



COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCE

DEPARTMENT OF PSYCHOLOGY

**THE RELATIONSHIP BETWEEN PARENTING STYLE AND ACADEMIC
ACHIEVEMENT OF WOLKITIE PREPARATORY STUDENTS GURAGE
ZONE ETHIOPIA.**

**A research thesis submitted to Department of Psychology in partial fulfillment of the
requirement for (BA) Degree in Psychology**

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DECLARATION

This is to declare that this thesis entitled “The Relationship between parenting style and Academic Achievement of *Wolkite Preparatory Students, Gurage Zone, Ethiopia*” accepted in partial fulfillment of the requirements for the award of the Degree in Psychology by the school of Graduate Studies, Wolkite University through the college of Social Sciences, by Yobsan Gidisa is a genuine work carried out by her under my guidance.

The assistance and help received during the course of this investigation have been duly acknowledged. Therefore, I recommend that it can be accepted as fulfilling the research thesis requirements.

Advisor name

Signature

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Examiners

Signature

Date

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Abstract

Factors that influence the academic achievement of students should be addressed to improve their academic achievement. This study aimed to determine the relationship between parenting styles and academic achievement a case of Wolkite town, Guraghe zone preparatory schools. The study conducted in Wolkite town, Guraghe zone from June 15- June 20/2013. Sample budget selected from Preparatory schools by using systematic random sampling.

Closed ended data collection Questionnaire that administered to selected students was used. the data obtained from different sources through different data gathering instruments are tallied, tabulated and the frequency counts are changed to percent and correlated coefficient are computer The descriptive analysis data help to get the actual practice of relationship between parenting style on academic achievement in Wolkite town. The response obtained from questionnaire correlated with grade 11th student's achievement. Correlation research method was used to measure importing the of relationship between parenting style and academic achievement of students. So if the strong positive linear relationship between variables the value of r was close to 1. If there is a strong negative linear relationship between the variable (between parenting style and academic achievement) the value of r would be close to -1.

This study was important to the students to improve their academic achievement which helps them for joining higher institution and also their future. The study also helps School management and parents to avoid poor academic performance.

CHAPTER ONE:

INTRODUCTION

1.1 Back Ground

Parenting styles is the regulation of behavior and development of the children, with the intention that they can live a socially desirable life, adapt to their environment, and pursue their own goals. It 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. (Bradley, R. H., & Caldwell, B. M. (1995)).

According to Maccoby and Martin (1983), there are four types of parenting styles that are; The first is *Authoritative Parenting Style*: A parenting style characterized by an optimum balance of responsiveness and fulfill their demand; and directing children in a rational, issue-oriented, disciplined manner by clarifying the reasoning behind rules The second is *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. The third is *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. The fourth one is *Neglecting or Uninvolved Parenting Style*: The style of parenting low in both dimensions (i.e., the degree of responsiveness and fulfill their demand) and which is believed to be the most detrimental of the four types of parenting styles on children's and adolescents' development (Maccoby, E. E., & Martin, J. (1983)).

Academic achievement has been variously defined as a level of proficiency attained in academic work or as formally acquired knowledge in school subjects, which is often represented by percentage of marks obtained by students in examinations (Kohli, T. K. 1975). Researchers have shown that besides being the criteria of promotion to the next class, academic achievement is an index of all future successes in life. Academic achievement was enhanced the most by use of three

socializing agents (peers, teachers and parents) to reinforce academic behavior (Gauthier, D., M. Loranger and R. Ladouceur. 1984).

Parents through their parenting styles have crucial effects on the academic achievement of their children at different levels of education. To be successful in their higher education and life, adolescents and young adults need trusting, supporting, and caring relationships with their families, especially with their parents.

This study focuses to investigate the relationship between parenting styles and academic achievement the case of Yabasur preparatory of Wolkite town, Guraghe Zone. Wolkite town is the capital of Guraghe zone is one of the thirteen administrative zones of the SNNPR and it in the South Western range of the central Ethiopian plateau. It is found between $7^{\circ}44'5''$ -

$8^{\circ}28'5''$ N latitude and $37^{\circ}25'5''$ - $38^{\circ}42'5''$ E longitude. The area in general is bordered in the North, west and East by the Oromo region, in the South and East it is bounded by Hadiya and silti zones respectively and in the South West by Yem special woreda. The town lies South West of Addis Ababa and can be reached by following the Jimma road until the town of Wolkite (155km) (GZFEEDD, 2012).

1.2. Statement of the problem

It is known that students with high academic achievement are important assets to any country, while low academic achievement may cause negative consequences such as stress, hopelessness, delinquency, psychopathology, and substance abuse (Fatemeh, A., Hossein, B., Asqar, A, 2006). Factors that influence the academic achievement of students should be addressed to improve their academic achievement. Among the several factors that affect academic achievement, parenting style is one of the most important. Because of the relationship between parenting style and academic achievement scholars have highlighted the various aspects of parenting styles that help in boosting the academic outcomes of adolescents. They explored various aspects of parenting styles which help in the development of young children, especially the school related outcomes. Being role models, parents play a significant role in the child development. Family environment is also one of the factors in children's cognitive, emotional, social and behavioral competence (Nancy, D., Laurance, S, 1993).

