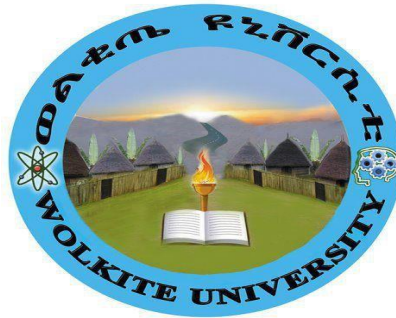


**RUNING HEAD:- THE INFLUENCE OF PARENTING STYLE**



**WOLKITE UNIVERSITY  
COLLAGE OF EDUCATIONAL AND BHAVIORAL SCIENCE  
DEPARTMENT OF PSYCHOLOGY**

**TITLE: - THE INFULENCE OF PARENTING STYLE ON ACADEMIC  
ACHIEVEMENT: THE CASE OF WOLKITE UNIVERSITY STUDENTS**

**BY**

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## **Approval sheet of the research**

As an examining member of the final research defense program, we certify that we have read and evaluated the research prepared by YITBAREK TIGISTU entitled: “the influence of parenting style on academic achievement” and recommended that it is accepted as fulfilling the research requirements for BA degree in psychology

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## Abstract

*The aim of this study is to identify the impacts of parenting style on academic achievement and of WKU students. To conduct this study a descriptive and correlation research design was employed. Sample students of Educational & Behavioral Science and Law School students of Wolkite University were selected by using simple random sampling. A sample of 80 was administered with the questionnaire and 50% response rate was achieved. The data collected was analyzed with the aid of descriptive statistical techniques such as mean score. More so, correlation analysis was used to establish the relationship between parenting style and students' academic achievement. The correlation result shows Authoritative Parenting Style was positively correlated to student academic achievement with a Pearson's Correlation Coefficient of  $r = 0.878$  and at level of significance of 0.036, was statistically significant as the p-value is less than 0.05. This relationship was strong. This indicates that Authoritative Parenting Style has highly influencing student academic achievement among Educational & Behavioral Science and Law School students of Wolkite University.*

**Key Words:** Parenting styles, academic achievement, Authoritative Parenting Style, Authoritarian Parenting Style The permissive parenting style and university students..

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of Study

Throughout one's life, it is education that remains central to shaping the goals and ideals of an individual; pace of coping with daily challenges and integral development. Society's development is also determined by the standards of education that people undergo. Hence aspects that determine an individual's academic achievement remain vital to any member of the society that values development. Though academic achievement is vital at every stage of personal growth it is regarded as crucial at higher education at university where students at this stage determines one's success or failure in life (Boon, 2007).

There are a number of factors that determines an individual's academic achievement. At the very basic are the parents since they are the core unit of the society and the ones directly linked to an individual from the time of his/her basic development to maturity (Kang & Moore, 2011). Academic achievement has long been thought to be the path to a stable livelihood and a successful future (Boon, 2007). Academic achievement means the fulfillment of expected level of education, and an education organization approaches its predetermined goals. Although there are likely many factors that influence academic success such as peer relationships, school environments, parenting styles may be especially an important influence on academic success. Moreover, in different cultures for example different countries and environments, there may be some diversity in student's academic achievement because of parenting style differences between countries (Kang & Moore, 2011).

Parenting styles can be categorized according to the levels of parental demand i.e. control, supervision & maturity demands and responsiveness i.e. warmth, acceptance & involvement. According to Maccoby & Martin (2003), parenting styles have often been presented as three-category structures which are; authoritarian, authoritative, and permissive parenting styles (Dornbuschet et al., 2007). An authoritarian parent demands obedience from the child and tries to shape and control the child's behaviors with an absolute set of standards. In contrast, a permissive parent tends to offer as much freedom as the child wants, not demanding any form of conformity as long as the child's physical safety is not at risk. An authoritative parent, on the

other hand, values both the child's autonomy and open communication with the child. An authoritative parent enforces rules and standards using commands and sanctions when necessary (Baumrind, 2013)

Previous studies have shown that parents, through their parenting styles built critical foundations for academic achievement (Jeynes, 2011). Jacobs and Harvey (2005) indicated that parenting style is one of the significant contributors to student's academic achievement in university. Previous study has established relationships between parenting styles and the academic achievement of students in all levels (Bigner, 2010). Other researchers found inconsistent results. For example, Joshi, Ferris, Otto and Regan (2003) found that there is no significant relationship between parenting styles and college students' grade point average.

While considerable research has been conducted internationally to examine the relationship between parenting style and academic achievement and among college/university students, there have been relatively few empirical studies on this topic in the Ethiopian context in general and Wolkite University Student (WUS) in particular. Thus, study devoted to identify the relationship between parenting style, academic achievement has greater relevance. Thus this study is aimed to identify the impacts of parenting style on academic achievement and of WKU students.

## **1.2. Statement of the problem**

As noted by some researchers, academic achievement difficulties of university students have been a recurring concern for higher education institutions worldwide for various reasons, including the assumption that an improvement in achievement implies a higher graduation rate (Alexander, 2000); the financial implications of students' academic achievement, that is, the academic dismissal of students due to poor academic achievement can have negative effect on the budget of higher education institutions (Nonis & Wright, 2003); and the need for the universities to improve their student' achievement standards because of pressure by accreditation agencies, the requirements of prospective employers, and competition with other universities (Nonis & Wright, 2003). Furthermore, in an increasingly demanding and challenging world, students' success in higher education is an important aspect of their overall development because it prepares them for the challenges which they are likely to face in their future, in general, and in

their occupation, in particular. Thus, analysis devoted to the major effects of parenting style on academic achievement of university student in Ethiopia seems to be of great relevance.

There are several research works done on parent-child relationship and children's school achievements and behaviors that are required for successful adaptation to the society and the family (Ladd & Pettit, 2002). However, few scholars have focused on the parenting style as an influence on the university/college student achievement. More so, most of the studies have focused on developed countries which have different characteristics and experiences. Parenting styles in different cultures may differentially impact student's academic achievement (Nyarko, 2011). Therefore, this study investigated aimed to identify the impacts of parenting style on academic achievement of WKU students.

There is broad descriptive literature that discusses the effect of parenting style, the previous studies are in disagreement in their findings and produced mixed results. For example, previous study has established relationships between parenting styles and the academic achievement of students in all levels (Bigner, 2010). Other researchers found inconsistent results. For example, Joshi, Ferris, Otto and Regan (2003) found that there is no significant relationship between parenting styles and college students' grade point average. It is at the center of such mixed finding and conclusion that motivated and calls for the need to carry out a study.

### **1.3. Basic Research Question**

The study seeks to answer the following questions:

- What are the influence of parenting style on student academic achievement?
- Is there significant mean difference in academic achievement across sex?
- Which type of parenting style has positive influence on university student academic achievement?

