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COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE
DEPARTMENT OF PSYCHOLOGY

THE RELATIONSHIP BETWEEN PARENTING STYLES AND ADOLESCENTS' DISCIPLINARY
BEHAVIOR: IN THE CASE OF ABAFIRANISA SECONDARY AND PREPARATORY SCHOOL STUDENT

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Abstract

The main purpose of this study was to examine the relationship between perceived parenting styles and adolescents' disciplinary behavior in abafiransa secondary school and Preparatory School. By using simple random sampling 87 participants were selected from grade 9 and grade 11 students. Quantitative research questionnaire was administered to collect data. The data were analyzed by descriptive statistics such Pearson Product Moment Correlation coefficient. Correlation analysis showed significant relationships between adolescent disciplinary behavior and the four parenting styles. The result revealed that Authoritarian parenting style tended to be more prevalent than among other three different parenting style and also the result determined that authoritative parenting behavior have a positive relationship with disciplinary behavior of parents.

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CHAPTER ONE

Introduction

1.1. Background of the Study

Adolescence is a stage in the life span that is socio-culturally constructed. However it is commonly designated as the period of life between childhood and adulthood and a time of growing up of moving from the immaturity of childhood into the maturity of adulthood (Sternberg, 2002), a period of preparation for future (Sternberg, 2002), and a phase of life beginning in biology (with initiation of pubertal changes) and ending society (Petersen, 1988) with ranging from around ten and ending in early twenties (Sternberg, 2002).

It is a period to teenage years (from 13 to 19) (Degner, 2006) the corresponds with the second decade of life in which most of a person's biological, cognitive, psychological and social characteristics are changing in an interrelated manner (Lerner, 2009). One of the fundamental socio-cognitive changes that make adolescence transition take a special developmental overtones is the emergence of abstract thinking adolescents to begin to begin to "think about their own thinking; a psychological construct that come to be known as "secondary order thinking" (Sternberg, 1989)

Adolescents with permissive parents never learn to control their own behavior and always expect to their way. As Baumrind observed that adolescent of permissive style parent generally exhibits impulsive aggressive behavior also that adolescents of the parenting style can do whatever they like without parents inferences on their activity (Ginzberg, 1962)

Authoritative parents are effective parent those who balance their own rights with those their adolescent. This parenting style discipline in a way that is consistent no harsh or rigid adolescent from this homes tend to be competent self-controlled independent, assertive responsible high self-esteem, friendly cooperative and positive school outcomes (Dale and Trovers; 2002, 1987)

In authoritarian parenting style adolescent is expected to follow the strict rules established their parent and failure to follow such as rules usually result in punishment, parent this parenting style develop low competence, withdraw achievement. Permissive parent have very few demands to make their adolescent. Permissive parent style is permissive and communicative with adolescent in this parenting style have impulsive behavior lack of responsibility and poor school performance (Baumrind)

Neglectful parenting style characterized by few demand low responsiveness and little communication while these parents fulfill the adolescent basic need, they are generally attached from their adolescents life. This parenting style ranks across all life domains .This adolescent tends to lack of self-control have low self-esteem and are less competent than their peers(Ginzberg)

Perceived Parenting style: is psychological construct representing standards strategies that parents use their adolescents rearing .Parenting style and universal climate in which of family function and in which child rearing behavior of parents or other primary care givers involve. Dimensions of parenting style Maccoby and Mating identified two parenting dimensions which are demanding and responsiveness (Goolf&Martindle,2009)

Disciplinary behavior: is system of rules governing conduct or activity to gain control by requiring those rules orders be observed and punishing bad behavior .It orderly or preserve conducted or pattern of behavior gained by enforcing obedience or orders (Goolf&Martindle,2009)

Parenting style and adolescent disciplinary behavior: The adolescents, are socially mature and responsible, the show few behavioral problems and have an easy temperament are better able to cope with their parents. Adolescents with a difficult temperament often have problems coping with their parents. (Hetherington, 1995).Adolescents can influence parent-adolescent relationships are puberty, expanded logical reasoning, increased idealistic thought and movement toward independence. The parent adolescent an increasingly studied aspect of the family system involves the link of the disciplinary. The most consistent findings are that happily married parents are more sensitive, responsive, warm and affectionate toward their adolescents. As a result, a number of studies were conducted on adolescent rearing practices in general and as a style of parenting is more beneficial for adolescent's health development. Parent a different style of handling behavior, the style they use based on the parent's ideas of what the parent's adolescent should be.

