

The Relationship between Parent Involvement and Students' Academic Achievement Motivation: the case of East Harerge Zone Senior Secondary and Preparatory Schools

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Abstract: The aim of this study is to examine the relationship between parental involvements and students' academic achievement motivation in east Harerge zone, Oromia region. There has been a great debate among researchers regarding this area of concern. Most of the studies conducted in this area focus on other factors such as the availability of library materials, the quality of teacher and educational material other than parent involvement. The relationship between parent involvement and academic achievement motivation is one of the least researched areas because of the reasons mentioned. The specific objectives of this study were examining the relationship between parent involvement and academic achievement motivation and identifying the variable which contributed more for academic achievement motivation. The study involved 494 students randomly selected from senior secondary and preparatory schools found in the study area. Data were collected through a twenty two item academic achievement motivation inventory and a twelve item parent involvement inventor on four point rating scale that was adapted from previous versions. Data collected through questionnaire were analyzed using inferential statistical methods such as Pearson moment correlation and regression. Accordingly, in order to examine the relationship between parent involvement and academic achievement motivation Pearson product moment correlation was used. To address the second objectives of the study which intended to identify the variable which contributed more for academic achievement motivation regression analysis was employed. The outcome of the study were, there is statistically significant relationship between parent involvements, and academic achievement motivation and parental education contribute more in students' academic motivation among other predictive variables.

Keywords: Academic achievement motivation, Parent involvement.

INTRODUCTION

In the process of education, certain variables are associated with parent to contribute for the success of students' academic life. A review of Three decades of research by Drake have demonstrated that parent/family involvement and communication significantly contributes, in a variety of ways, to improve student outcomes related to learning and school success. These findings have remained fairly consistent despite the fact that families have undergone significant changes during that time, and schools "operate in very different times than those of a decade or two ago[1]".

Pupils' achievements are influenced by many people, processes and institutions. Parents, the broader family, peer groups, neighborhood influences, schools and other bodies (e.g. churches, clubs) are all implicated in shaping children's progress towards their self-fulfillment and citizenship. The children themselves, of course, with their unique abilities, temperaments and

propensities play a central role in forming and reforming their behavior, aspirations and achievements [2].

It has been assumed that academic achievement of students may not only depend on the quality of schools and the teachers, rather the extent of parental involvement and communication has vital role to play in academic achievement of their kids[3].

Parental involvement in a child's education along with environmental and economic factors may affect child development in areas such as cognition, language, and social skills. Numerous studies in this area have demonstrated the importance of family interaction and involvement in the years prior to entering school [4-6]. Research findings have also shown that a continued effort of parental involvement throughout the child's education can improve academic achievement [7-9]. Academic failure has been linked with risk behaviors and negative outcomes such as;

substance abuse, delinquency, and emotional and behavioral problems [10].

There is little research available on the relationship between parental involvement and academic achievement of secondary school students. A majority of the research in this area has been conducted solely with elementary school students [11, 12]. This study may provide an in-depth look at one aspect of parental involvement, involvement in academic activities of their children, and academic achievement of secondary school students in the eastern Harerge context.

In Ethiopia as MoE [13] states, the community is losing confidence in schools in the face of continuous decline in the quality of students' academic achievement. Previous studies have investigated the influence of variables such as library materials, class size and availability of funds on students' academic achievement.

Results of EGSECE revealed that in West and East Hararghe zones almost half of the students failed in grade 10 examinations [14]. Besides, of the passing students a significant majority scored less than 50 per cent marks. The background examines there are many factors that may contribute to the level of parental involvement and academic achievement in secondary school students.

METHODS

AS it is mentioned earlier, the purpose of this study is to examine the relationship between parent involvement and academic achievement motivation among east Harerge secondary and preparatory school students. In order to conduct this study a correlation research design was employed. In this section, the study site, sampling techniques, instrument of data collection, and procedure followed in data collection presented.