In particular, poor academic outcomes can influence the reputation of a school because academic success is associated with the quality of the education (Price, D., Harte, J., & Cole, M.

(1991). Furthermore, in an increasingly demanding and challenging world, students' success is an important aspect of their overall development because it prepares them for the challenges which they are likely to face in their future occupation, in particular. While considerable research was conducted internationally to examine the potential factors accounting for academic achievement of high school students, there was relatively few empirical studies on Preparatory students specifically in Wolkite own context. Therefore, this research extends on this work by examining the effects of parenting styles on preparatory students' academic achievement.

1.3. Research questions:

- What is the relationship between parenting style and academic achievement of preparatory students of Wolkite town, Guraghe zone?
- How parents are in the Guraghe zone are rearing their children?
- Which types of parenting styles is the most important for the achievement of students in Gurage zone Yabarus preparatory schools.

1.4. Objectives

1.4.1 General Objective

- ❖ To assess the Relationship between parenting styles and academic achievement of preparatory students in the case of Guraghe zone.

1.4.2. Specific Objectives

1. To determine the relationship between parenting styles and the academic achievement of preparatory students of Guraghe zone.
2. To examine the most important parenting styles for children academic achievement of preparatory students of Guraghe zone.

3. To identify how parents are in Guraghe zone are rearing their children.

1.5. Significance of the study

This study was help to improve academic practices in adopting a parenting style which is effective for the academic achievement of students. It was help to provide appropriate recommendations on how parents can assist in improving their students' academic performance of who are in preparatory schools. The study is therefore of importance to many individuals including: School management was made aware of importance of learning the parenting styles that a student goes through in order to avoid poor academic performance. The study was benefit parents in learning how their parenting styles influence how their children perform in school. The research was benefit he students hem self to improve their academic achievement which helps them for joining Higher institution and also their future.

1.6. Delimitation of the Study

The study was designed to assessing the Relationship between parenting style on academic achievement of students in the Wolkite town preparatory schools students. The town had 4 preparatory schools. From these schools 1 was selected by the researcher for the study randomly. The study was focuses on selected issue such as the Relationship between parenting style on academic achievement of preparatory students (Grade 11th) of Yabarus preparatory school, Wolkite town, Gorge zone, Ethiopia.

1.7. Limitation of the study

The limitation was researcher encountered many challenges to conducting in research. Among these challenges, the following are some of them. Time constraint, financial constraints Material shortages like books, labs related research articles, etc.

1.8. Definition of key terms

- **Academic achievement** has been variously defined as a level of proficiency attained in academic work or as formally acquired knowledge in school subjects, which is often represented by percentage of marks obtained by students in examinations
- **Parenting styles** is the regulation of behavior and development of the children, with the intention that they can live a socially desirable life, adapt to their environment, and pursue their own goals.
- **Authoritarian Parenting Style:** A parenting style marked by parental behaviors that are highly restrictive and very demanding
- **Permissive (Indulgent) Parenting Style:** A parenting style, at the other extreme, characterized by non-restrictiveness and high levels of responsiveness.
- **Neglecting or Uninvolved Parenting Style:** The style of parenting low in both dimensions (i.e., the degree of responsiveness and fulfill their demand) and which is believed to be the most detrimental of the four types of parenting styles on children's and adolescents' development.

1.9. Organization of the study

The study has five chapters. Chapter one include Background of the study. Statement of the Problem, Objective, Delimitation, Limitation and Definition of key terms. The second chapter contains Review of Related Literature. The third chapter describes Design of the Study, Source of Data, Sample and Sampling Techniques, Instrument of Data Collection, Procedures of Data Collections and Methods of Data Analysis Ethical consideration, contain work and budget plan.

Chapter four data Analysis, data prevention. Chapter five discussions

CHAPTER TWO

LITERATURE REVIEW

A study conducted in urban African American parents' found that their behaviors fit within the authoritative parenting framework (Tilahun, G. (2002)) Similar study conducted in Italy by Mensah and Kuranchie (2013) revealed that the majority of the parents were perceived to adopt authoritative parenting style in the upbringing of their children (Mensah, Monica Konnie&Kuranchie, Alfred (2013)). In Kenya, Abongo (2010) found out that authoritative and authoritarian parenting styles as perceived by secondary school students had significance on their academic performance (Abongo, D.O. (2010)).

