' academic achievements. Supplied also are the five options corresponding to these statements. Answer each question from the given alternatives.

1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA)

No	Items	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
1	My parents' education level affects my academic achievements.					
2	A student from educated parent achieves high academic achievement.					
3	A student from uneducated parent achieves low academic achievement.					

In your opinion how does parents level of education affects the academic achievements of students?

.....

.....

SECTION E: PARENTS' OCCUPATION&STUDENTS' ACADEMIC

ACHIEVEMENTS

Instruction: - Put a tick mark [✓] under the column given below to show your degree of agreement about the effects of parents' occupation on students' academic achievement. Answer each question from the given alternatives.

3 The statements below relate to the effects of parents' occupation on students' academic achievements. Supplied also are the five options corresponding to these statements. Answer each question from the given alternatives.

1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA)

No	Items	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
1	Parents are an prestigious occupation wants their children to take up the same type of occupation					
2	My parents don't give a time to attend my academic needs					
3	Parents on poor occupations difficult to provide learning aids for their children.					

In your opinion how does parents occupation affects the academic achievements of students.....

APPENDIX: B

INTERVIEW FOR PTA



COLLEGE OF EDUCATION

SCHOOL OF GRADUATE STUDIES

EDUCATIONAL PLANNING AND MANAGEMENT PROGRAM

Interview Questions for Parents

Thank you for agreeing to be interviewed for research about “The effects of parental socioeconomic status on students’ academic achievements”. I want to find out how your income, education, occupation affects children’s educational achievements. The interview should only take about 20 minutes. You will not be directly quoted in any report of this study.

SECTION A: PARENTS’ DEMOGRAPHIC INFORMATION

1. Let’s start with some information that will help me describe the sample:

- a) How old are you?
- b) What is your marital status?
- c) How many children do you have?

SECTION B: PARENTS’ SOCIOECONOMIC STATUS

- 1. What is the level of your socioeconomic status?
- 2. Do you believe that parental socioeconomic status determines the academic achievements of students in your school?
- 3. If your answer is No, for question number one why? If your answer is Yes, How? Please specify the reason in your opinion.
- 4. Please tell me the relation how does parental socioeconomic status correlated with students’ academic achievement?
- 5. In your opinion how a student does from high socioeconomic family achieves higher academic achievements?

SECTION C: PARENT'S LEVEL OF INCOME

6. What is your monthly income?

7. Do you think that your income level affects your children's education?

Education? (If yes how?)

8. In your thought how does students from high income family achieve higher academic achievement and how does achieve lower from low income family?

SECTION D: PARENT'S LEVEL OF EDUCATION

9. What is the level of your education?

10. Do you think that your level of education affects your involvement in children's education? (If yes how?)

11) In your opinion is there any academic achievement difference between educated parent children and uneducated parent children's?

12) How does educated parent support their children at home?

SECTION E: PARENT'S OCCUPATION

10) What is your occupation?

11) Tell me what the approximate time you spend at work?

12) Do you think that the amount of time you spend at work affects your involvement in education of your children? (If yes how?)

13) Please tell me how does your occupation affect the academic achievement of students?

Appendix for students by Sidaamu Afuu



ROSU KOLLEEJJE

LAYINKI DIGIRE ROSI MINE

ROSU MIXONNA GASSHOOTI ROSI GOLA

ROSAANOTE QIXXAABBINO BORRI-XA`MO

Tini borri-xa'mo qinaabbinohu **Sidaamu dagoomu qoqowi mootima giddo maatete dagoomitena minju soni kora rosanote gumi aanayaanno** birxicihinni qixxaabbanno xiinxallora rosaanot euiinni taje gamba assate calla qixxaabbinate. Atino tenne xiinxallote borro beeqqaancho ikkate doora mootto/tta. Halaalaancho dawaro aattoera/ttaeroo koyiseemmohe. Dawarokk faje maaxate daafira su'makki woy rosikki mini su'ma borreessitooti. cincatenni duuchante xamuwara dawari. su'makki borreessitooti.

Beeqqaancho ikkakkira galaxxeemmohe !

A. Taette bitimaBiddissa :conne malaate (V)woy hosilisanno taje qixxawino bayichira wonshi ballo.

1.Koo/teei : koo Tee

2.Diro: 15 – 18 19 -25 26 Aleenni

3.Maatchki Loosi soni

1. Daddalaanote () 2,Baatto loosidhannore ()

3. Mootummate losaasine () 4, Barru looso () 5, loosu dinonsa ()

B : Dagoomittetenna Miinju sonanna rosaanote rosu guma

Hajajo: Maatete dagoomittenna miinju soninna yaakki deerra woroonne 1-5 geeshsna noo doorshiaana konne malaate (V) woratenni dawari.

