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Family Socio-economic Status Effect on Students' Academic Achievement at College of Education and Behavioral Sciences, Haramaya University, Eastern Ethiopia

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Abstract
The main aim of this study was to investigate the effect of family socio-economic status on students' academic Achievement. Descriptive survey research design was employed. The target population was students from the College of Education and Behavioural Sciences. 172 students were taken from the target population through stratified random sampling. The results showed us that first, family income did not bring anything new to students' academic Achievement; second, there was statistically significant negative relationship between sex and students' academic achievement; finally, family education level contributed 40.96% (R2*100%) to students' academic achievement whereas 59.04% (1-R2)*100%) were unexplained variables that contributed to students' academic achievement. It was recommended that families should access education to encourage their children in schools. Moreover, socio-economic policies should be formulated to enable children from low economic status to have equal opportunity as children from high economic parents to maintain the harmony among children in the nation.

Key Words: Academic achievement, Haramaya University, psychology, socio-economic status

Introduction

It is widely recognized that if learners are to maximize their potential from schooling, they will need the full support of their families. Attempts to enhance familial involvement in education occupy governments, administrators, educators and families' organizations across all over the world (Scott, 2003).

It is anticipated that families should play a role not only in the promotion of their own children's Achievements but also more broadly in school improvement and the democratization of school governance. The European Commission, for example, holds that the degree of familial participation is a significant indicator of the quality of schooling (Scott, 2003). In the Federal Democratic Republic of Ethiopia, education is valued because it contributes to national development through provision of an appropriate human capital that helps spur productivity and eliminate poverty, disease and ignorance (FDRE, 2001). The education of females, in particular, contributes to various aspects of their lives such as increased longevity, family health and nutrition, reduced fertility rates and reduced related child mortality rates (Psacharopoulos &

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Patrinos, 2002).

Moreover, Psacharopoulos and Patrinos (2004, 2018) stated that private returns to higher education have increased over time, raising issues of financing and equity. Social returns to schooling remain high, above 10 percent at the secondary and higher education levels. Women continue to experience higher average rates of return to schooling, showing that girls' education remains a priority. Returns are higher in low-income countries. Those employed in the private sector of the economy enjoy higher returns than those in the public sector, lending support to the productive value of education. Family influence is an important factor affecting both female students' and male students' academic Achievement. Thus, family education and encouragement are strongly related to improve student Achievement in both sexes. Family education and socio-economic status have an impact on students' academic Achievements at any level of education. Students with families who were both college-educated tended to achieve at the highest levels. Children whose families are of high educational scales have a statistically far better chance of participating in Tertiary Education (Oloo, 2003).

This is further supported by Ahawo (2009) who observed that in modern society, family influence played a very important role in the academic life of a student. Otula (2007) also supported by stating that effective learning involves partnership of students, teachers and parents. He also observed that families' involvement determines the emotional and material input that further determined the motivation level in students towards education. Socio-economic status of families in one way or another way affects academic Achievement. Omoraka (2001) noted that all children have certain needs, physical and sociological which when met contribute positively to their academic Achievement. These needs may include a conducive reading atmosphere, good food, playing ground, provision of books and other material and attendance at the best schools available. All these help students promote effective learning and good Achievement in schools. Quality education is a key to provide the right human resources for social and economic production sectors facilitating wealth creation and improving living standards (Abdullah, 2011).

A report from the Department of International Development (1998) revealed that countries consider the provision of education important for their overall socioeconomic development and consequently allocate an annual basic substantial amount of resources to it. Post primary education for a female student has important individual benefits in terms of her options and resources over her lifetime. These benefits extend beyond the female student in affecting her family and the society as a whole; the benefits to society include enhanced economic development, education for the next generation, healthier young females and families and fewer maternal deaths (UNICEF, 2004). The benefit of education for a female and society can be explained by the effect that education has influenced in empowering females to acquire and use new personnel, social and economic behavior that in turn affect societal change (Moulton, 1997).

