

The Relationship Between Family Characteristics, Parenting Style, and Students Academic Achievement in Bahir Dar Town Primary Schools: Ethiopia

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Abstract

The main purpose of this study was to investigate the relationship between family characteristics, parenting styles and student academic achievement. The study follows correlation and regression analysis. In this study, it was tried to establish whether there is significant relationship between family characteristics (parents' education level and parent' income level), parenting style and a students' academic achievement. The result of the study revealed that positive and significant relationship between parents education level and parent income level and statically significant negative correlation was obtained between parenting styles and parents educational level ($r=-0.210$, $p<0.05$). Correspondingly, there was negative significant correlation between parenting styles and parent income level ($r=-.296$, $p<0.05$). Results of regression analysis indicated that there is statistically significant contribution of parent educational level; parent income level and parenting styles to academic achievement but the contribution of parenting style was found to be negative. Generally, parent education level and parent income level were more affected by academic achievement significantly than parenting styles.

Keywords

Family Characteristics, Parenting Style, Students' Academic Achievement & Primary Schools

Received: May 5, 2018 / Accepted: June 19, 2018 / Published online: August 6, 2018

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1. Introduction

Education is a means to empower children and adult alike to become active participant in the transformation of their societies UNESCO [1]. This stated that, education is one of the most important instruments of change in the life of human being and it helps in enriching their life positively. Learning should also focus on the values, attitudes and behavior which enable individuals to learn to live together in the world characterized by diversity and pluralism UNESCO, [2].

Students' academic achievement and educational attainment have been studied within different frameworks. Many of

them have a focus on parents' education, or home backgrounds (like, family income, language of the home, activities of the family and work methods).

Academic achievement was found to be affected by varying family processes. These include family characteristics (parents' educational level and parents' income level) and parenting styles. Campbell and Wu [3] said that the home, environment and family processes provide a network of physical, social and intellectual forces and factors which affect the students' learning. According to them, the family's level of encouragement, expectations, and educational activities in the home are related to socio-economic status, while scholars agreed that families from different socio-

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economic groups create different learning environments that affect the child's academic achievement.

School teachers and parents always have been concerned about children's academic success and social adaptation both in and out of the classroom Gardner, 1993 and Pekrun, 1992 as cited in Marquez et al. [4]. The unraveling of the complex determinants of academic achievements at primary, secondary and tertiary level has received much attention in educational research.

Many international studies have shown that academic achievement has been determined by parent educational level. According to Hoff, Laursen & Tardif [5], the highly educated parents (professionals) have a different way of interaction with their children particularly in respect to their language used which have positive relationship with student academic outcomes. Similarly, Hoff stressed that, one of important environmental influence in the child's cognitive development is the parents' level of education. Parents with higher education create more intellectually stimulating environment for their children. In the same way, Hoff [6] explains that College-educated mothers talk more, use a richer vocabulary, and read more to their children than those mothers limited to a high school education.

Researchers working on human capital framework assert that highly educated parents have the financial and none monetary resource to invest in their children ability early on which inevitable places them on track not only for better school performance but also for the likelihood of pursuing a university education Corak [7].

On the other hand, many empirical research findings of international studies have also shown that academic achievement of children has been determined by parenting style. As Mulu [8] stated that among the style of parenting, democratic parenting style is more contributing factor for academic achievement than that of authoritarian, indulgent and uninvolved parenting style. According to Mulu [9], parents who encourage the child to do things on his/her own and to seek help as needed, help the child to be autonomous. Furthermore, Mulu [10] stated that strict parental supervision is good for academic achievement. She advised parents to be authoritarian for future success of children.

In Ethiopia, early studies showed that most parents are categorized in to authoritarian styles of parenting Habtamu, 1978 cited in Abesha, [11]. Similarly, Tilahun [12] also explained that most Ethiopian parents reared their children in authoritarian styles of parenting which is a combination of high control and low parenting acceptance on school attendance.

But these studies did not actually examine the incorporate impact of family characteristics (educational level and income level), parenting styles on academic achievement. Thus, there is little evidence to indicate whether or not the relationship between family characteristics and parenting styles on student academic achievement. Therefore, it needs to be investigated further. The investigator was trying to assess the relationship between family characteristics, parenting style and students' academic achievement.

Families with high socio-economic status often have more success in preparing their young children for school because they typically have access to a wide range of resources to promote and support young children's development. They are able to provide their young children with high quality child care, books, and toys to encourage children in various learning activities at home. It is stated that, well educated parents would always have good attitudes towards education and provide learning materials such as reference materials, instructional video tapes, novels, books and journals that could facilitate the learning process. The motivation of any intelligent child towards learning is being accelerated by the positive influence of his/her environment while others are negatively affected in terms of their non-stimulating home environment.

