

**PARENTING STYLE DIFFERENCES
AMONG SELECTED ETHNIC GROUPS IN ETHIOPIA**

**FORUM ON STREET CHILDREN –ETHIOPIA
IN COOPERATION WITH
RADDA BARNEN (SWEDISH SAVE THE CHILDREN)**

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**Addis Ababa, Ethiopia
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ABSTRACT

The main propose of the study was to examine parenting style differences among four ethnic groups in Ethiopia. The subjects who participated in the study included a random sample of 100teachers, 560 students, and 240 parents. Questionnaires, interviewers, essay, focus grope discussions, and case studies were instruments employed for data collection. Besides, data regarding students' academic achievement and misbehaviors were collected from official school records. Analysis of variance, multiple regression analysis, and chi-square were used in data analyses. The results indicated that there were no substantial differences in the parenting style the four ethnic group's employed. But whereas authoritative style of parenting is most predominant among members of the four ethnic groups, neglect style is least common. Significant differences were also observed in students' academic achievement and problem behaviors as a function of parenting styles. Results were in favor of students from authoritative homes. It was concluded that parenting style is an important variable, actually more important than any other variable examined in the present study (family state's, sex, occupation educational level and the presence and absence of elderly people in the family) in predicating student's academic achievement and particularly problem behavior.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

Human beings are social animals; they live in groups. One such a group is a family. In a family, mature members shape the behaviors of immature individuals so that they grow into competent and contributing members. This process is said to be socialization.

Psychologists (e.g., Bark, 1991) believe that socialization pressures begin in earnest during, the second year of life when children first display an ability comply with parental directives. .No soon as parents place greater emphasis on socialization toward the end of the infancy period, they vary considerably in how they go about the task. This variation in parental behavior tends to give rise to differences in children's behaviors. In general terms, the adequacy of young children to develop independence and assume social responsibilities will largely depend upon how families bring up their children. Defective child rearing practices, for example, are said to be among the major causes of the development of various deviant behaviors in individuals.

Research indicates that in families where children were encouraged and given the opportunity to ask questions, discuss matters with their parents and express their opinions, children not only excelled in their cognitive skills, but also appeared to be more assertive, independent, and socially adequate compared to children from traditional families where absolute obedience had been viewed as virtue (Baumrind & Black, 1967). Furthermore, whatever social experiences that the child passes through at the earlier part of his / her life, are in general, said to be playing a crucial role in laying down the necessary foundation for the child's future independence and social development.

Initially, many psychologists believed that there are three major styles of parenting. These are authoritative, authoritarian, and permissive styles of parenting (Baumrind & Black, 1967; Coon, 1986; Fischer & Lazerson, 1984). Later, however, researchers

(Maccoby & Martin, 1983) detected the existence of a fourth style. This leads to the revision of the parenting-style model and the styles were identified as authoritative, authoritarian, indulgent, and neglectful.

Effective parents are described as those who balance their own rights with those of their children. Such parents are authoritative parents. They control their children's behavior, but they are also loving and caring. Effective parents approach discipline in a way that is firm and consistent, not harsh or rigid. Many studies revealed that children from such homes tend to be competent, self-controlled, independent, assertive (Coon, 1986) socially active, responsible, and high in self-esteem (Irwin Simons 19'4)

Besides, many studies indicated that authoritative style of parental is associated with positive school outcomes. More specifically, children from authoritative homes tend to surpass those from non-authoritative homes in their academic achievement (e.g., Lamborn, Mounts, Steinberg, & Dornbusch, 1991).

Other variables examined in studies of parenting styles include family status and ethnicity. There seems to be little doubt that children suffer when the normal family structure is disrupted. Studies revealed that the greater the instability of the family and its living arrangements, the greater the likelihood that children's emotional and behavioral problems will be aggravated. Research has also shown that boys in father-absent homes are more aggressive, anxious, and emotionally dependent (Lindgren & Suter, 1985). Somewhat related to this issue, some studies (e.g., Bee, 1994) indicated that authoritative parenting is more common in intact families than in single-parent or step-parent families.

Other studies examined whether some parenting styles are common in some ethnic groups. Steinberg and his associates (cited in Bee, 1994), for example, found that an

authoritative pattern is most common among white families and least common among Asians. The study compared four ethnic groups-White Americans, black Americans, Hispanic Americans, and Asian Americans.

The few studies conducted in the Ethiopian context generally revealed that authoritarian style of parenting is not common in Ethiopia (Abraham, 1996, Habtamu, 1979, 1995; Ringness & Gander, 1974). Some few recent studies, however, found in some ethnic groups that authoritative style of parenting is relatively predominant (Abesha, 1997; Berhanu, 1996; Markos, 1996).

But these studies did not actually examine differences in parenting style among ethnic groups. Thus, there is little evidence to indicate whether or not different ethnic groups employ different parenting styles. Nor is there any evidence that indicates whether a certain style of parenting is common in intact or broken families. There was, therefore a need to a study that investigates the nature of parenting styles in different ethnic groups. This study was conducted in response to this felt need.

1.2. Statement of the Problem

The purpose of this study was to examine the parenting styles employed in different ethnic groups and to explore the parenting styles exercised in intact and broken families.

Accordingly, the study was designed to answer the following questions.

- 1 Do ethnic groups differ in the kind of parenting style they employ?
2. Is there any ethnic group that employs a style of parenting which encourages children to be independent and assertive?
3. What is the predominant parenting style exercised in intact families of the different ethnic groups as opposed to broken families?
4. What are the major behaviors (desirable or undesirable) that are associated with each parenting style in the different ethnic groups?

5. Are there gender differences in the problem behaviors associated with each style of parenting?
6. Do some factors (such as parental education and number of children in a family) influence the kind of parenting style exercised in a family?

1.3. Objectives of the Study

The main objective of the study was to examine whether ethnic groups are different in the parenting styles they employ. Besides, the study had the following specific Objectives.

- Examining the relative predominance of the four parenting styles in the ethnic groups studied.
- Investigating whether there are any differences in the parenting styles employed in intact and broken families.
- Exploring the behaviors (desirable or undesirable) associated with each parenting style.
- Investigating whether there are gender differences in the behaviors associated with each style of parenting.
- Exploring the variables that may influence the parenting styles exercised in a family.

1.4. Significance of the Study

The importance of child rearing practices in children's development is well recognized. This suggests that any organization which is concerned with the welfare of children should also be concerned with the styles of parenting exercised in the family. Nevertheless, as indicated earlier, little is known whether or not ethnic groups in Ethiopia differ in the parenting styles they employ. Nor is there any evidence that indicates the predominant parenting style employed in the community. The study is, therefore, expected to have some theoretical contributions in the sense that the findings would shed some light on these matters.

In addition to its theoretical contributions, the study is expected to provide specific information regarding desirable and undesirable behaviors associated with each parenting style. This, in turn, would help both governmental and non-governmental organizations (concerned with the welfare of children) in raising public awareness on the issue. It would also help both organizations in devising measures that alleviate problems associated with parenting styles. Furthermore, the study is expected to provide some useful direction for conducting further research in the area.

1.5. Delimitation of the Study

Some investigators (Ranginess Gander, 1974) suggested that child rearing practices employed by traditional rural Ethiopian families are not the same as those employed by the more educated modern urban families. This seems to imply that findings of a study conducted in rural areas cannot be generalized to those who live in urban areas and vice versa.

The scope of the present study was limited to exploring child rearing practices in some towns (Ambo, Butajira, Debre Birhan, and Harrar). Thus, the results of the study may not be generalized to those who live in rural areas.

There is an indication, however, that the findings of this study can be generalized to members of the same ethnic groups who live in towns elsewhere in the country. This seems to be logical given the consistent results found by different investigators who conducted their studies in different towns of the country (Abesha, 1997; Berhanu, 1996; Markos, 1996).

On the other hand, the scope (of the present study) was limited to studying school going children due to time and financial constraints. More specifically, relatively less time and money are needed to gather data from school-going children than from those who do not have this opportunity.

1.6. Operational definitions

The definitions of selected terms as used in present study are given-en below.

Academic Achievement - A student's academic performance on all school subjects as indicated by an average score which was obtained from the student's academic records.

Broken Family - A family in which children live with either of the biological parents and or with other relatives such as with a mother and a stepfather, a stepmother and a father, with a single parent, or other guardians. The sample does not include single-parent families where children are born out of wedlock

Intact Family - A family in which children live with both biological parents.

Problem Behavior - This includes misbehaviors such as the, cheating on exams, absence from class, fighting with other students, insulting teachers, jumping over the school's fence to go out of school illegally, and damaging school properties.

