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**ST.MARY'S UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**

**The Effect of parenting on the psychosocial development of children:**

**The case of South West Academy**

**BY**

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**SEPTEMBER, 2022**  
**Addis Ababa**

**The Effect of parenting on the psychosocial development of children:  
The case of South West Academy**

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**ADVISOR: Dr. Habtamu Mekonen**

ATHESIS SUBMITTED TO ST.MARY'S UNIVERSIY COLLEGE,  
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REQUIREMENT FOR THE DEGREE OF MASTER OF SOCIAL WORK

SEPTEMBER, 2022

**ST.MARY'S UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**FACULTY OF SOCIAL WORK**

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## **DECLARATION**

I, Miriam Seble Yosef, declare that this thesis is my original work, prepared under the guidance of Dr. Habtamu D. All source of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

Miriam Seble Yosef

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St. Mary's university college, Addis Ababa

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SEPTEMBER, 2022

## ENDORSEMENT

This thesis has been submitted to St. Mary's university college, school of graduate studies for examination with my approval as a university advisor.

**Dr. Habtamu Mekonen**

Advisor

\_\_\_\_\_  
Signature and Date

ST.MARY' S UNIVERSITY, ADDIS ABABA

SEPTEMBER, 2022

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## **List of Acronyms and Abbreviation**

|            |   |
|------------|---|
| ANOVA..... | Analysis of variance                        |
| SPSS.....  | Statistical package for the social sciences |
| VIF.....   | variable inflation factor                   |
| PP.....    | Permissive                                  |
| AU.....    | Authoritative                               |
| NE.....    | Uninvolved                                  |
| ATO.....   | Authoritarian                               |
| PSD.....   | Psychosocial development                    |

## Abstract

*The purpose of this study is to provide a valuable insight in to the effect of parenting on the psychosocial development of children the case of South West academy. This paper looks into various kinds of parenting styles followed by families. Explanatory research deigns was used. Probability-sampling technique specifically simple random sampling techniques were used for this research to identify participants of study. A quantitative research approach is chosen in this research In order to collect primary data self-administered questionnaire (31 questions) were developed and distributed to 256 high school students were participated. To analyze the collected data multiple regression and correlation are used*

*The findings of this study showed that a significant relationship between parenting styles and psychosocial development. The correlation between parenting styles and psychosocial development was computed through Pearson's correlation coefficient ( $r$ ). The study found relationship between authoritative parenting style and children's performance was significant where  $r = 0.57$  consequently Permissive parenting have moderate relationship  $r = 0.59$ , Uninvolved parenting style have high relationship  $r = 0.68$  finally Authoritarian and Psychosocial development have high relationship  $r = 0.78$  The findings of the study indicate that there was a strong positive Correlation between parenting style and psychosocial development. The regression analysis clearly shows that 61.2% of variance in psychosocial development of children is explained by parenting dimensions. The study revealed neglectful parenting style has negative effect on psychosocial development of a child.*

*Hence, it is reasonable to conclude, on this evidence, that psychosocial can be reinforced and improved by parenting styles aimed at building child who can socialize with others, who cares about other option, can explain their own opinion. The research limitation is the data analyzed were collected from one school in Addis Ababa; more studies are required before general conclusions can be drawn.*

*Key words: permissive, authoritative, uninvolved and authoritarian, parenting style, South West academy*

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Good parenting is parenting that prepares children to meet the demands of the specific culture or subculture in which they live. We can nonetheless draw some conclusions about the ingredients of good parenting that will apply in most settings. We can go far in understanding which parenting styles are effective to prepare the children to meet the society. (Darling and Steinberg, 1993) defined parenting style as overall climate of parent child interactions. It is an affective context of sorts that sets the tone for the parent's interactions with the child. Parenting style is a determinant factor in child development. It affects psychological and social functioning of the children.

Parenting style is largely affected by the influence of one's own parents. Temperament, educational achievement, culture, socioeconomic status and the influence of their spouse affects parenting style as well. Temperament of the parent and the child affects style of parenting, and the mother and father may differ in style as well (Belsky, 2005).

Developmental psychologists have long been interested in how parents affect child development. However, finding actual cause-and-effect links between specific actions of parents and later behavior of children is very difficult. Some children raised in dramatically different environments can later grow up to have remarkably similar personalities.

Conversely, children who share a home and are raised in the same environment can grow up to have very different personalities. Despite these challenges, researchers have posited that there are links between parenting styles and the effects these styles have on children. And some suggest these effects carry over into adult behavior.

International and cross-cultural studies also have shown a significant relationship between parental involvement and student achievement (e.g., Levpuscek & Zupancic, 2009).

In the culture of India, parental expectations, to a great extent, govern the educational expectations of their children. Obedience to parents and educational achievement are valued (Khambhaita, 2014).

Another study conducted in two Indian universities used questionnaires and interviews with 40 students and their parents to examine their perceptions of parental involvement at the higher education level, finding that most students (65%) were open to their parents' advice, particularly when making important decisions (Deka, 2016).

Research on Australian students showed that home discipline has a significant effect on academic achievement in the case of ethnically Asian students (Dandy and Nettlebeck, 2002).

## **1.2 Statement of the Problem**

Parenting is a complex activity that includes many specific behaviors that work individually and together to influence the child. Although specific parenting behaviors, such as spanking or reading aloud, may influence child development, looking at any specific behavior in isolation may be misleading. Many writers have noted that specific parenting practices are less important in predicting child well-being than is the broad pattern of parenting (Baumrind, 1991).

Steinberg, (2014) points out that childhood is a critical period of development that is conventionally understood as the beginning of puberty and the entrenchment of social independence. The widely used chronologic definition of childhood encompasses the ages of 10 to 18. It is a distinct stage of development characterized by progression from social dependency and immaturity of into adult life. The developmental changes that take place during the period of childhood demand reciprocal reorganization of the person and the context that influences emotion, behavior, cognition and relationships (Ahmad &Khan, 2012).

According to Steinberg, (2014), this individual, interdependent and contextual development presents challenges that make up the foundation of resilience, risk and opportunity.

Parents play an essential role in their children's learning and development. Their influence impacts young children and continues through adolescence, affecting college students' development and adjustment in a new environment (Love & Thomas, 2014).

Modern society is giving more importance to parenting styles. It represents the different approaches parents use to raise their children.

Moreover, although children behavior is deeply affected by the family environment and parents are the main source of influence and credible sources to their children, with regard to psychosocial development, little is known in Ethiopia about the effect of parenting styles on psychosocial developmental behavior of a child.

Hence, the motivation behind this study is most of the existing studies that examine the relationship between parenting styles and children's cognitive development are comprised of families with adolescents (e.g. Aunola, Stattin and Nurmi, 2000; Dornbusch, Ritter, Leiderman and Roberts, 1987; Leung and Kwan, 1998; Leung, Lau, and Lam, 1998) or college students (Hickman, Bartholomae and McKenry, 2000; Kawamura, Frost, and Harmatz, 2002). There is a need to study younger children so that parents better understand their children's development in light of their own parenting practices and fully realize the implications of these practices on their children's current and future psychosocial development.

Therefore, this study will sought to investigate determinates of parenting style mainly focusing on (Authoritative, Authoritarian, Permissive & uninvolved/ neglected parenting style) and the effect of parenting and psychosocial development of children in the case of South West academy.



### **1.3 Research Hypothesis**

The main purpose of this study is to explore the determinants that affect parenting on psychosocial development in case of South West academy in Addis Ababa. To do so four independent or explanatory variables have been identified from theoretical and empirical framework that are expected to significantly determine parenting.

Hence the following hypotheses are going to be tested by student researcher.

H1: permissive parenting has a positive significant effect on psychosocial development of a child.

H0: permissive parenting has insignificant negative effect on psychosocial development.

H1: authoritative parenting has a positive significant effect on psychosocial development of a child.

H0: authoritative parenting has insignificant negative effect on psychosocial development.

H1: neglectful parenting has a positive significant effect on psychosocial development of a child.

H0: neglectful parenting has insignificant negative effect on psychosocial development.

H1: authoritarian parenting has a positive significant effect on psychosocial development of a child.

H0: authoritarian parenting has insignificant and negative effect on psychosocial development.

## **1.4 Objectives of the Study**

### **1.4.1 General Objective**

The main purpose of this study is to explore the Effect of parenting on the psychosocial development of children: The case of South West Academy

### **1.4.2 Specific Objectives**

The ultimate goal of this study is to achieve the following specific objectives:

- To assess the effect of permissive parenting on psychosocial development of children.
- To explore the effect of authoritative parenting on psychosocial development of children.
- To investigate the effect of neglectful parenting on psychosocial development of children.
- To evaluate the effect of authoritarian parenting on psychosocial development of children.

## **1.5 Significance of the Study**

The results of this study intended to indicate management of the schools the influence of parenting styles is among the significant factors that might help understand students. This study will thus assist psychologists, administrators, counselors and teachers to better understand the role of parenting style. This will enable them to appreciate the attitudes and behaviors of the students they counsel or teach. The results of this study are also intended to help school administrators to develop personalized programs that offer guidance and counseling to troubled students based on the parental style influences for more precise and effective intervention.

This study will be Vital for parents benefit them to make sure how their child experiences emotions, and to teach the child how to deal with them. The sooner children learn this; the more beneficial it is because their minds are still developing. This is important in ensuring the success and happiness of a gifted child.

It will help scholars, academicians and researchers would find this study as a crucial contribution to the existing literature on parenting style and how it have impact on psychosocial development of children. Practically, it hopes that this study would provide a foundation upon which continuing research into factors affecting psychosocial development. In addition, the researcher will get more experience in doing research in a specific area.

