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# Examining Determinants of Parenthood for Students' Academic Performance in Some Secondary Schools of Oromiya Regional State, Ethiopia

Habtamu Husen<sup>a</sup>, Serawit Handiso Melkato<sup>b\*</sup> and Tesfaye Alemu Tenkegna<sup>b</sup>

<sup>a</sup> Kofale Primary School, Kofale Woreda, West Arsi Zone, Oromiya Regional State, Ethiopia.

<sup>b</sup> Addis Ababa University, Department of Microbial, Cellular and Molecular Biology, College of Natural Sciences, Po Box: 1176, Addis Ababa, Ethiopia.

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Corresponding Author

**Serawit Handiso**

Department of Microbial,  
Cellular and Molecular  
Biology, College of  
Natural Sciences, Addis  
Ababa University, Po  
Box: 1176, Addis Ababa,  
Ethiopia.

Abstract

Parents play an indispensable role in students' academic performance. This study aimed at to investigate the parent related factors affecting students' academic performance in Secondary schools of five different zones, Oromiya Regional State. Descriptive survey design was employed to carry out the study which enabled the researcher to describe the present status of the problem under study. The necessary data for the study was collected from 83 students, 68 teachers, 83 parents and 11 vice-principals selected through stratified simple random sampling, purposive sampling, and availability sampling respectively. The instruments employed to collect data from respondents were questionnaire, interview and document analysis. The quantitative data gathered from respondents were analyzed using percentage, mean, one-way ANOVA and the qualitative data was analyzed through narration. The results of the study revealed that the attitude parents have towards their children's education and low level of support affected students' academic performance. In addition, lack of training, time and interest from the side of parents; and socio-economic status as well as socio-cultural factors related to parents are responsible for low academic performance of students in Secondary schools of Oromiya Region. The conclusion, it is hoped that provide the necessary basis for policy makers, planners, teachers and school administrators to realize the magnitude of the problem and design viable and effective community-based intervention measures for mitigating the problem under consideration. Thus, it is recommendable that the Secondary schools have to participated parents, students, teachers and community members to enhance the academic performance of students as well as school performance.

**Keywords:** - Determinants, Parents, Students' Academic Performance

Introduction

In the process of learning, there are many problems/factors that challenge students' academic performance. According to Tavani and Loch(2003), Admasu (2004),Culver and Sinclair(2000) parental expectation, peer group influence, socio-economic status, family structure, types of parental involvement in children's schooling, children's behavior, academic self concept, and school environment are some of the factors which can affect the performance of learning activities and students achievement. Adeyemo and Babajide (2012) also reveal that there are several factors that can gradually lay the foundation of fallen achievement, which cause discrepancy in academic performance of students. According to (Vellymalay, 2012), with the rise in educational fields, the wealth and wishes of parents appear to play a more dominant role in a child's education. Thus, the impact of the parent's socio-economic status on parental involvement and their child's educational achievement has been of great concern. In Ethiopia, ESDP IV sets two priorities under general education-improving the quality and increasing access and equity with distinct program for each while student performance at school level and on grade ten national examination still remains low (MoE, 2010).

Most of the rural people have been participating in school expansion by contributing their share and hence the role of parental participation is increasing from time to time. As a result, primary schools are urged to give special attention to the attainment of their defined roles and duties and become efficient. It has to be reformed so as to overcome the educational challenges faced by adolescents who are coming from different economic, social and cultural backgrounds and having various interests (UNESCO, 2004). Many researches indicate that, parent related factors such attitude parents have towards their children's education and poor educational support as well as lack of training, time and interest from the side of parents may influence the academic performance of students (Okpala et al., 2001). For example, better socio-economic status of parents has positive relationship with student academic performance. Students from low economic status and illiterate parent may not be supported appropriately and may not get the necessary. As the result, the academic performance of this student may decrease. To perform better in education, motivation from

parents' is major factors. However, motivation and vision of student may be negatively influence by socio-economic background of parent (Bakker et al., 2007).