### **1.4 Objective of the study**

#### **1.4.1 General Objective**

The general objective of this study was to identify the impacts of parenting style on academic achievement of WKU students.

### **1.4.2 Specific Objective**

The specific objectives of this study were:

- To assess the influence of parenting style on student academic achievement of students among Wolkite University students.
- To describe the significant mean difference in academic achievement across sex students among Wolkite University students.
- To identify parenting style that has positive influence on academic achievement among Wolkite University students.

### **1.5. Significance of the study**

This study was conducted to assess the impact of parenting style on student academic achievement among Wolkite university students. Thus, this study was being advantageous for Wolkite university students to understand the impact of parenting style on their academic achievement. The study may also benefit the parents in understanding the impact of their parenting styles on the student academic achievement. So this study will be helped both parent and student to have more understanding about this impact. In addition, the study may also be relevant for various stakeholders including academician, students, practitioners and policy makers. This study can also be used as a basis of further researches.

### **1.6. Delimitation of the study**

The main focus of this study will be to assess the influence of parenting style on university students' academic achievement. Geographically, the study is delimited to Wolkite University students, specifically collage of educational and behavioral science and school of law students, conceptually, the study is also delimited to certain specific variables of parenting styles.

### **1.7. Operational Definition**

**Parenting style:** - is a psychological construct presenting standard strategies that parents use in their child rearing.

**Parent:** The term parent as used in this study includes, in addition to a natural parent, a legal guardian or other person standing in loco parentis, such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for a child's welfare.

**Student:** - Person who is study at university or college.

**Academic Achievement:** -is educational result of student in a semester which below average and high in the study area.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

This chapter presents the review of previous international and Ethiopian research on the influences of parenting styles on the academic achievement of students at different levels of education, in general, and in higher education institutions, in particular. The review commences

with a critical examination of the theoretical models of parenting styles. This is followed by review of the key research that has addressed the roles of these factors in students' academic achievement and the interrelationships between parenting styles, and academic achievement. To this end, the available previous international studies are presented and discussed first and then followed by review of relevant research in Ethiopia. Finally, the results of relevant studies are summarized and the implications for the present investigation are discussed. Following this, based on the review of available literature in the current study is presented and the research questions of the study are addressed.

## **2.1. The Concept of Parenting Style**

Parents are the main socializing agents for their own children. Parents cannot escape from having a determining effect upon the personality, character, and competence of their own children. They are or should be the originators of actions or behaviors of their own children (Baumrind, 1978). From infancy through adolescence, they can serve important roles in managing their children's experiences and opportunities (Santrock, 2011). Parenting styles have a definite impact on children (Zgourides, 2000). Hence, parenting is a socialization process through which parents transfer their cultural values, beliefs, traditions, and norms as well as other socially and culturally desirable behaviors to their children, adolescents, and young adults to be good citizens of the society and for the attainment of adult competence.

Darling and Steinberg (1993) suggested that it is very much important not understanding parenting style as a socialization practice itself rather it should have to be understood as a context within which socialization occurs which facilitates or undermines parent's efforts to socialize their children.

## **2.2. Types of Parenting Styles**

Although the primary obligation of all parents is to influence, guide, train, teach, and control their children, parents may differ in the degree of controlling and the way of controlling or socializing their children (Darling, 1999). Thus, there are different types of parenting styles and parents may employ different styles parenting. The styles of parenting preferred by parents depend on cultural and community standards, the situation, and the children's behavior at the

time (Zgourides, 2000). According to Baumrind (1967, 1973) and Maccoby and Martin (1983), the four types of parenting styles and their typical characteristics are as follows:

**(1) *Authoritative Parenting Style:*** A parenting style characterized by an optimum balance of responsiveness and demandingness; and directing children in a rational, issue-oriented, disciplined manner by clarifying the reasoning behind rules. It is high in all four dimensions of family functioning. As noted by Maccoby (1992), authoritative parents know and understand children's independence, encourage verbal communication, allow children to participate in decision making of the family, and want the children progressively undertake more responsibility for reacting to the needs of other people in the family within their abilities. This type of parenting style consists of a constellation of parental characteristics of high standards, such as high emotional attachment and support to children, encouragement of a two-way communication between parents and children, and consistent implementation of the rules established by parents (Baumrind, 1991). According to Baumrind (1971, 1991), the authoritative parenting style is positively correlated to different developmental outcomes (e.g., academic achievement and social behaviors) of children. In addition, Holmbeck (1996) noted that authoritative parenting style is the most beneficial for children and adolescents because it is positively correlated to numerous positive outcomes (e.g., self-esteem and self-reliance).

**(2) *Authoritarian Parenting Style:*** A parenting style marked by parental behaviors that are highly restrictive and very demanding. It is high in control and maturity demands, but low in nurturance and bi-directional communication between parents and children. Authoritarian parents constrain their children's independence and they want their children to follow strict parental rules and orders without any question by threatening severe punishment if children violate these rules and orders. As noted by Baumrind (1967, 1971) children with authoritarian parents tend to be anxious, socially withdrawn, and unhappy.

**(3) *Permissive (Indulgent) Parenting Style:*** A parenting style, at the other extreme, characterized by non-restrictiveness and high levels of responsiveness. It is high in nurturance but low in maturity demands, supervision, and bi-directional communication between parents and children. According to Baumrind (1989), the permissive parenting style is a careless style in which parents make few demands, encourage their children to express their feelings, and barely use power to gain control over their behavior; and tend not to need mature behavior from their

children, but encourage their children's independence instead. As noted by Hetherington and Parke (1986), children with indulgent parents are low in self-reliance, achievement orientation, and self-control.

**(4) *Neglecting or Uninvolved Parenting Style:*** The style of parenting low in both dimensions (i.e., the degree of responsiveness and demandingness) and which is believed to be the most detrimental of the four types of parenting styles on children's and adolescents' development (Maccoby & Martin, 1983). Specifically, children with neglectful parents have several negative developmental outcomes (i.e., they are impulsive, aggressive, non-compliant to rules and orders, moody, and low in self-esteem, in general). As noted by Hetherington and Parke (1986), children from the families of neglectful parents are more likely to have alcohol problems, spend most of time on streets with their peers from similar parents, and are more likely to be truant and precociously sexually active, with records of arrest.

### **2.3. Parenting Styles in Ethiopia**

Researches have been conducted here in our context regarding parenting styles practiced in the Ethiopian cultural context. Researchers specifically attempted to identify predominantly practiced parenting style among Ethiopian parents. However, their results were not coherent; for instance, studies conducted by Seleshi and Sentayehu (1998), Abesha (2012), Senper (2014), Henock (2014), Lensa (2015), Abel (2015), and Melaku (2017) indicated that it is authoritative parenting style dominantly practiced in the Ethiopian families. On the contrary, a study conducted by Amsalu and Yemane (2015) using large sample size (3545) indicated that it is authoritarian parenting style exercised predominantly in the Ethiopian context. Moreover, neglectful parenting was found as the prevailing parenting style followed by authoritative parenting style (34.2% and 27.9%) respectively (Tigist, 2013).