In addition, it is worth nothing that there has not been extensive research conducted on the relationship between family characteristics (parents' educational level and parents' income level), parenting style and student academic achievement. Therefore, the investigator of the present study initiated to explore the relationship between family characteristics (parents' educational level and parents' income level), parenting style and student academic achievement of Bahir Dar town primary schools. For that reason, it seems worth whole to investigate the relationship between family characteristics (parents' educational level and parents' income level), parenting style and student academic achievement.

Therefore, the researcher was tried to investigate the relationship among family characteristics, parenting style and academic achievement by raising the following basic research questions:

- a. Are there significant relationship between family characteristics (parents' education level and parents' income level), parenting styles and students academic achievement among Bahir Dar town primary school students?
- b. Do Family characteristics (parents' education level and parents' income level) & parenting style predict students' academic achievement of Bahir Dar town primary school students?

The purpose of this study was to investigate the relationship among family characteristics (parent educational level & parents' income level), parenting style and student academic achievement.

Accordingly, this study focused on the following specific objectives that indicate the direction of the research work was to identify significant relationship between family characteristics (parents' education level and parents' income level), parenting style and student' academic achievement among Bahir Dar town primary schools and to assess family characteristics (parents' education level and parents' income level) & parenting style predict students' academic achievement of Bahir Dar town primary school students.

2. Materials and Methods

Correlation research design is appropriate for this study. Since the study is aimed at investigating the relationship among family characteristics, parenting style and students' academic achievement.

2.1. Source of Data

Grade eight second cycle primary school students and their parents were used as a source of data for this study.

2.2. Population, Sample Size and Sampling Techniques

The study was conducted in primary school students of Bahir Dar town. There are eight governmental primary second cycle schools in the town. According to the information obtained from the Bahir Dar town education record office, there are a total of 620 students (male 332, females 288) who are in grade 8 as data taken from 2017 of registered students. For the purpose of the study, the investigator selected three (3) grade 8 schools which are 37% of the total schools in the town. The sample schools were selected by giving all schools an equal opportunity to be included in the sample by using simple random sampling technique (lottery system), because this sampling technique would give equal chance for all schools to participate in the study since the schools have similar nature. Of the total number of students, 144 (M=95, F=49) were selected as sample of the study using simple random sampling technique. Proportional sampling technique was employed to keep the proportion of student in grade eight (8).

Table 1. Summary of total number of student and samples in this study.

Name of sampled school	Number of total student			Samples of the study			Remark
	M	F	T	M	F	T	
Ewuket Fana primary school	180	136	316	54	41	95	
Shimbit primary school	86	120	206	26	6	32	
Dilchibo primary school	100	156	256	15	2	17	
Total	366	412	778	95	49	144	

Source: Bahir Dar town education office 2017.

2.3. Instruments

2.3.1. Measure of Educational Level

Education is classified according to the highest educational level attained by the individual Reda [13]. The response of the participants was rated on six point scale, where 1= illiterate, 2= elementary education level (grade 1-6); 3=junior high school level (grade 7-8); 4= senior high school level (grade 9- 12); 5= junior college level (12+1; 12+2 and 12+3 year) and 6 professional degree (12+4 years and above).

2.3.2. Measure of Income Level

Questionnaire developed by Reda [14] with some modification on income level cluster was used by the researcher to measure income level of the respondent. The income level cluster in the study classified and would be coded as follow: 1= Birr 650 and below, 2= Birr 651-813, 3= Birr 814-1123, 4= Birr 1124-1511, 5= 1512-2008, 6= Birr 2009-2628 and 7= birr 2629-3425, 8= Birr 3426-4461, 9=Birr 4462 and above.

2.3.3. Measure of Parenting Style

The item developed to measure parenting style was adopted from parenting styles scale developed by Lamborn et al. [15] based on Maccoby and Martin's [16] revision of Baumrind's 1967, cited in Ayele [17]. It was used to apply to assess parenting style. So that, the item developed was predict parenting style. This part contains nine statements and ten questions. For the statements (1-9) indicate the degree of student agreement to each of the statements by circling one of the four alternative numbers given. For the questions (10-19) were rated by student by choosing the numbers of their choice provided for each of the items.

2.3.4. Measure of Student Academic Achievement

The document analysis strategy was applied to predicting student academic achievement. This activity was assessed student recent performance at schools. So, the first semester academic achievement of the year 2017 Semester average was obtained from respective offices of each school by the

permission from the school directors.