The few local studies are attempted to the types of parent child interaction exercised in Ethiopia context. For example, Ringness and Gender (as cited in Aemero, 2007).Examining the methods of child rearing in rural Ethiopia. The family is structured in a hierarchical system between parents and their children. They further stated that parent's disciplinary practices are

Completely authoritarian and the father usually is the punisher while children are required to obey, support and respect their parents as well as other elders. The studies conducted by (Abraham,

1996 in the Ethiopian context revealed that authoritarian parenting are not common in Ethiopia.

1.2. Statement of the Problem

The adolescents, are socially mature and responsible, they show few behavioral problems and have an easy temperament and are better able to cope with their parents. Adolescents with a difficult temperament often have problems coping with their parents. (Hetherington, 1995). Adolescents can influence parent-adolescent relationships after puberty, expanded logical reasoning, increased idealistic thought and movement toward independence. The parent-adolescent relationship is an increasingly studied aspect of the family system involving the link of discipline. The most consistent findings are that happily married parents are more sensitive, responsive, warm and affectionate toward their adolescents. As a result, a number of studies were conducted on adolescent rearing practices in general and as a style of parenting was more beneficial for adolescent's health development. Parents use different styles of handling behavior, the style they use based on the parent's ideas of what the adolescent should be. In this study, the relationship between parenting style and adolescents' disciplinary behavior

The purpose of this study would be to examine parenting style and adolescent discipline in context of our community especially in Guber.

Therefore, this study would be try to address the following basic question

1. What are the relationships between parenting styles and adolescents' disciplinary behavior?
2. Is there a sex and a grade difference in different parenting styles exercised in Abafiransa secondary and preparatory school students?
3. What type of parenting style is dominantly exercised by Abafiransa secondary and preparatory school students?

1.3. Objective of the Study

1.3.1 General Objective

The general objective of the study was to examine the relationship between parenting style and adolescents' disciplinary behavior in Abafiransa secondary and preparatory school

1.3.2 Specific Objectives

The specific objectives of this study would be:

- To examine the relationship between parenting style and adolescents disciplinary behaviors in Abaferansa secondary and preparatory school students
- To examine sex, grade difference in different parenting style exercised in Abafieranssecondary and preparatory school students
- To identify the dominant type of parenting style in Abafiranes secondary and preparatory school students

1.4. Significance of the Study

The study was helps both schools and the community to take measures that evaluate problems associated with the parenting style, furthermore the study assist parents to construct discipline of their adolescent through effective style of parenting. It is give prediction for future occurrence what was happen. It would be give more awareness about parenting style and adolescent where live in researchers' area and other areas that have similar problems. The study was benefit the teachers in helping them to understand leisure reading as an equal important function in life and encourage them to attempt in developing instructional strategies that was help motive to read widely and more frequently so that they can maintain reading as leisure activity choice.

1.5. Scope of the Study

This study delimited to measuring the relationship between painting style and adolescent discipline in Abafiransasecondary and preparatory school. The total number of students in this school is 684 students from this I took87sample by using solving formula.

1.6. Limitation of the Study

The study mainly focuses on examining the relationship between parenting style and adolescents' disciplinary behavior in Abafiransa secondary and preparatory school. Lack of experience on data gathering and interpretation are the major limitation of the researcher. Lack of finance, time and otherrelated factor.

1.7. Operational Definition of Term

Disciplinary behavior: is used to indicate the degree to which adolescent behave appropriately in
Adolescent: a students in abafiransa Secondary and preparatory schools age ranging from 15-23 years and above their family peers or in society

CHAPTER TWO

2. Review of Related Literature

In this chapter are issues of parenting style, types of parenting style, such as, authoritative parenting style, authoritarian parenting style, permissive parenting style, and neglectful parenting

style are the types of parenting style the content of this part is the research question of the particularly study. Therefore, the content of this chapter are including these points.

2.1. Parenting Style

Parenting style is psychological construct representing standard strategies that parents use in their adolescents rearing. There are many different theories and opinion on the best ways to rear adolescents as well as different level of time and effort that parents are willing of invest. Parent as investment starts soon after birth. It also important to note that the theoretical model accepted by investigators to represent the possible style of parenting has under gone some changes.