### **2.4 Parenting Styles and Academic Achievement**

An extensive search of the literature has failed to find any study which examined the effects of parenting styles on the academic achievement of higher education institutions' students in the Ethiopian context. However, several studies conducted in elementary (Kassahun, 2005), junior secondary (Ewnetu & Fisseha, 2008; Seleshi & Sentayehu, 1998; Sentayehu, 1998), and high schools (Abesha, 1997; Tilahun, 2002) documented that parenting styles have significant effects

on the academic performance of students, indicating that an authoritative parenting style had a significant and positive effect on academic achievement.

More specifically, Tilahun (2002) examined the interrelationships between parenting style, psychosocial adjustment, and academic achievement with a sample of 300 (147 females and 153 males) grades 9 and 10 high school students in Addis Ababa. He found that students who perceived their parents as authoritative had significantly higher academic achievement and psychosocial adjustment compared to their counterparts who rated their parents as non-authoritative. Furthermore, this investigator reported that both dimensions of parenting (i.e., parental acceptance and parental control) had significant and positive direct and indirect effects (i.e., via psychosocial adjustment, specifically, through self-reliance and work orientation) on the academic achievement of students.

A study conducted by Abesha (1997) with a sample of 335 (160 females and 175 males) high-school students recruited from the Amhara and Wolayta ethnic groups also demonstrated that parenting styles had a significant effect on academic achievement, by explaining 13.14% of the variance in academic achievement; however, this was moderated by sex of the students. More specifically, he reported that male students who characterized their parents as authoritative had higher academic performance compared to their counterparts who described their parents as non-authoritative. In addition, he revealed that male students from authoritarian families performed better in academic achievement than their counterparts from indulgent and neglectful families. However, he found that the scholastic performance of female students was not significantly different as a function of the parenting styles in their families.

Studies conducted in elementary schools have also reported similar findings. For instance, Kassahun (2005) study that examined the relationship of parenting styles and academic performance with a sample of 190 (111 females and 89 males) fifth and sixth grade students found that students who rated their parents as authoritative had significantly higher academic achievement as compared to their counterparts who perceived their parents as non-authoritative. This researcher also reported that the academic achievement of students from non-authoritative families did not differ significantly. Consistent findings have been documented by studies with a sample of junior secondary school students (Seleshi & Sentayehu, 1998; Sentayehu, 1998). In addition, these investigators demonstrated that the effects of parenting styles on academic

achievement did not significantly vary as the function of students' sex. In research which assessed the effects of parenting styles on the academic performance of students in a domain-specific subject, it was also reported that students from authoritative families had significantly higher academic performance when compared to their counterparts from non-authoritative families. For example, Ewnetu and Fisseha (2008) examined the teacher relationship behavior and parenting style correlates of students' academic achievement in English language with a sample of 210 (120 females and 90 males) grade seven students. These investigators found that students who perceived their parents as authoritative had positive and secure relationships with their English language subject teachers and higher scholastic achievement in English language subject.

On the other hand, although research has consistently documented that parenting styles have a strong effect on the academic achievement of students in elementary, junior secondary, and high schools (see the aforementioned reviews), there is one study which reported inconsistent findings. That is, Kassahun's (2005) study, with a sample of 200 (86 females and 114 males) ninth and tenth grade students, revealed that parenting styles did not have significant effect on academic achievement. Kassahun explained his inconsistent findings by saying that there may be other important variables, such as effort, ability, teachers' effectiveness, and school climate, which have more influence on the academic performance of students than family related variables (i.e., parenting styles). Of course, the mentioned variables and other factors can have influence on the academic achievement of high school students. However, a probable reason for Kassahun's inconsistent findings could be, as suggested by Glasgow et al. (1997), the direct influence of parenting styles during childhood may change into indirect when the children become adolescents.

In sum, with the exception of one study (i.e., Kassahun, 2005), all the other Ethiopian studies have demonstrated that parenting styles play crucial roles in affecting the academic achievement of students in elementary, junior secondary, and high schools, indicating that students from authoritative families have significantly higher academic performance compared to their counterpart students from non-authoritative families.

## **2.5 Sex difference in academic achievement**

Research findings regarding sex differences in academic achievement are inconclusive. Some studies have shown that female college/university students are outperforming their male counterparts in academic achievement. For instance, Debarred, Spielmans, and Julka (2004) with a sample of 204 undergraduates' first year college students found significant sex differences in academic achievement, as measured by Cumulative Grade-Point-Average (CGPA), such that female students had significantly higher academic achievement than their male counterparts. Several studies conducted in higher education institutions have confirmed these findings (Baker, 2003; Chee, Pino, & Smith, 2005; Ferguson, James, & Madely, 2002; Sheard, 2009; Woodfield, Jessop, & McMillan, 2006). These findings have also been supported by some studies conducted with a sample of high school students (Steinmayr & Spinath, 2008; Wong et al., 2002).

On the other hand, as with research on sex differences in achievement motivation of college/university students, some studies have shown that males have significantly higher levels of academic achievement in certain types of courses (e.g., economics and electrical engineering courses), whereas female students on average perform significantly better in other types of courses, such as nutrition and dietetics (Keller, Crouse, & Trusheim, 1993; Schram, 1996) and statistics (Busch, 1995). Consequently, some researchers (e.g., Bridgeman & Wendler, 1991; Keller, Crouse, & Trusheim, 1993) have suggested that students' sex is typically unrelated to overall academic achievement. In a similar vein, a study by Veldman (1968) with a sample of 2315 (1358 males and 957 females) first year college students did not find significant sex differences in academic achievement, as measured by Grade-Point-Averages (GPAs) of first semester. Similar find been reported by other empirical studies in higher education institutions (Naderi et al., 2009)

## **2.6. Gap in Literature**

There little empirical study which examined whether or not parenting styles continues to have effects on the academic achievement of students in higher education institutions in the Ethiopian context. It has been suggested in the previous Ethiopian research (e.g., Tilahun, 2002) that it is prudent to examine the effects of parenting styles on the developmental outcomes, including academic performance, of students in higher learning institutions. As a result, there is a need to

investigate the effects of parenting styles on the academic achievement of university students in a country where such kind of study is not available. Therefore, the present study aims to address this gap in the literature by investigating the impacts of parenting style on academic achievement and of WKU students.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

In this chapter, the researcher describes the procedures to ensure a methodical and well-informed investigation, focusing on sampling procedure, data collection and analysis methods. Data collection instruments and procedures are discussed as well as the target population and sampling procedures. Research methodology is described as method of illuminating scientific procedures in a way suitable for the purpose. It is the general standard which direct the description of the methods applied in conducting the research study, how to and what analysis to be done to the data so collected (Akinyele, 2016). These are realized in address research methods used for the study, the data collection and how the field work for the study is conducted.