Studies suggested that not only the internal factors but also external factors such as students' health, pre-school education, parents' education level, economic status, culture and others have great pressure on students' academic performance and influence the quality of education which in turn pushes children to withdrawal from schools (Miretab, 2008). For example, dropout rate of grade 9 students increased from 9.2% in 1996/97 to 19.3%, in 2004/05 and genders disaggregated data in dropout raised from 8.9% to 16% for girls, while from 9.5% to 21% for boys (MoE, 2005) even if MoE together with regions trying its level best to reduce drop outs and repetition of students at primary school (9-10) to 1% by 2014 (MoE, 2010). Similarly, in Oromiya Region the status of academic performance is not different from the national findings. According to Oromiya Region, Arsi zone report of 2013/14, the average score of grade 10 EGSECE student performances of three consecutive years (2011/12 – 2013/14) was 26.47%, 34.31% and 31.84% respectively, and therefore, only 30.87% of the students scored the required result and joined preparatory classes (AZEO 2013/14). Research findings support the existence of a positive relationship between parental involvement and educational success, especially in the primary school years. However, current knowledge regarding the nature and magnitude of the effects of parental involvement in primary education is inconsistent and limited in scope (Valez and Jones, 2001).

Many related studies were conducted in Ethiopia in relation to parental involvement and students' academic performance. Bekelu (2012), Emiru (2012), Lemi (2012), Abdurahman (2011) and Ebisa Jaleta (2011) are among the recent once. Bekalu (2012) examined the status of quality education in general Secondary schools of Debre Markos Town, and his finding indicated that the effort made to ensure quality education is substantially hampered by parental involvement. Emiru (2012) and Lemi (2012) studies were centered on exploring factors affecting the quality of Secondary schools education in East Wollega Zone. Their findings show that the role of community participation in their children's education is negligible. Ebisa (2011) assessed the role of stakeholders in achieving quality of education in Secondary school level in Harari people Nation Regional state and he got the result in relation to community participation. While Abdurahman (2011) study the implementation of School Improvement Program (SIP) in selected government schools of West Arsi Zone, and his findings showed that the implementation of SIP in Secondary school of the zone was not satisfactory due to poor involvement of stakeholders. However, none of them dealt with the parent related factors affecting students' academic performance in Secondary school level. As evidenced by the teaching and administrative experiences of educationists and the public, there is a problem of parental involvement in education agenda and parents are not in a position to support their children's in school activities in the Secondary schools of Oromiya Region. As a result, problems related to students' academic performance are serious problem which calls critical attention from different stakeholders. In this study therefore, the researcher intended to investigate the role of parental involvement in their children's academic performance and factors affecting their involvement in their children's academic performance as well as suggest the possible solution for the problem at hand.

According to Habtamu (2014), unless parent related factors affecting the academic performance of Secondary school students are minimized or handled in any way possible, the problem become more serious, require more resources, commitment from a range of stakeholders and make the current intent more difficult. Improving quality must be high on our agenda if we imagine enhancing the development of our people by and large (Yoseph, 2006). Thus, the issue is serious and critical; therefore, assessing parent related factors affecting students' academic performance in the Secondary schools of Oromiya Region ; showing the extent of the problem and recommending possible strategies to tackle the problem at hand is the concern of this study.

## Materials and methods

A descriptive survey research was employed in this study and the related literature was reviewed. To ensure fair representation of all Oromiya Region, 14 schools from 4zones were selected for the study. The secondary school vice-principals were included using available sampling technique. Totally, 29 students and 29 teachers in the sampling school were selected on the basic of stratified simple random sampling technique and 12 parents taken purposive sampling technique. Following these, data collection instruments such as questionnaire, interview and document analysis were developed and employed. Finally, the data obtained from the respondents were sorted, tallied, tabulated, analyzed and interpreted using quantitative and qualitative methods. Percentage, mean and one-way ANOVA were statically tools employed. Accordingly, the following findings were drawn.