### **1.6 scope of the study**

The scope of the study focuses on two dimensions. These are Conceptual, Geographical scope. Geographically, the scope of this study was South West academy high school students in Addis Ababa. It is not feasible or unmanageable to include all schools in Addis Ababa on this study because of resource limitations and experience of the researcher. Addis Ababa was selected from other regions because of its close proximity to the researcher.

From conceptual scope in terms of the constructs showing in the conceptual framework, only major potential determinants of psychosocial development of child is parenting style were underpinned (Permissive, authoritative, uninvolved and authoritarian Parenting) will be focusing area. Other determinants of are beyond this study.

### **1.7 Limitations of the Study**

There may be limitations in conducting this study. Because based on the nature of the study the following points were expected limitations; as the data was collected based on self-report of the respondents, there may be intolerance from some respondents since they does not return the questionnaire on the required time . Limitations are those factors and circumstances that may impact on the conduct of the research. These might potentially impact on the study's reliability. Among the factors that were encountered by the researcher

include unwillingness by some school heads to allow the research to be conducted in their schools. Given that the study is self-sponsored, the researcher had limited resources which were also a limitation given that he could not broaden the research to cover many schools.

## **1.8 Organization of the Study**

The study work was divided into five chapters. The introduction part includes Background of the study and Organization, Statement of the Research problem, Research hypothesis, Research Objectives, Significances of the Study, Scope of the Study and Limitation of the study. The second Chapter deals with a review of related literature. The third chapter presents Research Design and methodology through Research Design/type and Sampling design. Results will be analyzed in correlation and regression of variables. Discussion of the result found from the study will be presented in Chapter Fourth. The Fifth chapter contains Summary, conclusion and Recommendation of the Study respectively.

## **1.9 Operational Definition of Key Terms**

**Parenting style:** This is a psychological construct that represents standard strategies used by parents in rearing their children.

**Self Esteem:** This is defined as a person's overall sense of self-worth or personal value. In other words, it is concerned with how much an individual appreciates and likes oneself.

**Discipline:** This is the extent to which an individual observes rules or code of behavior and adheres to them.

**Interpersonal Relationship:** This is a strong, deep, or close association or acquaintance between two or more people that may range in duration from brief to enduring.

## CHAPTER TWO

### LITERATURE REVIEW

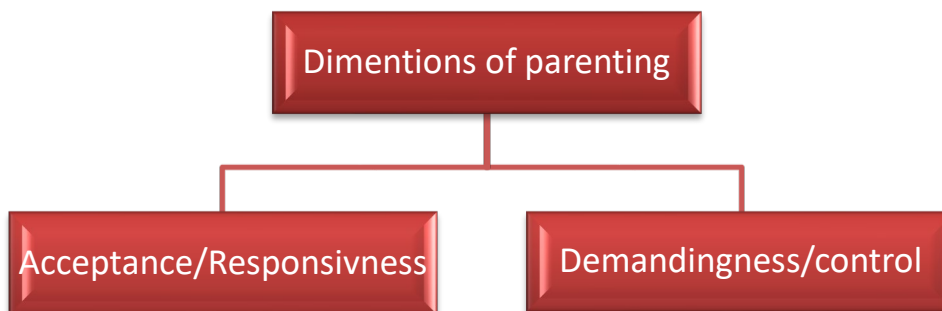
#### 2.1 Theoretical Review

##### 2.1.1 Parenting Practices

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 childhood, they can serve important roles in managing their children's experiences and opportunities (Santrock, 2011).

Parenting practices are defined as specific behaviors that parents use to socialize their children (Darling and Steinberg, 1993). For example, when socializing their children to succeed in school, parents might enact certain practices such as doing homework with their children, providing their children with time to read, and attending their children's school functions. In contrast, Darling and Steinberg (1993) define a parenting style as the emotional climate in which parents raise their children. Parenting styles have been characterized by dimensions of parental responsiveness and demandingness (Baumrind, 1991).

Figure 2.1 parenting practice



Parental acceptance / responsiveness (also referred to as parental warmth or supportiveness) refers to “the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children’s special needs and demands” (Baumrind, 1991). Parental demandingness (also referred to as behavioral control) refers to “the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys” (Baumrind,1991).

### **2.1.2 Parenting Style**

Parents play an essential role in their children’s learning and development. Their influence impacts young children and continues through adolescence, affecting college students’ development and adjustment in a new environment (Baumrind, 1966, 1991; Buri, 1991; Hickman et al., 2000; Love & Thomas, 2014).

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. Parenting includes different specific behaviors that function individually and together to influence child outcomes since it is a complex activity in which parents can socialize their children (Darling, 1999). Parenting style has been defined by Darling and Steinberg (1993)

Darling and Steinberg, (1993) also defined parenting practices as the specific behaviors and attitudes demonstrated by parents in socializing their children, such as doing assignments with their children, providing their children with time to read, assisting their children when they encounter problems, and attending their children’s school activities to enable them to

succeed in schools. Thus, parenting style and parenting practice are different constructs. Parenting style refers to the broad pattern of practices and behaviors employed by parents to discipline their child (Estlein, 2016).

Parenting style is different from parenting behaviors which are characterized by specific actions and socialization goals. The combination of parental warmth and demandingness is central to conceptualization of parenting style (Salkind & Margolis, 2002).

Thus, parenting style refers to the behaviors or characteristics of the parent that can change their capacity to socialize their children by altering the effectiveness of their parenting practices (Darling & Steinberg, 1993).

The effect of parenting style on children's school achievement can be discussed by analyzing the effects of each type of parenting style. Parenting style represents a constellation of parental attitudes, practices and nonverbal expressions that characterize the nature of parent-child-interaction across diverse situations (Darling & Steinberg, 1993).

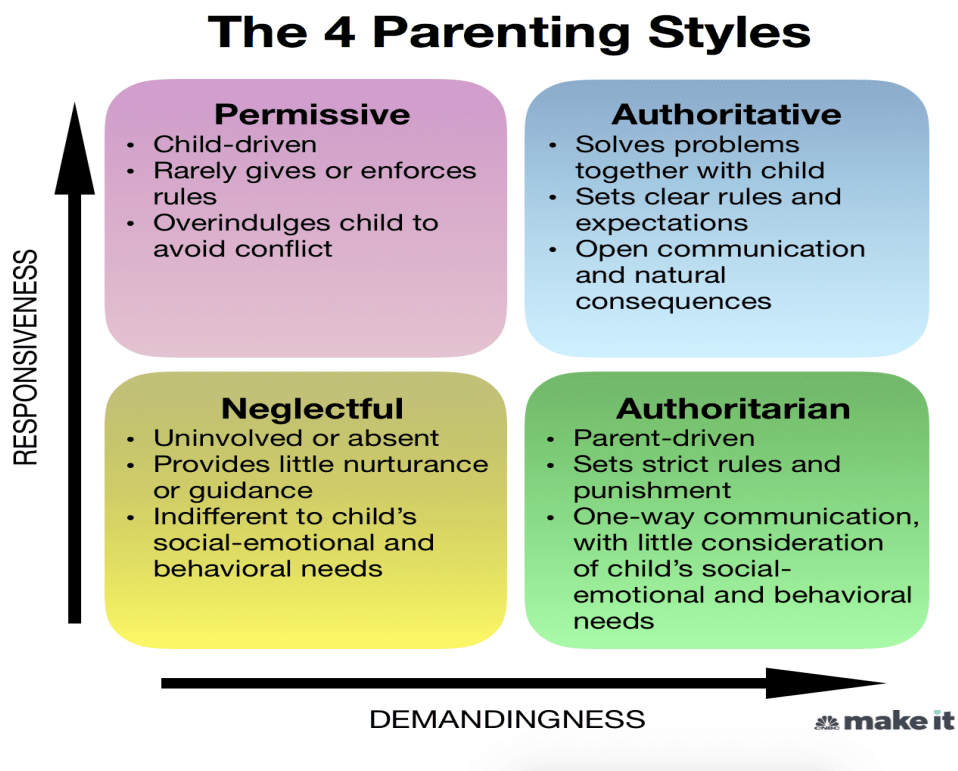


Figure 2.2 parenting style (Darling & Steinberg, 1993).

### **i. Authoritative parenting**

Baumrind first introduced the concept of authoritative parenting style. According to (Baumrind, 1966) the authoritative parents provide guidance to their children on issue oriented and rational manner. Since the level of demandingness is higher in this parenting style, parents usually welcome effective communication as well as effective relationship between them (Piko & Balazs, 2012). Hoskins (2014) points out that authoritative parents display more demandingness and responsiveness by exhibiting more supportive towards harsh behavior.

These parents encourage verbal give-and take, express reasoning behind rules and use power, reason, and shaping to strengthen objectives. This style of parenting is more associated with positive adolescent outcomes. As a result, it is found as most beneficial and effective style of parenting among most of the families. In other words, authoritative parenting style fosters positive well-being of adolescents. For parents to be classified as authoritative they should fulfill the criterion proposed by Baumrind; however, for parents to be categorized as authoritative, they should have low score in terms of passive acceptant.

Authoritative parenting styles tend to result in children who are happy, capable and successful. Authoritative parenting without physical punishment produces the most positive results and the fewest problems for children in today's world. Children who have been raised in authoritative homes score higher on a variety of measures of competence, social development, self-perceptions, and mental health than those raised in authoritarian, permissive, or neglectful homes. This is true not only in childhood, but also during childhood, as evidenced by higher academic achievement and psychosocial development, and fewer behavioral problems (Ballantine, 2001).

(Nijhof and Engels, 2007) have a firm belief that authoritative parenting style plays an influential role in the development of healthy adolescent psychologically and socially. This is particularly because authoritative parenting style helps the children to develop higher level of self-reliance, self-esteem and ability to employ effective coping strategies, while developing positive self-image (Parker & Benson, 2004).