According to behavior its popular opinion of the time, test reactive method is style. Hetherington and parka (1979: as cited in Hurlock, 1992). Additional influences towards permissive style also come from writing of humanities psychologists (such as Abraham and Carl Rogers) and progressive educator such as (John Dewer). These people believed that individuals have an innate capacity to realize their potential abilities if they are free to explore and develop in an opened and accepting environment. But again since the mid-1960s the virtue of the authoritative style has been highly praised he there in Ruination and Parke, (1979, as cited in Hurlock, 1992).

Generally, this controversy appeared to attract researcher attention. the main issue regarding adolescent rearing practices had been whether parents should employ restrictive or permissive adolescent rearing practice.

2.2. Types of parenting style

Baumrind,(1991) has distinguished four types of parenting style .

2.2.1. Authoritative parenting style

The Parenting style is much more democratic. Authoritative parenting is responsive to their adolescents and willing listen to question when children fail to meet the expectations monitor and important clear standards for their adolescents' conduct. They are assertive but not intrusive and restrictive. Their disciplinary methods are supportive rather than punitive adolescent of authoritative parents are;

*are more independent

* achieve higher academic success

*develop good self-esteem

*interact with peers using competent social skills

*have better mental health less depression, anxiety, suicide attempts disciplinary alcohol and drug use exhibit less violent tendencies.

2.2.2. Authoritarian parenting style

In these types of parenting style, adolescents are expected to follow the strict rules established by the parents. Failure to follow such rules usually results in punishment authoritarian parents fail to explain the reasoning behind these rules. It asked to explain the parent might simply replay "because I said so" these parents have high demands, but are not responsive to their adolescent. According to Steinberg, these parents are obedience and status oriented, and expects their orders to be obeyed without explanation. Authoritarian parenting styles generally lead to adolescents who are obedient and proficient, but they rank lower in happiness, social competence and self-esteem, authoritarian parent is restrictive, punitive style in which the parents exert the adolescent to direction and respect work and effort allow little verbal exchange social in competence in behavior. Adolescent resulting from this types parenting may have less social competence because the parent generally tells the adolescent what do instead of allowing the adolescent to choose by him or herself. (Bamurind, 2008).

2.2.3. Permissive Parenting Style

Permissive Parents Sometimes referred to as indulgent parents, have very few demands to make of their adolescents. These parents rarely discipline their adolescents because they have low expectations of maturity and self-control. These parents are nurturing and accept and are very responsive to the adolescents to regulate themselves or behave appropriately. This may be resulting spoiled bates or "spoiled sweet adolescent depending on the behavior of the adolescents.

2.2.4. Neglectful parenting style

Neglect parenting style in which parents are an involved in their children's lives. When their offspring are adolescents or perhaps even young children, these parents cannot answer the question. Children of neglectful parents develop the sense that other aspects of their parent's lives are more important ways. They tend to have poor self-control don't handle independence well and aren't achievement motivated. Neglectful parenting can stem from variety of reason this include the

parents prioritizing themselves, lack of encouragement on the parents' parts, financial stress lack of support and addition to harmful substances. The parents is low in warmth and control, are generally not involved in their adolescents' life, are disengaged undemanding, low responsiveness and do not limits.

2.3. Disciplinary behavior

Disciplinary behavior is a system of rules governing conduct or activity to gain control by requiring those rules or orders be observed and punishing bad behavior. It orderly or prescribed conducted or pattern of behavior gained by enforcing obedience or orders. Adolescents with authoritative parents are cheerful, self-contoured and self-reliant, high achieving and self-oriented. They maintain friendly relationship with peers and they are cooperative. Adolescent of democratic parent exhibit what Baumrind describes as energetic and friendly behavior. These adolescent are very self-reliant, cheerful, competent, self-controlled, independent ,assertive, socially active, responsible and have high self- esteem (Baumrind,1998).Adolescents of authoritarian parent are often unhappy, fearful and noxious comparing about themselves with adolescent of authoritarian parents are anxious about withdrawal, distrustful, low in self-reliance and self-perception (Seleshi, 1998).moreover ,parent expects and demand obedience from their adolescent other and fail to initiate activity and have weaken communication skills .

Baumrind's Observation adolescent of authoritarian style parents often conflicted, irritable in behavior adolescent are not confident and suspicious in making decision in their life. Adolescent's with permissive parents never learn to control their own behavior and always expect to their way. As Baumrind observed that adolescent of permissive style parent generally exhibits impulsive aggressive behavior, also that adolescents of the parenting style can do whatever they like without parents' interferences ion their activity (Ginzberg, 1962). They frequently have low self-esteem, are immature and they are alienated from the family.