#### **3.1 The Study Area**

This study will be carried in Wolkite University which is one of the third-generation higher institution that have been founded in 2012. it is established for the purpose of providing and promoting higher education learning, research, and outreach program in the country to ensure the realization of the country to ensure the realization of the national vision of reaching the level of middle-income countries by 2020. The university is located in the southern nation nationality regional state, in Gurage Zone, 158 km south west of capital city, Addis Abeba. it is situated at Gubre sub-city, 14 km away from Wolkite town, of Gubre-butajira road. The university has 5975 regular undergraduate students and 642 post graduate students.

### **3.2 The study Approach and design**

The study adopted quantitative approach because the study requires an analysis of the parental style which influence on students' academic achievement among Wolkite University Student. The choice of research design depends on objectives that the researchers want to achieve (Newing, 2011). The primary aim of this study was to assess the influence on students' academic achievement among Wolkite University Student. To achieve this objective, the study employed descriptive as well as explanatory type of research design through survey questionnaire.

### **3.3 Source of data**

To fulfill the purpose of the study, the study uses both primary and secondary data sources. A primary source was used in this study to collect data. A closed-ended questionnaire was used as the primary data source. More so, secondary data was collected using different instruments such as reviews of company's documents, reports, review of literature, which may increase the precision of research outcomes as a result of the offsetting effect of the weakness of one tool by the strength of the other.

### **3.4 Target Population**

Target population of survey is the entire set of units for which the survey data are used to make inferences (Smyth, 2004). It is the population that a researcher wants to generalize the results of the study. The target population of the study consisted of regular undergraduate students in Wolkite University from collage of education and behavioral science and school of law students. Currently there are around 397 students who are taking their education in collage of education and behavioral science and school of law.

### **3.5 Sample Size**

Thietart, et al (2001) defines a sample size as being the set of elements from which data is collected. The sample size helps the researcher to have adequate time as well as resources in piloting and designing the means of collecting data. Determining sample size is a very important issue because samples that are too large may waste time, resources and money, while samples that are too small may lead to inaccurate results. To determine sample size of the study, the

researcher used a method developed by Carvalho (1984, cited in Kelil, 2010). Therefore, the following table is used to determine the sample size.

**Table: 3.1: Sample Size Determination**

Population size	Sample size		
	Small	Medium	Large
51 -90	5	13	20
91 – 150	8	20	32
151 – 280	13	32	50
281 – 500	20	50	80
501 – 1200	32	80	125
1201 – 3200	50	125	200
3201 – 10,000	80	200	315
10,001 – 35,000	200	315	500
35,001 – 150,000	315	500	800

*Source: Carvalho (1984 , cited in Kelil, 2010)*

All the students in population of the study are involved in different department and come from various backgrounds which results some heterogeneity. Considering the fact that heterogeneity of the population is higher, it is preferred to use large sample size. Accordingly larger sample size for 494 populations becomes 80.

### **3.6 Sample Techniques**

According to Kothari (2004), if a population, from which a sample is to be drawn, does not constitute a homogeneous group, stratified random sampling technique is generally applied in order to obtain a representative sample. Under stratified random sampling the population is first divided into several sub-populations that are individually more homogeneous than the total population (the different sub-populations are called ‘strata’) and then we select items randomly from each stratum to constitute a sample. Since each stratum is more homogeneous than the total population, we are able to get more precise estimates for each stratum and by estimating more accurately each of the component parts; we get a better estimate of the whole.

In recognition of the above fact, the study used stratified random sampling technique on which the respondents are structured into two strata (Divisions): Students from Collage of education

and behavioral science and school of law students. A sample from each stratum was selected by using the following equation:

$$n_h = (N_h/N) * n$$

Where;  $n_h$  is the sample size for stratum  $h$ ,  $N_h$  is the population size for stratum  $h$ ,  $N$  is total population size, and  $n$  is total sample size. Therefore based on the above formula 40 respondents from each status will be which selected as sample. Finally, simple random sampling technique was used to select respondent from each stratum.

### **3.7 Data Collection Instrument**

The study was utilized questionnaire as major source of data collection instrument. Schwab (2005) defined questionnaire as measuring instruments that ask individuals to answer a set of questions or respond to a set of statement. For the purpose of measuring the parental style, 14 item survey questionnaires was adapted from Parental scale Buri, (1991). On the other hand, in order to measure the academic achievement of student, questionnaires were adopted from Esther (2013).

### **3.8 Data Collection Procedure**

This study was used close ended questioner for respondent or students who experienced parenting style. The questioner will be disturbed to respondent. Before response start to fill the questioner, the researcher will brief and describe the participant regarding the aim how to fill in the question confident and they will encourage. The participants to answer the whole question finally the researcher collected the questioner.

### **3.9 Method of Data Analysis**

In this study, the primary data was collected from distributed questionnaire. Once the questionnaires were gathered, the next step was to edit, clean, encode and look for errors in the data. This is the question of data processing. Data processing is a series of actions or steps performed on data to verify, organize, transform, integrate, and extract data in an appropriate output form for subsequent use. In recognition of this fact, therefore, the data processing of

collected questionnaires was rigorously done. This helped in compressing and arranging the data into small sets for easy examination and analysis.

Next, the collected and processed primary data from the questionnaire was analyzed by descriptive statistics, and correlation analysis. Descriptive statistics such as mean scores, percentages, frequency distribution and standard deviations were computed to describe the characteristics of the variables of interest in the study. Besides, inferential statistics such as correlation analysis and multiple linear regression analysis was used to test the influence of parental style on students academic achievement.

### **3.10 Ethical and Legal Aspect of Study**

Ethical clearance was obtained from ethical review committee of Wolkite University College of educational and behavioral science department of psychology and official letter of co-operation was given to Wolkite university administration. Participants were also issued with consent forms which outlined the purpose, aims and strategies of the study; upon grasp and agreeing to the terms of the Consent Forms, participants were requested to give their consent and provide further assent to participating in the study.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

This chapter deals with presentation and analysis interpretation of data collected from respondents using questionnaires. The data collected was analyzed and interpreted in line with the objective of the study which was; to assess the influence of parenting style on academic achievement in Wolkite University College of Education and Behavioral and School of Law students. It gives the empirical findings and results following the application of these variables using the techniques indicated in the third chapter.