## **ii. Permissive parenting**

Often results in children who rank low in happiness and self-regulation. These children are more likely to experience problems with authority and tend to perform poorly in school. Permissive style of child rearing is nurturing and accepting, but it avoids making demands or imposing controls of any kind. Permissive parents allow children to make many of their own decisions at an age when they are not yet capable of doing so. They can eat meals and go to bed when they feel like it and watch as much television as they want. They do not have to learn good manners or do any household chores. Although some permissive parents truly believe that this style of child rearing is best, many others lack confidence in their ability to influence their child's behavior and are disorganized and ineffective in running their households (Berk, 1998). Children with permissive parents tend to have high self-esteem and good social skills but are more prone to problem behavior. Accepting responsibility is difficult for many of them.

Considering the definition proposed by Baumrind that this parenting style tends to have a higher level of responsiveness, it implies that a responsive parent is more likely to define and determine rules associated with family, while encouraging the adolescents to consider it as a resource (Johnson & Kelley, 2011).

According to (Hoskins, 2014) permissive parents can be characterized as exhibiting low level of demandingness and high level of responsiveness,

### **Characteristics of permissive parenting**

- a. have few rules or standards of behavior
- b. when there are rules, they are often very inconsistent
- c. are usually very nurturing and loving towards their kids
- d. often seem more like a friend rather than parent
- e. may use bribery such as toys, gifts and foods as a means to get child to behave

### **iii. Uninvolved/ neglected parenting**

Neglected parenting style rank lowest across all life domains these children tend to lack self-control, have low self-esteem and are less competent than their peers. Children develop best when they have love and limits. If they are indulged or neglected and given little guidance, they won't learn self-control and may become quite selfish, unruly and lacking in direction. And if they receive too much guidance, as the children of authoritarian parents do, they will have few opportunities to learn self-reliance and may lack confidence in their own decision-making abilities. In today's complex world, men and women are not ascertained about how to rear children as they were in previous generations. Clarifying parenting values and implementing them in warm, supportive and appropriately demanding ways are crucial for the welfare of the next generation and society.

Neglecting parents are those that show very low level of involvement as well as strictness with their child (Kremers, Brug, de Vries, & Engels, 2003). Lack of parent involvement and interaction results increased risk of violence, primarily in male juveniles (Brook et al, 2014).

### **iv. Authoritarian parenting style**

Authoritarian parents are very rigid and strict. They place high demands on the child, but are not responsive to the child. Parents who practice authoritarian style parenting have a rigid set of rules and expectations that are strictly enforced and require rigid obedience. When the rules are not followed, punishment is most often used to promote future obedience. There is usually no explanation of punishment except that the child is in trouble for breaking a rule. "Because I said so" is a typical response to a child's question of authority. This type of authority is used more often in working-class families than the middle class. It has also been found that children raised in an authoritarian-style home are less cheerful, more moody and more vulnerable to stress. In many cases these children also demonstrate passive hostility. An example of Characteristics of authoritarian parenting would be the parents harshly punishing their children and disregarding their children's feelings and emotions.

The authoritarian parents attempt to evaluate, shape and control the attitudes as well as behavior of their children in line with set standards of conduct, known as absolute standard.

In the light of this absolute standard, children are supposed to follow very strict rules defined by their parents. In case the children fail to comply with such rules they are punished. (Cherry, 2015) points out that authoritarian parents usually fail to come up with reasoning behind such rules.

According to (Hoskins, 2014) authoritarian parents exhibit low responsiveness and they are highly demanding. In this style of parenting, parents emphasize on conformity and obedience and thus expect that they are obeyed without explanation in a less warm environment.

Furthermore, authoritarian parents display low level of engagement and trust toward their children. They most often discourage open communication and make strict control of a child's behavior. In other words, it is widely believed that an authoritarian parent is forceful, punitive and believes that a child should adhere to work in accordance to ethics and should be obedient. In the authoritarian parenting style, parents are more concerned with the traditional family structure; therefore, they limit Parenting Style on Children's Behavior the child's autonomy along with the parent-child relationship. Since the foremost concern of this parenting style rests within the traditional family structure, the child is demanded to adhere to parent's orders without any questions; therefore, it can be argued that authoritarian parenting style tends to rely on rules that are considered as concrete.

According to (Nijhof and Engels, 2007), the authoritarian parenting style is related with the lower level of ability and self-confidence to employ coping mechanisms among adolescents and thus restricts a child to explore his/her capabilities and social interactions, eventually resulting in the child's dependence on parental guidance and direction.

### Characteristics of authoritarian parenting

|  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Rigid, Controlling</li></ul>     | <ul style="list-style-type: none"><li>• Demanding</li></ul>                 |
| <ul style="list-style-type: none"><li>• Punitive</li></ul>               | <ul style="list-style-type: none"><li>• Unreasonable expectations</li></ul> |
| <ul style="list-style-type: none"><li>• Adult-like job, chores</li></ul> | <ul style="list-style-type: none"><li>• Parent always right</li></ul>       |
| <ul style="list-style-type: none"><li>• Parent makes decision</li></ul>  | <ul style="list-style-type: none"><li>• Little affection, warmth</li></ul>  |

#### 2.1.3 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 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).

#### **2.1.4 Issues in parenting style**

The incompatibility of the parenting role with the working role is but one source of frustration for fathers and mothers trying to raise their children. At least five reasons of frustration, which is associated to parenting, might be identified (Lamanna and Riedmann, 1988):

- 1) Parenting today requires one to learn attitudes and techniques that are different from those of one's parents.
- 2) Parents today rear their children in a pluralist society, characterized by diverse and conflicting values; Parents are only one of several influences on children. Others are schools, peers, television, movies, music, books and travel.
- 3) Parents feel anxious and guilty about their performance.
- 4) Changing goal from one best technique to another.
- 5) Society does not offer parents much psychological or social support

#### **2.1.5 Social class and parenting styles**

The ideas that parents have about parenting and the ways in which parents perform their parenting functions differ across socioeconomic strata. Parents from different socioeconomic strata rear their children differently, partly in response to the different circumstances in which they live as well as ways of interacting with the world, including their children. Socioeconomic status (SES) remains a topic of great interest to those who study children's development. This interest derives from a belief that high SES families afford their children an array of services, goods, parental actions, and social connections that potentially redound to the benefit of children and a concern that many low SES children lack access to those same resources and experiences, thus putting them at risk for developmental problems (Bradley and Corwyn, 2002).

Parenting styles are shaped in part by socioeconomic factors. Middle class and lower class parents often pursue different goals and emphasize different values in raising their children. Compared to middle and upper class parents, lower and working class parents tend to

- (1) Stress obedience and respect for authority;
- (2) Be more restrictive and authoritarian more frequently using power assertive discipline;
- (3) Reason with their children less frequently, and
- (4) Show less warmth and affection.

## **2.1.6 Determinants of psychosocial development**

### **i. Interpersonal Relationships**

The role of parents in the family has basically been to ready children for their later lives through discipline and rules. However, peer influence also plays an important role as a socialization agent during childhood. Regardless of this new realm of influence, studies have clearly shown that parenting makes up much of the childhood's variance in externalizing behavior than any other factor (Crosswhite and Kerpelman, 2009). Childhood period can be challenging for both the child and the parent and as such, it is critical to maintain high quality parenting. Parenting influence during the period of childhood continues to impact on behavior well into adulthood.

Parental behavioral control encompasses the management of adolescent behavior and activities as a way of regulating adolescent behavior and providing them with guidance for relevant social behavior and conduct (Baumrind, 1996). Studies indicate that the control of behavior can safeguard against problem behaviors. For instance, increased degree of parental behavioral control is linked directly with less adolescent truancy (Barnes, Reifman, Farrell & Dintcheff, 2010).

## **ii. Discipline**

Positive outcomes for adolescents are also associated with consistent discipline. Studies suggest that consistent discipline is related with positive adjustment during adolescence (Leidy et al., 2011). Consistent discipline also safeguards against the influences of various stressful and negative occurrences.

Studies suggest that consistent discipline protected against the impacts of peer group affiliation on alcohol use among girls but not among boys (Marshall & Chassin, 2000). The researchers indicate that adolescents experiencing high degrees of consistent discipline are more resilient to influences of peers since the imposition of the values and norms of the parents discourages young people from adopting the values of their peers who promote drug use (Marshall & Chassin, 2000).

Additionally, inconsistent disciplinary behaviors among parents may unintentionally reinforce conduct problems in an adolescent. The reinforcement of adolescents' aggressive and non-compliant behavior occurs when parents are involved in inconsistent practice of discipline particularly when the parent makes a request and the adolescent's negative response is ignored or the parent backs down (Patterson, Reid & Dishion., 2002).

## **iii. Self Esteem**

Previous studies on parenting styles and self-esteem suggest a strong association between the two. Research conducted by Hosogi, (2012) suggested that the environment that children are brought up contributes enormously to the development of self-esteem. The implication is that from family dynamics, school environment, parenting styles and socioeconomic status influences children greatly. Moreover, a study conducted by Yang and Liang (2008) indicated more precisely that supportive and nurturing parenting styles have the potential of improving the self-esteem of children.

Studies conducted on the impact of particular parenting styles conclude that self-esteem is indeed influenced by parenting style (DeHart, Pelham and Tennen, 2016). Some studies have been specifically investigating the effect of authoritative, permissive, authoritarian and

neglecting style. There are disparities in the findings with regard to the kind of parenting that result in the highest level of self-esteem.

(Martinez and Garcia, 2017) found that that the highest level of self-esteem occurs among children of indulgent parents while the lowest occurred among children of authoritarian parents. Another study conducted by the same researchers in 2018 found an equal or higher level of self-esteem among adolescents with indulgent parents compared to those with authoritative parents. The study also showed that adolescents with neglectful and authoritarian parents recorded the lowest level of self-esteem.