1 = Lowo geeshsa sumuu diyeemmo(LGSD)

2 = Summu diyeemo (SD)

3 = Dimuroommo (D)

4 = Sumuu yeemmo (SY)

5 = Lowo geeshsha sumuu yeemmo (LGSY)

Lossaantoe

Gafa 1: dagoomittetenna miinju souinna rosaanote gumi woyyaawate mereero noo xadooshshe.

A	Xa'muwa	5 (LGSY)	4 (SY)	3 (D)	2 (SD)	1 (LGSD)
k						
1	Lossaano'ya miinjunna dagoomittete soni rosu gumiya woyyaawara					
2	Maate'yati(lossaano'yati)Jawa miinjunna dagoomittet lopho rosiya gumi woyyaawara kaalo assie					
3	Lossaano'yati minjunna dagoomittet lopho anje rosiyagumi ajara kora ikkitinoe.					

1. Rosikki mini giddo lossaanote miinjunna dagoomittete soni rosaanote gumiaana feechnoosi yite ammanatto ? -----

2. Dawarokki “dee’ni”ikkituro,Mayira? Dawarokki”ee” ikkituro, Hiitto? Hedokkira noo korkaata bade kuli baiio. -----

Kifile C: Lossaanote eonna rosaanote rosu guma

Hajajo:Lossaanote eo rosaanote rosu gumi aall noose kori aana noohe sheemaate deerra konne malaate (v) horonsdhe uyinoonni doorshinni mitte mittentu xa'mo dawari.

1. Wooroonni nooti mitte mittenti hedo lossaanote eo deerri rosaanote rosi gumi woyyaawate aana noo gadacho kultannote. tenne hedono dawarete 5 doorsha wooroonni nooha horonsidn sheematakkideerra xawisi.

1= Lowo geeshsha shiimano (LGS) ,2 = shiimano (S) ,

3= Mereerimaho (M) , 4= Jawaho (J ,) , 5= lowo geeshsha jawaho (LGJ)

T.K	Xa'muwa	5 (LGJ)	4 (J)	3 (M)	2 (S)	1 (LGS)
1	Lossaano'ya eo deerri rosiya gumi woyyaawa aana qeecha afirino.					
2	Lossaano'ya mine xinxalummo gede injeessitinoe					
3	Buxicho maatenni rossanno rosaano rosinsara woyyaawino guma diabbitanno.					

Ate hedonni lossaanote eo deerri hittoonni rosaanote rosu gumi woyyaawa eo hara dandaanno ?

Kifile : D: Lossaanote rosi deerri. Rosaanote rosu gumi woyyaawa aana

1. Lossaanokkihu rosu deerrimageeshshiho ?
Dirossino () umidirma () Layinki () Kolljje/yuniversity ()
2. Lossaanokkiun rosu deerri rosu aana noohe laaoshshira koru noosiyite hedatto ? E e () Deini ()
3. Konni wooroonni nooti mitte mittenti hedo lossaanote rosi deerri rosaanote rosu gumi woyyaawa aana noosi kara buuxate qixxaabbino. 1 -5 geeshshs qixxaawino doorha horonsiene mitte mittenta xa'mo dawari.
1= Lowo geeshsha sumuu diyeemmo, (LGSD) 2 = Sumuu diyeemmo (SD)
3 = Dimuroommo (D) 4 = Sumuu yeemmo (SY)
5 = Lowo geeshsha sumuu yeemmo (LGSY)

1 = Lowo geeshsha sumuu diyeemmo (LGSD), 2 = Sumuu diyeemmo (SD)

3 = Dimuroommo (D), 4 = Sumuu yeemmo (SY), 5 = Lowo geeshsha sumuu yeemmo (LGSY).

T.K		5 LGSY	4 SY	3 D	2 SD	1 LGSD
1	Lossaano'ya loosi rosiya gumira woyyaawate murara dandaanno					
2	Lossaano'ya loosinsa aana sanissanno yanna rosi'a gumi woyyaawa qokkanno					
3	Shiima eo eessanno loosinoonsa lossaan'oy'a rosu mine hasisannoore hirate didandiitanno					

Hedokkinni lossaanokkihi loosu dani hiitto rosikki gumi woyyaawa aana qeecha afirino ?----