2.4. Data Analysis

The major purpose of the study was to examine the relationship between family characteristics (educational level and parent income level), parenting style and student academic achievement of Bahir Dar town primary schools. After gathering the necessary data from representative sample participants, the analysis involves correlation and multiple regressions analysis.

- Correlation analysis was used to examine whether there is significant relationship between family characteristics, parenting style and student academic achievement.
- Multiple regressions were used to investigate the direct

effect of independent variable on dependent variable. The researcher utilizes the statistical package for social science (SPSS version 20) to analyze the data.

3. Results

3.1. Results of the Correlation Analysis

One of the central purposes of the study was to assess whether there exist significant relationship between family characteristics such as parents' educational level, parent income level, parenting style and student academic achievement. To achieve this end, Pearson moment correlation coefficient was calculated and the results are presented in table two below.

Table 2. The Mean, SD, correlation coefficient of parent educational level, parent income level, parenting style and academic achievement.

Variables	Mean	SD	Parenting style	PELF	PELM	PIL	Academic Achievement
Parenting styles	1.333	0.766	1.00				
PELF	2.236	1.533	-0.210*	1.00			
PELM	1.882	1.361	-0.183*	0.781*	1.00		
PIL	4.889	2.398	-0.296*	0.565*	0.478*	1.00	
Academic Achievement	66.628	11.954	-0.465*	0.566*	0.449*	0.669*	1.00

N=144, *P≤0.05

Key: PELF= Parental educational Level of Father; PELM= Parental Educational level of Mother
PIL=Parent income level

As shown in table 2, the results of correlation coefficient demonstrated that there was statically negative significant correlation between parenting styles and academic achievement ($r=-.463$, $p<0.05$). On the other hand there was statically positive significant correlation between parent educational level for father and academic achievement ($r=.566$, $p<0.05$). Similarly, statically significant positive correlation was observed between parent educational level for mother and academic achievement ($r=.449$, $p<0.05$). In the same way statically significant correlation was observed between parent income level and academic achievement ($r=0.669$, $p<0.05$).

There was statically significant negative correlation between parenting styles and parents educational level ($r=-0.210$, $p<0.05$). Correspondingly, there was negative significant correlation observed between parenting types and parent income level ($r=-.296$, $p<0.05$).

On the contrary positive significant relationship was observed between parent education level for father and parent education level for mother ($r=0.781$, $p<0.05$). Similarly, statistically positive significant relationship was obtained between parent education level for father and parent income level ($r=0.565$, $p<0.05$). In the same way statically significant, positive correlation was obtained between parent education level for mother and parent income level ($r=.478$, $p<0.05$).

3.2. Results of the Multiple Regression Analysis

The other purpose of this study was to investigate family characteristics (parent educational level and parent income level) and parenting styles predict student academic achievement of Bahir Dar town primary school students. To do this regression analysis was performed and the results are presented in table three below.

Table 3. Regression statistics of variables on student academic achievement.

Variable	Coefficients	Standardized Beta (β)	t-value	sig
Parenting styles	-4.377	-0.281	-4.823	0.000
PELF	2.242	0.287	3.031	0.003
PELM	-0.341	-0.039	-0.436	0.664
PIL	2.206	0.443	6.407	0.000
Overall R ²	0.572			

P≤0.05

Key: PELF= Parental educational Level of Father; PELM= Parental Educational level of Mother
PIL=Parent income level

The regression analysis result indicated that there was an overall statistically significant contribution of parenting style, parent educational level of father, parent educational level of mother and parent income level to academic achievement ($R^2 = 0.572$, $F = 46.426$, $P < 0.05$). But the contributions of parenting styles were found to be negative.

Furthermore, the direct effect of the variables on academic achievement of educational level of father ($\beta = 0.287$, $t = 3.031$, $p \leq 0.05$) and parent income level ($\beta = 0.443$, $t = 6.407$, $p \leq 0.05$) were statistically significant predictor of academic achievement. But parenting styles were found to be significant negative ($\beta = -0.281$, $t = -4.823$, $P \leq 0.05$) predictor of academic achievement.

4. Discussion

4.1. The Relationship between Family Characteristics, Parenting Styles and Students Academic Achievement

To determine whether there exists significant relationship between family characteristics such as parent educational level, parents' income level, parenting style and student academic achievement among Bahir Dar town primary school students, Pearson moment product correlation coefficient was computed. In the analysis, parents' education level as independent variable and academic achievement as dependent variable have been employed. The result indicated that there was statically significant positive relationship between participant parent educational level and student academic achievement ($r = 0.566$, $p = 0.05$ for father and $r = 0.449$, $p < 0.05$ for mother). This means that students with parents' higher educational level scored significantly higher academic achievement. From this, it is possible to infer that parent educational level has positive and significant relationship with academic achievement.