There are study's findings which show us insight on parenting styles and their effects on adolescents", and young adults" rearing practices in Ethiopia. Some of these studies consistently found that the type of parenting style predominantly practiced in the families of the country was authoritative (Abesha, A. (1997), Sentayehu, T. (1998), Yekoyealem, D. (2005)). While other studies have shown that the most commonly practiced parenting style in Ethiopian families differs as a function of children's sex. For example, studies conducted by Sentayehu on junior secondary school students have demonstrated that parents were authoritative for their daughters, but authoritarian for their sons (Sentayehu, T. (1998)). Another study with a sample of high school students reported that an authoritative parenting style was the most commonly employed parenting style for daughters whereas neglectful parenting style was the most predominantly adopted parenting style for sons (Kassahun, H. (2005)). Although there are many studies which deviated from this findings this study explained the predominance of neglectful parenting style for high school aged males by saying that when males enter high school the parents may believe that their sons can manage themselves, and thus they reduce their control as well as their close relationships. For instance, Abraham (1996) in his study on child-rearing practices in Siltie community found that an authoritarian parenting style was the most common.(Abraham, H. (996)) Generally, Based on previous conducted studies we found mixed findings regarding the type of parenting style predominantly practiced in the families of Ethiopia.

In addition to the influence of individual factors, a great wealth of literature on academic achievement of adolescents has included research emphasizing the impact of parenting style. Parenting style has been examined in several studies as a strong predictor of adolescent achievement outcomes (Wintre, M. G., & Yaffe, M. (2000)). Findings have indicated that a significant relationship exists between the type of parenting style and academic achievement. In fact, some researchers have proposed that the authoritative parenting is associated with higher academic achievement (Hickman, G. P., Bartholomae, S., & McKenry, P. C. (2000)).

Although recent studies have supported the significant influence of parenting style on academic achievement, such findings have not been consistent across different cultures, ethnicity and socioeconomic status. For example, Hae-Seong and Bauer (2002) found that European Americans are more authoritative than other ethnic groups, but the relationship between authoritative parenting and student academic achievement is supported only for the majority group (Hae-Seong, P. & Bauer, S. (2002)). Furthermore, Joshi, Ferris, Otto and Regan (2003) found that parenting style scores were unrelated to college GPA, and that additional analyses of the ethnic groups indicated differences in maternal involvement and strictness and relationship of these variables to GPA (Joshi, A., Ferris, J. C., Otto, A. L., & Regan, P. C. (2003)).

The studies in Ethiopia context showed significant relationship between parenting style and academic achievement (Sentayehu, T. (1998), Markos, T. (1996)). For instance Markos (1996) found that students who rated their parents as authoritative performed better than those who rated their parents as indulgent, neglectful and authoritarian. However there was significant difference among students who rated their parents as authoritarian, indulgent and neglectful (Markos, T. (1996)). the study conducted on heterogeneous subject from Oromo, Amhara, Guraghe and Harari ethnic groups indicated students from authoritative homes scored higher in academic achievement than did from non-authoritative homes. However there was no significant difference in academic achievement among children from authoritarian, indulgent and neglectful parents (Markos, T. (1996)).

Another several studies conducted in elementary, junior secondary and high schools in Ethiopia indicates 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 (Abesha, A. (1997), Sentayehu, T. (1998), Kassahun, H. (2005), Tilahun, G. (2002)). More specifically, the study conducted by Tilahun (2002) 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 nonauthoritative. Furthermore, this investigator reported that both dimensions of parenting (i.e., parental acceptance and parental control) had significant and positive direct and indirect effects on the academic achievement of students (Tilahun, G. (2002)).

A study conducted on 335 high school students recruited from the Amharic and Wolayta ethnic groups also demonstrated that parenting styles had a significant effect on academic achievement, by having 13.14% of the variance in academic achievement; however, this was moderated by sex of the students that this variant is attributable for male students only. Similarly, other studies conducted in high school students reported that consistent findings that students who described their parents as authoritative had considerably higher academic achievement compared to their counterparts who perceived their parents as no authoritative (Markos, 1996).

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, there is one study which reported inconsistent findings that conducted with a sample of 200 high school students, which revealed that parenting styles did not have significant effect on academic achievement (Kassahun, H. (2005)). The study explained his inconsistent findings that other variables, such as students ability, teachers effectiveness, and school climate, have more influence on the academic performance of students than family related variables (i.e., parenting styles). In sum, with the exception of one study (Kassahun, H. (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.

CHAPTER THREE

Research Design and Methodology

3.1 Research Design

The objective of the study was the Relationship between parenting style and academic achievement of students in Wolkite town.

For this study, the correlation research design and Quantitative research approach was used. Close correlation research was used to measures the strength between parenting Style and academic achievement of students in Wolkite town. Quantitative research is used to measured the number of students and parents of students are used to identified wolkite town.

3.2 Source of Data/subjects of the study/

To get reliable and valid information data was collected from both primary and secondary sources. The primary source was grade 11 students of Yabarus preparatory schools Guraghe zone. The main secondary sources of data are student's grade 11th students' transcript documents.