Parenting style it is own psychological behavior and academic effect on adolescent, parent adopt their own parenting style without considering its effect. Authoritative parents are effective parent those who balance their own rights with those their adolescent. This parenting style discipline in a way that is consistent, no harsh or rigid adolescent from this homes tend to be competent, self-controlled, independent, assertive responsible, high self-esteem, friendly cooperative and positive school out comes (Dale and travers; 2002,187).

In authoritarian parenting style, adolescent is expected to follow the strict rules established their parent and failure to follow such rules usually result in punishment, parent this parenting style develop low competence, withdraw achievement. Permissive parents have very few demands to make their adolescent. Permissive parent style is perturbing and communicative with adolescent in this parenting style have impulsive behavior low self-reliance,

Low self-control, aggressive behavior, lack of responsibility and poor school performance.

Neglectful parenting style characterized by few demand, low responsiveness and little communication while these patents fulfill the adolescent basic need, they are generally attached from their adolescent's life. This parenting style ranks across all life domains. This adolescent tends to lack of self-control, have low self-esteem and are less competent than their peers.

2.4. Parenting style and disciplinary behavior

The adolescents, are socially mature and responsible, they show few behavioral problems and have an easy temperament are better able to cope with their parents. Adolescents with a difficult temperament often have problems coping with their parents. (Hetherington, 1995). Adolescents can influence parent-adolescent relation shags are puberty, expanded logical reasoning, increased idealistic thought and movement toward independence. The parent adolescent an increasingly studied aspect of the family system involves the link of the disciplinary. The most consistent findings are that happily married parents are more sensitive, responsive, warm and affectionate toward their adolescents. As a result, a number of studies were conducted on adolescent rearing practices in general and as a style of parenting is more beneficial for adolescent's health development. Parent a different style of handling behavior, the style they use based on the parent's ideas of what the parent's adolescent should be.

2.5. Parenting style and disciplinary behavior in Ethiopia

The few local studies are attempted to the types of parent child interaction exercised in Ethiopia context. For example, Ringness and Gender (as cited in Aemero, 2007). Examined the methods of childrearing in rural Ethiopia. The family is structured in a hierarchical system between parents and their children. They further stated that parent's disciplinary practices are completely authoritarian and the father usually is the punisher while children are required to obey, support and respect their parents as well as other elders. The studies conducted by (Abraham, 1996 in the Ethiopian context

revealed that authoritarian parenting are not common in Ethiopia.

CHAPTER THREE:

Methodology

3.1 Research Design

The research design of the study was correlation research design. Correlation design can be used in order to analysis the extent and nature of relationship between different variable. So the researcher uses correlation design to determine the relationship between perceived parenting style and

adolescence discipline.

3.2. Study area

The study was conducted southern Ethiopia, gurage zone in gubure town in abafiranisasecondary and preparatory school because data would be collected daily

Gubure is one of the special towns in the southern nation nationalities and peoples region (SNNPR) of Ethiopia.

Gubure is bordered on the south east by the hadiya, on the west yem special woreda, on the north and east oromia region and on the south east by stile.

The administrative center of gubure is wolkite, it is the largest town in gurage. This town is located 168km and 255km far from the capital city of Ethiopia Addis Ababa and regional city hawassa respectively. Most of the habitants or peoples in the town are participating in commercial activities and services an economic source of their livelihood.

3.3. Population of the Study

Gubure secondary and preparatory schools contains total number of grade nine(9)the students was 379 from these 270 are males and 109 are females students and grade(11) was 305 from this 156 males and 149 females Abafiranisa secondary and preparatory school total population was 684

3.4. Sampling Size and Sampling Techniques

The researcher was use probability sampling techniques from I use simple sampling method lottery method. I randomly pick numbers with each number corresponding to subject or item in order to create the sample. So the researcher use lottery method because of it enables to accurate the variable among heterogeneous sample. The researcher was select sample by using Slovin's formula.

$$n = \frac{N}{1 + N(e)^2} \quad \text{Where,}$$

n = sample size

N = population and

e = 0.1 which is level of precision with 95% confidence interval.