According to Wanjiku (1994) where resources are limited within the family, education of males comes first. Females have been socialized to accept this, and failure of girls in schools is socio-culturally less tolerated, and then they usually drop out of school for the benefit of their brothers. Psacharopoulos and Woodhall (1985) concur with Udo (1979) in that they also noted that families, especially mothers favor boys' education because they will support adults for old age insurance. This in the end may lead to low female academic engagement at any level of education, which will affect society negatively because lack of education for females has a negative influence on child mortality, economic growth and fertility rate (Kitaev, 1999). Ayodo (2010) observes that the quest for the provision of quality education continues to be a matter of leading concern to both consumers and providers of the education service in Ethiopia and other developing countries. This is supported by the UNESCO (1994) whose report reveals that quality education has dominated the education debate from the early eighties and has remained a central issue in the twenty first century as well. Socio-cultural attitudes, practices and school-related factors which include irrelevant school curriculum and materials, inadequately trained teachers, unfriendly approaches in training and lack of role models are among the factors that have been obstacles to female's academic Achievement (Mbilinyi, 2003).

Most Ethiopian Regional States were relevant areas for this study, particularly Eastern Ethiopia because people who live below poverty line in the district were estimated to be 38.9% (World Bank, 2005). The main economic activities of the region included animal farming in nomadic areas, cereal crop farming, small scale commerce and other related cash crop farming. However, due to poor infrastructure and lack of market, no sufficient income is realized from these activities. It had been noted that the female students' academic Achievement was generally below average; yet, it is acknowledged that an educated female labor force plays a significant role in society as compared to an educated male counterpart. This is basically because females generally play major roles in the provision of essential services to the families particularly with respect to bringing up children in their formative stages. However, in Ethiopia where this study was conducted, female students continued to perform poorly in school in comparison to their male counterparts. Therefore, there was a need to conduct a study to establish the effect of family socio-economic status on students' academic achievement in the study area.

Objectives

The specific objectives of this study were intended to:

i. Assess the extent to which families' level of education influence female and male students' academic achievement in the area under the study.

ii. Identify the effect of family income on both sexes' academic achievement in the area under the study.

iii. Determine the extent to which the family sizes affect both sexes in academic achievement in the area under the study.
iv. Compare the significance effect of familial level education, family income, and family size on both sexes in academic achievement in the College of Education and Behavioural Sciences.

Methods

Descriptive survey research design was employed in carrying out this study. The target population consisted of one higher learning institution, Haramaya University, College of Education and Behavioural Sciences, regular undergraduate students. The sample used for this study from four departments from which 172 undergraduate regular first and second year students were taken out of 248. Out of 172 students 85 of them were female whereas 87 of them were their male counterparts. Stratified random sampling technique was employed because first, there were different subdivisions in the targeted population which were important to be considered. Second, there were also variations in population sizes of different strata in this case (sex, department and batches) of the populations. The researcher used both questionnaire and observational checklists which contain three set of questions for each instrument. The researcher was used a questionnaire and an observation checklist that contained three sets of questions for each instrument.

The first set of questionnaire was contained questions on specific demographic information about respondents, Likert scales on the influence of family level of education, family support and the influence of family income on students' academic achievement in order to test research questions. A pilot study was conducted on 32 students (12 females and 20 males) who represented the population character, but did not constitute the sample to check the reliability by using Cronbach Alpha. Accordingly, the researcher was able to decide the characteristics of the questionnaire that need to be adjusted or to change some technical words or phrases that seem to be technical for these respondents. The reliability of the questionnaire was calculated as 0.84, 0.86 and 0.79 for the three set of the question respectively. Therefore, it was suitable to use them. The second set of items was observation checklist that contained questions on three issues which were mainly used for triangulation.

To make the interpretation of the findings descriptively easier, the researcher used statistical techniques descriptive (frequencies, percentages, means, and standard deviation) to characterize the dispersion or variability of the respondents. Furthermore, inferential statistics (bivariate correlation, one-way ANOVA and stepwise multiple regression) were used to show the degree of relationship, difference among and within groups and average relationship estimate that most likely value of those variables respectively. Significance level was taken as $\alpha = 0.05$.

Results and Discussions

This section of the study deals with the respondents' characteristics and the effect of family socio-economic status on students' academic achievement. Moreover, it talks about both the results and discussions through citing empirical research findings which either support or contradicts the current findings.