3.3 Samples and Sampling Techniques

The study was conducted in Wolkite town, Guraghe zone from June 20/2013. The target populations of this study are parents of Yabarus preparatory school students of Wolkite town, Guraghe zone. There are 4 Preparatory schools in Wolkite town with total students of 9374 from which 4728 are male and 4646 are females, out of total students 932 are grade 11 and students 969 are grade 12. Out of total preparatory schools one preparatory school (Yabarus) was selected using lottery method of random sampling techniques. The research focuses on the relationship between grade 11th students parenting style and academic achievement.

From the sample schools there are 1901 Number of students whom they have 1901 their respective parents. The stratified sampling proportional to size allocation method used based on the number of students in each class. A systematic random sampling technique was applied by using their registration numbers/roster as sampling frame to select or get 190(10%) of students and review

the selected student's grade 11th academic achievement. The sample sizes of 190 students were considered enough since according to Kothari (2004) a sample should be at least 10 % of the population.

3.4. Instruments of Data Collection

The study was employed by using ended closed questionnaire which adapted from similar studies conducted in different parts of Ethiopia in Addis Ababa university, tilahuu(2002),haramaya university and Got a.m.(2012)

3.4.1 Questionnaire

A questionnaire was designed as close ended items to be administered to the students. The Questionnaires was prepared based on objective and purpose of the study using review of related literatures. It was commented by the advisor, it is prepared by English language in the area.

3.5 Data Collecting Procedures

The questionnaire was administered to the students after brief orientation about the purpose of the study and follow up was made collaboratively. The researcher and his three assistant data collectors was collected data. The researcher and his three assistant data collectors was also collected secondary data of students' academic achievement based on the school permission.

3.6 Method of Data Analysis and Interpretation

In order to achieve the objectives, data obtained from different sources through different data gathering instruments was analyzed based on the nature of the data. The data which was obtained through questionnaires (from parents) was tallied, tabulated and the frequency counts are changed to percent and correlation coefficient was computed. The descriptive analysis data was used to get adequate and relevant data in the actual practice of relationship between parenting style on academic achievement in Wolkite town. The response obtained from questionnaire was correlated with grade 11th student's achievement. Correlation research method was used to measure the strength of relationship between parenting style and academic achievement of students. Since The range of the correlation coefficient is from -1 to 1; if the strong positive linear relationship between

variables (parenting style and academic achievement) the value of r was close to 1. If there is a strong negative linear relationship between the variable (between parenting style and academic achievement) the value of r would be close to -1.

3.7. Ethical Considerations

All ethically, a measure was considered in conducting this research. First, Ethical Clearance letter was obtained from Wolkite University and addressed to the selected school principals and/or teachers. The letter describes the importance, and objectives of participant principals (directors). For privacy, the participant was given reference numbers to exclude details such as name or any other identifying information in the reports.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1. Demographic Information

Demographic data of respondents which is presented in this section includes; gender representation and age of the students, educational status of parents and their residents. The study sought to find out the gender distribution of the respondents. The result of the findings shows that out of the 190 respondents, 49.5% of the respondents were male while 50.5% were female, the majority (49%) of the students age is between 19-21 years and 73(38.4%) were between 16-18 years, most of them were living with both their father and their mother. 101(53.2%) were from rural and 63(33.2%) were from urban families. As shown in Table 4.1.

Table 4.1 demographic information of Yabarus preparatory school students

4.2. Families Parenting Styles and students' Academic Achievement

Variables	Categories	Number	Percent
Age of students	16-18	73	38.4%
	19-21	94	49.5%
	22-30	21	11.1%
	> 30	2	1.1%
Gender	Male	94	49.5%
	Female	96	50.5%
Your father's/male guardian's level of education	No formal education	61	32.1%
	Certificate/Diploma	22	11.6%
	Primary/Junior secondary	36	18.9%
	Senior secondary	38	20.0%
	First degree and above	33	17.4%
Your mother's/female guardian's level of education	No formal education	97	51.1%
	Certificate/Diploma	14	7.4%
	Primary/Junior secondary	35	18.4%
	Senior secondary	24	12.6%
	First degree and above	18	9.5%

Where do your parents or guardians reside	Urban	63	33.2%
	Suburban	26	13.7%
	Rural	101	53.2%
With whom are you living	Both father and mother	171	90.0%
	Father parents, aunts, uncle	9	4.7%
	With mother	8	4.2%
	With foster parents	2	1.1%
	Others	0	0.0%

4.2.1. Academic Achievement

This section presented the findings on the dependent variable of the study; academic performance. The section focused on; the rate of students in Achievement school. The study wanted to investigate the Achievement rate of students participated in the study. The study showed that 95 (50%) of the respondents said that they scored above 80% while 83 (43.6%) said that they scored between 50%-80% and 12(6.3%) below 50%.The findings are shown in table 2. Table 2. Students' academic Achievement

	Categories	Frequency	Percent
academic achievement	<50%	12	6.3
	50-80%	95	50.0
	>80%	83	43.6
	Total	190	100.0

4.2.2 Parenting Styles

The independent variable of this study was parenting styles. This section presents results of findings on authoritative, authoritarian, neglectful and indulgent parenting styles which are the main parenting styles. Data was collected using a 1-4-score like scale for mother and father section. Eight questions was asked students about their parents parenting style different for authoritative, authoritarian, neglectful and indulgent then he results summed up and the higher score taken as the students parenting style.