Hence using this formula with significance level $p = 0.01$ and population size $N = 684$ yields

$$n = \frac{684}{1 + 684 (0.1)^2} = \frac{684}{7.84} = 87$$

There for the sample size of the study would be 87 from total population 684 students

3.5. Data collection Instrument

The family functioning in adolescence questionnaire (FFAQ) developed by Roelofse R. et al. (1985). The researcher was employed questionnaire for the purpose of data collection the questionnaires contains two parts one about parenting style and adolescents disciplinary behavior. The close ended of the questionnaire give four alternative to respondents to select one accordingly the respondent feeling. Questionnaires included open ended.

3.6. Data Collection Procedures

while collecting data from respondent students. Specify the time available, organize the research questionnaire, distributing the questionnaire to the sample students collecting the questionnaire, arranging the data and analyzing the data. The researcher was distributed questionnaire to sample respondents and finally the data was collection the basis of respondent convenience.

3.7. Method of Data Analysis

The data collected through administration of questionnaire was analyzed and interpreted through family functioning in adolescence questionnaire (FFAQ) method. I use person product moment correlation to analysis relationship between parenting style and adolescent disciplinary behavior because person products measure the strength and direction of linear relationship between two variables.

3.8 Ethical Consideration

The data gathering process was based on the full and free consent of the respondents. First of all, the students have got adequate information about the purpose of the questionnaire. The researcher was collected the required data for the computation of this study, by distributing questionnaire for the selected, sample of grade 9, and 11 Abafiranisa secondary school and preparatory school. Questionnaires was employed have helped the researcher to collect data to determine the relationship between parenting style and adolescent disciplinary behavior

CHAPTER FOUR

4. DATA ANALYSIS

This chapter deals with the findings of the study which was analysis of the explanatory sequential of quantitative data. I used different method to analyze the findings of the research by answering basic research questions. Firstly, descriptive statistics(frequency and percentage) are used to analyze the purposes sex, age and educational status of students. Lastly, the employed Pearson's

correlation coefficient to examine the relationships between parenting style and adolescent disciplinary behavior.

4.1. Demographic data of the Participants

The present study participants' demographic data was analyzed through descriptive statistics.

Based on the selected characteristics of respondents' age, and sex was made.

Table 4.1 descriptive statistic for demographic variables

Variables	Category	Frequency	Percent
Sex of student	Male	45	51.7%
	Female	42	48.3%
	Total	87	100%
age of student	17-20	39	44.8%
	21-23	32	36.8%
	above 24	16	18.4%
	Total	87	100%
education level of student	9 th	56	64.4%
	11 th	31	35.6%
	Total	87	100%
family education status	Illiterate	30	34.5%

	primary school	29	33.3%
	secondary school	17	19.5%
	college and above	11	12.6%
	Total	87	100%
marital of student	Single	84	96.6%
	Married	3	3.4%
	Total	87	100%
religion of student	Ortothodox	24	27.6%
	Muslim	39	44.8%
	Protestant	14	16.1%
	Catholic	10	11.5%
	Total	87	100%

As can be seen from the above table show the majority 45(51.7%)of the respondent were male and the rest 42(48.3%) of the respondent were female, again for age of students the majority 39(44.8%) of the respondent age between 17-20 and 32(36.8%),and 16(18.4%) of the respondent age were 21-23 and above 24 respectively, the education level of student can be seen from the table that the majority 56(64.4%) of the respondent were grade 9 students and 31(35.6%) of the respondent were grade 11 students,the religion of the respondent were that the majority 39(44.8%) of the respondent were Muslim, again can be seen from the above table that educational status of the respondent family and the majority 30(34.5%) of the respondent family were illiterate,

The frequency table for questions arises in adolescent disciplinary behavior measurement tool.

4.2.1 Punitive disciplinary behavior measurable the adolescents to develop good self esteem.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	56	62.9	64.4	64.4
Valid No	31	34.8	35.6	100.0
Total	87	97.8	100.0	
Missing System	2	2.2		
Total	89	100.0		

From the above table of punitive disciplinary behavior measurable the adolescents to develop good self-esteem responded yes are 56 (62.9%) and responded no are 31 (34.8%).

4.2.2 Having energetic and friendly behavior promotes adolescent to be matured socially active and competent.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	53	59.6	60.9	60.9
Valid No	34	38.2	39.1	100.0
Total	87	97.8	100.0	
Missing System	2	2.2		
Total	89	100.0		

From the above table of having energetic and friendly behavior promotes adolescence to be matured, socially active and competent the majority of respondents answered yes are 53 (59.6%) and respondents answered no are 34 (38.2%).