Table 1.
Sex Versus Age Cross-Tabulation

Sex	Age		Total	Percentage (%)
	below 25	25-30		
Male	83	4	87	50.58
Female	84	1	85	49.42
Total	167	5	172	100
Percentage (%)	97.09	2.91	100	

As it was indicated in Table 1, 50.58% of the respondents were males whereas 49.42% of them were females. On the other hand, the majority (97.09%) of the respondents were below 25 years whereas only 2.91% of them were between 25-30 years old. This implies that most of the respondents were young adults who can seek for further educational and professional development for the future generation of the country. In support of this finding, Hyde, Fennema and Lemonj (1990) found that boys in general perform better than girls in some courses. Fox and Cohn (1980) also found males performed significantly better than females on the mathematics section of the scholastic aptitude test even though this research was a non- subject based finding.

Table 2.
Place of Birth Versus Permanent Place to Live Cross-tabulation

Place of Birth	Permanent Place to live		Total	Percentage (%)
	Urban	Rural		
Urban	64	7	71	42.28
Rural	34	67	101	58.72
Total	98	74	172	100
Percentage (%)	56.98	43.02	100	

As it was seen in Table 2, 58.72% of the respondents were born in rural areas whereas 42.28% of them were born in urban. On the other hand, 56.98% of the respondents were permanently living in urban areas whereas 43.02 % of them were living in rural areas. Similar findings exist in research specific to student place of birth and permanent place to live interactions and relationships which directly or indirectly contribute to students' academic achievement (Chickering, 1974). Similar to the

theory behind student peer interactions, researchers theorize that students that permanently live in urban interact more frequently with their faculty students than students who permanently live in rural areas because they live in closer proximity to them. This is a great example of Astin (1993) idea that spending more time on urban areas increases involvement and interactions between students and their faculty. However, in addition to the many researchers who theorize about the connections between place of residence and student academic achievement, there are a few empirical studies that document the connection.

Table 3.
Father' Versus Mother's Level of Education Cross-tabulation

Father's level of Education	Mother's level of Education				Total	Percentage (%)
	Primary	Secondary	College	None of the above		
Primary	78	3	1	3	85	49.42
Secondary	17	9	3	2	31	18.02
College	4	12	5	0	21	12.22
University	3	3	8	1	15	8.72
None of the above	2	0	0	18	20	11.63
Total	104	27	17	24	172	100
Percentage (%)	60.47	15.70	9.88	13.95	100	

Table3 shows that (49.42%) of the respondents' fathers completed primary school (grade 1-8); 18.02% of them were completed general secondary school (grade 9-12); 12.22% of them were completed college education; 8.72% of them were completed university education or first-degree holders whereas 11.63% of them did not complete any level of education mentioned above. On the other hand, the majority (60.47%) of the respondents' mothers were completed primary school (grade 1-8); 15.70% of them were completed general secondary school (grade 9- 10); 9.88% of them were completed college education; 13.95% of them were not completed any level of education; whereas none of respondents' mothers were completed university education or first degree holders. From these analyses, it was implied that most respondents' mother were completed primary schools better than respondents' fathers.

In support of this finding, Sewell and Mauser (1975); Hill (1979), and Rollins and Thomas (1979) stated that parents affect their child's academic goals and achievement. Parents promote higher academic success and educational goals by serving as role models of achievement (Hill, 1979; Rumberger, 1983; Shaw, 1982) and concretely defining specific objectives for the student (Cohen, 1987; Sewell & Hauser, 1975). By reinforcing with praise (Rollins & Thomas, 1979), importance of achievement and performance are validated to the child. Hess and Halloway (1984) found five unique processes regarding family and school achievement based on the findings of the study

of preschool, elementary, and middle-school children: (1) verbal interaction between mothers and children; (2) parents' expectation for achievement; (3) positive affective relationships between parents and children; (4) parental beliefs and attribution about the student; and (5) discipline and control strategies.

Table 4.
Respondents' CGPA Versus Respondents' Department Cross-tabulation

	Respondents' Department				Total	Percentage (%)
CGPA	ACED	EdPM	Psychology	SNIE		
below 2.00	0	4	5	2	11	6.40
2.00-2.50	12	12	7	18	49	28.49
2.50-3.00	9	11	7	13	40	23.26
3.00-3.50	8	24	13	12	57	33.14
3.50-4.00	1	9	0	5	15	8.72
Total	30	60	32	50	172	100
Percentage (%)	17.44	34.88	18.61	29.07	100	

As it was shown in Table4, the majority (33.14%) of the respondents scored a cumulative grade point average (CGPA) of 3.00-3.50; 28.49% of them were scored a CGPA of 2.00- 2.50; 23.26% of them were scored a CGPA of 2.50-3.00; 8.72% of them were scored a CGPA of 3.50- 4.00 whereas 6.40% of them were scored a CGPA of below 2.00. On the other hand, the majority (34.88%) of the respondents was from department of Educational Planning and Management (EdPM); 29.07% of them were from department of Special Needs and Inclusive Education; 18.61% of them were from department of Psychology whereas 17.44% of them were from department of Adult Education and Community Development (AECD).