From total students who was asked about their families Mother/Female Guardian Parenting style; 69(36.3%) responded authoritative 58(30.5%) neglectful, 37(19.5%) authoritarian, and 26(13.7%) indulgent. From total students who was asked about their families Father/Male Guardian Parenting style; 74(38.9%) said authoritative 55(28.89%) authoritarian, 23(12.1%) indulgent, and 38(20%) said neglectful

Table 3. Parenting Style Students' Families

	Categories	Frequency	Percent	
Mother/Female Guardian Parenting style	Authoritative	69	36.3	
	Authoritarian	37	19.5	
	Indulgent	26	13.7	
	Neglectful	58	30.5	
	Total	190	100.0	
Father/Male Guardian Parenting style	Authoritative	74	38.9	
	Authoritarian	55	28.9	
	Indulgent	23	12.1	
	Neglectful	38	20.0	
	Total	190	100.0	

4.5 Relationship of parenting style academic Achievement of students

4.5.1 Mother/Female Guardian Parenting style and academic achievement

The study examined the frequency and descriptive analysis of the type of parenting on students' academic performance. The findings of the study shows the students who was from authoritative Parenting style; 21(56.8%) of have good academic Achievement or >80%, 15(40.5%) have satisfactory academic Achievement or 50- 80% and 1 (2.) have poor academic Achievement or <50%. The students who was from authoritarian Parenting style; 29(42%) of have good academic Achievement or >80%, 37(53.6%) have satisfactory academic Achievement or 50- 80% and 3 (4.3%) have poor academic Achievement or <50%. The students who was from indulgent Parenting style; 11(42.3%) of have good academic Achievement or >80%, 12(46.2%) have

satisfactory academic Achievement or 50- 80% and 3 (11.5%) have poor academic Achievement or <50%. The students who was from neglectful Parenting style; 22(37.9%) of have good academic Achievement or >80%, 31(53.4%) have satisfactory academic Achievement or 50- 80% and 5 (8.6%) have poor academic Achievement or <50%. The findings are shown in Table 4.4.

Table 4.4. Mother/Female Guardian Parenting style and academic achievement of students

		a cademic achievement			Total
		<50%	50-80%	>80%	
Mother/Female Guardian Parenting style	Authoritarian	3 (4.3%)	37 (53.6%)	29 (42.0%)	69(100%)
	Authoritative	1 (2.7%)	15 (40.5%)	21 (56.8%)	37(100%)
	Indulgent	3 (11.5%)	12 (46.2%)	11 (42.3%)	26(100%)
	Neglectful	5 (8.6%)	31 (53.4%)	22 (37.9%)	58(100%)

4.5.2. Father/Male Guardian Parenting style and academic achievement

The study examined the frequency and descriptive analysis of the type of parenting on students' academic Achievement. The findings of the study shows the students who was from authoritative Parenting style; 29(52.7%) of have good academic Achievement or >80%, 22(40%) have satisfactory academic Achievement or 50- 80% and 4(7.3%) have poor academic performance or <50%. The students who was from authoritarian Parenting style; 32(43.2%) of have good academic performance or >80%, 38(51.4%) have satisfactory academic achievement or 50- 80% and 4(5.4%) have poor academic Achievement poor <50%. The students who were from indulgent Parenting style; 7(30.4%) of have good academic Achievement or >80%, 13(56.5%) have satisfactory academic achievement or 50- 80% and 3(13%) have poor academic performance or <50%. The students who was from neglectful Parenting style; 15(39.5%) of have good academic Achievement or >80%, 22(57.9%) have satisfactory academic Achievement or 50- 80% and 1(2.6%) have poor academic Achievement or <50%. The findings are shown in Table 4.5.

Table 4.5. Father/Male Guardian Parenting style and academic achievement of students

		a cademic achievement			Total
		<50%	50-80%	>80%	
Father/Male Guardian Parenting style	Authoritarian	4(5.4%)	38(51.4%)	32(43.2%)	74(38.9%)
	Authoritative	4(7.3%)	22(40.0%)	29(52.7%)	55(100.0%)
	Indulgent	3 (13.0%)	13(56.5%)	7(30.4%)	23(100.0%)
	Neglectful	1(2.6%)	22(57.9%)	15(39.5%)	38(100%)
	Total N (%)	12(6.3%)	95(50.0%)	83(43.7%)	190(100.0%)

CHAPTER FIVE

Discussion, Conclusions and Recommendations of the Study

5.1 Discussion

Parenting style plays a great role in determining children's wellbeing and development. In this regard, the present study revealed that authoritarian parenting style as the most commonly practicing parenting style both for mother and father of the students, followed by an authoritative parenting style for father and neglectful parenting style for mother. Contrary to the this study finding, a study conducted on Ethiopian higher institution adolescents reported that authoritarian parenting style is the dominant parenting style in Ethiopia followed by neglectful parenting style.