## Results

### *Extent of Support and Encouragement from Parents, Brothers and Sisters*

Support and encouragement from parents, brothers and sisters are vital as it enhances the level of engagements in their academic endeavors and achievements.

The above table shows that 59.9% of respondents got their parents' help while studying their lesson where as the rest 40.1% were not supported by their parents while studying or doing homework. According to the majority of the respondents; initiating to study, letting them sufficient amount of time for their study which contribute conducive atmosphere for their lesson were the help they got from their parents where as a small amount of them were received direct involvement; being a tutor, explaining while they face difficulty in the content of the lesson.

**Table 1.** Respondents Response on getting Support and Encouragement from parents, brothers and sisters

Items	Response	Frequency	%
1. Parents' help while studying or doing homework.	Yes	35	59.9
	No	25	40.1
	<b>Total</b>	<b>70</b>	<b>100.0</b>
2. Presence & help of elder brothers & sisters	Yes	34	42.7
	No	36	57.3
	<b>Total</b>	<b>70</b>	<b>100.0</b>
3. More contributor for better achievement	a. Father	27	34.8
	b. Mother	22	30.4
	c. Brother &	11	13.3
	d. No one	10	12.7
	<b>Total</b>	<b>70</b>	<b>100.0</b>

Source: Own survey, 2017

**Table 2.** Respondents' perceptions of the socio-economic influence on their academic achievement

Items	Response	Frequency	%
1. Does your parents' income level have influence on your academic achievement	Yes	33	38.9%
	No	37	61.1%
	<b>Total</b>	<b>70</b>	<b>100%</b>
2. Does your parents' educational level have influence on your academic achievement	Yes	34	42.3%
	No	36	57.7%
	<b>Total</b>	<b>70</b>	<b>100.0%</b>
3. Does your parents' occupational status have influence on your academic achievement	Yes	18	24.8%
	No	52	75.2%
	<b>Total</b>	<b>70</b>	<b>100.0%</b>
4. Does your parents' number of household have influence on your academic achievement	Yes	19	23.4%
	No	51	76.6%
	<b>Total</b>	<b>70</b>	<b>100.0%</b>

As the above Table shows respondents perception on whether the parents' income level had influence on their academic achievement or not; 61.1% respondents answered that it had no influence on their academic achievement. But the correlation analysis showed that there was positive and significant relationship among parents' income and students' achievement as presented in table eleven of the study. Concerning respondents perception of education level of parents, whether the parents' education level had influence on their academic achievement or not; 57.7% respondents answered that it had no influence on their academic achievement. However, the correlation analysis indicated that there were positive relationship between mothers' education and students' academic achievement as data presented in Table 3. Regarding perception of respondents' whether occupational status of parents had influence on their academic achievement or not; 75.2% respondents replied that it had no influence on their academic achievement. However, there were significant relationship observed among fathers' occupation and students' academic achievement. Concerning the influence of number of house hold on their academic achievement 76.6% respondents replied that it had no influence on their academic achievement. This was supported by negative correlation seen between family size and students' academic achievement as presented in Table 3. The result obtained by the students in Ethiopian general secondary education examination is shown in the following table.

**Table 3.** Respondent Students' Academic Score

Items	Frequency	%	
Achievement scores	1. Below 2 points	12	17.14
	2. 2.00- 2.50 points	28	40.0
	3. 2.51- 2.99 points	22	31.43
	4. 3.00- 3.50 points	5	7.14
	5. 3.51- 400 points	3	4.29
	<b>Total</b>	<b>70</b>	<b>100</b>

Source: Own survey, 2017

As shown in the above Table, the students' academic achievement result indicated that 12 (17.14%) of the students scored less than 2 points; 28 (40.0 %) scored 2.00-2.50 points. Students who scored from 2.51-2.99 points were 22 (31.43 %); and those who scored from 3.00-3.50 points were 5 (7.14 %). Only 3 (4.29 %) students scored 3.51-4.00 points. As it is indicated in the table, majority of respondents' result were between 2.00-2.50 points. This implies that the achievements of students lied on the moderate levels.