Pervious researches concerning the relationship between academic achievement and parent educational level with primary school students revealed similar and consistent findings. The study carried out by Hoff, Laursen & Tardif [18], for example, demonstrated that student academic achievement was positively and significant correlation between parent educational level. Hoff [19] also found that academic achievement is strongly related to parent educational level. Similarly, Ganzach, 2000; Teach man, 1987; White, 1982 cited in Alfred A, et al. [20] reported that there was statically significant positive relationship between parent education level and student academic achievement ($r = 0.31$, $p < 0.05$), research revealed that component of parent education should that significant and positive relation with

student academic achievement. In line with this a study conducted by Onocha [21] revealed that a significant correlation between parent educational level and student academic achievement and they found ($r = 0.34$, $p < 0.05$ and $r = 0.736$, $p < 0.05$) respectively. Similarly, Taiwo [22] found that a student whose Cumulative Grade Point Average (CGPA) is higher scored significant higher in parent education level and aggregate parent education level ($r = 0.15$, $p < 0.05$) than a student whose CGPA is lower and he concluded that parent educational level has positive and significant relation with academic achievement of primary school students. So, the investigator of the present study can say that the result of this study provides considerable evidence of the contribution of parent education level.

Furthermore, the results of correlation coefficient of this study demonstrated that there was statically positive significant correlation between parent income level and academic achievement ($r = 0.669$, $p = 0.05$). This means that as the parents who have higher income level were their children scored higher in academic achievement. From this it is possible to infer that parent income level has positive and significant relation with achievement of primary school students

The result of Pearson correlation analysis indicate that there was significant positive correlation between parent education level and parent income level as measured by CGPA ($r = 0.565$, $p < 0.05$ for father and $r = 0.478$, $p = 0.05$ for mother average of $r = 0.521$, $p = 0.05$). These really happen in educational and practical context, but parents who are higher education level had parents who have high income level. The finding of the present study revealed that students who come from parents whose high education level are the students whose parents have high income level. In line with this previous conducted research Alexander, Entwisle, and Bedinger [23] found that parents of moderate to high income and educational background held beliefs and expectations that were closer than those of low-income families to the actual performance of their children.

The other purpose of this study was to investigate the relationship between parent income level and parenting styles. The results of correlation coefficient of present study demonstrated that there was statically negative significant correlation between parent income level and parenting styles ($r = -0.296$, $p = 0.05$). This means that the parents' income level have no effects on parenting styles of family. From this it is possible to infer that parent income level has negatively significant relation with parenting styles of primary school students.

In contrary with present study, Elder [24] revealed that lower

income and inadequate family resources have an impact on parenting behavior of parents. According to Belsky [25], economic variables are the source of stress to parents consequently compromising their ability to provide optimal parenting to their children. The findings of the current study was in consistent with the findings of Dearing et al. [26] who found that income and poverty status were positively significant associated with parenting styles. The findings are also in agreement with those of Ermisch [27] who found a strong association between parents' household income and favorable parenting practices. Ermisch [28] argued that parents from high income cadres engage in better parenting.

4.2. The Independent Effect of Family Characteristics and Parenting Style on Student Academic Achievement

The other purpose of this study was to investigate whether parent educational level predict significantly student academic achievement as measured by cumulative grade point average (CGPA). To do this regression analysis was performed and the result demonstrated that the contributions of parent educational level (educational level of father) dimension to academic achievement were found to be statically significant. But, educational level of mother was not significant. Furthermore, the direct effect of the variables on academic achievement of educational level of father ($\beta=0.287$, $t=3.031$ $p<0.05$) were statistically significant predictor of academic achievement. The results of the present study are consistence with the outcome with the study conducted by Alexander et al. [29], found that parents with more education both talk to and use more complex and varied language with their children who in turn predict better language and reading skill throughout childhood. Alexander et al. [30] argued that parents with more education also have higher expectations for their children's education that in turn predict greater educational attainment of their childrens. Jimerson et al. [31] reported that parent education level has been found to predict success in achievement. They found that parent educational level is predicting positive special and academic outcome in student. According to Ermisch [32], there is significant gradient between each parent's education level and their child's educational attainment. In contrary to the present study, parent with no qualifications, mother's education has a stronger association with her child's educational attainments than the education of the father Dearden [33].