CHAPTER TWO

REVIEW OF RELATED LITETURE

2.1. Parenting Style-The Concept and Classification

It is important to note that the theoretical model accepted by many investigators to represent the possible styles of parenting has undergone some changes. It is also important to note that in the past, different styles of parenting were advocated by different theorists.

Initially, the main issue regarding child rearing practices had been whether parents should employ restrictive or permissive child rearing practices. In the years between 1913 and 1910, which were the heyday of American behaviorism, child rearing experts regarded the infant as an object for systematic shaping and conditioning. Consequently, desirable social behavior could be attained if the child's antisocial behaviors were always punished and never indulged. Thus, according to behaviorists and popular opinion of the time, restrictive methods in styles of parenting is by far better than permissive styles (Hetherington & Parke, 1979)

A shift toward a more permissive attitude in which the parent was advised to be concerned with the feelings and capabilities of the child emerged in the years between the early 1930s, until the mid-1960s. This shift was due in part to the influence of Freudian Psychology and its focus on the role of early deprivation and restrictions in the development of inhibitions which could serve as the foundation of many emotional problems.

Additional influence toward permissive style also came from writings of humanistic psychologists (such as Abraham Maslow and Carl Rogers) and progressive educators such as John Dewey. These people believed that individuals have an innate capacity to realize their potential abilities if they are free to explore and develop in an open and

accepting environment. But again since the mid-1960s the virtue of the authoritative style has been highly praised (Hetherington & Parke, 1979).

Generally, this controversy appeared to attract researchers' attention. As a result, a number of studies were conducted on child rearing practices in general and as to which style of parenting is more beneficial for children's healthy development in particular.

One can see from the parenting styles literature that Baumrind's three-fold classification of parenting styles (authoritative, authoritarian, and permissive styles) had been accepted as a conceptual framework. The fact that number of researchers (e.g. Dornbush & Ritter, Leideman, Roberts, and Fraleigh, 1987; Steinberg, Elmen, and Mounts, 1989) have employed her model in their studies seems to support this argument. Nevertheless, Maccoby and Martin (1983) tested Baumrind's three-fold model and detected that permissive style of parenting encompasses two styles-indulgent and neglectful styles. Since then the four-fold model seems to be recognized (authoritative, authoritarian, indulgent, and neglectful styles).

Studies of child rearing practices that employed either of the above models used various dimensions to identify one parenting style as opposed to another. The four dimensions used in many of these studies are warmth, control, autonomy, and maturity demands (e.g., Schaefer, 1965; Baumrind & Black, 1967).

Each of these dimensions has been independently shown to be related to various aspects of children's behavior. A brief examination of each dimension follows.

Parental Warmth

Several studies (e.g., Baumrind & Black, 1967) have established that parental warmth is an important variable in the socialization process. Warm and positive parenting is believed to provide children with confirmation that they are accepted as competent and worthwhile human beings. A child is likely to wish to maintain the approval and be

distressed at any prospect of the loss of love of a warm parent, and therefore the need for harsh forms of discipline to gain compliance is often unnecessary.

Warm parents tend to use reasoning and explanation equity and this permits the child to internalize social rules and identify and discriminate situations in which a given behavior is appropriate (Hetherington & Parke, 1979). According to Hetherington & Parke, warmth and nurturance by parents are likely to be associated with security, low anxiety and high self-esteem. Studies also indicate that children who were exposed to more accepting child-rearing practices were found to be high achievers (Steinberg et.al. 1989). Furthermore, according to Maccoby (cited in Berk, 1991), children with nurturing and warm parents as opposed to those with more rejecting parents are less likely to show delinquent behavior in adolescence or criminal behavior in adulthood. In sum, parental warmth seems to have positive contribution to children's overall development in general.

Parental Control

Parental warmth or love alone is not sufficient for all- rounded development of children. Some degree of parental control is necessary if children are to develop into socially and intellectually competent individuals. However many investigators indicate that extreme of parental restrictiveness or permissiveness leads to deficient development (e.g. Hetherington & Parke, 1979). Investigators have also underscored the importance of consistency and clarity of parent's control over the child (Hurlock 1980; Bee, 1994). In particular, a comprehensive review of the parenting styles literature shows that parental conflict and inconsistency are associated with maladjusted behavior in children, most often in the form of aggressive or delinquent behavior (Hetherington & Parke, 1979). Furthermore, if parents are inconsistent in their discipline, children cannot easily distinguish between socially desirable and undesirable behavior (Hurlock, 1980). Inconsistency is also associated with the lowest grades possibly because children who do not know what to expect from their parents become anxious and less able to concentrate on their work (Papalia & Olds, 1990).

Equally important is the firm of control parents use. According to many investigators, the most optimal outcome for the child occurs when the parent is not excessively lax, not overly restrictive, usually explain things to the child, and avoids physical punishment (e.g., Baumrind & Black, 1967; Steinberg et.al., 1989). Such discipline is said to give children the opportunity to explore their environment and gain interpersonal competence.

Autonomy

According to Damon (cited in Papalia & Olds, 1990), the most optimal amount of autonomy is provided by parents who offer warmth and acceptance, assertiveness regarding rules' norms and values, and a willingness to listen, explain, and negotiate.

It is important to note that some investigators (Dornbusch et.al., 1987) believe that children's development is not only affected by how much autonomy they were granted but also by how soon they get freedom. According to the investigators, those families who give their teenagers too much autonomy too soon have youngsters who have lower grades and lower level of effort in school.

Damon (cited in Papilla & Olds, 1990) emphasizes that parents should not try to keep their children from taking risks. Positive exploration that involve trying new activity, taking on new challenges making new friends, learning difficult skills poses challenges that help people grow

In sum, according to some investigators (e.g., Baumrind & Black, 1967), autonomy is related to such children's behavior as independence, being active, and nonconforming. Restrictiveness and refusal to grant sufficient independence on parent's part seem to be associated in boys with dependent and passive behavior.

Maturity Demands

Many investigators found more optimal outcomes for children whose parents have firm but reasonable expectations for behaviors. Such children have higher self-esteem, show more generosity and altruism toward others, and lower levels of aggression (Bee, 1994)

In particular, combination of warmth and firm reasonable demands for behaviors promotes development of such qualities as social responsibilities: self control, independence high self esteem in children (Steinberg et al, 1989)

Each of the above dimensions of parental behavior may be significant individually. However, for many investigators including Baumrind and Black (1967), these dimensions of parental behavior occur in combination. The possible combinations of these dimensions are summarized in Table 1 below

Table I
A Two-Dimensional Classification of Parenting Styles

	RESPONSIVE UNRESPONSIVE	CHILD-CENTRED PARENT-CENTRED
controlling, demanding	Authoritative parent	Authoritarian an Parent
low in control, undemanding	indulgent parent	neglectful parent (or uninvolved-ed parent)

Source: E.E. Maccoby and J.A. Martin (1983)

A brief description of the characteristics of each of these four parenting styles comes next.

Authoritative Parents

Parents who employ authoritative child rearing practices are controlling and demanding. They have high expectations for mature behavior and friendly enforce them by using commands and consequences for disobedience where necessary. At the same time, they are warm and nurturing, listen patiently and sensitively to their youngster's point of view,

and encourage children's input into family decision making (Berk, 1991; Papalia & Olds, 1982). In addition, these parents seem to have confidence in themselves as parents (Fischer & Lazerson, 1984).

As pre-schoolers, children from authoritative homes are the most self-reliant, self-controlled, exploitative, and content (Baumrind & Black, 1967). Adolescents from authoritative homes were also found to be high achievers in school (Dornbusch, et.al., 1987), superior in psychosocial development (Lamborn, Mounts, Steinberg, and Dornbusch, 1991; Dornbusch et.al. 1987), and show fewer problem behaviors (Hetherington & Parke, 1979).

Authoritarian Parents

Like authoritative parents, authoritarian parents are demanding and controlling, but they place such a high value on conformity and obedience that they are unresponsive even outright rejecting when children assert opposing opinions and beliefs. Consequently, little communicative give-and-take takes place between these parents and their youngsters. Rather children are expected to accept their parents word for what is right in an unquestioning manner. If they do not, authoritarian parents resort to forceful, punitive measures to curb the child's will (Berk, 1991; Papalia & Olds, 1982).

Children from authoritarian homes are so strictly controlled, by either punishment or guilt, that they are often prevented from making a conscious choice about what their parents will do. Children were also found to be more discontented, withdrawn, distrustful (Baumrind & Black, 1967), and low in self-reliance and self-perception (Dornbusch et.al., 1987, Lamborn et.al., 1991).