#### Correlation Analysis of the variables in the Study

The main interest of this study was to examine the influence of parents' income level, parents' educational level, parents' occupational status and family size on academic achievement of grade ten students. To this end, the relationships between these variables were explored.

**Table 4.** Correlation analysis of the variables treated in the study

No	Variables	X 1	X2	X3	X4	X5	X6	X7	
1	Fathers' income x1	1	0.446	0.271**	0.224**	-0.299**	-0.13**	-0.273**	
2	Mothers' income x2		1	0.241**	0.192**	0-0.192**	0-0.292	-0.093	
3	Fathers' education x3			1	0.446**	-0.360**	-0.043	0.054	
4	Mothers' education x4				1	-0.184**	-0.226**	-0.094	
5	Father' occupation x5					1	.437	0.064	
6	Mothers' occupation x6						1	0.160	
7	Family size x7							1	
8	Academic score(x)	Achievement	.069	0.048	.008	0.014	.066	-0.058	-0.054

\*\**. Correlation is significant at the 0.01 level (2-tailed), \**. Correlation is significant at the 0.05 level (2-tailed).**

Findings shown in the Table 4 indicated that fathers' and mothers' income ( $r=0.069$ ), ( $r=0.048$ ) were positively correlated to academic achievement of student in grade ten Ethiopian General Secondary Education Examination. The family size ( $r = -0.054$ ) was negatively correlated to academic achievement where as fathers' education was not significant at  $p < 0.05$ . As presented in the table, interrelation of the variables was also computed. The result shows that fathers' income was positively related to mothers' income, fathers' and mothers' education.

#### Independent predictors of Academic Achievement

In this part of the research, multiple regression analysis was used to study relations of academic achievement by the predictor variables (fathers' and mothers' income, fathers' and mothers' education, fathers' and mothers' occupation separately and family size). The results of multiple regression analysis were given as follows.

**Table 5.** Result of Independent Predictor Variables

No	Predictor variables	Academic Achievement
1	Fathers' income (- x1)	0.025
2	Mothers' income (- x2)	0.022
3	Fathers' education (- x3)	0.008
4	Mothers' education (- x4)	0.004
5	Father' occupation (- x5)	0.047
6	Mothers' occupation (- x6)	0.037
7	Family size (- x7)	-0.039
	<b>Overall R<sup>2</sup></b>	<b>0.29</b>

Source: Own survey, 2017

Multiple regression analysis was built to assess the relationship of parents' income parents' education level, occupational status and family size with academic achievement of students. According to the results predicted in Table eleven fathers' and mothers' income were direct independent predictors of academic achievement where as family size was not a significant independent contributor to the prediction of achievement by themselves. Overall the Table showed that the model accounted for 29% of the variance in academic achievement. Therefore, the fitted model implies that; to increase the students' academic score by a unit fathers' income and mothers'

income has to increase by .025, and .022 respectively. Hence, the question "Is there any significant relationship between parents income and their children's academic achievement?" is answered by the finding shown that both have positive and significant relationship. Parents' income level was found to be positively and significantly related to academic achievement of students, the present finding results goes in line with findings of Habtamu (2016). Regarding to this, Admasu (2004) demonstrated a significant relation between parents' income level and students' academic achievement. He suggested that parents' income level has an influence on the fulfillment of the required educational materials, which used to facilitate students learning. Habtamu (2016) supported this explanation. However, it should be noted that there are other research reports that are inconsistent with the result of the present study. (For instance, Wilkins, et al., cited in Ambert, 1997) reported that there is no significant relationship between parents' income level and children's academic achievement. This idea was supported by local investigator Adamu, (2004) who explained that the correlations parents income level did not show significant difference on academic achievement of students.