Further, a study conducted by (Garcia and Garcia, 2018) found that both children from indulgent and authoritative parents had the highest levels of self-esteem. Martinez and Garcia (2017) also concluded that children from authoritative and indulgent parents scored highest on self-confidence levels. Based on the results of these studies, it is unclear the kind of parenting style that can be said to be most successful in influencing the self-esteem of a child, therefore warranting more research. Additionally, previous studies have concluded particular qualities of a parent can result in higher levels of self-esteem.

A study conducted by Antonopoulou, Lamborn, Mounts, Steinberg and Dornbusch (2012) suggested that the quality of supportiveness as perceived by the child is a predictor of higher levels of implicit self-esteem. The implication is that it is possible that children with neglecting parents have the potential for low self-esteem compared to other types of parenting.

Moreover, parents who are considered as more nurturing had a positive influence on the self-esteem of their children, while those considered overprotective had a negative influence (DeHart, Pelham and Tennen, 2016). Further, emotional warmth which is mainly characteristic of authoritarian and permissive parenting styles positively correlated with higher degrees of self-esteem.

Brodski and Huts (2012) found that the authoritarian parenting style is positively related to psychological impairment in self-esteem because of the strict and absolute standard of conduct. In addition, students who reported lower self-esteem tried to solve emotional problems such as depression symptoms by alcohol usage (Brodski & Huts, 2012).



Similar to the authoritarian parenting style, the permissive parenting style is also negatively affiliated with personal self-esteem (Siegler et al., 2017). The permissive parenting style gives children too much leniency, unlimited freedom and inflated praise that may cause students to be impulsive, low in self-regulation and low in school achievement. At school, this can result in more misconduct and drug or alcohol use than peers with authoritative parents (Siegler et al., 2017).

## 2.2 Empirical Review

Numerous parenting styles on psychosocial development of children studies have been investigated by various scholars. The studies were collected from various journals and research papers. A total of 10 articles are included in this review.

**Table 1:** Empirical Literature on parenting style affecting psychosocial development of a child

| Authors                            | Title   | Summary of Findings   |
|------------------------------------|---|---|
| (Kaisa, Hakan and Jari-erik ,2000) | the extent to which adolescents' achievement strategies were associated with parenting styles in the family | The findings revealed that authoritative, authoritarian, permissive, and neglectful parenting styles have effect on the achievement of adolescents. |

|                               |   |   |
|-------------------------------|---|---|
| (Rikuya and Toshiki, 2018)    | Role of Parenting Style in Children's Behavioral Problems through the Transition from Preschool to Elementary School According to Gender in Japan                         | he results document the relationship between family processes and the development of disruptive behavior disorders in children. Support for parents employing such child-rearing styles in early childhood may be effective in reducing school maladjustments.  |
| Dr. Shamita and Rabeya,       | Psychosocial Consequences of Parenting  | The result shows being overprotective, they spoil their lives and an individual must be determined enough to take quick decisions and this can come only if his parents inculcate this habit right from his/her childhood years. In fact, things learnt during the formative years of one's life help, shape his/her mind and character.                              |
| (Amare Misganaw et al., 2018) | Adolescents' Perceived Parental Childrearing Practice and Its Effect on Their Psychosocial Functioning in Some Selected Secondary Schools of East Hararghe Zone, Ethiopia | There was positive and statistically significant relationship between parental childrearing practice and adolescents' psychosocial functioning. This means, as children are raised with good care, support, understanding and encouragement, responsiveness, consistent disciplining and controlling they are more likely to develop healthy psychosocial functioning |
| (Samiullah, 2016)             | Influence of Parenting Style on Children's Behavior   | The findings revealed that authoritarian parenting style leads the children to become rebellious and adopt problematic behavior due to more than necessary power exercised on children by parents. In contrast, authoritative parenting style is effective for children, as it encourages moderate parenting style. Parents who spend                                 |

|                                  |  |  |
|----------------------------------|--|--|
|                                  |  | maximum time with their children reduce the probability of developing delinquent behavior among their children.  |
| (Ignatius,2019)                  | relationship between parenting style and psychosocial development of high school students in Starehe sub-county, Nairobi | The results found no relationship between parenting style and psychosocial development. More precisely, there was no relationship between parenting style and self-esteem, discipline and interpersonal relationship. The study concludes that there is no relationship between parenting style and psychosocial development of adolescents, |
| (Silverstein and Auerbach ,2013) | ‘Deconstructing the Essential Father’  | The result revealed absence of the father itself is not what is negative. They argue that other factors come into play including the view that families headed by single women are overrepresented in the lower social and economic groups.  |
| (Tugumisirize, 2007)             | The influence of parenting style on the socio emotional development of youth in Kampala.                                 | The study did not find any significant differences in self-esteem of young people living with authoritative, permissive or authoritarian parents.  |
| (Sara K. et al, 2020)            | The important role of parenting styles on college student adjustment.  | Study results demonstrated that the authoritative parenting style had the strongest influence on college students’ self-esteem, which improved overall college students’ social, emotional, and academic adjustment.   |

|                                 |   |   |
|---------------------------------|---|---|
| (Simmons, D. & Blyth, G. (2014) | Influence of Parenting style on self Esteem | The result shows there is a significant relationship between parenting style and self-esteem. |
|---------------------------------|---|---|

### 2.3 Conceptual Framework

Previous studies clearly indicated that various factors affect psychosocial development of children. Considering this, several models and structures of these factors have been studied. An overview of this study is presented in the conceptual framework which is given in Figure below

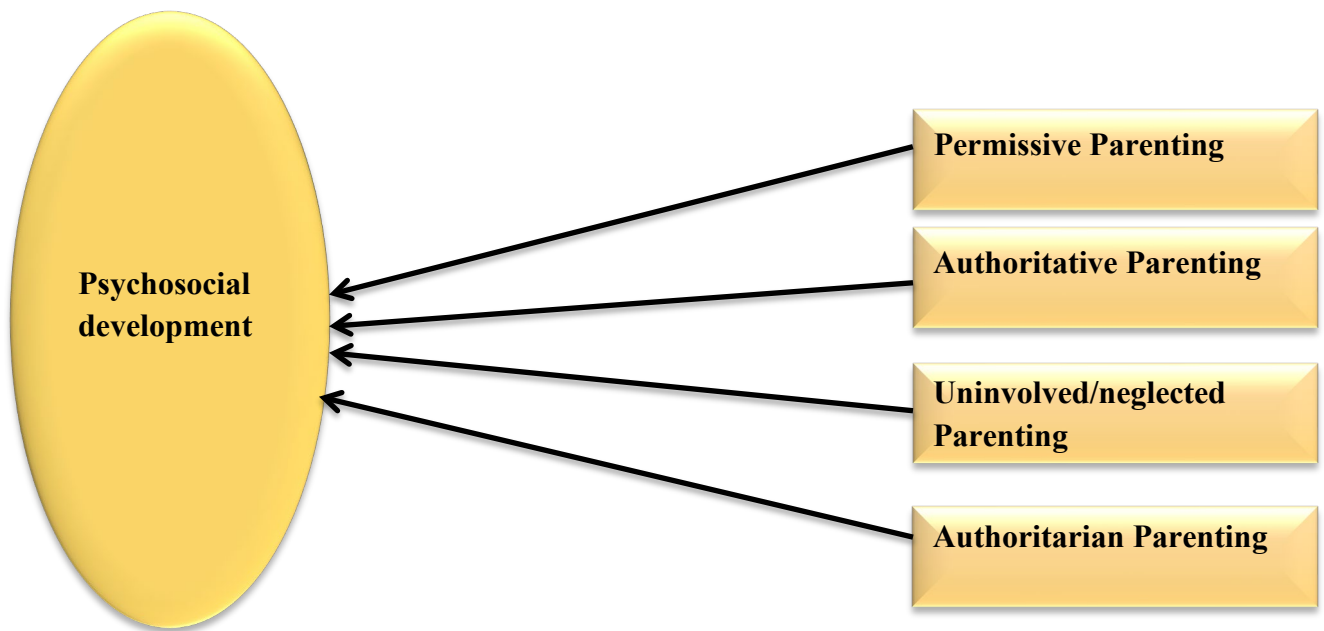


Fig 2.1 Conceptual Frame work

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Research Design**

The study used mixed types of research design which is descriptive and explanatory. Explanatory research attempts to clarify why and how there is a relationship between two aspects of a situation or phenomenon (Ranjit Kumar, 2011). Studies that establish causal relationships between variables may be termed explanatory studies. The emphasis here is on studying a situation or a problem in order to explain (Saunders et al., 2007).

Explanatory research requires data to test a theory or theories. This means that, you need to define the theories you wish to test as relationships between variables prior to designing your questionnaire. You therefore need to have reviewed the literature carefully, discussed your ideas widely, and conceptualised your own research clearly prior to designing your questionnaire (Ghauri and Gronhaug, 2005).

According to Mugenda and Mugenda (2003), descriptive research is used to obtain information concerning the current status of the phenomena to describe what exists, with respect to variables or conditions in a situation. And explanatory design enables the researcher to collect data easily and timely by way of interviews, and administering of questionnaires to the selected sample.

#### **3.2 Research Approach**

This study used mixed research approach. Therefore, to have a better insight and gain a richer understanding, the quantitative method will be supplemented by the qualitative method of inquiry in which quantitative type of data were collected through structured questionnaire from the selected high school students of South West academy.

(Creswell, 1994) Qualitative research is fundamentally interpretive; this means that the researcher makes an interpretation of the data. This includes developing a description of an individual or setting, analyzing data for themes or categories, and finally making an interpretation or drawing conclusions about its meaning. The task of the qualitative approach is to identify a theory that explains the determinants of psychosocial development of a child.