The study site

This study is conducted in east hararge zone secondary and preparatory schools. MisraqHararghe (or "East Hararghe") is one of the Zones of the Ethiopian Region of Oromia. East Hararge takes its name from the former province of Hararghe. East Hararge is bordered on the southwest by the Shebelle River which separates it from Bale, on the west by West Hararghe, on the north by Dire Dawa and on the north and east by the Somali Region. The Harari Region is an enclave inside this zone Towns and cities in East Harerge include Haramaya, Babelle and FugnanBira. Its highest point is GaraMuleta. Local landmarks include the Harar Wildlife Sanctuary and Haramaya University. The Central Statistical Agency (CSA) reported that 3,654.00 tons of coffee was produced in East Hararghe in the year ending in 2005, based on inspection records from the Ethiopian Coffee and Tea authority. This represents 3.17% of the Region's output and 1.6% of Ethiopia's

total output. Based on the 2007 Census conducted by the Central Statistical Agency of Ethiopia (CSA), this Zone has a total population of 2,723,850, an increase of 48.79% over the 1994 census, of whom 1,383,198 are men and 1,340,652 women; with an area of 17,935.40 square kilometers, East Hararghe has a population density of 151.87. While 216,943 or 8.27% are urban inhabitants, a further 30,215 or 1.11% are pastoralists. A total of 580,735 households were counted in this Zone, which results in an average of 4.69 persons to a household, and 560,223 housing units. The two largest ethnic groups reported were the Oromo (96.43%) and the Amhara (2.26%); all other ethnic groups made up 1.31% of the population. Afan Oromo was spoken as a first language by 94.6%, Somali was spoken by 2.92% and Amharic by 2.06%; the remaining 0.42% spoke all other primary languages reported. The majority of the inhabitants were Muslim, with 96.51% of the population having reported they practiced that belief, while 3.12% of the population professed Ethiopian Orthodox Christianity.

Participants

The study involved students selected from east Hararge secondary and preparatory schools. In this zone there are a total of 19 districts and 3 city administration. Out of the total districts and city administration found in this zone, six districts and 1 city administration' was selected through lottery method. Following this, from each district, one high school was selected through lottery method. At each high school, in order to give equal chance to female and male students, participants was stratified based on their sex. Following this, systematic random sampling technique employed in selecting participants of the study. Accordingly the following districts' and city administration with their respective senior secondary and preparatory schools were selected. Accordingly 519 students were selected to participate in the study. But the total number of students who successfully completed the questionnaire was 494. Therefore, the data analysis was based on 494 participants.

Instruments of data collection

A self-report instrument was used to test the research problem of concern. The instrument has three parts. Part one has structured items mainly designed to gather background information about the participants. The second part of the instrument is an adapted test on parent involvement. Finally, The third part of the questionnaire is an adapted test on academic achievement motivation, a Likert type of five point scale with response option ranging from strongly agree to strongly disagree .The scale was adapted by Desta [15] from three other researchers conducted on high school and college students. Each items focus on various themes pertinent to students' academic achievement motivation. According to Desta 2006 the adapted items were given to two instructors in the

department of psychology to verify the construct validity of items. Accordingly, some items were modified and rephrased based on the comments forwarded on the original items.

FINDINGS

Different statistical methods utilized (ranging from simple descriptive ones to more complex statistical procedures in order to carry out the analysis depending on the nature of data available and the type of research questions set in order to be answered at the end of the study. The initial part of the analysis gave

general description and explanation about major background data using frequency distribution, mean and standard deviations about the study population

Background of Participants

Sex, age, with whom participants living with and family educational status are the background information of participants selected for analysis. Therefore:-sex, age, with whom participants living with and family educational status of these participants are summarized in Table 1.

Table-1: Frequency table of background of respondents

Characteristics	Option	frequency, (%)
Sex of respondents	male	258(52.1)
	Female	235 (47.4)
	Total	495(100)
Age of respondents	15 -17	186 (37.6)
	18-20	251 (50.7)
	21-23	52 (10.5)
	>245	(1.0)
	Total	494 (100)
Respondents were living with	both parents	323 (65.3)
	Mother	94 (19.0)
	Father	28 (5.7)
	Others	47 (9.5)
	Total	494(100)
Parents educational status	Illiterate	216 (43.6)
	Primary education (1—8)	173 (34.9)
	Secondary education (9—12)	75 (15.2)
	College and university	30(6.1)
	Total	494(100)

As it is observed from table one, the majority of participants are male which accounts for 52.1% of participants. With regard to age the table shows the majority of participants (50.7) fall under the age category of 18-20 and the second largest age category is 15-17. The table also shows the majority of participants (65.3%) live with their father and mother. The second largest number of participants (19%) lives with their

mother and 9.5% respondents live others. The least number of participants (5.7%) live with their father. The above table shows the majority of the participant’s families are illiterate which accounts for 43.6 % and 34.9% of participants are come from a family whose education status is elementary school. 15.2% of the participant’s family completes high school and 6.1 % have attended college and university.