In similar, a study conducted in reported that an authoritative parenting style is the most predominantly practiced parenting style. The observed difference may attributed to sample size of the study participants in such a way that in the present study only students selected from one school students were participated. But in the case of previous studies was conducted on adolescent students gathered from different parts of Ethiopia. Therefore, the obtained difference could be attributed to sample size and cultural disparity of study areas.

This study also shows that there is relationship between authoritative parenting style and students' academic achievement motivation. In support of this, finding showed that parenting styles produced a significant effect on students. In a similar, after having conducted a research on high school students reported consistent findings that a considerably higher academic achievement was achieved by students from authoritative parenting than their counterparts from non-authoritative parents. That it means, authoritative parenting style promote students' academic achievement. The Authoritative parenting style has often associated with higher achievement. the Authoritative parenting style have high demandingness and high responsiveness attempt to direct their children s activities and use more warm positive during communication

5.2 Conclusion

In this research it was found that an authoritative parenting style was found to be the most commonly practiced parenting style followed by authoritarian, Neglectful and Indulgent. There is a positive relationship between authoritative and authoritarian parenting style with students' academic achievement. There is negative relationship between neglectful and indulgent parenting style with students' academic performance.

5.3 Recommendations: -

Concerned bodies should provide awareness about the importance of authoritative and authoritarian parenting style in their child growing practices and facilitate the conditions which are essential to promote such parenting styles. Psychologists, school counselors, and teachers and need to provide training for students from permissive and neglectful families to build their academic achievement.

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Annex A: English Version Questionnaire

Part I: Background Information

Direction: The following are some items about your background information. In some of the items you are required to write the necessary information in the blank space provided but in others you are required to indicate your response by encircling the number of your appropriate answer(s).

Questionnaire number: _____

1. ID. No.: _____ 2. Section: _____

3. Sex: (1) Female (2) Male

4. Age: _____ in years

5. Ethnicity: _____ 6. With whom are you living now?

(1) With both father and mother (2) With father parents, aunts, uncle, etc.)

(3) With mother (7) with foster parents (4) with father and step mother relatives

(5) with mother and step farther (8) others (specify): _____

7. Where do your parents or guardians reside? (1) Rural (2) Suburban (3) Urban 8.

Your father's/male guardian's level of education is:

(1) No formal education (4) Certificate/Diploma

(2) Primary/Junior secondary (5) First degree and above

(3) Senior secondary 9. Your mother's/female guardian's level of education is:

(1) No formal education (4) Certificate/Diploma

(2) Primary/Junior secondary (5) First degree and above

(3) Senior secondary

Part III: Parenting Styles questions

Direction: Please read each of the following statements about your parents'/'guardians' attitudes and behaviors in raising you, and rate them using the scale below by encircling the number that indicates the alternative which you believe best describes your response.

S.No	I t e m s	Father/Male G u a r d i a n	Mother/Female G u a r d i a n
	A U T H O R I T A T I V E		
1	I trust my Family to help me out, if I have any kind of problems.	1 2 3 4	1 2 3 4
2	My Family keep pushing and helping me to do my best in what I do.	1 2 3 4	1 2 3 4
3	My Family allows me to tell them if I think my ideas are better than theirs.	1 2 3 4	1 2 3 4
4	When my Family wants me to do something, they explain why.	1 2 3 4	1 2 3 4
5	When I get a good or poor grade in school, my Family provides me constructive ideas to work harder rather than blaming me	1 2 3 4	1 2 3 4
6	My family allow me to have free time after school within reasonable range of time	1 2 3 4	1 2 3 4
	A U T H O R I T A R I A N		
7	Whenever my family told me to do something , they expected me to do it immediately without asking any questions	1 2 3 4	1 2 3 4
8	My family decided what behavior they expected of me, and if I didn't meet it, they punish me	1 2 3 4	1 2 3 4
9	My family believe more force should be used to grow children better	1 2 3 4	1 2 3 4
1 0	My families are involved in my education and decide what field I should study	1 2 3 4	1 2 3 4
1 1	My family restricts my social life involvement	1 2 3 4	1 2 3 4
1 3	I have minimal communication with my family; because they are serious to me	1 2 3 4	1 2 3 4
1 4	my family do not allow me to have free time after school	1 2 3 4	1 2 3 4
	I N D U L G E N T		