### **3.3 Target Population, Sample Size and Sampling Techniques**

#### **3.3.1 Target Population**

The target population for this study was the students from south west academy specifically secondary school (9-12 grades)

Table3.1 number of student in sample grade (9-12)

| <b>Grade</b> | <b>Number of student</b> |
|--------------|--------------------------|
| 12           | 103                      |
| 11           | 131                      |
| 10           | 127                      |
| 9            | 71                       |
| Total        | 710                      |

Source: - south west academy

### 3.3.2 Sample Determination

To calculate the sample size simplified formula provided by (Yamane,1997) south west academy specifically secondary school (9-12 grades) To get a representative sample size from the total population the study use calculation of sample size formula for a finite number of population. A 95% confidences level was assumed for this formula to determine the sample size, at  $e=0.05$ . The sample size is determined by the following formula.

$$n = \frac{N}{1 + N(e)^2}$$

Where, n = number of sample size

N = Total number of study population

e = Sampling Error

=0.05

$$n = \frac{710}{(1 + 710(0.05)^2)}$$

n=255.8

**Approximately n=256**

By computing the sample size of the population using the above formula, the sample size to be included to the study will be 256 respondents.

### 3.3.3 Sampling technique

Probability-sampling technique specifically stratified random sampling techniques were used for this research to identify participants of study. The rationale for using simple random sampling technique was that it can help the researcher to get more accurate representative sample (Best & Kahn, 2006). Target population of this study was students from four grade levels grade 9, grade 10, grade 11, and grade 12 therefore All students have equal chances of being selected and no other consideration (such as personal preference) can influence this selection. This method is suitable when your total population is small, so writing the names or numbers of each unit on a piece of paper is feasible.

### **3.4 Type of data collection tools/ Instrument of data collection**

Primary data were used in this study. Primary data was collected by using a questionnaire. Questions about the parenting style (Permissive, authoritative, uninvolved and authoritarian Parenting) and psychosocial development will be developed with reference to the theoretical studies reviewed. That can reveal the which kind of parenting style affects the psychosocial development of a child and distributed directly to the participants selected as a study sample (South West academy high school students)

### **3.5 Procedures of Data Collection**

For the primary data collection 256 self-administered Questionnaires was distributed to the selected high School students in South West academy In addition to the English version of questionnaire were distributed. Subsequent, principal and home room teachers of each selected classes was asked to collaborate by disseminating the questionnaire to their senior students.

### **3.6 Method of Data Analysis**

To ensure completeness and logical consistency of responses, data editing, mistakes and data gaps was carried out. Once editing that is done, the data were analyzed using quantitative techniques. The quantitative data collected by using different instruments categorized through coding, tabulation and by drawing statistical inferences and analyze by using statistical tools. The data which are collected by the researcher is analyzed with the help of the Statistical Package for Social Sciences (SPSS) version 20, and then the researcher generated descriptive statistics such as frequencies and percent's and mean and standard deviation. The analysis of the study is also used inferential statistics like Pearson's correlation and multiple linear regressions. The Correlation analysis was employed to conduct analysis of the association between the variables. The regression analysis is used to establish the effect independent variables on dependent variable (Permissive, authoritative, uninvolved and authoritarian Parenting style) on psychosocial development of a child.



### 3.9 VALIDITY and RELIABILITY

#### 3.9.1 Validity

The data collection instrument and questionnaire was checked for validity and internal consistency and establishes reliability. The performance of the questionnaire was evaluated by examining feasibility during questionnaire pre-testing. And to secure the content validity of the instrument, the researcher also referred previous researcher's questionnaires that fit the purpose before distributing to the respondents. Feasibility of the questions is evaluated by examining the presence of missing item responses, study participant acceptability, and the time and ease of administration. (George & Mallery, 2003) note that Validity refers how sound is the research design and method. Therefore if there is no missing item in responses then the responded data has fit the requirement of validity.

#### 3.9.2. Reliability

According to (Leontitsis & Pagge, 2007) Reliability of instruments measures the consistency of the instruments. Most common measure of internal consistency is "Cronbach's alph" which is used to estimate reliability of homogeneous test (test that measures one construct). To determine reliability empirically, value of 0 on reliability coefficient means no reliability and 1 means perfect reliability. It has high value when the items on the test are correlated with one another. The minimum acceptable coefficient in literature is 0.70. Therefore, based on these criterions the reliability of the instrument was be checked by researcher.

Table 3.2 Reliability test

| Variables | N of items | Cronbach's Alpha |
|-----------|------------|------------------|
| PP        | 6          | .808             |
| AU        | 7          | .812             |
| NE        | 4          | .955             |
| ATO       | 4          | .856             |
| PSD       | 6          | .928             |
| Total     | 29         | .950             |

*Source: analysis of survey data 2022, using spss 20*

As indicated in the above table, the Cronbach Alpha is 0.960, which is very high and showing a very strong internal consistency among the measurement items.

### **3.10 Ethical Consideration**

Given the nature of the study, the researcher deeply interacted with the participants. This implied entering into their personal realms of individual family problems, values and weakness in order to collect data. This raised a number of ethical issues which the researcher was aware of. They included informed consent, potential of psychological harm, and honesty in data presentation, privacy, confidentiality and anonymity. In this regard, participants were informed of the nature, purpose, methods of data collection and the degree of the study before commencement. Roles were also explained to those involved. The researcher also sought ethical approval from South West academy.

The researcher also gave assurance that no participant would be harmed or victimized as a result of them taking part in the study. The participants were also assured of confidentiality and anonymity. The participants were informed that the study is strictly for academic purposes and hence, their participation is voluntary.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

Questionnaires were successfully delivered to 256 purposively selected students at the purposely sampled nine to twelve grade of South West Academy within a period of seventeen days. A total of 241 valid responses with 15 missing questionnaires were returned back with 90.7% response rate. The questionnaires were personally handed to the respondents with close follow up and guide in filling the questionnaires.

The data collected are presented by frequency tables and to analyze the results Statistical Package for the Social Science (SPSS) version 20 was used. Linear regression analysis was used to test the hypothesis and appropriate analysis and interpretations were made in accordance with the results of the testing. Hence, the research results that were collected through the survey questionnaires were analyzed using descriptive statistics and linear regression statistics with the help of SPSS software and the results are presented and discussed in the following sections.

#### **4.1 General information**

The general information is organized in the following areas: gender, Student age, Parents' marital status, Parents Occupation. The purpose of the general information was to find out the characteristics of the respondents and to show the distribution of the population in the study.

Table 4.1 General Information

|                         |                              | Frequency  | Percent      |
|-------------------------|------------------------------|------------|--------------|
| Gender                  | Male                         | 125        | 48.1         |
|                         | Female                       | 116        | 51.9         |
|                         | Total                        |            | 100          |
| Parents' marital status | Single                       | 78         | 32.4         |
|                         | Divorced                     | 34         | 14.1         |
|                         | married                      | 120        | 49.8         |
|                         | Living together/ not married | 9          | 3.7          |
| Parents Occupation      | Government employee          | 78         | 32.4         |
|                         | Private worker               | 131        | 54.4         |
|                         | Merchant                     | 20         | 8.3          |
|                         | Other                        | 12         | 5.0          |
| Student age             | 13-15                        | 81         | 33.6         |
|                         | 16-18                        | 141        | 58.5         |
|                         | above 19                     | 19         | 7.9          |
| <b>Total</b>            | <b>Total</b>                 | <b>241</b> | <b>100.0</b> |

*Source: analysis of survey data 2022, using SPSS 20*

The above table shows that distribution of respondent's gender 48.1% of the respondents was male, while 51.9 % of the respondents were female. This implies that majority of the participants in the research were female. The result form the table 4.1 shows that the age spectrum of the respondents was 33.6% were from 13 to 15 ages. 58.5% of the students who participated in this study aged from 16-18 and 7.9 percent of the participant students were above age 19. The Parents' marital status of respondents are shown in table 4.1 As it indicated in the table, 32.4% were single, 14.1% were divorced, while 49.8% were married and 3.7 % of the respondents parents were loving together but not married. The results of respondent's parent's occupation are indicated in table 4.1 the table demonstrates that 54.4% of the respondents parents are working in private sector, 8.3% are merchants, 32.4% are working in government sector and 5.0% indicated that they have no clue of what their parents do for living.

## 4.2 Descriptive analysis

Table 4.2 descriptive analysis

| <b>Descriptive Statistics</b> |        |                |     |
|-------------------------------|--------|----------------|-----|
|                               | Mean   | Std. Deviation | N   |
| Permissive                    | 3.8956 | .62919         | 241 |
| Authoritative                 | 3.6989 | .69026         | 241 |
| Uninvolved                    | 3.6940 | .72992         | 241 |
| Authoritarian                 | 3.8956 | .62919         | 241 |
| Psychosocial                  | 3.9122 | .66319         | 241 |

*Source: analysis of survey data 2022, using SPSS 20*

The above table demonstrates in detail about the mean and the standard deviation of the student's response, the interpretation is depended on the table proposed by (Andrich and David, 1978)

| <b>Rating scale</b> |                          |                      |
|---------------------|--------------------------|----------------------|
| <b>Mean Range</b>   | <b>Interpretation</b>    | <b>Response Made</b> |
| <b>1.0 - 1.7</b>    | <b>strongly disagree</b> | <b>Very low</b>      |
| <b>1.8 - 2.5</b>    | <b>Disagree</b>          | <b>Low</b>           |
| <b>2.6 - 3.3</b>    | <b>Not Sure</b>          | <b>Neutral</b>       |
| <b>3.4 - 4.1</b>    | <b>Agree</b>             | <b>High</b>          |
| <b>4.2 - 5.0</b>    | <b>Strongly Agree</b>    | <b>Very High</b>     |

The result of the descriptive table 4.2 shows that the mean of permissive parenting is 3.895 the perception of students believes parents spoil them and bribe them when the parents want their kid to be obedient. The perception of customer towards Authoritative parenting perception is high having a mean score of 3.6989 this implies the students think their parent encourages them to talk their feelings, options and problems and there parent provide reason for the expectation they have, Uninvolved or neglectful parenting style mean of customer responses 3.6940 meaning the respondent agree on the method and practice of neglectful parenting practice their parents spend little time with them and do less positive feedback or admiration and less affection they are unresponsive to their child feeling. Authoritarian similarly the response is high having a mean score of 3.8956 meaning their parent yell when misbehaved and use threats as a punishment with little justification. The customer think the organizational culture specially the bank customize its service for its customers.