Literature revealed that students from low income families are more likely to repeat a grade and to dropout school than students from higher income families (Getachew, 2011). Similar research reported by Habtamu (2016) revealed that the lower achievement and participation of students in classroom is partially the cause of the economic problems faced the students. The monthly income of parents determines the amount of resources parents can devote to their children's school related needs. In addition it also influenced their capacity to contribute towards their children education. Parents' ability to afford the fees and other school requirements and to give guidance might contribute towards the sustainability of the students in school. Low income parents have lack of knowledge and power to influence their children's school performance. Regarding this, Admasu (2004) revealed that low income parents typically have less formal education and often find it difficult or impossible to help their children navigate through school. They also found out that low income parents frequently lack knowledge, time, energy and/or other resources to influence what happens to their children in the school and classroom.

Socio-economically advantaged parents, as shown in table 3, tend to have higher educational aspirations than students from less advantaged. Similarly, the more advantaged parents are in terms of resources, the better they are also to provide enrollment that is congruent with the school system (Lemi, 2012). In addition to this, Habtamu (2016) highlighted the same result suggesting that a high income level implies better material resources and facilities, and as a result it is positively related to achievement.

The finding of this study discovered that there was significant relationship between fathers' education level ( $r=.008$ ) and mothers' educational level ( $r=.004$ ); and students' academic achievement. Therefore, the question "Is there any significant relationship between parents education level and their children's academic achievement?" was treated by revealing there was significant relationship between fathers' and mothers' education level and students academic achievement.

Therefore fathers' and mothers' education level were directly related to the academic achievement of students. In this regard, the present study confirmed some other investigators research results. Admasu (2004) pointed out that generally socio-economic status of parents especially education level is positively correlated with academic achievement. This suggestion was supported by local investigator Adamu, (2004) described that mothers' education level shows significant impact on their children's academic achievement. As Adamu stated, in Ethiopian culture, children have more relationship with their mothers rather than their fathers. In contrast, Emiru (2012) specifically explained that mothers literacy does not matter as much as the fathers to decide whether their daughters are provided with the necessary materials and psychological support or not. Moreover, students who come from families of higher level of education tend to achieve higher than those from uneducated ones (Ebisa, 2011). Regarding fathers' education level, there was direct correlation seen between students' achievement and fathers' education level. The finding in line with, Okpala and Okpala (2001), that revealed fathers' education exerted a positive influence on academic achievement. Similarly, Culver and Sinclair (2000) reviewed students with parents who were both college educated tended to attain better at the college education. In addition to this, Emiru (2012) elaborated that children from more educated families excel at schools because the teaching-learning and assessment processes in schools are like those they have learned to master at home. However, the finding of this study is in contrary with Adamu's, (2004) finding, which showed that fathers' education level did not show a significant correlation with students' achievement.

Educated and uneducated parents do not help their children equally in their school affairs. Habtamu (2016) noted that the education background of parents highly contribute for the success or failure of students. Similarly, Ebisa (2011) pointed out that parents education directly or indirectly affect the performance of their children. Thus educated parents understand the value of education more than uneducated ones and can be involved in school affairs. Concerning occupational status of parents, fathers' and mothers' occupational status both were positively correlated with students achievement ( $r=.047$ ) and ( $r=.37$ ) Therefore, the question "Is there any significant relationship between parents occupation and their children's academic achievement?" was answered by the finding shown that fathers; and mothers' occupation have positive relationship with academic achievement of students. One of the variables in this study was parents' (fathers' and mothers') occupation. According to the results of this study, fathers' and mothers occupation status had positively related to academic achievement of students. This finding goes in line with other researchers such as Habtamu (2016). It is also agreeable to the position of authors who pronounced that students from employed and high level occupation are more likely to have the economic resources to purchase educational services that are not available to students whose parents have low level occupation status. Regarding the influences of parents occupation status on academic achievement of students a few researches were conducted by local investigators, for instance, Adamu, (2004). Adamus' research result was related with the present investigator's

finding. Some investigators, Adamu, (2004) viewed socio-economic status such as parental occupation accounts for the substantial difference in mathematics achievement. In addition, Lemi (2012) and Adamu (2004) revealed that parental occupation is a key factor in the progress of the child both at school and in their life.