1 5	My family always makes me free to do what I want to do, even if this does not agree with what they might want	1 2 3 4	1 2 3 4
1 6	My family gives me extra money and they do not try to know what I do with money	1 2 3 4	1 2 3 4
1 7	My family does not feel that I needed to obey rules and regulations because someone in authority had established them	1 2 3 4	1 2 3 4
1 8	My family always speak to me with a warm and friendly voice	1 2 3 4	1 2 3 4
1 9	My family allowed me to decide most things for myself without a lot of direction from her.	1 2 3 4	1 2 3 4
2 0	Most of the time my family did what I wanted when making family decisions.	1 2 3 4	1 2 3 4
2 1	My family rarely do assign any duties for me to do while at home	1 2 3 4	1 2 3 4
	Neglectful		
2 2	my family had very few demands and expectations from me	1 2 3 4	1 2 3 4
2 3	My family do not know exactly where I'm and what I am doing	1 2 3 4	1 2 3 4
2 4	my parents/guardians do not try to know whether I go to school or not	1 2 3 4	1 2 3 4
2 5	my parent did not really care about what was going on in my life	1 2 3 4	1 2 3 4
2 6	I have minimal communication with my family; Everyone does as they want any time they want to	1 2 3 4	1 2 3 4
2 7	There is plenty of freedom in our house. There are no rules to abide in .	1 2 3 4	1 2 3 4
2 8	My family does not give me a care, attention, and support.	1 2 3 4	1 2 3 4

Part 2: ACADEMIC Achievements

1. How would you rate your Achievement in school?

Above average [] Average [] Below Average []

አባረሀ: የአመረጃቅጅመጠይቅ

ክፍል I: ስና-ማህበራዊመረጃዎች

መመሪያ-

የሚከተሉት ስለየስነማህበራዊመረጃዎች የሚጠይቁ ጥያቄዎች ናቸው። ለጥያቄዎቹ በተቀመጠባዎበታ ላይ አስፈላጊውን መረጃ እንዲጽፉ ይጠየቃሉ፤ ነገር ግን በሌሎች ውስጥ ተገቢውን መልስ ቁጥር በመክበብ ምላሽ ዎን ጠቆም ይጠበቅብዎታል።

መጠይቅ ቁጥር: _____

1. መታወቂያ ቁጥር _____ 2. ክፍል _____

3. ምታ (1) ሴት (2) ወንድ

4. ዕድሜ _____ በአመት 5.

ብሔር _____

6. አሁን ከማን ጋር ነው የምትኖረው?

(1) ከሁለቱም አባት እና እናት ጋር (2) ከአባት ወላጆች፣ አክስቶች፣ አጎት፣ ወዘተ ጋር

(3) ከእናት ጋር (7) ከአሳዳጊ ወላጆች ጋር (4) ከአባት እና የእንጀራ እናት ዘመድ ጋር

(5) ከእናት እና ከርቀት (8) ሌሎች (ይግለጹ)- _____

7. ወላጆችዎ ወይም አሳዳጊዎችዎ የሚኖሩት የትኑው? (1) ገጠር (2) የከተማ ዳርቻ (3) ከተማ

8. የአባትዎ / የወንድ ሞግዚት የትምህርት ደረጃ-

(1) መደበኛትምህርት የለም (4) የምስክር ወረቀት / ዲፕሎማ

(2) የመጀመሪያ / መለስተኛሁለተኛደረጃ (5) የመጀመሪያዲግሪእናከዚያበላይ

(3) ከፍተኛሁለተኛደረጃ

9. የእናትዎ / የሴትሞግዚትዎየትምህርትደረጃ-

(1) መደበኛትምህርትየለም (4) የምስክርወረቀት / ዲፕሎማ

(2) የመጀመሪያ / መለስተኛሁለተኛደረጃ (5) የመጀመሪያዲግሪእናከዚያበላይ

(3) ከፍተኛሁለተኛደረጃ

ክፍል 2-የትምህርት ዉጤትወይምአፈፃፀም

1. በትምህርትቤትውስጥያከናወኗቸውንአፈፃፀምእንዴትይገመግማሉ?

ከአማካይበላይ [] አማካይ [] ከአማካይበታች []

ክፍል III: የወላጆችልጅማሳደግስልቶችጥያቄዎች

መመሪያ-እባክዎንእርስዎንለማሳደግስለየወላጆችዎ / የአሳዳጊዎችዎ /

የአመለካከትእናአመለካከትየሚከተሉትንመግለጫዎችያንብቡእናምላሽንዎንበተሻለይገልጻልብለውየሚያምኑትንአማራጭየሚያመለክትቁጥርንበመክበብከዚህበታችያለውንሚዛንበመጠቀምደረጃይስጡ።