Furthermore, the present study revealed that the direct effect of parental education level (educational level of father) to academic achievement was found to be statically significant. This indicates that parent educational level had statically significant contribution on student academic achievement.

These findings confirm by Jimerson, et al. [34] who found parent educational level is the crucial components which predict student academic achievement.

The other purpose of this study was to investigate whether parent income level predict significantly student academic achievement as measured by CGPA. To do these regression analyses was performed and results demonstrated that the contribution of parents' income level dimension to academic achievement was found to be statically significant. The regression analysis result indicated that there was statistically significant contribution of parent income level to academic achievement and the independent contribution of parent income level to the total variable of academic achievement was found to be 29.64%, which was 51.81% of the total (R^2 which was 0.572). The result of the present study is consistence with the outcomes of study conducted by scholars using the family resources survey cross-section data, finds that parents' income in the schooling choice equation of the child has a significant and positive effect with student academic achievement. Stinebrickner [35] revealed that students from high-income families had 18% higher probability of successfully completing high school than students from low - income families.

In contrary, a comprehensive review of the relationship between parental income and school attainment, concluded that poverty limited school achievement but, the effect of income on the number of school years completed was small Haveman, et al. [36].

The other purpose of this study was to investigate whether parenting styles predict significantly student academic achievement. To do these regression analyses was performed and results demonstrated that the contribution of family characteristics/ parenting style /dimension to academic achievement was found to be statically significant but the contributions of parenting styles were found to be negative. The finding of present study revealed that parenting style had statistically significant but negative contribution to academic achievement.

Inconsistence to this, previous research conducted by Birhanu [37]; Abesha [38]; Tilahun [39] revealed that parenting style has significant effect on academic performance of students and indicating that an authoritative parenting style had significant and positive effect on student academic achievement. However, this result conduct that with the outcome of the student conducted by Meseret [40] who found that parenting style mean effect was not statically significant for academic achievement. In line with this, study conducted by Abesha [41]; Meseret [42] reported that male students who characterized their parenting as authoritative had higher academic performance compared to their

counterpart.

Major findings

- a. The Pearson product moment correlation statically indicates negative significant correlation between parenting styles and academic achievement, parenting types and parent income level were obtained.
- b. In other way Pearson product moment correlation statically indicates positive significant correlation between parent educational level for father, mother and academic achievement, parent income level and academic achievement, parenting styles and parents educational level, parent education level and parent income level were seen.
- c. According to the result of regression analysis demonstrated that the contribution of the parent education level, parent income level and parenting style dimension to academic achievement were found to be statistically significant predictor of academic achievement. But the contributions of parenting styles were found to be negative and educational level of mother was not significant.

5. Conclusion

A number of research finding examined family characteristics (parent education level and parent income level), parenting styles were an influential factor for either positively or negatively on academic achievement. This research was conducted to assess the relationship between family characteristics (parent education level and parent income level) parenting style and student academic achievement on one hand and the effects family characteristics (parent education level and parent income level) parenting style and student academic achievement on another. After carefully analysis and interpretation the data, the research has reached at the following conclusion. There was statically positive correlation between academic achievement and parent education level (father education level and mother education level) and parent income level.

The family characteristics (parent education level and parent income level) were more affected by academic achievement significantly than parenting styles. So that great attention was given for the contribution of the variable.

6. Recommendations

Based on the finding of present study, the following recommendations were forwarded:

The study in the primary school needs more stimulation on parent educational level, parents' income level and parenting

style. Thus, the government, district leader, inspector, school principal, parent teacher association and other concerned body should design an intervention program (panel discussion, educational conference, giving guidance) for parent and other concerned bodies.

- a. Parents should also encourage their children to study their course/subject / through providing guidance and counselling.
- b. Parents need to be motivated or initiated to improve ways of surviving and developing their economic development.
- c. Since the study revealed that there is significant positive relationship between parents' education level and student academic achievement, the government should promote training program consistently throughout the country.

In addition, based on the finding of the current study, the investigator forwards the following avenues for future researches.

- a. This study is conducted at Bahir dar town primary schools. However, the extent to which the results found can be applied to other primary schools, high schools, colleges, and universities is not known. Therefore, conducting similar study in these different institutions is needed.
- b. The current study is opened for replication. It can be replicated again using the same research design and sample size and others may extend it through increasing the sample size and using somewhat different research design.
- c. Another research study can be conducted on assessing the family characteristics, parenting style, and student academic achievement in Bahir dar town primary schools. This types of study can be extended in other none primary school.

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