Indulgent Parents

Indulgent parents are nurturant, communicative, and accepting, but they avoid asserting their authority or imposing controls of any kind. They are overly tolerant and permit

children to make virtually all of their own decisions (Berk, 1991). In other words, indulgent parents are non-punitive, affectionate, and are parents who do not provide rules and guidelines to their children.

According to Baumrind (cited in Hetherington & Parke, 1986) permissiveness is a cluster which refers to parents who do not enforce and communicate rules clearly, who have few demands or expectations for mature behavior; who ignore or accept undesirable behaviors, and who allow free expression of impulses and desires. Comparing Maccoby and Martin's indulgent style with Baumrind's permissive style of parenting, one can see that there are many similarities.

Children of indulgent parents are low in self-reliance, in achievement orientation, and in self-control (Hetherington & Parke, 1986). Compared to children from authoritative and authoritarian style of parenting these children report more school misconduct, more drug use, and less positive orientation toward school. These children however, report greater social competence than authoritarian-raised adolescents (Lamborn et al. 1991).

Neglectful Parents

Neglectful (or uninvolved) parents display little commitment to their role as caregivers and socialization agents beyond the minimum effort required to maintain the child as a member of the household. Often these parents are overwhelmed by many daily pressures and stresses in their lives, and they have little time and energy to spare for children. As a result, they cope with the requirements of parenting, by keeping the child at a distance and are strongly oriented toward avoiding inconvenience (Berk, 1991). In other words, neglectful parents are less affectionate and less controlling and demanding parents.

Children from neglectful parents are on the whole impulsive-aggressive, non-compliant, moody, and low in self-esteem. They are more likely to have drinking problems, spend time on streets with peers likely to have drinking problems spend time on streets with

peers from similar parents, and are truant, precociously sexually active with records of arrest (Hetherington & Parke, 1986).

2.2. Parenting Styles in Different Ethnic Groups.

Studies that examined parenting-style differences among ethnic groups appear to be scant. The few studies that are available offer findings that are not clear. These studies suggest that no one ethnic group employs exclusively a particular parenting style. In stead, a parenting style may be most common in one ethnic group and least common in another.

In one such study by Steinberg and his associates (cited in Bee, 1994), a sample of roughly 107000 ninth through twelfth grade students were chosen so as to be representative of four different ethnic groups in the United States of America-white, black Hispanic, and Asian. The study revealed that an authoritative pattern is most common among white families and least common among Asians.

Other researchers also studied ethnic variations in child rearing in a wide range of cultures around the world. Rohner and Rohner (cited in Berk, 1991), for example, rated descriptions of parental behavior in 186 societies. The study revealed the existence of cross-cultural variability in child-rearing practices. The study also showed, however, that the most common pattern of child rearing in the culture studied is the authoritative parenting style.

The above (two) - studies seem to indicate the existence of ethnic differences, though not clear-cut, in styles of parenting. In other words, members of different ethnic groups may commonly employ a particular parenting style This interpretation seems to imply the existence of other concomitant variables which are responsible for ethnic differences (and similarity as well) in styles of parenting.

One of these variables seems to be social-class difference. After reviewing the parenting style literature, Berk (1991) concluded that consistent social-class differences in child-rearing practices exist in the United States and other western nations. According to Berk, the studies asked parents about qualities they would like to encourage in their children. The studies found out that parents who work in semiskilled manual occupations (e.g., machinists, truck drivers, and custodians) place a high value on external characteristics, such as obedience, neatness, and cleanliness. In contrast, white-collar, and professional parents more often emphasize internal psychological dispositions, such as curiosity, happiness, and self-control. In short, middle-class parents tend to be authoritative whereas low-income and working-class parents tend to be authoritarian.

Consistent with this finding, the study by Steinberg and his associates (cited in Bee, 1994) already mentioned above revealed that in all ethnic groups studied (white, black, Hispanic, and Asian), authoritative parenting is more common among the middle class than the working class.

On the other hand, studies conducted in the Ethiopian context to examine ethnic differences in styles of parenting are rare. The few studies that claim to have studied the issue had a limited number of subjects who came from a wide cross section of Ethiopian subcultures (to study in A.A.IJ). Besides, the studies did not provide specific information regarding the property of the proportion employing a certain method.

Ranginess and Gander's (1974) study is a case in point. According to them, many students reported that child-rearing practices differ from one subculture to another and from one community to another. Students from different areas of the country have also reported practices which were identical or similar.

Ranginess and Gander (1974) concluded that the following practices are exercised in a wide cross-section of Ethiopian subcultures (although some differences in child rearing, methods do exist).

- There is lack of stimulation in early childhood
- There is lack of verbal interaction with adults throughout childhood.
- Children are considered inferior to adults and have duties similar to those of servants
- Respect for parents and other adults is essential
- Children who displease their parents may be harshly punished.
- Fear is also used as a means of control.

Indicating that these findings are true of traditional, rural Ethiopian families, the authors urged that the findings are not applicable to the more educated modern urban families. Ringness and Gander (1974) further compared child-rearing practices of rural Ethiopians with that of the very poor American families. They concluded that like rural Ethiopians, poor American families are authoritarian and tend to give harsh, inconsistent, physical punishment. This latter conclusion seems to suggest the social class difference along with level of education may possibly differentiate parenting styles more fundamentally than culture or ethnicity.

Likewise, using 137 A.A.U. students of different ethnic composition, Cox (1967) found that the dominant parenting style in Ethiopia is authoritarian. Authoritarian parenting style was also found to be predominant in Amhara culture of the Menze (Levin, 1965) and in Oromo tenants (Pauswang, 1970).

Among others, Ringness and Gander's (1974) study is an attempt to survey the dominant parenting style in rural Ethiopia regardless of the differences that may exist among ethnic groups. In the effort to examine ethnic differences in parenting styles, such studies provide little useful information. Thus, we need to examine other studies which were conducted in some specific places in our country. Since these places are dominantly inhabited by one ethnic group or another, comparing findings of these studies may give better- information than the former ones.

Habtamu (1979), for instance, conducted a survey study at Bahir Dar (predominantly inhabited by Amhara) and found the following.

- A quiet child is preferred over a talkative one.
- Children are not allowed to participate in adults' discussions at home.
 - Hiding of faults is common with children due to fear of corporal punishment.
- Children should not argue (have disagreements) with parents.
- Parents are not expected to accept mistakes in front of their children.
- Children are not allowed to ask 'Personal questions',

Findings revealed that the dominant parenting style at Bahir Dar was authoritarian. Based on his experience, casual observations, and this and other studies, Habtamu (1995) further generalized (in a recent paper) that the dominant parenting style in Ethiopia is authoritarian.

A recent study that was conducted in stigma-speaking community also revealed that child-rearing practices are authoritarian and restrictive (Abraham, 1996). According to Abraham, parents are of the opinion that children are not supposed to do things on their own. He further noted that it was generally unacceptable for children to ask questions and to express their views.

In sum, studies reviewed thus far indicate that the authoritarian style is the predominant parenting style exercised in the Amhara, Oromo, and siltigna-speaking ethnic groups and in Ethiopia in general.

More recent studies, however, found consistent findings in different ethnic groups Kefficho (Berhanu, 1996), Tigre (Yiarkos, 1996), and Amhara and Wolayta (Abesha, 1997). More specifically, these studies consistently found that the predominant parenting

style (in each ethnic group studied) is authoritative. The relative predominance of the four parenting styles in the studies is summarized in Table 2 below.

Table 2
The Relative predominance of the four parenting Styles in Four Ethnic Groups of Ethiopia (in %)

No	Ethnic Group	Authorita rian	Authoritarian	Indulgent	Neglectful	Source
1	Amhara (N=166)	47	19	10	24	Abesha (1997)
2	Kefficho (N=520)	56	40	3	1	Berhanu (1996)
3	Tigre (N=454)	32	21	23	24	Marks (1996)
4	Wolayta (N=169) 43	43	18	18	19.5	Abesha (1997)

Comparing findings of studies conducted in the 1960s and in the 1970s with those conducted more recently one can observe that there is remarkable difference in the predominant parenting style exercised in Ethiopia. An obvious question may be raised at this point what is the reason for the differences in the findings of these two groups of studies? Some possibilities seem to exist.

First, while most of the former studies had subjects from rural areas the subjects in the latter studies were from somewhat sub-urban and urban areas. Thus, the latter subjects, but not the former' are exposed to modern life and as a result changes in values may occur. These may in turn necessitate changes in child-rearing practices.

Second and more appealing is the possibility that the results of the two groups of studies may differ because of the time elapsed in between. More specifically, the former studies dealt with conditions that existed about two decades ago and it is likely that the rapid socio-cultural and political changes which have taken place in the country since then have resulted in some cultural changes.