## 4.1 Response Rate

The researcher distributed 80 questionnaires. Out of these one 40 questionnaires were completed and returned. This represents a response rate of 50% and none response rate of 50% because of lack of time and the participant was no volunteer to fill the questionnaires. According to Mugenda (2003), a response rate of 50% is considered good and response rate greater than 70% is considered to be very good. The 50% response rate is thus considered a good representative of respondents to provide enough information for analysis and to derive conclusions.

**Table 4.1: Response Rate**

Response rate	Sample size	Percentage (%)
Returned questionnaires	40	50
Un-returned questionnaires	40	50
<b>Total</b>	<b>80</b>	<b>100</b>

*Source, survey data, 2021*

## 4.2 General information of respondents

This section assesses general information of respondents. Respondents were asked about their gender, age, department, parental education and parental reside. This information is important for addressing research objectives but they provided important information that helps the researcher to determine the ability of the respondent to contribute meaningfully to the investigation. The result is presented in Table 4.2.

**Table 4.2 Demographic profile of Participants**

Demographic information	Group	Sex		Total	
		Female	Male	Frequency	Percent
	Respondent	16 (40%)	24 (60%)	40	100
Age	19-20	2	3	5	12.5
	21-22	6	6	12	30
	23-24	6	9	15	37.5
	25 & above	2	6	8	20
	Total	16	23	40	100
Father level of	No formal education	5	8	13	32.5

education	Primary/secondary	6	7	13	32.5
	Certificates/diploma	4	5	9	22.5
	First degree/above	1	4	5	12.5
	Total	16	24	40	100
Mother level of education	No formal education	8	5	13	32.5
	Primary/secondary	3	6	9	22.5
	Certificate/Diploma	4	6	10	25
	First degree Above	5	3	8	20
	Total	16	24	40	100
With whom you growing	With both mom & Father	12	20	32	80
	With father	4	4	8	20
	With mother	3	8	11	27.5
	With other relatives	2	4	6	15
	Total	16	24	40	100
Parents Residence	Rural	11	14	25	62.5
	Sub urban	3	6	9	22.5
	Urban	2	4	6	1.5
	Total	16	24	40	100
College	Educational & Behavioral Science	10	14	24	60
	Law	6	10	16	40
	Total	16	24	40	100

*Source, survey data, 2021*

As can be observed in Table 1, about 55% of the Respondents were males and about 45% of the total Respondent was females. Specifically, the male students are overrepresented compared with the female students; however, this may reflect the proportion of male and female students in Ethiopian higher education institutions. Moreover, in both the overall sample and the sub-samples of female and male students, the majority of participants reported that their parents had no formal education and/or had elementary/junior secondary educational level, and resided in the rural and/or sub-urban areas. The majority of participants reported that they were from intact families (i.e., residing with both biological parents). Therefore, the results of this study should be interpreted cautiously because these variables (i.e., sex of students, parental education, residential areas, and family structure of the partipants) may affect the parenting styles parents

employ and the academic self-efficacy, achievement motivation, and academic achievement of students.

### 4.3 Result of Descriptive analysis of Parental Style

Descriptive statistics were used to explain the basic features of the data that was collected from the field. With the aim of understanding the parenting style that is mostly common among the families of Wolkite University Students. Accordingly, the grand mean value shows the average of all respondents' perceptions on each question. According to Zaidaton & Bagheri (2009) the mean score below 3.39 was considered as low, the mean score from 3.40 up to 3.79 was considered as moderate and mean score above 3.8 was considers as high. A 5-point Likert scale was used to rate the various indicators whereby 1 point was accorded to 'Strongly disagree', 2 point as 'Disagree', 3-point as 'Neutral', 4-point as 'Agree', and 5-point as 'Strongly Agree'. While, standard deviation shows how diverse are the perceptions of respondents for a given questions. Thus, detail of the analysis was presented as follows.

#### 4.3.1. Permissive Parenting Styles

A permissive parenting style is characterized by non-restrictiveness and high levels of responsiveness. It is high in nurturance but low in maturity demands, supervision, and bi-directional communication between parents and children. According to Baumrind (1989), the permissive parenting style is a careless style in which parents make few demands, encourage their children to express their feelings, and barely use power to gain control over their behavior; and tend not to need mature behavior from their children, but encourage their children's independence instead. In recognition of this fact, the study was intended to evaluate about permissive parenting styles. The result was presented in the following table.

**Table 4.3 frequencies and percentages of respondent about permissive parenting styles**

<b>Permissive Parenting Styles</b>	<b>Response</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Mean</b>
While I was growing up, my mother felt that in a	Frequency	5	11	5	13	6	3.23

well-run home the children should have their way with the family as often as the parents do.	Percentage	12.5	27.5	12.5	32.5	15	
	Frequency	8	10	4	12	6	
Even if her children didn't agree with her, my mother felt that it was for our own good if we were forced to conform to what she thought was right.	Percentage	20	25	10	30	15	3.32
	Frequency	5	15	4	11	4	
Whenever my mother told me to do something as I was growing up, she expected me to do it immediately without asking any questions	Percentage	12.5	37.5	10	27.5	10	3.54
	Frequency	3	14	4	16	3	
As I was growing up, once the family policy had been established, my mother discussed the reasoning behind the policy with the children in the family	Percentage	7.5	35	10	40	7.5	3.45
	Frequency	3	14	4	16	3	
My mother has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.	Frequency	7	12	3	12	6	3.24
	Percentage	17.5	30	7.5	30	15	
Grand mean for	<b>3.35</b>						

*Source: Survey data, 2021*

As indicated in Table 4.3 above when respondents were asked whether there was growing up, their mother felt that in a well-run home the children should have their way with the family as often as the parents do; 6(15%) of respondents strongly disagree and 13(32.5%) of respondents also disagree and 5(12.5%) of respondents are neutral 5(12.5%) strongly agree and 11(27.5%) of respondents were agree. The mean response is 3.23.

When respondents were asked about the level of agreement with statement “there was Even if her children didn't agree with her, my mother felt that it was for our own good if we were forced to conform to what she thought was right”, 5(12.5%) students strongly agree and 11(27.5%) agree with statement. The other respondents 5(12.5) are neutral 6(15%) of students respondents have disagree and 13(32%) are strongly disagree. The mean response is 3.32.

The overall grand mean score for is permissive parenting styles is 3.35 which is an indication that an permissive parenting style was found to be the moderately practiced parenting style in the families of Wolkite University students.

### 4.3.2. Authoritarian Parenting Style

Authoritarian Parenting Style is a parenting style marked by parental behaviors that are highly restrictive and very demanding. It is high in control and maturity demands, but low in nurturance and bi-directional communication between parents and children. Authoritarian parents constrain their children’s independence and they want their children to follow strict parental rules and orders without any question by threatening severe punishment if children violate these rules and orders. In recognition of this fact, the study was intended to evaluate about authoritarian parenting styles. The result was presented in the following Table 4.4.