Regarding family size there was negative correlation( $r=-.039$ ) seen with academic achievement. So there was inverse relationship observed among the two. Therefore, the question;#Is there any significant relationship between family size and their children's academic achievement?; was answered by the finding shown that family size have no significant relationship with academic achievement of students. Another main concern of this study was to examine the influence of family size on academic achievement of students. The present finding indicated that there was negative correlation between family size and academic achievement. This finding goes with Okpala and Okpala, (2001) suggesting that large family size has strong negative correlation with sorts of achievement. They found that large family size makes negative influence to the improvement of academic achievement. Habtamu (2016) suggested that small family size was related to school grades. They found that parents with few children seem able to provide a more intellectually stimulating environment than do parents with many children, because parents' time, attention and resources are spread much thinner in large families.

Research on family size and academic achievement has been conducted by foreign researchers. Culver and Siclair (2000) have found that children in small families with few brothers and sisters are superior in cognitive development and educational attainment compared with children who have more siblings. In contrast to this, Admasu, (2004) found that academic achievement among children dropped as family size grew, because parents had less time and resources for each child. He pointed out that the more the number of children they have, the more the resources and time are required. In general from the above discussions it was found out that parents' (fathers' and mothers') income level were highly influential variables on the academic achievement of students in the city.

#### *Perceptions of Parents towards their Children's Academic Performances*

The attitudes of parents towards their children's academic performance had been assessed using five-point likert scales. As indicated in table 6, their behavior on telling negative as well as destructive issues, their participation in schools' functions, Motivate to participate in extra-curricular activities and encourage students to score highest point in national examination in average; and share best experiences and encourages students to have confidence in group work and participation had been rated. Nearly 5 (40.67 %) of the respondents said that, parents' do not tell negative and distractive idea about their children's school activities. Conversely, most (75%) of them involve in functions of the schools effectively. The majority (75%) of the respondents motivate to participate in extra-curricular activities and encourage students to score highest point in national examination in average for their children. Above all, most parents (66.67%) are accustomed to share best experiences and encourage students to have confidence in group work and participation. The finding implies that the parents have a positive attitude towards their children's schools.

**Table 6.** Perceptions of Parents towards their Children's Academic Performances

No	Item	Sample	Stat.	Response categories		
				SA+A	N	SD+D
1	Tell distractive idea about school	12	Freq.	5	2	5
			%	41.67	16.66	41.67
2	Involve in school functions effectively	12	Freq.	9	1	2
			%	75	8.34	16.66
3	Motivate to participate in extra-curricular activities and Encourage students to score highest point in national examination in average	12	Freq.	9	2	1
			%	75	16.66	8.34
4	Share best experiences and Encourages students to have confidence in group work and participation	12	Freq.	8	2	2
			%	66.67	16.66	16.67

("SA+A = Strongly Agree + Agree", N= "Neutral" " SD+D = Strongly Disagree + Agree") Source: Survey, 2017

#### *Degree of Parental Involvement in Supporting their Children's Academic Performance*

Participation of parents in school and student affairs and its contribution towards the achievements of students had also been assessed. As indicated in table 7, most parents (75%) involve themselves in the school to contact, share, mobilize, support and communicate with the school to create conducive environment for education whereas 18.2% of the respondents claimed that they are not involved in the school affairs to enhance students' achievements. Regards to monitoring children's activities, half of the respondents said that the parents refused to contact, share, mobilize, support and communicate with the school to create conducive environment for education.

**Table 7.** Respondents’ level of agreement regarding the involvement of parents for performance

No	Item	Sample	Stat.	Response categories		
				SA+A	N	SD+D
1	Contact, share, mobilize, & support communicate with the school to create conducive environment for education	12	Freq.	9	1	2
			%	75	8.33	18.2
2	Monitor and organize system of students’ academic achievement control	12	Freq.	6	2	4
			%	50	16.67	33.33

(“SA+A = Strongly Agree + Agree”, N= “Neutral” ” SD+D = Strongly Disagree + Agree”) Source: Survey, 2017

This shows that parents are monitoring children’s activities as an important part of their academic performance. This indicates that parent create mobilization concerning students’ academic performance.