In sum, studies conducted about two decades ago appear to suggest that authoritarian style is predominantly exercised in Ethiopia. More recent studies, in contrast, seem to reveal that the predominant parenting style exercised in each ethnic group studied is authoritative. Overall, since these findings are inconsistent, one could not draw firm conclusions regarding the predominant parenting style exercised in Ethiopia. This points to the need for conducting a well controlled study to find out whether ethnic groups differ in the parenting styles they employ.

2.3. The Relationship between Parenting Styles and Academic Achievement

There seems to be a general agreement among theorists that a child's academic achievement is not a simple function of his/her innate ability. Environmental factors do play an important role in the child's scholastic performance. In particular, exposure to different types of stimuli out of the school may produce different levels of academic achievement independent of ability. Among these out-of-school variables which influence or which are at least related to academic achievement of children and adolescents, much attention seem to be given to parenting styles (e.g., Baumrind & Black, 1967; Dornbusch et.al., 1987; Lamborn et.al., 1991).

A number of studies indicate that there are direct and indirect relationships between parenting styles and academic achievement. Indirectly, parental stimulation, expectation for high achievement, encouraging curiosity, and challenges were found to be significantly and positively related to children's intrinsic academic motivation, which in

turn was a significant predictor of academic achievement (Gottfried,1990; Gottfried, Fleming, & Gottfried, 1994). Also, direct parental involvement in such activities as

Reading books, advising, reinforcing, showing techniques of study was found to have positive effect on academic achievement (Fehrmann, Keith, Remers, 1987).

In an attempt to identify processes linking family and school achievement, Hess and Holloway (1984) reviewed results of studies of pre-school, primary, and middle school children. The authors identified five processes-verbal interactions between mother and children expectation of parents for achievement, positive affective relationships between parents and children, parental beliefs and attributions about the child, and discipline and control strategies. And it is not difficult to see that each of these processes is related, one way or another, to parenting styles indicating that parenting styles are related to academic achievement.

Likewise, some studies tried to compare the home environment (including parental behavior) of high-achieving and under achieving high school boys Morrow and Wilson (1961) for- example, revealed that parents of high achievers gave children more praise and approval, showed more interest and understanding, were closer to their children and made their children feel more attached to the family In contrast, parents of underachievers were characterized as more domineering, over restrictive, and more punitive (in terms of both severity and frequency of punishment) The latter parents were also more likely to pressurize their youngsters excessively to achieve The results further indicated that family moral fosters academic achievement among high school students by fostering positive attitudes toward teachers and toward school and by promoting interest in intellectual activities. Similar results were also reported by a study that employed observation to examine parent-child communication in families of low and high achievers (Nicassio, 1982).

Generally, the above studies indicate that high achievers tend to have favorable home environment and supportive parental behavior while this is not the case for low achievers. More specifically, low achievers seem to have parents that are not supportive.

Unlike the above studies, other studies tried to compare the academic achievement of students from different parenting styles. More specifically while the above studies tried to compare the environment of high and low achievers other studies preferred to identify; families who employed different parenting styles first and then compared the academic achievement of children from these families. We can classify these studies into two-those employing Baumrind's three fold models (authoritative authoritarian, and permissive styles) and those that employed the revised four-fold model (authoritative, authoritarian, indulgent, and neglectful styles).

A recent study by Dornbusch, and his associates (1987) employed the three-fold model to examine the relation between parenting style and adolescent school performance using a large (n=7,836) and diverse sample. The results indicated that authoritative parenting is positively correlated with adolescent school performance, whereas authoritarian and permissive parenting are negatively so. More specifically, the researchers found that adolescents who described their parents as more democratic, more warmly, and more encouraging earned higher grades in school than their peers who described their parents to be less so. Several other studies that examined the relation between parenting styles and children school performance also reported similar results (see Hess & Holloway, 1984).

Another study by Steinberg and his associates (1989) tested how authoritative parenting affects school success of high school adolescents (n=120). The study revealed that youngsters who described their parents as liberal in granting psychological autonomy and more firm in controlling over their behavior showed greater increase in achievement than the youngsters who rated their parents as exercising less control and giving more autonomy.

Employing the four-fold model, other studies attempted to test Maccoby and Martin's revision of Baumrind's conceptual framework. A study by Lamborn and her associates (1991), for example, classified the families of approximately 4,100, 14-18-year olds into one of four groups (authoritative, authoritarian, indulgent, or neglectful) on the basis of the adolescents' ratings of their parents on two dimensions: acceptance involvement and strictness / supervision. Analysis of the data revealed that while adolescents from authoritative parents surpassed all others adolescents from neglectful parents exhibited the poorest outcomes on school performance. Also high school students from authoritarian homes scored reasonably well (next to those from authoritative homes) whereas those from indulgent homes scored relatively low (next to those from authoritarian homes).

Another study (Steinberg, Lamborn, Dornbusch, & Darling, 1992b) examined the overtime effects of authoritative parenting, parental involvement, and encouragement on students academic achievement using a longitudinal sample (n=6400). According to Steinberg et.al. (1992b), the sample was ethnically and socio economically heterogeneous and consist of 14-18-year old Americans who were followed over a one-year period. The results showed that high school students who described their parents as authoritative improved more academically and became more engaged in school over the one-year study period than did their counterparts from non authoritative homes.

On the other hand, one can observe that studies conducted in the Ethiopian context are rare. Nevertheless, the few studies that examined the relationship between academic performance and parenting styles generally revealed results that are consistent with the above studies. More specifically, employing the revised four-fold model, high school students who characterized their parents as authoritative achieved higher in schools than their counterparts who rated their parents as authoritarian, indulgent, or neglectful. This was found to be true in both Keffcho (Berhanu, 1996) and Tigray (Markos, 1996) ethnic groups. Markos (1996) further clarified that there was no noticeable difference in achievement among students who rated their parents as authoritarian, indulgent, and neglectful. However, when effects of sex and ability were controlled, the author found

out that students from authoritarian and indulgent homes scored higher than those from neglectful homes.

Another study conducted at Bahir Dar and Wolaita Sodo revealed results consistent with the above studies for males but not for females (Abesha, 1997). More specifically, while male students showed achievement differences (in favour of those from authoritative homes), females students did not show any difference as a function of parenting styles. The author, however, did not give any explanation for this finding.

The studies reviewed thus far, employing either the three-fold model or the revised four-fold model consistently found that authoritative parenting facilitates or is positively related to the academic achievement of both children and adolescents. But this was not so for those coming from non-authoritative homes. Further, some studies indicated that the positive influence of authoritative parents persists over time—from childhood to adolescence (Baumrind & Black, 1967) and over a one-year period in adolescence (Steinberget.al., 1992b).

finally, it is important to note that there are few exceptions to the findings reported above. In one such study, Chao (1994) compared parenting styles employed by fifty immigrant Chinese mothers and fifty European American mothers whose children were pre-school boys and girls (ages 2-5). The study revealed that for the Chinese, authoritarian parenting (or greater parental control) was associated with high achievement in school. According to this author, the concept of authoritativeness and authoritarianism are some what ethnocentric and do not capture the important features of Chinese child rearing especially for explaining their school success. According to Kin and Chum and Rohner (cited in Chao, 1994), the concepts of "authoritarian" and "restrictive" are more pertinent to American parenting values in which "strictness" is sometimes equated with manifestations of parental hostility, aggression, mistrust, and dominance. They further suggested that for Asians, parental obedience and some aspects of strictness may be equated with parental concern, caring, or involvement.

Somewhat similarly, Steinberg, Dornbusch, and Brown (1992a) investigated the relationship between family variables and academic achievement in four ethnic groups Asian Americans, Blacks, Hispanics and Whites. The results indicated that except for the Asian Americans, authoritarianism and permissiveness were negatively related with school performance while parental authoritative was positively so. In other words, the study revealed that the Asian Americans came from families high on authoritarianism and permissiveness and low on authoritative characteristics and yet they had higher high school grades than even the white Americans most of whom had authoritative parents. According to the investigators, peer support for academic excellence among Asian American students offsets the negative consequences of authoritarian parenting.

2.4. Parenting Styles and Associated Behaviors of Children

In this review, it is repeatedly stated that various positive outcomes are associated with authoritative style of parenting. More specifically, according to Maccoby and Martin (1984) youngsters who are raised in authoritative homes score higher than their peers from permissive or authoritarian homes on a wide variety of measures of competence? Achievement, social development, self-esteem, and mental health

Particularly, many studies (e.g., Baumrind & Black, 1967) underline the importance of consistency in parents behavior toward their children. According to Baumrind and Black, parents' consistent discipline was associated with independence and assertiveness. On the other hand, many studies have also shown that parental inconsistency and conflict are linked to maladjustment in children, especially to aggression and delinquency (Morgan, King, Weisz & Scloper, 1986).