Table 5.
Correlation Matrix Between CGPA, Sex, BLE, FLE, MLE, and SLE

No	Variables	Sex	Age	CGPA	BLE	SLE	FLE	MLE
	Sex	1						
	Cumulative Grade Point Average (CGPA)	-0.39**	0.05	1				
	Brothers level of Education (BLE)	0.14	0.03	-0.15	1			
	Sisters Levels Of Education(SLE)	0.11	0.02	-0.06	0.42**	1		
	Fathers level of Education (FLE)	0.06	0.07	0.02	-0.10	-0.12	1	
	Mother's level of Education (MLE)	-0.03	0.09	0.06	-0.05	-0.24**	0.73**	1

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

As it was indicated inTable5, sex could only have a statistically significant strong negative relationship with students' academic Achievement measured by CGPA, r (170) = -0.39**, p <.05, two-tailed. Moreover, age, mothers' level of education versus sex was negatively correlated but it was not statistically a significant negative relationship between them, r(170) = -0.03, p > .05, two-tailed. On the other hand, it was found that there were no statistically significant positive relationships between sex versus BLE, sex versus SLE, sex versus BLE, and sex versus FLE, on students' academic achievement measured by CGPA respectively, r (170) = 0.14, r (170) = 0.11, and r (170) = 0.06, p > .05, two-tailed.

From the same table, it was found that there were no statistically significant positive relationships between age versus CGPA, age versus BLE, age versus SLE, age versus FLE, and age versus MLE respectively, r (170) = 0.05, r (170) = 0.03, r(170) = 0.02, r (170) = 0.07 and r (170)=.09, p > .05, two-tailed. This might be suggested that age might have positive effect on students' academic achievement. On the other hand, it was found that BLE and SLE were negatively correlated to students' academic achievement as measured by CGPA even though there were no statistically significant negative relationships among them respectively, r (170) = -0.15 and r(170) = -0.06, p > 0.05, two-tailed. This might be indicated that brothers' level of education and sisters' level of education might negatively affect students' academic achievement. However, it was found that there were no statistically significant positive relationships among students CGPA versus FLE, and CGPA versus MLE respectively, r (170) = 0.02 and r (170) = 0.06, p > .05, two-tailed. This means mothers and fathers level of education was positively contributed to students' academic achievements.

As it was indicated in Table5, it was found that there were weak negative relationships between BLE versus FLE, and BLE versus MLE on students academic achievement as measured by CGPA respectively, r(170) = -0.10 and r(170) = -0.05, p > .05, two-tailed. This means that respondents' brothers', mothers' and fathers' level of education might negatively affect students' academic achievements. However, it was found that that there was a statistically significant strong positive relationship between brothers level of education versus sisters level of education, r (170) = 0.42**, p < 0.05, two-tailed.. On the other hand, it was found that sisters' level of education and fathers' level of education was negatively correlated which was not statistically significant yet, r (170) = -0.12, p > .05, two-tailed.

In addition to this finding, it was found that there was a statistically significant strong negative relationship between sisters level of education versus mothers' level of education, r(170) = -0.24**, p < 0.05, two-tailed. This means those respondents' mothers and sisters' level of education might negatively affect to students' academic achievements as measured by CGPA. Finally, there was a statistically a significant strong positive relationship between mothers' and fathers' level education, r (170) = 0.73**, p <0.05, two-tailed. This means that both respondents' mothers' and fathers'

level of education may positively be contributed to students' academic achievement.

From observational checklist, it was found that family income might affect both sexes on their academic achievements. In support of this finding, Oloo (2003) stated that familial influence is an important factor affecting both female and male students' academic achievement. As to him, familial education and socio-economic status have an impact on students' academic achievements at any level of education. Students with families who were competed college education tend to achieve at the highest levels. Students whose families were well educated had far better statistical chance of participating in tertiary education.