(1) በጣምአልስማማም (2) አልስማማም (3) እስማማለሁ (4) በጣምእስማማለሁ

ተ.ቁ	ጥያቄዎች	አባት / ወንድ
	በወደታግደታ / AUTHORITATIVE /	
1	ማንኛውም ዓይነት ግርካጋ ጠመኝ ቤተሰብ ጽንደት ለሚረዱ ጽንደት ማመናላሁ	1 2 3 4
2	ቤተሰብ ጽንደት ማመናላሁ ለተቻለ ጽንደት ለሚረዱ ጽንደት ለሚረዱ ጽንደት	1 2 3 4
3	የእኔ ሀሳቦች ከእነሱ የተሻሉ ጽንደት ለሚረዱ ጽንደት ለሚረዱ ጽንደት	1 2 3 4
4	ቤተሰብ ጽንደት ለሚረዱ ጽንደት ለሚረዱ ጽንደት ለሚረዱ ጽንደት	1 2 3 4
5	በትምህርት ቤት ጥሩ ወይም ደካማው ጤን ሰነድ ቤተሰብ ጽንደት ለሚረዱ ጽንደት	1 2 3 4
6	ቤተሰብ ጽንደት ለሚረዱ ጽንደት ለሚረዱ ጽንደት ለሚረዱ ጽንደት	1 2 3 4
	በመቅጠት / AUTHORITARIAN /	
7	ቤተሰብ ጽንደት ለሚረዱ ጽንደት ለሚረዱ ጽንደት ለሚረዱ ጽንደት	1 2 3 4
8	ቤተሰብ ጽንደት ለሚረዱ ጽንደት ለሚረዱ ጽንደት ለሚረዱ ጽንደት	1 2 3 4
9	ቤተሰብ ጽንደት ለሚረዱ ጽንደት ለሚረዱ ጽንደት ለሚረዱ ጽንደት	1 2 3 4
10	ቤተሰብ ጽንደት ለሚረዱ ጽንደት ለሚረዱ ጽንደት ለሚረዱ ጽንደት	1 2 3 4

1 1	ቤተሰቦቼ የማጎበራዊ ኑሮ ተሳትፎ ይገድባሉ	1 2 3 4
1 3	ከቤተሰቦቼ ጋር አነስተኛ ግንኙነት አለኝ; ምክንያቱም እነሱ ለእኔ ፊት አይሰጡኝም	1 2 3 4
1 4	ከት/ቤት በኋላ ነፃ ጊዜ እንዳገኝ ቤተሰቦቼ አይፈቅዱልኝም	1 2 3 4
በ ማን ደላ ቀ ቅ /INDULGENT/		
1 5	ቤተሰቦቼ ምንም እንኳን እነሱ በሚፈልጉት ነገር በይስማማም፣ እኔ ማድረግ የምፈልገውን እንዳደርግሁ ልጊዜ ይፈቅዱልኛል	1 2 3 4
1 6	ቤተሰቦቼ በቂ ገንዘብ ይሰጡኛል፣ በገንዘቡ ምንም እንደምሰራለሁ ወቅት አይሞክሩም	1 2 3 4
1 7	ቤተሰቦቼ ደንቦችን እና መመሪያዎችን ማክበር ያስፈልገኛል ብለው አያስቡም ምክንያቱም ማንም ባለስልጣን ያወጣው ብለው ያስባሉ	1 2 3 4
1 8	ቤተሰቦቼ ሁል ጊዜ ሞቅባለው ዳጃ ዊ በሆነ ድምፅ ያነጋግሩኛል	1 2 3 4
1 9	ቤተሰቦቼ ከእነሱ ብዙ መመሪያ/ትዘት ሳይኖር ብዙ ነገሮችን ለራሴ እንድወስን ፈቀዱልኝ	1 2 3 4
2 0	አብዛኛውን ጊዜ ቤተሰቦቼ በቤተሰብ ውሳኔ ላይ እኔ የምፈልገውን ያደርጋሉ	1 2 3 4
2 1	ቤተሰቦቼ እቤት ውስጥ የምሰራቸውን ስራዎች እምብዛም አይሰጡኝም	1 2 3 4
በ ሙተ ው /Neglectful/		
2 2	ቤተሰቦቼ ከእኔ በጣም ጥቂት ፍላጎት እና ግምት ነዉ ያላቸው	1 2 3 4
2 3	ቤተሰቦቼ የትእዛዝ ላሉ እና ምንም እንደምሰራ በትክክል አያውቁም	1 2 3 4

2 4	ቤተሰቦቼ ወደ ትምህርት ቤት መሄዳን ወይም አለመሄዳን ለማወቅ አይሞክሩም	1 3 4	2
2 5	ወላጆቼ በሕይወቴ ውስጥ እየተከናወነ ስላለው ነገር ምንም ግድየላቸው ም	1 3 4	2
2 6	ከ ቤተሰቦቼ ጋር በጣም አነስተኛ ግንኙነት ነው ያለኝ	1 3 4	2
2 7	በቤታችን ውስጥ ብዙ ነገሮች አሉ። የሚታዘዙ ህጎች የሉም እያንዳንዱ ሰው በፈለገው ጊዜ እንደፈለገ ያደርገዋል	1 3 4	2
2 8	ቤተሰቦቼ ለእኔ እንክብካቤ ፣ ትኩረት እና ድጋፍ አይሰጡኝም	1 3 4	2