In addition to being consistent, it is also important that parents be willing to grant independence. In one study, parent's destructiveness and refusal to grant sufficient independence were associated with dependent and passive behavior. Children whose parents did not permit them to explore the environment who placed restrictions upon their initiative, and who expected a high level of conscience development tended to be

stereotyped in their thinking and dependent while children whose parents encourage independence were more likely to be independent, active, and non-conforming (Baumrind Black, 1967}. Others (e.g., Fischer & Lazerson, 1984} also believe that children of authoritarian-restrictive parents are likely to be dependent and submissive.

Furthermore, it is important that parents be willing to offer justification for directives and to listen to the child. These parental behaviors were associated with competent behavior on the part of the child. Generally, while the use of coercive power without reason was associated with maladaptive behavior in children, use of reasoning and willingness to engage in verbal debate was associated with adaptive, competent behavior (Baumrind & Black, 1967).

One can observe from the above studies that parents consistency in their behavior their willingness to grant independence for their children, and their willingness to give justification for their rules and measures are important parental behaviors which contributed positively to children-en's independent thickly, and action as well as assertiveness. One can also see that these behaviors are characteristics of authoritative parents.

Other investigators attempted to examine the behavior of children or adolescents from authoritative, authoritarian, indulgent, and neglectful l homes Lamborn et.al. (1991), for example, compared behaviors of adolescents who were reared in these homes. The study revealed that adolescents from authoritative homes showed significantly lower levels of problem behavior (involvement in drug and alcohol use, school misconduct, and delinquency) and significantly higher levels of psychosocial development (social competence, work orientation, and self-reliance) than adolescents from authoritarian, indulgent, and neglectful households. Those from neglectful homes showed the poorest outcomes across the above sets of dependent measures. Those from authoritarian and indulgent households tended to score between the authoritative and neglectful groups.

The study further revealed that adolescents from authoritarian homes reported less school misconduct, less drug use, and a more positive orientation toward school than those from indulgent homes. Moreover, on measures of problem behavior and school competence, adolescents from indulgent homes were no better off than those from neglectful homes (Lamborn et.al., 1991). Other investigators also support the hypothesis that authoritative parenting enhances youngster's psychosocial development (Steinberg et.al., 1989).

In sum, a number of studies revealed that authoritative parenting produces children who tend to be competent, self-controlled, independent, assertive, inquiring (Coon, 1986), socially active, responsible, and high in self-esteem (Irwin & Simons, 1994). Some investigators also believe that many adolescents from permissive homes feel rejected and confused and a sizeable portion of them have emotional and behavioral problems (Irwin & Simons, 1994). Others (e.g. Hurlock, 1980) indicate generally that children from either permissive or authoritarian homes tend to have poor personal and social adjustments.

2.5 Factors that affect the parenting style exercised in a Family

According to a number of investigators (e.g., Dornbusch et.al. 1987; Hetherington & Parke, 1979), parents' way of upbringing children is determined or influenced by several factors. Some of these factors are family status, family size (or number of children in the family), parents' education, the presence of additional adults in the family, and socioeconomic status (of the parents).

The status of a family is usually identified as either intact or broken. The former is a family in which both biological parents are present whereas the latter encompasses various family arrangements-step-parent families, single-parent families, and children living with other guardians. This may occur usually because of death of spouse, separation, or divorce.

Many researchers seem to agree that living in an intact family characterized by constant friction and conflict causes greater emotional stress and lower self-esteem in children

than a supportive single-parent family. Others feel that the fragmentation and lack of intimate exposure to both parental figures at the same time may lead to negative consequences. A study by Conyers (cited in Lindgren & Suter, 1985), for instance, showed that children who are not living with both parents (in contrast to other children) are more likely to become truants, to drop out, to be expelled from school, and to have lower grade-point average which is in keeping with their attendance record. Research has also shown that boys in father-absent homes are more aggressive, anxious, and emotionally dependent.

There are also contradictory findings regarding the effect of single-parent families on parents' way of raising children. According to Hetherington and Parke (1979), single parent families tend to be permissive⁷ they communicate less with their children, are less consistent, make fewer demands on them for mature behavior, and have less control over them

In contrast, according to Weiss (cited in Lamanna & Riedmann, 1985), single parent families offer their children an opportunity for real responsibility, often listen more attentively to them, discuss a wide range of matters with them, and become emotionally closer. Children of single-parent families share authority in both minor and major matters and may make decisions about their own lives earlier. Weiss defends single-parent families and the child's independence and authority from attacks by those who label the family style as permissive. According to Weiss, the typical two-parent family might rather be labeled overprotective.

Furthermore, Dornbusch et.al (1987) found that step-parent families show higher levels of authoritarian and lower level of authoritative child rearing styles. They also found that children from step-parent families have lower school grades and higher rates of delinquency than do children in two-natural-parent families.

Another important factor that is hypothesized to influence the kind of parenting style employed in a family is the number of children in the family. Many studies show that

parents' way of raising children systematically changes as more children are added to the family. According to Wagner, Schubert, and Schubert (cited in Berk, 1991), for example, disciplinary practices become more authoritarian and punitive as family size increases. Furthermore, according to these investigators, antisocial behavior and delinquency appear more often among children with many siblings. According to Carter and Welch (cited in Papalia & Olds, 1982), the more experienced parents—those who had two or more children—are more likely to be authoritarian.

Whether a family is a nuclear family or an extended one is said to have an effect on parents' way of raising children. Nuclear families consist only of father, mother, and children. Extended families, on the other hand, are those in which grandparents, cousins, aunts, and uncles as well as parents and children live together.

According to Wilson and Tolson (cited in Berk, 1991), extended family living arrangements are associated with more give-and-take in adult-child interaction, better school achievement, and improved psychological adjustment. Furthermore, the presence of additional adults in the home promotes parental control and lessens children's tendency to become involved in deviant behavior (Dornbusch et al., 1987). This seems to suggest that extended families are likely to employ authoritative style in child rearing.

Others also believe that nuclear family arrangement creates isolation and emotional tension. The negative feelings of the emotionally disturbed mother are much more likely to be expressed in the way she cares for the child if she is alone than living together with aunt, cousin, or other adults. Thus, extended families help care of the child and also offer child rearing advice (Papalia & Olds, 1982).

A number of investigators (e.g., Kohn, 1965; Laosa, 1981) believe that parents rear their children in line with their beliefs and values while social classes are often related to particular beliefs and values. It should also be noted that socio-economic status of a family may be related to (or may be determined by) one or more of the following variables: family income, parents' educational level, and parents' occupation. Studies

generally indicate that parenting styles would differ as a function of the family's socio-economic status.

Middle class parents-persons with a comfortable income, a high level of education and frequently professionals often employ authoritative child rearing methods. They pay attention to children and spend time with them, listen to children's views and give children a voice in family decisions, and demand more maturity, achievement, and independence (Steinberg et.al., 1992 a).

Lower class parents on the other hand live with the difficulties of limited income, lack of other support, and even limited space. They tend to value obedience, conformity, and politeness in shaping their children toward these goals. They tend to be more power assertive and restrictive (Hetherington & Parke, 1979). In other words, lower class parents are more likely to be authoritarian than authoritative.

It should be noted that not all middle class parents are authoritative and that not all lower class ones are authoritarian in their child rearing practices. Some characteristics related to one group may be present in some individuals in the other group.

Finally, it is important to see whether the same parental behavior will have differential effects for boys and girls. For example, in Baumrind and Black's (1967) study, paternal consistent discipline was associated with independence and assertiveness in boys but not in girls. In girls, paternal consistency was associated with well-socialized, friendly, and dependable behavior. Besides, girls whose parents accept power conflicts with their children were responsible and conforming while boys were autonomous and confident. Furthermore, the study revealed that independent, assertive behavior in girls was associated positively with parental demands and negatively with high acceptance.

However, the negative association between independent and assertive behavior on the one hand and high acceptance from parents on the other does not hold true for boys.

Other investigators (Steinberg et.al., 1989) also suggested that parental acceptance had a more positive impact among girls than among boys whereas the positive impact of behavioral control is stronger among boys than among girls. The investigators did not present detailed analysis, however. Somewhat similarly, Baumrind (cited in Berk, 1991) found that the link between permissive parenting and passive, dependent, non-achieving behavior held for boys but not for girls.

In a later study, Baumrind's (cited in Fischer & Lazerson, 1984) findings support the hypothesis that parental style often affects boys and girls differently. For example, girls whose fathers were punitive tended to be more independent and less conforming than girl' Whose fathers were warm and accepting. Boys with punitive fathers had trouble forming close friendships and were often unpopular with other children.