Contrary to these findings, other studies have found that there is a strong correlation between parents' educational level and student academic achievement. Authors, such as Hushak (1973) say that students whose parents have bachelors or graduate degrees, in a sense have private instructors who are probably have more knowledgeable in one or more areas than any of the students' high school or college instructors. Conclusions drawn from the results are that freshmen from any parental educational background have an equal opportunity of succeeding academically their first year in college.

Table 6.
Correlation Matrices Among Sex, CGPA, PLE, PLST and FRIM

No	Variables	CGPA	PLE-	PLS	FTIPM
1.	Sex	-0.39**	0.01	0.08	-0.09
2.	Cumulative Grade Point Average (CGPA)	1	0.13	-0.01	0.09
3.	Parents Level of Education (PLe)		1	0.24**	0.32**
4.	Parent Level of Support (FLS)-			1	0.13
5.	Family Total Income Per Month (TFIPM)				1

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

As it was shown in Table 6, it was indicated that there was a weak positive relationship between sex versus parent level of education (PLE), and sex versus parents' level of support (PLS) on students' academic achievements as measured by CGPA. Therefore, it could be concluded that there were no statistically significant positive relationships among them on students' academic achievement as measured by CGPA respectively, $r(170) = 0.01$, and $r(170) = 0.08$, $p > 0.05$, two-tailed. This means that parent level of education and their level of support might have positively been contributing to students' academic achievement even if it was statistically insignificant. On the other hand, sex versus Family Total Income Per Month (FTIPM) were negatively correlated even though there was no statistically significant weak negative relationship between them on students' academic achievement, $r(170) = -0.09$, $p > 0.05$, two-tailed. This means that sex and family total income per month might negatively be contrib-

uted to students' academic achievement. Moreover, there was statistically a significant strong negative relationship between sex and students' CGPA, $r(170) = -0.39^{**}$, $p < 0.05$, two-tailed.

From the same table, it was indicated that there was a weak positive relationship between CGPA, PLE, and FTIPM even though there were no statistically positive relationship among CGPA, PLE, and FTIPM respectively, $r(170) = 0.13$, and $\rho(170) = 0.09$, $p > 0.05$, two-tailed. From this analysis, one can imply that CGPA, PLE and FTIPM might have positively contributed to students' academic achievement. However, CGPA versus PLS were negatively correlated which was no statistically significant negative relationships among them, $r(170) = -0.10$, $p > 0.05$, two-tailed. This implied that the level of parent support may negatively affect students' academic achievements. However, PLE, PLS and FTIPM were found statistically significant strong positive relationships among them on students' academic achievements as measured by CGPA, $r(170) = 0.24^{**}$, and $r(170) = 0.32^{**}$, $p < 0.05$, two-tailed. Moreover, it was found that there was no statistically significant positive relationship between FTIPM and parent level of support on students' academic achievements, $r(170) = 0.13$, $p > 0.05$, two-tailed.

Furthermore, the data from observational checklist indicated that there was a positive relationship between family income and students' academic achievement. In support of this finding, Ahawo (2009) who observed that in modern society, families' influence played a very important role in students' academic achievements. Additionally, Otula (2007) also supported by stating that families' involvement determines the emotional and material input that further determined the motivation level in students towards education. In line with these two researchers, Omoraka (2001), noted that students with rich families have certain needs, physical and sociological which when met contribute positively to their academic achievement. Therefore, it was identified that families' socio-economic status in one way or another affects students' academic achievement at any level of education. Moreover, Williamson (1994) found that parent's educational levels are strongly related to family income levels. Current research has tried to separate the effects of a parent's education and family income on a student, but it has been difficult to do so. Both variables are used as proxies for socioeconomic status. Because parental educational levels can be independent of income, parental educational level can influence the value that parents place on education. This could possibly influence a child's educational attainment.