4.2.3 adolescent practice in the style of family parenting is beneficial for health development

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	52	58.4	59.8	59.8

no	35	39.3	40.2	100.0
Total	87	97.8	100.0	
Missing System	2	2.2		
Total	89	100.0		

The above table of adolescent practice in the style of family parenting is beneficial for adolescent health development is shows as the majority of respondents answered yes 52 (58.4%) and answered no are 35 (39.3%).

4.2.4 Adolescents are expected to follow the strict rules established by their parents.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	36	40.4	41.4	41.4
Valid No	51	57.3	58.6	100.0
Total	87	97.8	100.0	
Missing System	2	2.2		
Total	89	100.0		

The frequency table of adolescents are expected to follow the restrict rules established by their parents shows us the majority of responses are no 51 (57.3%) and the rest 36 (40.4%) are the response of yes.

4.2.5 what parents should have to do for adolescents to have good self-control

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid communicating with adolescence	39	43.8	44.8	44.8
Fulfill adolescents basic needs	32	36.0	36.8	81.6
being responsiveness	6	6.7	6.9	88.5

	balance their own right	10	11.2	11.5	100.0
	will adolescence				
	Total	87	97.8	100.0	
Missing	System	2	2.2		
Total		89	100.0		

The majority of response for what parents should have to do making adolescents to have self-control, responsibility, and school performance in above table was communicating with adolescents was 39 (43.8%) and 32 (36%), 6 (6.7%) and 10 (11.2%) are fulfill the adolescent's basic need, being responsiveness and balance their own right with those adolescents respectively.

4.2.6 do you think that your behavior and parenting style balance each other

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	52	58.4	59.8	59.8
Valid No	35	39.3	40.2	100.0
Total	87	97.8	100.0	
Missing System	2	2.2		
Total	89	100.0		

The response for question that do you think that your behavior and your parenting style balance each other is shown in above table and the majority of the response is yes 52 (58.4%) and the rest 35 (39.3%) are argued or said no.

4.2.7 As an adolescent what is your role in your parenting style

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid obeying every low established by parent	14	15.7	16.1	16.1
participating in establishment of low in parent	31	34.8	35.6	51.7

following your own psychological behavior	39	43.8	44.8	96.6
Other	3	3.4	3.4	100.0
Total	87	97.8	100.0	
Missing System	2	2.2		
Total	89	100.0		

The above table shows the amount of responses of an adolescent for question what is your role in your parenting style and majority of the response is following my own psychological behavior which is counted 39 (43.8%) and 14 (15.7%), 31 (34.8%), and 3 (3.4%) answered as obeying every law established by parents, participating in establishment of laws in parents and answered others respectively.

4.2 descriptive statistics for parenting style

Descriptive Statistics

	N	Mean	Std. Deviation
authoritarian	87	2.52	1.098
Authoritative	87	2.44	1.097
permissiveness	87	2.31	1.103
Neglectful	87	2.52	.926
Valid N (listwise)	87		

As can be seen in the above table it indicate that Authoritarian parenting style (M=2.86, SD=.82) were more dominate in abafiransa secondary and preparatory school adolescent family.

Correlations

		authoritarian behavior of parents	Authoritative	Permissiveness	Neglectful	Disciplinary behavior
authoritarian	Pearson Correlation	1	-.383**	.048	.168	-.079
	Sig. (2-tailed)		.000	.657	.119	.468
	N	87	87	87	87	86

Authoritative	Pearson Correlation	-.383**	1	-.229*	.015	.474**
	Sg. (2-tailed)	.000		.033	.887	.000
	N	87	87	87	87	86
Permissiveness	Pearson Correlation	.048	-.229*	1	-.239*	-.141
	Sg. (2-tailed)	.657	.033		.026	.194
	N	87	87	87	87	86
Neglectful	Pearson Correlation	.168	.015	-.239*	1	.192
	Sg. (2-tailed)	.119	.887	.026		.076
	N	87	87	87	87	86
Disciplinary	Pearson Correlation	-.079	.474**	-.141	.192	1
	Sg. (2-tailed)	.468	.000	.194	.076	
	N	87	87	87	87	87

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

As computed in Table for authoritative $r(87) = -.079, p = .468$, for authoritarian $r(87) = .474, p = .000$, for permissive $r(87) = .194, p = .142$ and for neglectful $r(87) = 1$. The study was indicating that there is strong relationship between Authoritative style and adolescent disciplinary behavior. Adolescent from authoritative parents are positive relationship but all other three authoritarian, permissive and neglectful parents were negative relationship with their adolescent disciplinary behavior. Authoritarian have a negative relationship with Authoritative style.