When respondents were asked about the level of agreement with statement “My mother has always felt that what her children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want” 27.5%) students strongly disagree and 25% disagree with statement. The mean response is 2.64.

As indicated in Table 4.4 above when respondents were asked whether when they was growing up, their mother did not allow them to question any decision she had made; 20% of respondents disagree, 30% of respondents disagree, and 22.5% of respondents are neutral 10% agree and 17.5% of respondents were strongly agree. The mean response is 3.42.

**Table 4.4 frequency and percentages of respondents about authoritarian parenting style**

Authoritarian Parenting style	Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
		My mother has always felt that what her children need is to be free to make up their own minds and to do	Frequency	6	5	8	10
	Percentage	15	12.5	20	25	27.5	2.64

what they want to do, even if this does not agree with what their parents might want.							
As I was growing up, my mother did not allow me to question any decision she had made.	Frequency	7	4	9	12	8	2.42
	Percentage	17.5	10	22.5	30	20	
As I was growing up, my mother directed the activities and decisions of the children in the family through reasoning and discipline	Frequency	7	5	7	10	11	2.34
	Percentage	17.5	12.5	17.5	25	27.5	
My mother has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.	Frequency	9	6	3	12	10	2.52
	Percentage	22.5	15	7.5	30	25	
<b>Grand Mean</b>	<b>2.48</b>						

*Source: Survey data, 2021*

The overall grand mean score for is Authoritarian Parenting Style is 2.48 which is an indication that an Authoritarian Parenting Style was found to be the less practiced parenting style in the families of Wolkite University students.

### **4.3.3. Authoritative Parenting Style**

Authoritative Parenting Style is a parenting style characterized by an optimum balance of responsiveness and demandingness; and directing children in a rational, issue-oriented, disciplined manner by clarifying the reasoning behind rules. It is high in all four dimensions of family functioning. As noted by Maccoby (1992), authoritative parents know and understand children's independence, encourage verbal communication, allow children to participate in decision making of the family, and want the children progressively undertake more responsibility for reacting to the needs of other people in the family within their abilities. In recognition of this fact questions were presented to assess the opinion and agreement level of the sampled

respondents concerning Authoritative Parenting Style and the average agreement rate was displayed in table 4.5.

As indicated in table 4.5 above, when respondents were asked to rate their level of agreement with statement “As I was growing up, my mother did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them”, 37.5% of respondents agree, 27.5% of respondents strongly agree, and 20% of respondents are neutral, 10% disagree and 5% of respondents were strongly disagree. The mean response is 4.04.

When respondents were asked about the level of agreement with statement “As I was growing up, I knew what my mother expected of me in my family, but I also felt free to discuss those expectations with my mother when I felt that they were unreasonable” 30% students strongly agree and 25% agree with statement. The mean response is 3.72.

As indicated in Table 4.4 above when respondents were asked whether their mother felt that wise parents should teach their children early just who is the boss in the family; 35.5% of respondents agree, 22.5% of respondents strongly agree, and 17.5% of respondents are neutral, 17.5% disagree and 5% of respondents were strongly disagree. The mean response is 3.68.

**Table 4.5 frequencies percentages of respondents about authoritative parenting styles**

<b>Authoritative</b>	<b>Respondent</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Mean</b>
As I was growing up, my mother did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them	Frequency	11	15	8	4	2	4.04
	Percentage	27.5	37.5	20	10	5	

As I was growing up, I knew what my mother expected of me in my family, but I also felt free to discuss those expectations with my mother when I felt that they were unreasonable	Frequency	12	10	10	3	5	3.72
	Percentage	30	25	25	7.5	12.5	
My mother felt that wise parents should teach their children early just who is the boss in the family.	Frequency	9	13	7	7	2	3.68
	Percentage	22.5	35.5	17.5	17.5	5	
As I was growing up, my mother seldom gave me expectations and guidelines for my behavior.	Frequency	20	11	10	7	4	3.62
	Percentage	15	25.5	25	17.5	10	
Most of the time as I was growing up my mother did what the children in the family wanted when making family decisions	Frequency	9	12	8	6	5	3.6
	Percentage	22.5	30	20	15	12.5	
As the children in my family were growing up, my mother consistently gave us direction and guidance in rational and objective ways	Frequency	10	13	9	6	2	3.78
	Percentage	25	32.5	22.5	15	5	
<b>Grand Mean</b>				<b>3.74</b>			

*Source; Survey data, 2021*

The overall grand mean score for is Authoritative Parenting Style is 3.74 which is an indication that an Authoritative Parenting Style was found to be the most practiced parenting style in the families of Wolkite University students.

#### **4.3.4. Respondents Academic Performance**

Students' academic performance was assessed with academic achievement indicator parameters. The sampled students were asked to rate with agreement and it was presented in the table 4.6.

**Table 4.6 frequencies and percentage of respondent about academic performance**

<b>Academic performance</b>	<b>Response</b>	<b>Above average</b>	<b>Average</b>	<b>Below average</b>
How would you rate the performance of your academic achievement	Frequency	16	15	9
	Percentage	40	37.5	22.5
Academic performance	Response	Improving	Stagnant	Declining
How would you rate your academic achievement trend in performance	Frequency	18	12	10
	Percentage	45	30	25

*Source, survey data, 2021*

When respondents were asked to rate their performance of academic achievement, 40% of respondents were reported that above average, 37.5 were reported average, while the remaining 22.5% were reported that they perform below average in their academic achievement. More so, when respondents were asked whether their academic performance is improving, stagnant or declining; 45 were indicated that it is improving and 30% were indicating that it is stagnant while the remaining 25% were reported that the trend of their academic achievement is declining.

#### **4.4. Correlation Analysis**

The study conducted correlation analysis to test the strength of relationship or association between the research variables from the primary data. Correlation is the measure of the relationship or association between two continuous numeric variables (Kothari, 2004). Correlation indicates both degree and direction in which research variables co-vary with one another from case to case without implying that one is causing the other. Correlation analysis results present a correlation coefficient which measures the linear relationship or association between two variables (Crossman et al., 2013). A Pearson correlation was run to establish how the variables were related to each other. The value of correlation coefficient ranges between -1 and +1. A correlation coefficient of +1 indicates that two variables are perfectly related in a positive linear. A correlation of -1 indicates that two variables are negatively linearly related and a correlation coefficient of 0 indicates that there is no linear relationship between two variables.

In order to determine the significance level of the correlation and to evaluate and measure the strength of this relationship, a Pearson Correlation Coefficient was conducted with the result shown in the table 4.8. According to Bartz (2009) Correlation Coefficient greater than 0.8 was considered high, 0.6 – 0.8 is strong, 0.4 – 0.6 is moderate and 0.2 – 0.4 is low and below 0.2 was considered as very low.