### 4.3 Correlation Analysis

Different authors suggest different interpretations; however, (Cohen, 1988) suggests the following guidelines for interpreting correlation coefficients:-

Small =.10 to .29

Medium=.30 to .49

Large =.50 to 1.0

These guidelines apply whether or not there is a negative sign out the front of your r value.

Table 4.3 correlation result between the dependent and independent variable

| <b>Correlation</b> |                     |                          |
|--------------------|---------------------|--------------------------|
|                    |                     | Psychosocial development |
| Permissive         | Pearson Correlation | .596**                   |
|                    | Sig. (2-tailed)     | .000                     |
|                    | N                   | 241                      |
| Authoritative      | Pearson Correlation | .572**                   |
|                    | Sig. (2-tailed)     | .000                     |
|                    | N                   | 241                      |
| Uninvolved         | Pearson Correlation | .682**                   |
|                    | Sig. (2-tailed)     | .000                     |
|                    | N                   | 241                      |

|               |                     |        |
|---------------|---------------------|--------|
| Authoritarian | Pearson Correlation | .784** |
|               | Sig. (2-tailed)     | .000   |
|               | N                   | 241    |
| Psychosocial  | Pearson Correlation | 1      |
|               | Sig. (2-tailed)     |        |
|               | N                   | 241    |

*Source: analysis of survey data 2022, using SPSS 20.*

The above table 4.3 shows, the relationship between the independent variables which is parenting style (Permissive, Authoritative, Uninvolved and Authoritarian) and the dependent variable Psychosocial development was investigated using Pearson correlation coefficient. The results of correlation analysis in the table 4.3, shows that all the independent variables were positively and significantly correlated with the dependent variable. The correlation coefficient between permissive parenting style and psychosocial development of a child is 0.596 with  $p < .05$ . This means if the parents allow everything to their child in order to avoid argument the children desires to control their parents through coercion and thus indulges their low self-control and aggressive behaviour; this will affect psychosocial aspect of a child. Consequently, it is assumed that the permissive parenting style will be positively associated with children's externalizing behavioural problems Therefore; permissive parenting style has power to determine the psychosocial development of a child.

Based on the correlation result as it is shown in the table 4.3 Authoritative parenting styles have large/ high relationship with psychosocial development of a child having 0.572. This means that if the parent are, psychosocial development of a child will be improved by such as better academic achievement, a higher self-esteem, less bullying (as predator or victim) and a lower substance use (i.e. tobacco, alcohol, drugs). Therefore, authoritative parenting style has power to determine the psychosocial development of a child.

Based on the table 4.3 of correlation results, uninvolved or neglected parenting style has a positive correlation with psychosocial development of a child with 0.682 in other words if the bank improve its organizational parents tend to keep their children at a distance,



responding to child demands only to make them cease. As a result; There is often a large gap between parents and children with this parenting style. Children with little or no communication with their own parents tended to be the victims of another child's deviant behavior and may be involved in some deviance themselves. Children of uninvolved parents suffer in social competence, academic performance, psychosocial development and problem behavior.

Authoritarian parenting style is another category of parenting that is taken into account to explain psychosocial development of a child. Based on the correlation result from table 4.3 shown by Pearson Correlation test, authoritarian parenting is positively and largely correlated with psychosocial development of a child. The correlation is 0.784. This shows that children affected by Authoritarian parenting, also termed dictatorial or harsh, low on warmth/nurturance, strict on discipline, high in parent-to-child communication but low in child-to-parent communication, and high on expectation and Parents instructs and order, do not consider the children's opinion as a group, and discourage verbal give-and-take This will influence the behavior of a child behavior when they are around other kids. These teenagers are less self-reliant, persistent, and socially poised, and have lower self-esteem.

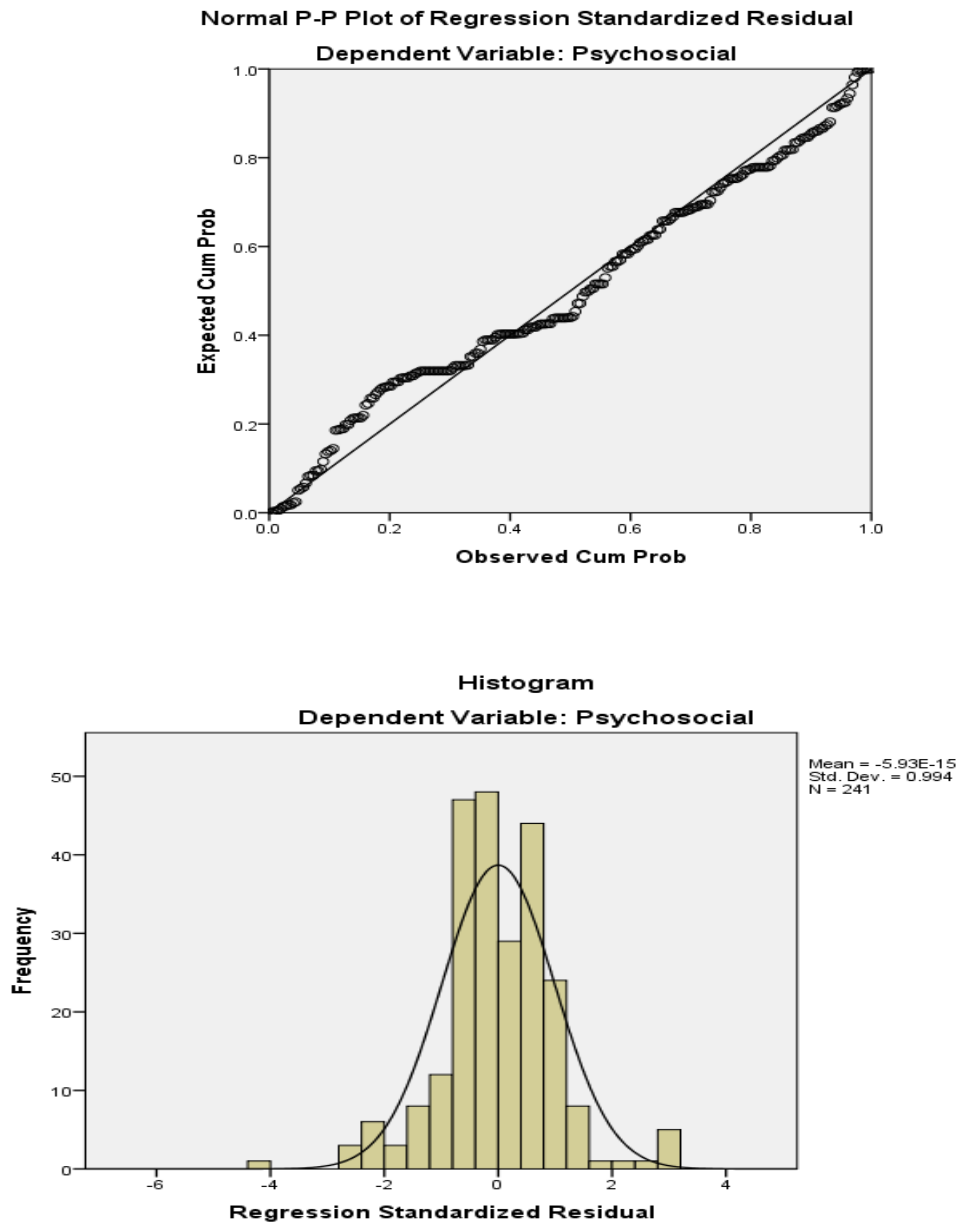
#### **4.4 Regression Analysis**

The multiple regression analysis was conducted. Multiple regressions is an extension of simple linear regression. It is used when we want to predict the value of dependent variable based on the value of two or more independent variables. It is conducted to investigate the influence of independent variable on the dependent variable and identify the relative significant influence of the independent variable (Permissive, Authoritative, Uninvolved, and Authoritarian) to the dependent variable psychosocial development.

Before interpreting the regression data result we have to check whether assumption of multicollinearity and normality assumptions are violated or not.

## Normality assumption

Figure 4.1 Histogram and normal P-Plot



Source: analysis of survey data 2022, using SPSS 20

Normality can be checked by histogram and p-plot. In the Normal P-P Plot, you are hoping that your points will lie in a reasonably straight diagonal line from bottom left to top right. This would suggest no major deviations from normality. As we can see from the histogram and p-plot graph in the above diagram we can say the variables are normally distributed.

### **Multicollinearity assumption**

Table 4.4 correlation between independent variables

| <b>Correlations</b>  |                     | PP     | AU     | NE     | ATO |
|--|---------------------|--------|--------|--------|-----|
| PP   | Pearson Correlation | 1      |        |        |     |
|  | Sig. (2-tailed)     | .000   |        |        |     |
| AU   | Pearson Correlation | .466** | 1      |        |     |
|  | Sig. (2-tailed)     | .000   |        |        |     |
| NE   | Pearson Correlation | .551** | .549** | 1      |     |
|  | Sig. (2-tailed)     | .000   | .000   |        |     |
| ATO  | Pearson Correlation | .611** | .522** | .355** | 1   |
|  | Sig. (2-tailed)     |        | .000   | .000   |     |
| **. Correlation is significant at the 0.01 level (2-tailed). |                     |        |        |        |     |

Source: analysis of survey data 2022, using SPSS 20

Multicollinearity is a situation where independent variables in multiple regression linearly correlated. Here we are measuring degree not kind because correlation among independent variable may appear but the degree must not be strong or above 0.80 Result from the table 4.4 shows that there so no high correlation between the independent variables (Permissive, Authoritative, Uninvolved and Authoritarian) since the correlation result is between 0.355 to the minimum and to the maximum 0.611.