The Relationship between Parent Involvement and Academic Achievement

Table-2: Parent involvement and academic achievement

		Academic achievement	Parent involvement
Academic achievement	Pearson Correlation	1	.70
	Sig. (2-tailed)		.652
	N	494	493
Parent involvement	Pearson Correlation	.70	1
	Sig. (2-tailed)	.652	
	N	493	493

This positive correlation coefficient (70) between parent involvement and academic achievement indicates that there is a statistically significant (p< 001) linear relationship between these two variables such that

the more Parents are involved in their child education, the larger that the child academic achievement is.

Prediction of academic achievement motivation

Table-3: Multiple regression analysis

Variables	Regression Coefficient	Standard Error	Beta coefficient	t- value	Sig
Parent involvement	7.53	2.13	.24	7.23	.003
Age	-0.26	1.21 1.34 .921	-.02	.92	.78
Sex	.132	1.34	-.041	.54	.91
Educational status of parents	.021	.92	.031	.63	.71

Multiple regressions were done to determine the combined effects of predictor variables on students' academic achievement motivation. It was found that about 9.1% ($R^2 = 0.091$) of the variance in students' academic achievement motivation is explained by all the predictors together. In fact, it is only parent involvement again that makes a significant contribution to the variance in academic achievement motivation score. ($t_{200} = 7.23, P < 0.003$).

DISCUSSION

This study comes up with an empirical finding that consolidates the contribution of parent involvement on academic achievement of adolescents. The correlation coefficient between the two variables shows that there is a strong positive relationship between the two variables, i.e. parent involvement and academic achievement. In line with this finding Singh, Bickley, *et al.* [16] confirms the existence of a positive relationship between parent involvement and educational success especially in secondary schools.

In line with the present study McNeal [17] contends that parent involvement encompasses three broad domains, parent-child relations, parent-school relations, and parent-parent relations. In all three cases, it is generally assumed that parents invest time with their children, school personnel, or other parents with the expectation that their involvement will yield a tangible return. The exact form of the expected return is not always clear, but can include improved educational expectations, improved role performance (i.e. better attendance, increased homework done, reduced delinquency, etc.), increased achievement, or strengthened relationships with school personnel or other parents.

When we clearly look the existing experience on the ground parents are not involved in their child's education for a myriad of reasons. Some of the reasons used as an excuse are making them busy with their own business, lack of awareness about the importance of education and losing confidence on the school in changing their child's academic life for the better. As the finding shows as the parental involvement decrease, academic achievement also decreases. Results of

EGSECE revealed that in West and East Hararghe zones almost half of the students failed in grade 10 examinations [18]. Besides, of the passing students a significant majority scored less than 50 per cent marks. The background examines there are many factors that may contribute to the level of parental involvement and academic achievement in secondary school. This might be because the study area is known for its cash crop production mainly chat (kchat). This makes the parent to be concerned more for their chat (kacat) instead of investing time on their child's education. In addition the significant majority of the society consumes chat (kachat) which makes them to be carefree.

Research has indicated that there are positive academic outcomes stemming from parent involvement ranging from benefits in early childhood to adolescence and beyond [19, 20]. Researchers have used a variety of ways to measure academic achievement such as report card grades, grade point averages, standardized test scores, teacher ratings, other cognitive test scores, grade retention, and dropout rates. It has been shown that children whose parents are involved in early childhood or participate with their children in early childhood programs, such as Head Start, have higher cognitive and language skills than do children whose families are not involved or part of such programs. Also, children who participate in early childhood programs that had strong family collaboration are more likely to be better prepared for school. Most importantly, benefits continue to be evident even later, as these children have fewer grade retentions and are more likely to graduate from high school. In line with these studies the present study used standardized tests to measure academic achievement motivation of students and confirmed that parent involvements on the child's academic affair has a strong relation on the academic achievement motivation of students.

CONCLUSION

The findings of this research generally suggest the following major conclusions regarding the relationship between parent involvement and academic achievement motivation of East Harege Secondary and Preparatory Schools.

- There is a strong relationship between parent

involvement and academic achievement motivation of students in the study area.

- Parent involvement significantly predicts student academic achievement motivation

The following suggestions would help addressing the gaps noted

- Psychologists, teachers, school administrators and other stakeholders should work together to enhance the academic achievement motivation of students
- Awareness creation program should be launched for parents by the schools and Medias about the importance of their involvement in enhancing their child's academic achievement motivation.
- Further studies should be conducted on the role of parent involvement for academic achievement motivation of students and other mediating variables to clear possible inconsistencies noted in this and many other researches.

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