**Table 4.7: Pearson Correlation between Parental Style and academic achievement**

		Permissive Parenting Style	Authoritative Parenting Style	Authoritarian Parenting Style	academic achievement
Permissive Parenting Style	Pearson Correlation	1	.275	.015	.514
	Sig. (2-tailed)		.003	.870	.043
	N	40	40	40	40
Authoritative Parenting Style	Pearson Correlation	.275	1	.411	.878
	Sig. (2-tailed)	.003		.000	.036
	N	40	40	40	40
Authoritarian Parenting Style	Pearson Correlation	-.015	-.411 **	1	-.317
	Sig. (2-tailed)	.870	.000		.075
	N	40	40	40	40
academic achievement	Pearson Correlation	.514	.878	-.317	1
	Sig. (2-tailed)	.043	.036	.075	
	N	40	40	40	40

*Source, survey data, 2021*

The findings of the study are presented in Table 4.7. The result shows that there are positive but and moderate relationship between the two parental style (Permissive Parenting Style and Authoritative Parenting Style) and student academic achievement. The results show that Authoritative Parenting Style was positively correlated to student academic achievement with a Pearson's Correlation Coefficient of  $r = 0.878$  and at level of significance of 0.036, was statistically significant as the p-value is less than 0.05. This relationship was strong. This

indicates that Authoritative Parenting Style has highly influencing student academic achievement among Educational & Behavioral Science and Law School students of Wolkite University.

The results also revealed that there is a moderately positive relationship between the Permissive Parenting Style and student academic achievement with a Pearson's Correlation Coefficient of  $r = 0.514$  and at level of significance of 0.043, was statistically significant as the p-value is less than 0.05. This relationship was moderate. This indicates that Permissive Parenting Style has moderately influencing student academic achievement among Educational & Behavioral Science and Law School students of Wolkite University.

Finally, the results also revealed that there is a moderately negative relationship between the Authoritarian Parenting Style and student academic achievement with a Pearson's Correlation Coefficient of  $r = -0.317$  and at level of significance of 0.075, was only statistically significant as the p-value is less than 0.1. This relationship was low. This indicates that Authoritarian Parenting Style has negatively influencing student academic achievement among Educational & Behavioral Science and Law School students of wolkite University.

## Chapter Five

### Discussions

This chapter provides a discussion related to the results obtained in the result section of chapter four. The discussion section aims to discuss the results of the analysis in line with the previous findings related to the objectives of the present study. The purpose of this study was to assess the influence of parenting style on academic achievement of Wolkite university students. First, discussion was made about the result obtained in relation to assessing the influence of parenting style on academic achievements of Wolkite university students in collage behavioral and educational science and law school. Discussion was also made to identify parenting style has positive influence on academic achievement among Wolkite University students of the participant.

#### **5.1 The influence of parenting style on academic achievement**

assessing the influence of parenting style on academic achievement of Wolkite university students of the participant was the principal objectives the study. An extensive search of the literature has failed to find any study which examined the effects of parenting styles on the academic achievement of higher education institutions" students in the Ethiopian context. However, several studies conducted in elementary (Kassahun, 2005), junior secondary (Ewnetu & Fisseha, 2008; Seleshi & Sentayehu, 1998; Sentayehu, 1998), and high schools (Abesha, 1997; Tilahun, 2002) documented that parenting styles have significant influence on the academic performance of students, indicating that an authoritative parenting style had a significant and positive effect on academic achievement. Furthermore, researches done by using participants from collage educational and behavioral science and school of law students in Wolkite university.

So in this study *correlation analysis was used to establish the relationship between parenting style and students' academic achievement. The correlation result shows Authoritative Parenting Style was positively correlated to student academic achievement with a Pearson's Correlation Coefficient of  $r = 0.878$  and at level of significance of  $0.036$ , was statistically significant as the  $p$ -value is less than  $0.05$ . This relationship was strong. This indicates that Authoritative*

*Parenting Style has highly influencing student academic achievement among Educational & Behavioral Science and Law School students of Wolkite University. The results also revealed that there is a moderately positive relationship between the Permissive Parenting Style and student academic achievement with a Pearson's Correlation Coefficient of  $r = 0.514$ . Finally, the results also revealed that there is a moderately negative relationship between the Authoritarian Parenting Style and student academic achievement with a Pearson's Correlation Coefficient of  $r = -0.317$ .*

## **5.2 Authoritative parenting style**

Identify parenting style has positive influence on academic achievement among Wolkite University students of the participant was the other objectives of the study. Authoritative Parenting Style is a parenting style characterized by an optimum balance of responsiveness and demandingness; and directing children in a rational, issue-oriented, disciplined manner by clarifying the reasoning behind rules. It is high in all four dimensions of family functioning. As noted by Maccoby (1992), authoritative parents know and understand children's independence, encourage verbal communication, allow children to participate in decision making of the family, and want the children progressively undertake more responsibility for reacting to the needs of other people in the family within their abilities. In recognition of this fact questions were presented to assess the opinion and agreement level of the sampled respondents concerning Authoritative Parenting Style and the average agreement rate was displayed in table 4.5. . *The correlation result shows Authoritative Parenting Style was positively correlated to student academic achievement with a Pearson's Correlation Coefficient of  $r = 0.878$  and at level of significance of 0.036, was statistically significant as the p-value is less than 0.05. This relationship was strong. This indicates that Authoritative Parenting Style has highly influencing student academic achievement among Educational & Behavioral Science and Law School students of Wolkite University.*

## **CHAPTER SIX**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents conclusions and recommendations of the study and future research direction. Based on the key findings and results, conclusions are drawn and recommendations were made.

#### **6.1 Conclusion of the study**

The study was conducted with an aim of identifying the impacts of parenting style on academic achievement of WKU students. The study sample had 80 questionnaires distributed and 40 were duly completed and returned for analysis. This represented a response rate of 50% which according to Mugenda (2003) is good response rate.

Regarding respondent profile, the study found that about 55% of the Respondents were males and about 45% of the total Respondent was females. Specifically, the male students are overrepresented compared with the female students; however, this may reflect the proportion of male and female students in Ethiopian higher education institutions. Moreover, in both the overall sample and the sub-samples of female and male students, the majority of participants reported that their parents had no formal education and/or had elementary/junior secondary educational level, and resided in the rural and/or sub-urban areas. The majority of participants reported that they were from intact families (i.e., residing with both biological parents).

Concerning the parental style the study found that the overall grand mean score for is Authoritative Parenting Style is 3.74 which is an indication that an Authoritative Parenting Style was found to be the most practiced parenting style in the families of Wolkite University students. More so, the finding indicated that the overall grand mean score for is permissive parenting styles is 3.35 which is an indication that an permissive parenting style was found to be the moderately practiced parenting style in the families of Wolkite University students. Furthermore, the overall grand mean score for is Authoritarian Parenting Style is 2.48 which is an indication that an Authoritarian Parenting Style was found to be the less practiced parenting style in the families of Wolkite University students.