It is also important to note that various studies have revealed effects that were similar for boys and girls. For example, Steinberg et.al. (1992b) found that parental authoritativeness enhances achievement of both high school boys and girls. Similar positive outcomes were also found by other investigators for both boys and girls (Steinberg et.al., 1989; Dornbusch et.al., 1987, Lamborn et.al., 1991). On the other hand, a number of studies do show that there are sex differences in child rearing practices and this variation result in differences in school performance and behavior of children.

According to many studies, parents are more strict and punitive toward boys than girls; boys are targets of physical punishment more often than girls and fathers generally deliver the punishment (Maccoby & Martian, 1983). Furthermore, Dornbusch et.al. (1987) found considerable sex differences in the parenting styles reported by youngsters. That is, females, compared to males, reported a lower level of authoritarian parenting. Apart from their greater Permissiveness with females and rougher handling of males,

Parents treat younger children in a remarkably similar fashion. For example, there are no consistent findings regarding differential treatment of aggressive behavior in spite of the fact that sex differences along this dimension are clear. Extensive studies in England and

United States made by Newson and Newson and Sars, Rau, & Alpert cited in Birren et.al. 1981) found no deference in how parents treated aggressive behavior of boys and girls.

Some studies also found that boys misbehave more often than girls. For example, according to a large survey conducted in Canada by Offered, Boyle and Racine (cited in Bee, 1994), boys were found to be more aggressive than girls. In this same study, 6.5 percent of boys but only 1.8 percent of girls were diagnosed with a conduct disorder.

CHAPTER THREE

THE RESEARCH METHODOLOGY

3. I. Subjects

The total number of subjects who participated in the present study was nine hundred. This was composed of students, parents, and teachers (whose number was 560, 240, and 100, respectively).

(a) Students

The study was conducted on a random sample of 560, seventh and eight grade student's selected from four government junior secondary schools. .Almost an equal number of students was selected from Ambo, Butajira, Debre Berhan, and Harrar towns. Except Harrar, these geographical areas were selected because they are predominantly inhabited by Oromos, Gurages, and Amharas, respectively. According to the 1994 population and Housing Census of Ethiopian, Oromos constitute about 77 percent of the total population in Ambo town, Gurages about 70 percent of the total population in Butajira, and Amhara about 90 percent of the total population in Debre Birhan. Harrar was selected because it is the home town of the Harrar is. Otherwise, Harrar constitutes only 12 percent of the total population in Harrar. It was agreed that such a sample from different parts of the country would give better information about the parenting styles employed in the four ethnic groups than would a similar sample from Addis Ababa. That is, a similar sample of students with different ethnic backgrounds could have been selected from only Addis Ababa. The information, however, could have not been fair since members of the different ethnic groups who reside in Addis Ababa are intermingled in terms of culture and values in general and in terms of the parenting styles they employ in particular.

Students in each town were divided into two groups with respect to the status of their families-those from intact homes and those from broken homes. A total of 305 and 255 students were randomly selected from intact and broken homes, respectively. Likewise, an almost equal number of males and females were selected from the four towns (Males

= 281 and Females = 279) randomly from separate lists of names for males and females. That is, a total of 154 males and 151 females were selected from intact homes whereas a total of 127 males and 128 females were selected from broken homes. The ages of students range from 11 to 21. The following table shows the characteristics of the sample of students.

Table 3
Demographic Characteristics of the Student Simple by Ethnicity, Family Status and Gender

Ethnicity	FAMILY STATUS				
	Male	Female	Male	Female	Total
Oromo	45	46	22	27	140
Amhara	39	32	32	36	139
Gurage	32	35	39	35	141
Harrari	38	38	34	30	140
Total	154	151	127	128	560

(b) Parents

In the present study parents were contacted through students (or their sons or daughters). In other words, the parents involved in the study were parents of children participated in the study. Thus, there were 560 parents that could be contacted and among these 240 parents were randomly selected to participate in the study. Sixty parents were selected from each town. Of these parents, 127 were male and 113 were female. Their ages range from 23 to 85.

(c) Teachers

A total of 100 randomly selected teachers participated in the study. They were seventh and eighth grade teachers who taught the students in the study sample. Twenty-five

teachers were selected from each town. Among the 100 teachers, 65 were male and 35 were female their ages range from 23 to 55.

3.2. Instruments

The study employed a number of instruments (namely, questionnaires, interview, essay, focus group discussion, case study, and document analysis) to collect data from students, parents, and teachers.

(a) The questionnaires

Two questionnaires were prepared to collect data from students and teachers. The questionnaire administered to students consisted of five sets of items (see Appendix 1). The first set comprised of nine items which related to personal background of students such as sex, age, grade level, and ethnic identity. The second set of items consisted of thirteen items dealing with students' family background such as their parents' age, educational level, and the family size. The third set consisted of four items developed to examine the consistency of parental discipline. The fourth part comprised of seven items regarding students' problem behaviors. Items on problem behaviors of students were adopted from existing measures (Steinberg et.al., 1989) and translated into Amharic, a language the students understand reasonably well.

The fifth part of the students' questionnaire consisted of thirty five items These items were used to classify parental behaviors into one of four categories (authoritative, authoritarian, indulgent, or neglectful). Items on parenting styles were adopted from various sources (Dornbusch et.al., 1987; Baumrind & Black, 1967, Becker, Peterson, Luria, shoemaker, & Hellmer, 1962; Becker & Krug, 1964; Schaefer, 1965).

The items on parenting styles required students to rate their parents in terms of the two dimensions of parenting styles, namely the warmth love dimension and the control/demandingness dimension. The warmth / love subscale consisted of eighteen items

related to parental warmth, acceptance, and closeness to youngsters. This subscale measures the extent to which the student perceives his / her parents as loving, responsive, and warm. The control/demandingness subscale consisted of seventeen items assessing parental monitoring and limit setting as well as parental pressure and encouragements toward high achievements

The items in the adopted scales were rated by two instructors from the Department of Educational psychology at Addis Ababa University regarding their appropriateness to the children and parents in the Ethiopian context the inter judge reliability index (Pearson r) was 0.93.

The teacher questionnaire consisted of fifty-five items (11 items regarding background characteristics, 6 dealing with factors affecting parenting styles, 11 items dealing with the relationship of parenting style and academic performance and problem behaviors of students, and 27 items related to child rearing practices employed by parents residing in the town). The latter items required teachers to rate parents in terms of the two dimensions of parenting- warmth/ love and control/ demandingness (see Appendix 2).

b. The Interview

Interviews were conducted with parents as most parents could not respond in writing. The interview consisted of twelve items concerning background information and thirty-two items dealing with their ways of upbringing children. Items dealing with parenting practices require parents to rate themselves in terms of the two dimensions of parenting, namely the warmth/ love dimension and the control/ demandingness dimension (see Appendix 3).

(c) The Essay

Children were also asked to write short essays on child rearing methods employed at home and problems associated with each technique The essay items were five in number

and were administered to all students (n = 560). The essay items were designed to identify the type of parenting style employed by parents and investigate its impact on or at least its relationship with academic achievement and other behaviors of students (See Appendix 4).

(d) Focus Group Discussion

Focus group discussion was conducted with students and their parents separately in each town. Admittedly, it was very difficult to conduct the focus group discussion as planned especially with parents. One problem was the room in which to conduct the discussion. Besides, it was difficult to get all parents selected for this purpose at one time. It was planned, for example, to conduct the focus group discussion with ten parents in each town but due to the aforementioned problems the number of participants ranged from six to eight. Unlike parents, the discussion with students was carried out as planned. In each town, ten students participated in the discussion.

In each case, five questions were raised. Most of the items were dealing with parenting styles employed in the family and their influence on students all round development. The dimension time lasted from one and a half to two hours. Two persons involved in the discussions. One was a facilitator who raised questions and encourages parents and students to totally participate in the discussion. The other was responsible recording the responses of participants in a written form. Parents were similar with regard to their age, educational and socioeconomic status (see Appendix 5 and 6).

(e) Case Studies

Case studies were also conducted in 4 students (2 Males and 2 females) in each town. These were students who were identified by their teachers as ranking low on the

academic achievements and high on problem behavior .They were required to describe the child rearing practice employed at home and were also required to associate these practices with their achievements in school and other behaviors.

Like wise four parents (2 male and 2 female were contacted through their children for case study .Actually they were the parents (Mother and father) of the four students on which the case study was contacted

3.3. Procedures of data collection

In addition to the above instruments, data were gathered by analyzing official Scholl records for each student. The average academic achievement scores for forty years were gathered. Then the mean (of these average scores) was taken to represent the average academic achievement school for each student (See appendix 7).The data were collected with the help of the record officer of each school.