*Factors affecting the Academic Performance*

There are several factors that affect students’ academic achievements. Obviously, parent-related issues may take lion’s share in enhancing academic achievements of the students. This study focused on three items where parents’ role had been emphasized (Table 8). The majority (75 %) of the respondents disagreed that parents lack training on how to support their children while the other majority (41.67%) insisted that they had time to support the children. Three-fourth of the parents said that their interest for supporting their children had an implication on their children’s’ academic achievements.

**Table 8.** Respondents extent of agree on Factors affecting the Academic Performance of the Secondary Schools in Oromiya Region

No	Item	Sample	Stat.	Response categories		
				SA+A	N	SD+D
1	Parents lack of training on how to support their students	12	Freq.	2	1	9
			%	16.66	8.34	75
2	Parents lack of time to support their students	12	Freq.	5	2	5
			%	41.67	16.66	41.67
3	Parents lack of interest to support their students	12	Freq.	9	1	2
			%	75	8.34	16.66

(“SA+A = Strongly Agree + Agree”, N= “Neutral” ” SD+D = Strongly Disagree + Agree”) Source: Survey, 2017

As indicated in table 8, parents’ lack of training on how to support their students, parents’ lack of time to support their students and parents’ lack of interest to support their students are the major parent-related factors that affect academic performance of students. This shows that the respondents agree on the low effect of awareness about the school policy and program enhancement of skills through training. The finding implied that parents’ skill, time and interest were the three most important factors that govern students’ achievements. However, parents’ lack of training on how to support their students had less influential factor than parents’ lack of time to support their students. Over and above parents’ interest to support their children or students are the major parent-related factors that affect academic performance of students in the study area.

**Conclusion**

Parents play a key role in students’ academic achievement. This indicates that government and policies favor greater involvement of those parents and community in school related activities. However, as it is observed from the finding of this study, practically this is not the case and the parent were not observed involvement at large. The potential interventions, establishing efficient school leadership, aware the parents and community to build their perception towards education and its benefits and employing follow up strategies by the school, WEO, counseling services to students on study habits, establishing active relation between the parent, community and the school to be the most valuable instruments to manage the problems. To sum up, the findings confirmed how quality education of the Secondary schools is challenged as a result of certain parents related factors variable in the study identified above. Besides, it also indicated certain helpful interventions. Thus, the fact available in the study supported the demand to shift attention to the parent factors concerns in order to address the requests of quality education of the Secondary schools and benefit the education system.

In a situation where such educational research is scarce, research of this kind can contribute to an understanding of why differences occur in academic performance. It is hoped that results of this study will provide the necessary basis for policy makers, planners,

teachers and school administrators to realize the magnitude of the problem and design viable and effective community-based intervention measures for mitigating the problem under consideration. Finally, the findings of this study may generate interest or assist as a stepping-stone for those who have an intention for further study in the field.

All stakeholders involved had to be accountable for any practices that might jeopardize students' academic performance and work in an effort to eliminate the factor affecting students' academic performance. Effectively managing the conditions present in the Secondary school could be seen as a critical factor to enable and enhance the learning experience of students at the Secondary school level of Oromiya Region.

### Recommendations

The MoE, REBs, ZEO and WEOs need to ensure that the parents related factors framework is included throughout education sector and they need to regularly monitor using the check list how schools and parents work collaboratively on student academic performance. They are also required to decide on the purpose, quality and level of use of the standards, both to determine what parental factors measures are and to monitor their attainment. It should be noted, however, that implementing and sustaining such a policy will require full acceptance by those directly affected: parents, children and teachers. Over and above, to make this finding applicable in all the Secondary schools comprehensively further study need to be done in the future in Oromiya region and other regions of the country. Furthermore, the future research should not be limited on parent related factors that affect academic achievements.

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