The correlation result shows that there are positive and strong relationship between the Authoritative Parenting Style and student academic achievement. The results show that Authoritative Parenting Style was positively correlated to student academic achievement with a Pearson's Correlation Coefficient of  $r = 0.878$  and at level of significance of 0.036, was statistically significant as the p-value is less than 0.05. This relationship was strong. This indicates that Authoritative Parenting Style has highly influencing student academic achievement among Educational & Behavioral Science and Law School students of Welkite University. The results also revealed that there is a moderately positive relationship between the Permissive Parenting Style and student academic achievement with a Pearson's Correlation Coefficient of  $r = 0.514$ . Finally, the results also revealed that there is a moderately negative relationship between the Authoritarian Parenting Style and student academic achievement with a Pearson's Correlation Coefficient of  $r = -0.317$ .

## **6.2 Conclusion**

The study was undertaken to identify the impacts of parenting style on academic achievement of WKU students. Accordingly, based on the findings presented in the above section; the study makes some conclusions concerning the relationship between the parenting style and academic achievement. With respect to the most commonly practiced parenting style among the families of students of Educational & Behavioral Science and Law School students of Wolkite University, an authoritative parenting style is the most commonly practiced parenting style. Overall, it can be concluded that Authoritative Parenting Style positively influence student academic achievement among Educational & Behavioral Science and Law School students of Wolkite University.

## **6.3 Recommendation**

Based on the findings of this study, the study makes some recommendations. The main purpose of this study was to establish the relationship between parenting styles and student's performance. The findings revealed that authoritative parenting style was associated with higher performance of student. The findings also found authoritarian parenting style to be associated with lower performance. Therefore, there was need for school managers and administrators to device program aimed at sensitizing parents on their parenting styles. The program should help parents be aware and understand their parenting styles and their implications on student's

performance. They should then be sensitized to adopt styles and practices of authoritative parents that were found to help student do well in education activities. The school managers should also device mechanisms of monitoring and evaluating the program for effectiveness.

Findings from this study revealed that authoritative parenting style yield good performance in school activities, while authoritarian style yields poor performance. In the light of these finding, the policy makers at the Ministry of Education, Regional Bureau, Zone and Woreda Educational office should develop policies that would encourage parents to adopt appropriate parenting styles. This can be done by use of seminars, workshops and focus group discussions at grass root levels. This can also be done by developing a handbook or manual on effective parenting styles for parents of school children. Policy makers at the Ministry of Education, Regional Bureau, Zone and Woreda Educational office can also provide comprehensive guidelines on community capacity building through training and sensitization on parenting styles.

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**APPENDIX I: RESEARCH QUESTIONNAIRE**  
**UNIVERSITY OF WOLKITE**  
**COLLAGE OF EDUCATION AND BEHAVIORAL SCIENCE**  
**DEPARTMENT OF PSYCHOLOGY**

The purpose of this questionnaire is to collect data for graduate study for BSC Degree in Psychology for the study entitled "The Influence of Parenting Style on Academic Achievement of Wolkite University Student". This questionnaire is required to assist in determining the objectives of the study. Your privacy will be kept anonymously and, therefore, no one knows who provided the information. Therefore, you are kindly requested to provide your responses to different questions below.

**General Instruction:** - Circle your response or indicate "√" in the box beneath for closed-ended questions among the provided alternatives. You don't need to write your name.

**Section A: Demographic Profile of Respondent**

**Instruction:** Circle your response against any response that applies to you.

1.	Sex:	Male <input type="checkbox"/>	Female <input type="checkbox"/>
2.	Age:		
3.	Department		
4.	Your father's/male guardian's level of education is:	No formal education <input type="checkbox"/>	Certificate/diploma <input type="checkbox"/>
		Primary/secondary <input type="checkbox"/>	First Degree above <input type="checkbox"/>
5.	Your Mather's/female guardian's level of education is	No formal education <input type="checkbox"/>	Certificate/diploma <input type="checkbox"/>
		Primary/secondary <input type="checkbox"/>	First Degree above <input type="checkbox"/>
6.	With whom are you growing?	With both father and mother <input type="checkbox"/>	
		With father <input type="checkbox"/>	
		With mother <input type="checkbox"/>	
		With other relative (e. g., grandparents, aunts, uncle, etc.) <input type="checkbox"/>	
		Other (specify): _____	
7.	Where do your parents or guardians reside?	Rural <input type="checkbox"/>	Suburban <input type="checkbox"/> Urban <input type="checkbox"/>

## Section II: Parental Questionnaire

Instructions: For each of the following statements, circle the number of the 5-point scale (1 = strongly disagree, 5 = strongly agree) that best describes how that statement applies to you and your mother. Try to read and think about each statement as it applies to you and your mother during your years of growing up at home. There are no right or wrong answers, so don't spend a lot of time on any one item. We are looking for your overall impression regarding each statement. Be sure not to omit any items. **1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree and 5: Strongly Agree**

S.N		5	4	3	2	1
		(SA)	(A)	(N)	(D)	(SD)
<b>I.</b>	<b>Permissive Parenting Style</b>					
1	While I was growing up, my mother felt that in a well-run home the children should have their way with the family as often as the parents do.					
2	Even if her children didn't agree with her, my mother felt that it was for our own good if we were forced to conform to what she thought was right.					
3	Whenever my mother told me to do something as I was growing up, she expected me to do it immediately without asking any questions					
4	As I was growing up, once the family policy had been established, my mother discussed the reasoning behind the policy with the children in the family					
5	My mother has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.					
<b>II.</b>	<b>Authoritarian Parenting Style</b>					
6	My mother has always felt that what her children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.					

7	As I was growing up, my mother did not allow me to question any decision she had made.					
8	As I was growing up, my mother directed the activities and decisions of the children in the family through reasoning and discipline.					
9	My mother has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to..					
<b>III</b>	<b>Authoritative Parenting Style.</b>					
9	As I was growing up, my mother did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them					
10	As I was growing up, I knew what my mother expected of me in my family, but I also felt free to discuss those expectations with my mother when I felt that they were unreasonable					
11	My mother felt that wise parents should teach their children early just who is the boss in the family.					
12	As I was growing up, my mother seldom gave me expectations and guidelines for my behavior.					
13	Most of the time as I was growing up my mother did what the children in the family wanted when making family decisions					
14	As the children in my family were growing up, my mother consistently gave us direction and guidance in rational and objective ways					

### **Section III: ACADEMIC PERFORMANCE**

1. How would you rate the performance of your academic achievement?

Above average [ ]    Average [ ]    Below Average [ ]

2. How would you rate your academic achievement trend in performance?

Improving [ ]    Stagnant [ ]    Declining [ ]

*Thank you for your cooperation*