Similarly, official records to the schools were also examined for the purpose of gathering data regarding problem behavior of students' .The investigators have found out that there is a serious problem in this regard. That is, the school system appeared to be very weak in keeping records of students' misbehaviors such as absenteeism, cheating on examinations, theft, fighting with other students, insulting teachers, jumping over the school's fence to go out of school illegally, and damaging school properties. Obviously, the presences of these records are helpful for researchers as well as for organizations that aim at any kind of intervention at the school level.

On the other hand, it should be noted that before collecting data for the main study, instruments were tested in a pilot study. The objectives of the pilot study were to test and improve instruments and to create working relationship in the study sites. Besides, an attempt was made to see whether students can easily and willingly respond to the items of the different instruments. This was carried out on 152 students (Males = 76. (Females = 76) from all four towns. The responses of the respondents were scored and the reliability's were found to be good. More specifically, the (Cronbach alpha) reliability's

were 0.91 and 0.89 for the warmth/love and control/ demandingness includes, respectively. These results were compared favorably with those obtained in other studies (e.g., Dornbusch et.al. 1987). Depending on this result, 35 items were selected for the students' questionnaire in the main study. Likewise, the reliability of the scale which was used to measure problem behavior of students was 0.87. Seven items were selected for this scale to be included in the main study.

3.4. Data Analysis

The independent variable of prime importance in this study was parenting style. It included four categories-authoritative' authoritarian, indulgent, and neglectful parents. Based on students' ratings of their parents on the two dimensions (warmth /love and control /demandingness) and following previous works and the model set forth by Maccoby and Martin (1983), the four parenting styles were derived from ratings as follows.

- (a) Authoritative Parents were those whose children scored above or equal to the sample median on both the warmth/ love and the control/demandingness indices.
- (b) Authoritarian parents were those parents whose children scored below the sample median on the warmth/ love index but above or equal to the sample median on the control / demandingness index.
- (c) Indulgent parents were those whose children scored above or equal to the sample median on the warmth /love index but below the median on the Control! / Demandingness index.
- (d) Neglectful parents were those parents whose children scored below are Sample median on the warmth/love and the control /demandingness Indices.

In analyzing the data, both quantitative and qualitative analyses were employed. In the quantitative analysis, chi-square' analysis of variance (ANOVA), and multiple regression analysis were employed. More specifically, using students' academic achievement and problem behaviors as dependent variables, the data were analyzed by one-way ANOVA, factorial ANOVA, and multiple regression analysis. Besides, stepwise regression analysis was employed in order to select the predictor variables that best explain the variation in the dependent variables (namely, academic achievement and problem behavior of students). Post-hoc comparisons were also performed whenever necessary.

Before proceeding with the aforementioned analyses, however, the assumptions underlying the use of ANOVA and multiple regression analysis were checked. The assumptions were found to be tenable and the use of these procedures was justified.

On the other hand, categorical variables were analyzed using a chi-square test of independence. All differences were tested for statistical significance at the 0.05 level. Finally, it should be noted that qualitative analyses were also employed to examine data gathered through the essay, the focus group discussion, and the case study.

CHAPTER FOUR

RESULTS

4.1. Parenting Styles in the four ethnic Groups.

The basic concern, of this section is to examine whether ethnic groups differ in the parenting styles they employ. In addition, as to which parenting style is relatively predominant in the ethnic groups studied is examined. Table 4 presents the percentages of cases for each of the various treatment combinations.

Table 4

The Relative Predominance of parenting Styles in the four r Ethnic Groups (in%)
Parenting style

Ethnic Group	Parenting Styles			
	Authoritative	Authoritarian	Indulgent	Neglectful
Oromo (N = 140)	38.6	32.9	17.1	11.4
Amhara(N= 139)	41.0	33.1	18.7	7.2
Gurage (N = 141)	46.8	30.5	12.1	10.6
Harrari (N= 140)	42.9	32.1	14.3	10.7
Total (N = 560)	42.32	32.14	15.54	10.00

One can observe from Table 4 that slight differences exist in cell percentages across ethnic groups. Nevertheless, these differences are not substantial and we can say that each ethnic group employs all four parenting styles more or less to the same extent. In other words, the chi-square test indicates that there is no statistically significant difference in the percentages of members of the four ethnic groups that employ different styles of parenting ($X^2 = 5.26$, $df = 9$, $p > 0.05$). Thus, the parenting style employed in a family does not depend on the family's ethnic background.

On the other hand, let us consider the relative predominance of each parenting style combining the four ethnic groups. Table 4 shows that among the 560 families studied, 42.32% were authoritative, 32.14% were authoritarian, 15.54% were indulgent, and 10% were neglectful. There is a substantial difference in the relative predominance of the parenting styles in all four groups ($X^2 = 149.1$, $df = 3$, $p < 0.001$). More specifically, the

number of students who rated their parents as authoritative was substantially higher than the number of students who rated their parents as authoritarian, indulgent, or neglectful. Thus, the data indicate that whereas authoritative style of parenting is most common among members of the four ethnic groups, neglectful style is least common.

The data that were collected from parents and teachers also support this finding. Among the 240 parents who participated in the study, 49.6% rated themselves as authoritative, 35% as authoritarian, 8.3% as indulgent, and 7.1% as neglectful. The differences in these percentages are significant ($\chi^2 = 52.1$, $df = 3$, $p < 0.01$).

Likewise, among the 100 teachers who participated in this study, 51% rated the parenting style employed by parents in their locality to be authoritative, 32% authoritarian, 10% indulgent, and 7% neglectful. Here also the differences among these percentages are substantial ($\chi^2 = 50.96$, $df = 3$, $p < 0.01$).

In sum, the results indicate that basically ethnic groups do not differ in the parenting styles they employ. Each style of parenting is employed by members of each ethnic group, more or less, to the same degree. But, all styles of parenting are not equally common. That is, the four styles of parenting are not equally predominant. Rather, whereas authoritative style of parenting is most common, neglectful style is least common among the four ethnic groups studied. This latter result is supported by data which were gathered from teachers, parents, as well as students.

4.2. Is there any Ethnic Group that employs a style of parenting which Encourages Children to be Independent and Assertive?

It is important to note right from the beginning that authoritative parents are those who encourage their children to be independent and assertive (Baumrind & Black, 1967). As can be seen from Table 4 in the preceding section, most parents in each of the four ethnic groups studied were authoritative. The percentages of authoritative parents slightly vary from one ethnic group to another. This variation, however, is not substantial. The

percentages range from 38.6 in Oromos to 46.8 in Gurages. In all ethnic groups, on the average, about 42 percent of the parents are authoritative.

Thus, every ethnic group has members who employ a style of parenting that encourages children to be independent and assertive. But there are also many parents who do not encourage children to be independent and assertive in each ethnic group. Those parents who are authoritarian, indulgent, and neglectful, consciously or unconsciously (but presumably unconsciously), do not encourage their children to be independent and assertive.

Likewise, teachers' responses support the idea that positive outcomes are associated with authoritative parenting. For example, 94 percent of teacher respondents were of the opinion that self-confident children come from authoritative homes. Moreover, 95 percent of the teacher's believed that children with good conduct tend to have authoritative parents.

Students were also asked to indicate whether or not their parents demand maturity, high achievement, and independence from them. About 89% of the students who responded to this item agreed that their parents demand these mature behaviors.

In sum, in all ethnic groups there are parents who encourage mature behaviors such as independence and assertiveness. There are more parents, however, who do not, for one reason or another, encourage their children to be independent and assertive.

4.3. Family Status and Parenting Styles

It is of some importance to know the parenting style predominantly exercised in intact and broken families. The study was, thus, designed to shed some light on this matter. Table 5 shows the relative proportions of the four parenting styles in intact and broken homes.

Table 5

The Relative prevalence of the Parenting, Styles among intact and, Broken Families

Parenting Style	Family Status			
	Intact		Broken	
	N	%	N	%
Authoritative	152	49.8	85	33.3
Authoritarian	96	31.5	84	32.9
Indulgent	32	10.5	55	21.6
Neglectful	25	8.2	31	12.2
Total	305	100	255	100

As can be seen from Table 5, the parenting style employed in a family is dependent, at least in part, on the status of the family ($X^2 = 7.93$, $df = 3$, $p < 0.05$). That is, intact and broken families differ in the parenting style they employ to a significant degree. This does not mean, however, that one parenting style is employed among intact and not among broken families. Actually, each style of parenting is exercised in both intact and broken homes.

Closer examination of the data indicates that we tend to get larger number of authoritative parents in intact than in broken homes. The reverse is true for indulgent and neglectful parents. No substantial difference is observed between intact and broken homes with regard to the number of authoritarian parents. That is the percentages of authoritarian parents in intact and broken homes tend to be nearly equal.