Table 7.
Influences of Familial Level of Education on Students' Academic Achievements ($n_i = 172$, $p < 0.05$)

No	Item			Model		SDCUSDC				
		Mean	Sd	R	R^2	B	SE	Beta	t	Sig
1	Parents who are educated enhance their children's academic achievement through guidance and counseling and effective supervision	3.67	1.35	Constant 0.64	 0.4096	1.95 0.28	0.18 0.05	 0.35	10.82 6.02	0.00 0.00
2	Parents who are not educated do not contribute to their children's academic achievement in any way.	2.23	1.40			-0.16	0.05	-0.23	-3.80	0.00

a. Predictors: (Constant), PE2 b. Predictors: (Constant), PE2, PE6 c. Dependent Variable: Your CGPA

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

As it was indicated in Table 7, the computed mean score of item1 of the respondents were 3.67 which was used to indicate that the respondents were agreed on their educated families who were able enhance them in academic achievement through guidance & counseling and effective supervision. On the other hand, the computed mean score for item2 of the respondents were 2.23 which were used to indicate that the respondents were disagreed on non-educated families who were not able to enhance them in academic achievement through guidance & counseling and effective supervision. The computed standard deviations ($Sd_1 = 1.35$, and $Sd_2 = 1.40$) of the two items were indicated that there were variability among the respondents in both cases. Moreover, the stepwise multiple regression coefficient analysis (R^2) was indicated that the family level of education and non-educated families contributed 40.96% (R^2*100%) to students' academic achievement whereas 59.04% (1- R^2)*100% were unexplained variables that contributed to students' academic achievement.

The accompanying SPSS computer printout shows that a regression equation that predicts families' level of education from eight independent variables were found to be statistically significant: educated families who encourage their children's academic achievement through guidance & counseling and effective supervision (x_1), and non-educated families who were not able contribute to their children's academic achievement in terms of these statistically significant independent variables were $Y= 1.95 + 0.28x_1 - 0.16x_2$ where 1. 95 is constant. The positive sign of the slope (+0.28) showed us that educated families who were able to encourage their children's academic achievement through guidance & counseling and effective supervision (x_1) tends to have an increment of an average of one point in students' academic achievement as measured by CGPA; on the other hand, the negative sign of the slope (-0.16) showed us that families who were not educated (x_2) tend to have a decrement of an average of one point in students' academic achievement as measured by their CGPA.

In support of these finding, Gooding (2001) found that students (M =2.97) whose

parents had less than or equal to a high school degree, had mean grade point averages that were lower than students whose parents had some college. There was no significant difference between the mean grade point average of students whose parents had less than or equal to a diploma than students whose parents had some college. Moreover, he further illustrated that students (M = 2.88) whose parents had less than or equal to a high school diploma had a lower mean grade point average than students whose parents were categorized as having less than or equal to a high school diploma. Students whose parents were categorized as having less than or equal to a high school diploma had a lower mean grade point average than those students whose parents fell into the post-undergraduate or graduate level.

Table 8.
Familial Support to Students' Academic Achievements (n_i = 172, $p < 0.05$)

No	Item			Model		SDCU	SDC			
		Mean	Sd	R	R^2	B	SE	Beta	t	Sig
1	(Constant)					4. 59	0.26		17.55	0.00
	Sex	-				-0.79	0.14	-0.34	-5.81	0.00
	Both my families and guardian help me do my homework in a number of subjects	3.02	1.43	0.59	0.35	0.38	0.14	-0.11	-2.40	0.01

a. Predictors: (Constant), Sex b. Predictors: (Constant), Sex, Degree of family support c. Dependent Variable:Your CGPA

As it was shown in Table8, the computed mean score of item2 of the respondents were 3.02 which were used to indicate that the respondents were undecided on both family and guardians who help their students do their homework in different courses. However, the computed standard deviations (and Sd_2 = 1.43) of the item2 were indicated that there was variability among the respondents on their families and guardians support to do their homework. Moreover, the stepwise multiple regression coefficient analysis (R_2) indicated that the respondents' sex and families and guardian help their children do their homework in a number of courses contributed 34.81% (R_2*100%) to students' academic achievement whereas 65.19% (1- R_2)*100% were unexplained variables that contributed to students' academic achievement.

The data analyses showed us that a regression equation that predicts contribution of sex and families' degree of support from five independent variables only two of them was found to be statistically significant: sex (x_1), and families and guardian support students do their homework (X_2). Therefore, the multiple regression equation for dependent variable- students' academic achievement- measured by CGPA (Y) could be expressed in terms of these statistically significant variables, $Y= 4.59 - 0.79x_1 - 0.11x_2$ where 4.59 is constant. The negative sign of the slope (-0.79) showed us that sex (x1) tends to have a decrement of an average of one point in students' academic achievement- CGPA; moreover, the negative sign of the slope (-0.11) showed us that families and guardians helping students do their homework in (x_2) tends to have a decrease of

an average of one point in students' academic achievement- CGPA.