CHAPTER FIVE

5. DISCUSSION

The discussions part this study attempt to relate the result of the analysis with the existing body of review literature. The dominant types of parenting style,

These people believed that individuals have an innate capacity to realize their potential abilities if they are free to explore and develop in an opened and accepting environment. But again since the mid-1960s the virtue of the authoritative style has been highly praised he there in Ruination and Parke, (1979, as cited in Hurlock, 1992). According to this study, the researcher found authoritative

parenting style is the more dominant parenting style, which is exercised by parents of respondent students of Abafiranesa secondary and preparatory school grade 9th and 11th students. Whereas neglectful parenting style is the less common parenting style that is exercised by the respondent parents.

Relationships between parenting styles and adolescents' disciplinary behavior

Adolescents with authoritative parents are cheerful, self-confident and self-reliant, high achieving and self-oriented. They maintain friendly relationship with peers and they are cooperative. Adolescent of democratic parent exhibit what Baumrind describes as energetic and friendly behavior. These adolescents are very self-reliant, cheerful, competent, self-controlled, independent, assertive, socially active, and responsible and have high self-esteem (Baumrind, 1998). Adolescents of authoritarian parent are often unhappy, fearful and noxious comparing about themselves with adolescent of authoritarian parents is anxious about withdrawal, distrustful, low in self-reliance and self-perception (Seleshi, 1998). Moreover, parents expect and demand obedience from their adolescent other and fail to initiate activity and have weakened communication skills. In the literature review concerning the influence of parenting style in their adolescent disciplinary behavior parents exercised authoritative parenting style adolescents more disciplined. Whereas parents tend to exercise authoritarian parenting style their adolescents no disciplined, besides some of them tend to be neglectful. The latter appear also to be neglectful; generally, more disciplined adolescent seem to be authoritative parent. In contrast, non-disciplined adolescent comes from authoritarian parents. This study accepts this idea the influence of parenting style on adolescent discipline as gathered from the respondent student of Abafiranesa secondary and preparatory school. The student response's authoritarian parenting style change adolescent behavior to be non-disciplined, whereas, authoritative shape adolescent behave appropriately. According there is similarity between the literature and the finding of this study.

As study findings show that parenting style authoritative parenting style are positive authoritarian parenting style permissive parenting style and neglectful parenting style negative relationship. Adolescents of neglectful parents tend to lack self-control have low self-esteem and are and are less competent their peers.

CHAPTER SIX

6. SUMMARY, CONCLUSIONS AND RECOMMENDATION

6.1. Summary

The main purpose of this study was assess the relationship between parenting styles and adolescent disciplinary behavior of adolescent's, the difference in parenting style to identify the less common and dominant parenting style in Abafiranesasecondary and preparatory school.

- The study was conducts on 87sample respondents' students in Abafiransa secondary and preparatory school grade 9thand11th students. So for all attempts has been made to find

answer for the following basic research question;

- Is there a relationship parenting style and adolescent disciplinary behavior?

The respondents were 87 and among them 45 or 51.7% are male students and 42 or 48.3% students are female. The available data for this study is connecting through questionnaires. All items of the questionnaires it's distributed for 87 students of Abafiransa secondary and preparatory school grade 9th and 11th students.

Based on this the following finding are obtain.

- The research obtained that there is relationship between parenting style and adolescent disciplinary behavior authoritarian parenting style was more disciplined adolescent behavior.
- The research also fund that authoritarian parenting style is the dominant parenting style and neglectful for parenting style was the less common parenting style in Abafiransa secondary and preparatory school.
- As the finding of this study showed that, there authoritative parenting style positive relationship authoritarian parenting style permissive parenting style neglectful parenting style has negative relationship.

6.2. Conclusion

This study was conduct on the relationship between parenting style and adolescent discipline. The sample population which I was taken to conduct of this study is different in its distribution of the respondent sex, grade level and at their parents.

Generally, there is parenting style difference in such reason as show in this study. Among those reason, discipline of respondent student's is the one. According to this study there is a difference in parenting style and adolescent disciplinary behavior. It also founds that authoritarian parenting

style is the dominant has concluded the following.