The other way to check Multicollinearity assumption is using VIF and tolerance. Tolerance is an indicator of how much of the variability of the specified independent is not explained by the other independent variables in the model and is calculated using the formula  $1 - R^2$  for each variable. If this value is very small (less than .10) it indicates that the multiple correlation with other variables is high, suggesting the possibility of Multicollinearity. The other value given is the VIF (Variance inflation factor), which is just the inverse of the Tolerance value ( $1$  divided by Tolerance). VIF values above 10 would be a concern here, indicating Multicollinearity. The result from table 4.7 shows the VIF is below ten and the tolerance result didn't exceed 0.10. Hence, we have not violated the multi collinearity assumption.

Table 4.5 model summary

| <b>Model Summary</b> |                   |          |                   |                            |
|----------------------|-------------------|----------|-------------------|----------------------------|
| Model                | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1                    | .782 <sup>a</sup> | .612     | .606              | .44107                     |

*a. Predictors: (Constant), Permissive, Authoritative, Uninvolved, Authoritarian*

*Source: analysis of survey data 2022, using SPSS 20*

The result summary table 4.5 shows that value of  $R=0.782$  and R Square 0.612 which means that the 61.2% of the variance Square in the dependent variable (Psychosocial development) has been significantly explained by the independent variables (Permissive, Authoritative, Uninvolved, Authoritarian) consequently, we can say that the remaining 38.8% represent

other variable which is not explained but may have effect on Psychosocial development of a child.

Table 4.6 ANOVA

| ANOVA   |            |                |     |             |         |       |
|---|------------|----------------|-----|-------------|---------|-------|
| Model   |            | Sum of Squares | df  | Mean Square | F       | Sig.  |
| 1   | Regression | 102.551        | 5   | 20.510      | 105.428 | .000b |
|   | Residual   | 64.978         | 334 | .195        |         |       |
|   | Total      | 167.529        | 339 |             |         |       |
| a. Dependent Variable: Psychosocial development                                 |            |                |     |             |         |       |
| b. Predictors: (Constant), Permissive, Authoritative, Uninvolved, Authoritarian |            |                |     |             |         |       |

Source: analysis of survey data 2022, using SPSS 20

ANOVA result of the model shows, the F-test is in this table tests whether the overall regression model is good fit for the data or not.

As we see from the above ANOVA table 4.6 the P value is 0.00 which is less than the level of significance or 0.05. Thus, the combination of the variables significantly predicts the dependent variable ( $F=77.378$ ;  $p < 0.05$ ). Therefore, the overall regression model is significant.

Table 4.7 Coefficients

| Coefficients   |                              |            |                           |       |      |                        |       |
|--|------------------------------|------------|---------------------------|-------|------|------------------------|-------|
| Model  | Un standardized Coefficients |            | Standardized Coefficients | T     | Sig. | Colinearity Statistics |       |
|  | B                            | Std. Error | Beta                      |       |      | Tolerance              | VIF   |
| (Constant)   | .273                         | .162       |                           | 1.681 | .094 |                        |       |
| Permissive   | .148                         | .044       | .150                      | 3.343 | .001 | .562                   | 1.780 |
| Authoritative  | .158                         | .050       | .147                      | 3.171 | .002 | .522                   | 1.916 |
| Uninvolved   | -.131                        | .050       | .141                      | 2.625 | .009 | .392                   | 2.549 |
| Authoritarian  | .184                         | .051       | .202                      | 3.629 | .000 | .364                   | 2.750 |
| a. Dependent Variable: Psychosocial development                                |                              |            |                           |       |      |                        |       |
| B. Independent variable : Permissive, Authoritative, Uninvolved, Authoritarian |                              |            |                           |       |      |                        |       |

Source: analysis of survey data 2022, using SPSS 20\

The above table shows that the standardized Beta Coefficients that present the contributions of each variable to the model. The results of regression analysis of each predictor show the individual effect of relationship marketing dimensions on customer loyalty. According to the data, permissive parenting ( $\beta = 0.148$ ,  $p < 0.05$ ), authoritative parenting ( $\beta = 0.158$ ,  $p < 0.05$ ), uninvolved parenting ( $\beta = - .131$ ,  $p < 0.05$ ), and Authoritarian parenting style ( $\beta = 0.184$ ,  $p < 0.01$ ).

## 4.5 Hypothesis Test

The above coefficients table 4.7 illustrates that the influence of parenting style on psychosocial development of the South West academy Addis Ababa. At this point using this multiple regression coefficient results, the proposed hypotheses for this study were tested as follows:-

**H1- Permissive parenting has a positive and significant effect on psychosocial development of a child.**

As show in coefficients table 4.7 indicate that Permissive parenting style has a positive influence on psychosocial development having a beta value of ( $\beta=0.148$ ) this shows that there is a positive and significant effect on psychosocial development of a child with 95% confidence interval. The proposed hypothesis agreed with other literatures (Hoeve et al., 2009) found that permissive parents show high responsiveness and support for their children, while at the same time having low or little control of the children. Emphasized that permissive parents are more liberal and give full autonomy to children and support what children like to do (Gfroerer et al., 2004). Parents are nurturing and accepting and are responsive to the child's needs and wishes. Permissive parents encourage children to do whatever they want to do (Timpano et al., 2010).

**H2- Authoritative parenting has a positive and significant effect on psychosocial development of a child.**

Based on regression analysis result in the above table 4.7 illustrates that Authoritative has significant influence on psychosocial development the value of beta is 0.158 this shows that there is a positive and significance influence of Authoritative parenting on children's psychosocial development with 95% confidence interval. Thus, the above proposed hypothesis is accepted. Authoritarian parents can influence the behaviors of their children in society, who tend to be unsuccessful because prohibition and power assertion are likely to be related to anxiety, fear, and frustration in children; moreover, such parents are likely to be subjected to their children's misbehaviors and other psychosocial behaviors. Indeed, children of parents with high-

control parenting styles such as power-assertive, prohibitive, and punitive strategies have been shown to be less content, less secure, and more likely to become hostile or regressive and have greater difficulties dealing with somatic distress or psychological issues when under high stress than other children.

**H3- Neglectful parenting has a positive and significant effect on psychosocial development of a child.**

The result of multiple regression analysis in the above table 4.7 clearly indicates that Neglectful parenting or uninvolved parenting has negative and insignificant influence on psychosocial development the value of beta is ( $\beta = -.131$ ) with 95% confidence interval this shows there is a no significance on being neglectful parenting on psychosocial development of a child. This implies that if parent diminish neglect there child one percent the results on decrease 13.1 percent in psychosocial development of a child. Children with little or no communication with their own parents tended to be the victims of another child's deviant behavior and may be involved in some deviance themselves. Children of uninvolved parents suffer in social competence, academic performance, psychosocial development and problem behavior. Moreover children of neglectful parents tend to rank low in terms of cognitive and emotional empathy development which is considered to be of significant importance with regard to positive social development (Schaffer, Clark, & Jeglic, 2009). Therefore, the above proposed hypothesis is rejected.

**H4- Authoritarian parenting has a positive and significant effect on psychosocial development of a child.**

The result from the coefficients table 4.7 indicate that Authoritarian parenting has a positive influence psychosocial development of a child having a beta value of ( $\beta = 0.184$ ) with 5% significant level this shows that there is a positive and significant effect on psychosocial development. They place high demands on the child, but are not responsive to the child. Parents who practice authoritarian style parenting have a rigid set of rules and expectations that are strictly enforced and require rigid obedience. When the rules are not followed, punishment is most often used to promote future obedience. There is usually no explanation



of punishment except that the child is in trouble for breaking a rule it has also been found that children raised in an authoritarian-style home are less cheerful, more moody and more vulnerable to stress. In many cases these children also demonstrate passive hostility. Thus, the above proposed hypothesis is accepted.

## Hypothesis summary

*Table 5.1 hypothesis summary*

| Number | Hypothesis  | Accepted/not accepted |
|--------|---|-----------------------|
| H1     | Permissive parenting has a positive and significant effect on psychosocial development of a child.    | Accepted              |
| H2     | Authoritative parenting has a positive and significant effect on psychosocial development of a child. | Accepted              |
| H3     | Neglectful parenting has a positive and significant effect on psychosocial development of a child.    | Not Accepted          |
| H4     | Authoritarian parenting has a positive and significant effect on psychosocial development of a child. | Accepted              |

*Source: summary made from result of SPSS, 2022*

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary of Finding**

The main purpose of the study was to examine the effect parenting on the psychosocial development of children: particularly in South West Academy. The quality of parenting children receive during the early years affects their cognitive potential, social skill and behavioral functioning that determine their overall success in life. The present paper focuses on four major parenting styles, namely, authoritative, authoritarian, permissive and uninvolved and their impact on children's development and well- being.

As the findings of this study indicated in table 4.2 the descriptive statistics of the respondents shows that agreed with the four dimensions of relationship parenting style. Moreover, the respondents agreed with the four dimensions of parenting style by giving the higher rate scale to permissive followed by, Authoritarian, Authoritative and uninvolved are with average mean of 3.895, 3.894, 3.698, and 3.694 respectively.