Table 9.
ANOVA Summary Table Between Birth Order and CGPA (ni = 172, $p < 0.05$)

SV	SS	df	MS	F	Sig.
Between Groups	19.43	8	2.43	2.09	0.04
Within Groups	189.09	163	1.16		
Total	208.51	171			

* *The mean difference is significant at the 0.05 level (2-tailed).*

As it was shown in Table9, the computed F ratio at $\alpha = 0.05$, $F(8, 163) = 2.09$ that exceeds the critical region at $F(8, 163) = 2.03$. Therefore, it was found that there was statistically significant mean difference between birth order and students' academic achievement measured in CGPA, $F(8, 163) = 2.09$, $p < 0.05$, one-tailed. This indicates that sibling birth order resulted in significant mean difference in students' CGPA.

Conclusions

Based on the results of the current study, the following conclusions were drawn. First, it was indicated that there were sex disparities among respondents in the study area. The majority of the respondents were below 25 years , which suggests that most of the respondents were young adults who have great opportunities for further educational and professional development for the future generations of the country .On the other hand, most respondents were born in rural areas whereas most of them were permanently live in urban areas. The majority of the respondents' fathers were completed primary schools; however, this was fewer in number in comparison to respondents' mother who completed primary schools. Male students were higher achievers as compared to their female counterparts; however, there were no statistically significant relationship between fathers', mothers', sisters, and brothers' levels of education and students' academic achievement in College of Education and Behavioural Sciences (CEBS).

There were weak positive relationships between both sexes and family level of education. However, there was statistically significant negative relationship between sex and students' academic achievement. Besides, there was a weak positive relationship between Family Total Income per Month (FTIPM) and student academic achievement measured by CGPA. Families who were educated were able to encourage their children's academic achievement through guidance and counseling and effective supervision whereas families who were non-educated were not able to contribute to their children's academic achievements. On the other hand, family level of education and non-educated families contributed 40.96% to students' academic achievement whereas 59.04% were unexplained variables that contributed to students' academic achievement.

Respondents' sex, families and guardians who help their students do their homework contributed 34.81% to students' academic achievement whereas 65.19% were unexplained variables that contributed to students' academic achievement. Therefore, the benefit of education for female, male and society ought to be explained by the effect that education has on empowering for females, males and the whole society to acquire and use new personnel, social and economic behavior that in turn, affect societal change as well as increasing students' academic achievement in any level of education.

Recommendations

The following recommendations were made on the basis of the findings of the current study. Firstly, the government should sensitize families on need and importance of supporting their children's education for better academic achievement. Secondly, university leaders, school supervisors, school principals, homeroom teachers and education supervisors should advise families on how to properly use their resources on supporting their children's academic achievement in any level of education. Thirdly, the government should balance the effect of affirmative action in education by providing equal chances for both female and male students even though education of females, in particular, contributes to various aspects of their lives such as increased longevity, family health and nutrition, reduced fertility rates and reduced related child mortality rates.

Therefore, familial education influence should minimize factor affecting students' academic achievement at any level of learning institution. Children whose families had high educational scales have a far better statistical chance of participating in tertiary education in Ethiopia. Therefore, the government should develop a succession plan to educate its nation for the better economic, social, intellectual, political and developmental related issues of the next generations' life. Explanations for the relationship between socioeconomic status and students' academic achievement must be considered in order to identify the most theoretically appropriate indicators for application to school students. Therefore, educators, researchers, curriculum designers, politicians, leaders, media personnel and policy makers should seriously talk about the degree to which students from non-educated family backgrounds are critically disadvantaged in regard to their academic achievement at school, school completion, and participation in post-secondary education and training.

Mothers are usually more closely related to the attainment of the child than her/his father. Therefore, the Ethiopian government bodies should encourage mothers' in general and female education in particular for their better children's academic achievement at any education levels in particular. The responsibility of training a child always lies in the hand of the parents. Therefore, this is congruent with the common assertion educational psychologists that education can be an instrument of cultural change which is being taught from home is relevant in this discussion. It is not out of place to

imagine that parental socio–economic status can have possible effects on the academic achievement of children in school. Parental level of education is one of the most important variables that are directly or indirectly alter students' academic achievement. Social and economic policies should be put in place to enable children from parents of low economic status to have equal opportunity of advancing the cause of education of their children.

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