- The dominantparent's style was authoritarian parenting style and neglectful parenting style is less common in Abafiransa secondary and preparatory school grade 9 &grade 11.
- The result obtained from the correlation also shows that there are significant of the relationship between authoritative and disciplinary behavior.

6.3. Recommendation

Based on the finding under the data presentation and analysis part the following recommendation were made

- Parents have to give due consideration to the they rear their adolescents by counter balancing between the degree they responded to the adolescent need and to the extent to which they expect and demanded mature and responsible behavior from the adolescent so that the disciplinary behavior of the adolescent.

- Since parenting style has a role in affecting aspect of the adolescent's disciplinary behavior, should be given much emphasis by mass media to the public on how rate children's and by other concerned professional psychologist.
- The school should have to provide awareness creation program to parents in relation to parenting style and on its role on adolescent's disciplinary behavior. .

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Appendix
Wolkite University

College of Education and Behavioral Sciences

Department of psychology.

The purpose of this questionnaire is to assess the relationship between parenting style and adolescents' disciplinary behavior in Abafransa secondary and preparatory schools

Filled by students

Part one: background information

Please put mark (x) for the given question.

1. Sex: A male B. female
2. Educational status: - A. grade 9 B. grade 11
3. Age-----
4. Religion.....A. Orthodox B. Muslim C Protestant D Catholic
5. Marital status..... A. Single B. married....
6. Family education status.

Part Two: the following questions the parent's adolescents parenting style in to the program. So after the question put mark of (x) on the answer.

1= strongly disagree 2. disagree 3 strongly agree 4 agree

No	Questions	Response categories			
		1	2	3	4
1.	My parent's do not give permission when raise question without implementing they said.				
2.	My parent's support me to do reasonable activities				
3.	My parent's creating unlimited freedom				
4.	My parents are carelessness when I should un wanted activities.				
5.	My parent's supports me on my late dissections				
6.	My parent's do not raze question what, even I do mistier				

7.	My parent's my mistier like don't see even they aware				
8.	My parent's pass their times by making discussion with me				
9.	My parent's give high degree of attention and care				
10.	My parent's give a permission to do any activities				
11.	My parents motivate me to do works freely				
12.	My parent's without reason use intimidation as a punishment.				
13.	My parent's believe that in exist discussion is important to solute family problem				
14.	My parents don't worry about my want emotion and basic needs.				
15.	My parent's careless, to implement when they set rues				
16.	My parent's said, for done all things to describe or shows like reasonably or causalities.				
17.	My parent's not support me, when I made a good result.				
18.	My parent's told me to pass always rule and regulations.				
19.	My parent's wanted to full fill their needs rather than my opinions.				
20.	My parent's give me respect and love in addition they communicate me politely.				

Part three: the following questions in adolescent disciplinary behavior measurement tool

1) Punitive disciplinary behavior m enables the adolescents to develop good self teem.

A. YES B. NO

2. Having energetic and friendly behavior promotes adolescent to be matured, socially active and competent.

A. YESB B. NO

3) Adolescent practice in the style of family parenting is beneficial for adolescent health development.

A. YES B. NO

4) If your answer for question number 2 is NO, please explain why?.....

.....

5) If your answer for question number 3 is YES, to what extent?.....

.....

.....

6) Adolescents are expected to follow the strict rules established by their parents.

A. YES B. NO

7) To make adolescents to have good self control, responsibility, and high school performance, what parents should have to do? It is possible to select more than one choice.

A. Communicating with adolescents

B. Fulfil the adolescents basic d

C. Being responsiveness

D. Balance their own right with those ad ents

8) It is good to punish the scents who fail to obey any law established by parents.

A. YES

B. NO

If NO, why?
.....

9) Do you that your behavior and r parenting style balance each other?

A. YES

B. NO

A) Obeying every law established by parent

B) Participating in establishment process of laws in parent

C) Following my own psychological behabour

D) other

10) Do you think an adolescents can change the adolescent behavior and parenting style?

A. YES

B. NO

11) If your answer for question number 10 is NO, explain why?.....
.....,

Declaration by the researcher

I have know the university code of conduct for research and the information contain here in is , to the best of my knowledge and belief.

I am satisfied that I have attempted to investigate all risk related to the research and acknowledge my myobligation as researcher the right of participants. The research study that I prepared have the appropriate qualification and facilitate to conduct the research set out in the attached document and as the researcher take full responsibility for the ethical conduct of the research in accordance with ethical guidelines.

Name: Woynshet

Signature

Date