With regard to the Pearson correlation analysis, it can be clearly seen as that the four parenting style relationship dimensions namely Permissive, Authoritative, Uninvolved, Authoritarian are positively related to Psychosocial development of children in South West academy Addis Ababa. The relationship looks like the following:-

- Permissive and Psychosocial development have moderate relationship  $r = 0.59$  and  $P < 5$

- Authoritative and Psychosocial development have high relationship  $r= 0.57$  and  $P<5$
- Uninvolved and Psychosocial development have high relationship  $r= 0.68$  and  $P<5$
- Authoritarian and Psychosocial development have high relationship  $r= 0.78$  and  $P<5$

Multiple linear regression analysis was applied to evaluate the extent to which parenting style i.e. Permissive, Authoritative, Uninvolved and Authoritarian have effect on psychosocial development and came up with the following equation:

$$PSD = 0.148 PP + 0.158 AU - 0.131 NE + 0.184 ATO$$

$$R^2 = 61.2$$

The regression analysis clearly shows that 61.2% of variance in psychosocial development of children is explained by parenting dimensions (Permissive, Authoritative, Uninvolved and Authoritarian parenting style).

## 5.2 Conclusion

Parenting is the process of promoting and supporting the physical, emotional, social, financial and intellectual development of a child from infancy to adulthood. Families, especially parents, are a child's backbone. But care must be taken that the child develops his own backbone and does not stay dependent on his parents for almost a quarter of his life, as happens in many countries. Consequently, a child often stops pursuing his dreams and follows his parents' dreams and in early years of his life, his creativity is restricted. One needs to look into different parenting styles that pose this positive relationship that in turn brings about psychosocial development of a child. The parenting styles such as (Permissive, Authoritative, Uninvolved and Authoritarian parenting style) are believed to build psychosocial development of a child except uninvolved parenting.

This study has investigated the extent to which these parenting styles have effects on building psychosocial development of a child by taking South West academy as a case study. The study, as presented in the above summary, found that Permissive, Authoritative, Authoritarian

have positive and strong effect on Psychosocial development of a child nevertheless Uninvolved parenting have negative relationship with Psychosocial development of a child. Based on the findings of the study, it is very important that South West academy should understand different parenting styles namely (Permissive, Authoritative, Uninvolved and Authoritarian) are very importance to build psychosocial development of a child.

Therefore it is reasonable to conclude that psychosocial development of a child can be shaped, strengthened and retained by parenting style they are using. To conclude, the implication of this investigation is that parents be aware of how their disciplinary techniques are related to important child (student) outcomes.

Finally, this study concludes that parenting style have are contributing to student Psychosocial development of children. Schools are one of places to building better people for their society and community so schools need to implement well designed psychosocial development enhancing strategies and structure.

### **5.3 Recommendations**

This study raised a number hypotheses was designed related to the study variables. The purpose of the study was to investigate the effect of parenting style on psychosocial development in case of South West academy, Addis Ababa. The study applied an explanatory study on student of the academy and tried to infer the findings through testing the hypotheses. And based on the conclusions drawn above the following recommendations are forwarded for the concerned bodies:

- South West Academy school managers and administrators is advised to expedient program aimed at alerting parents on their parenting styles by arrange parent-teacher or school-family conferences. The program should help parents be aware and understand their parenting styles and their implications on children's social development.
- The school managers should also advice and train teachers mechanisms of monitoring and evaluating the parenting program children are facing and developing coping mechanism so they can cope with other children's at school for effectiveness.

- Parents should then be briefed to adopt styles and practices of authoritative parents that were found to help children do well in school activities and by understanding being good parents is not providing kids with what all that makes them happy, but deciding what they need to grow up maturely and responsibly.
- Parents are advised to be responsive to their child feeling and opinion and give proper explanation when punishment is placed and also give proper affection children's don't feel neglected.
- Policy makers at the Ministry of Education and Woreda Educational office can also provide comprehensive guidelines on community capacity building through training and sensitization on parenting styles.

#### **5.4 Future Research area**

Design and methodology of existing research could be improved that have not been mentioned so far. First of all, sample sizes varied considerably among schools and the review also showed that contextual and individual covariates need to be considered in parenting research, which is not always the case. Information on parenting approaches stems mostly from child or parent questionnaires. Triangulations of data collected through multiple methods (questionnaires, observations, journals) and sources would increase the validity of results. Research would also benefit from implementing more high-quality qualitative studies and mixed-method studies to explore the beliefs, motives and cultural norms underlying parenting approaches and future research should include parent's perspective as well.

#### **5.5 Limitation of the research**

Despite the useful findings of the study, this study has several limitations that need to be acknowledged. The limitations of this study lies in the fact that no comparison was made between parenting styles and adolescent psychosocial development of two-parent families

and single parent families. Additionally, the self-report measures utilized in this study have the potential of subjective bias and therefore, future studies should collect data from multiple sources including parents and other teachers.

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## APPENDIX A

### ST.MARY'S UNIVERSITY POSTGRADUATE STUDY IN SOCIAL WORK

Dear Participant,

Thank you for agreeing to take part in this important survey to investigate the effect of parenting on the psychosocial development of children: The case of South West Academy. And the collected data will be applied for the study conducted as a partial fulfillment of MA degree in social work. This survey should only take 4-5 minutes to complete. The information you provide in this questionnaire will be kept confidential and will be utilized only for the purpose of this study. Your genuine response is highly valuable for the achievement of the objectives of this research. If you have any comment or suggestions do not hesitate to contact me via +251913222390.

#### **PART ONE: - GENERAL INFORMATION /DEMOGRAPHIC QUESTIONS**

Choose the suitable answer and tick () in the box given for each question

1. Gender

A. Male  B. Female

2. Parents' marital status

A. Single  C. married

B. Divorced  D. Living together/ not married

3. Parents Occupation

A. government employee  C. merchant

B. private work  D. other

4. Student age

A. 10 -12  C. 16-18

B. 13- 15  D. above 19

**PART TWO: -PSYCHOSOCIAL DEVELOPMENT RELATED QUESTIONS**

Please, indicate your opinion by marking the appropriate box on the five point scale where:

1=Strongly Disagree 2= Disagree 3=neutral 4=Agree 5=Strongly Agree

| Code  | Question   | 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|---|---|---|
| <b>PERMISSIVE PARENTING RELATED QUESTION</b>    |  |   |   |   |   |   |
| PP1   | My parent ignore my bad behavior                                   |   |   |   |   |   |
| PP2   | when I causes a disorder about something my parent give-in quickly |   |   |   |   |   |
| PP3   | My parent spoil me   |   |   |   |   |   |
| PP4   | My mom/dad are nurturing and warm                                  |   |   |   |   |   |
| PP5   | My parents bribe me with reward to be obedient                     |   |   |   |   |   |
| PP6   | I am allowed to interrupt others while they are talking            |   |   |   |   |   |
| <b>AUTHORITATIVE PARENTING RELATED QUESTION</b> |  |   |   |   |   |   |
| AU1   | My parents are responsive to my feelings and needs.                |   |   |   |   |   |

|  |   |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|
| AU2  | My parents take wishes into consideration before they ask me to do something.   |  |  |  |  |  |  |
| AU3  | My parent encourages me to talk about his/her feelings and problems.  |  |  |  |  |  |  |
| AU4  | My preferences are taken into consideration when my parents make plans for the family (e.g., weekends away and holidays). |  |  |  |  |  |  |
| AU5  | My parents respect my opinion and encourage me to express them.   |  |  |  |  |  |  |
| AU6  | My parents provide me reason for the expectation they have for me   |  |  |  |  |  |  |
| AU7  | My parent treats me as an equal member of the family.   |  |  |  |  |  |  |
| <b>UNINVOLVED/ NEGLECTED PARENTING RELATED QUESTIONS</b> |   |  |  |  |  |  |  |
| NE1  | My parent spend little time with me   |  |  |  |  |  |  |
| NE2  | My parent do less positive feedback or admiration when I do good things   |  |  |  |  |  |  |
| NE3  | My parent prompt less affection for example I love you or I miss you  |  |  |  |  |  |  |
| NE4  | My parents are unresponsive to my feeling   |  |  |  |  |  |  |
| <b>AUTHORITARIAN PARENTING RELATED QUESTION</b>          |   |  |  |  |  |  |  |
| ATO1   | My parent yell when I misbehave   |  |  |  |  |  |  |
| ATO2   | My parent use threats as a punishment with little or no justification   |  |  |  |  |  |  |
| ATO3   | When I misbehave my parent punish me by withholding emotional expressions (e.g., kisses and cuddles).                     |  |  |  |  |  |  |
| ATO4   | I am openly criticized when my behavior does not meet my parent's expectations.   |  |  |  |  |  |  |
| ATO5   | My parent usually brings up my past behavioral problems to make sure I don't do them again.                               |  |  |  |  |  |  |

|                                 |   |  |  |  |  |  |  |
|---------------------------------|---|--|--|--|--|--|--|
| ATO6                            | Am constantly reminded of all the things and sacrifices my parent did to bring me up. |  |  |  |  |  |  |
| <b>PSYCHOSOCIAL DEVELOPMENT</b> |   |  |  |  |  |  |  |
| PSD1                            | I don't like socializing with other people  |  |  |  |  |  |  |
| PSD2                            | I don't care about the opinion (praise or criticisms) of other people about me        |  |  |  |  |  |  |
| PSD3                            | I often find myself quarrelling with almost every student in class                    |  |  |  |  |  |  |
| PSD4                            | I am always in the group of students who don't finish their school work in time       |  |  |  |  |  |  |
| PSD5                            | I like being in the company of my classmates  |  |  |  |  |  |  |
| PSD6                            | I like sharing with my friends whenever I am in need                                  |  |  |  |  |  |  |

*Thank you all!!!!*