The statistical test indicates particularly that the significant difference among parents in intact and broken homes is with respect to indulgent style of parenting. More specifically, twice as many parents from broken homes as those from intact homes are indulgent ($X^2 = 3.84$, $df = 1$, $p = 0.05$) With respect to the other three styles of parenting, the two groups of parents did not show any substantial difference.

The statistical analysis further indicates that authoritative style of parenting is substantially more prevalent among intact families. Almost one-half of the intact families

are authoritative. Authoritarian style of parenting is also found to be more prevalent among intact families compared to indulgent and neglectful styles of parenting. The latter two styles are exercised in less than a fifth of the intact families.

In contrast, authoritative, authoritarian, and indulgent styles of parenting are prevalent among broken families more or less to the same degree. It should be noted, however, that authoritative and authoritarian styles are more prevalent than is neglectful style among broken homes.

In sum, whereas one-third of the broken families are authoritative almost one-half of the intact families are authoritative. But one can see from Table 5 that both intact and broken families are almost equally authoritarian (31.5 percent and 32.9 percent, respectively). The data also indicate that twice as many broken families as intact families are indulgent.

If we go one step forward and examine differences among children in academic achievement and problem behavior, we can see the advantage of intact homes over broken homes. The statistical analysis of the academic achievement scores of children shows that those from intact homes (mean = 55.86) are significantly better in their academic achievement than those from broken homes (mean = 53.68). With regard to problem behavior, although the differences are not significant, those from broken homes (mean = 4.23) reported slightly higher level of problem behavior than those from intact homes (mean = 4.01).

But it should be noted that whether in intact or broken homes' authoritative parenting is associated with more positive outcomes. This can be seen from mean academic achievement scores of children in Table 6 below.

Table 6
Mean Academic Achievement Scores of Children in Intact and Broken Homes of the

Four Parenting Styles

Parenting Style	Family Status	
	Intact	Broken
Authoritative	60.22	59.61
Authoritarian	52.18	51.20
Indulgent	51.00	50.31
Neglectful	49.68	50.13

The data indicate that not only the status of the family but also the parenting style exercised in the family contributes for students' academic achievement differences. Actually, the parenting style employed in a family is a more important contributor for academic achievement differences than is the status of the family. For example, in spite of being in broken homes, children who have authoritative parent (s) surpassed those children from intact homes who have either authoritarian, indulgent, or neglectful parents. In both intact and broken homes, children who have authoritative parents outperform their counterparts who have authoritarian, indulgent, or neglectful parents.

In sum, the data suggest that authoritativeness on the part of parents is very important in broken homes as well as in intact homes.

4.4. Major Behaviors Associated with each parents Style.

The study attempted to investigate the major behaviors associated with each parenting style. The attempt was made in two directions one is examining the academic achievement of students and relating this to the parenting style employed at home. The other is examining the problem behaviors of students and again relating this to the parenting style exercised at home. Table 7 summarizes the mean achievement score received by students form each parenting, style.

Table 7

Mean Score of Students' Academic Achievement by Parenting Styles

Style of Parenting	Mean	Mean Score
Authoritative	237	60.00
Authoritarian	180	51.72
Indulgent	87	50.56
Neglectful	56	49.93
Total	560	54.87

One can see from Table 7 that students from authoritative homes are well off in their academic achievement than students from non-authoritative homes. In contrast, only slight differences in academic achievement are observed among students of authoritarian, indulgent, and neglectful homes.

Further statistical analysis of the mean scores indicates that students of authoritative homes received a substantially higher mean achievement score than did each of the other groups. But the difference in mean achievement scores among students of authoritarian, indulgent, and neglectful homes is not statistically significant. Thus, the results suggest that parents' authoritative nature positively contributes to students' academic achievement.

The statistical analysis further clarifies the importance of parenting styles in students' academic achievement. That is, in this study about 45 percent of the variation in students' academic achievement is accounted for by the variation in parenting style employed at home ($R^2 = 0.45$) in simple terms along with parenting, styles many variables (e.g., intelligence) are responsible for students' variation in their academic achievement. While all these variables together account for the whole (100%) variation, about 45 percent of the variation is accounted for by the variation in parenting styles alone. This implies that parenting style is a very important variable that contributes to variations in academic achievement.

The above finding that high achievers tend to come from authoritative homes is also supported by data gathered from teachers. A very high proportion of teachers (94%) characterized the home environment of students with high academic achievement as authoritative.

On the other hand, the results regarding problem behaviors (misbehaviors) of students as related to parenting styles are given in Table 8 below.

Table 8
Level of Problem Behavior by Parenting Style

Parenting Style	Problem Behavior			
	High		Low	
	N	%	N	%
Authoritative	56	23.6	181	76.4
Authoritarian	152	84.4	28	15.6
Indulgent	78	89.7	9	10.3
Neglectful	52	92.9	4	7.1

One can observe from Table 8 that the magnitude of misbehaviours of students varies as a function of the style of parenting to a significant degree ($\chi^2 = 16.0$, $df = 3$, $p < 0.0001$). Above three-fourth (76.4%) of children from authoritative homes reported lower level of misbehaviors. In direct contrast to this, only 15.6%, 10.3% and 7.1% of the children from authoritarian, indulgent, and neglectful homes, respectively, reported lower level of misbehaviors.

In other words, high level of misbehaviors is reported by children from neglectful, indulgent, and authoritarian homes. In fact, some children (23.6%) from authoritative homes also reported high level of problem behavior but this percentage of children is substantially lower than the percentage of children who reported high level of misbehaviors (from each of the non-authoritative homes).

Thus, according to students' reports, whereas low level of misbehavior is most common in authoritative homes, high level of misbehavior is most common in neglectful homes (92.9%) followed by indulgent homes (89.7%) and authoritarian homes (84.4%). The data collected from teachers seem to support the above finding. That is, most of the

teachers (87%) indicated that students who misbehave frequently in schools tend to have either indulgent or neglectful parents.

The statistical analysis of students' responses further suggests that students' level of problem behavior is determined, at least in part, by the style of parenting exercised in the family. More specifically, about 47 percent of the variation in students' misbehaviors is accounted for by the variation in the parenting style employed at home ($R^2 = 0.47$). This means that whereas the whole (100%) variation in students' misbehaviors is accounted for by many variables together with parenting styles, about 47 percent of the total variation is due to differences in parenting styles alone.

4.5. Gender Differences in Desirable and Undesirable Behaviors

As in the preceding section, here also gender differences were examined with respect to academic achievement and problem behaviors. As can be seen in Table 9 no significant gender differences were observed in academic achievement.

Table 9

Mean Academic Achievement Score by Gender and Parenting Style

Parenting Style	Male	Female
Authoritative	60.62	59.70
Authoritarian	52.08	51.05
Indulgent	50.44	50.76
Neglectful	50.29	49.48
Total	53.94	55.80

One can see from these data that the overall mean scores favor females to a slight degree. But this difference is not significant. In other words, so far as males and females come from families who employ the same parenting style, no difference could be observed in their academic achievement. This implies that a specific parenting style could have no differential effects on academic achievement of boys and girls.

It should be recalled, however, that girls whose parents are authoritative surpass (in their academic achievement) those boys as well as girls whose parents are either authoritarian, indulgent, or neglectful. The same is true for boys whose parents are authoritative. Thus, what is important in academic achievement is not the male- female issue but how children are reared at home.

The results regarding problem behaviors are shown in Table 10. The data indicate that more problem behaviors (or misbehaviors) are reported by males than by females

Table 10
Number and Percentages of Males and Females showing high .level of Problem, Behavior

	Male		Female	
	N	%	N	%
High	206	73.31	132	47.31
Low	75	26.69	147	52.69
Total	281	100	279	100

On can observe from Table 10 that whether students show high or low level of problem behavior depends, at least in part, on their gender ($X^2 = 14.12$, $df= 1$, $p < 0.001$). More specifically, among males more subjects (73.31%) tend to show high level of misbehaviors. In contrast, among females more subjects (52.69%) tend to show low level of misbehaviors.

The data in Table 11 may indicate the possible reason why males and females differ especially with respect to misbehaviors. In other words, as to why more males than females engage in misbehaviors is related some how to the kind of parenting style exercised at home.

Table 11
Parenting Style by Gender of Children

Parenting Style	Males		Females	
	N	%	N	%-
Authoritative	78	28	159	57
Authoritarian	118	42	62	22
Indulgent	54	19	33	12
Neglectful	31	11	25	9
Total	281	100	279	100

As can be observed from Table 11, parenting styles differ as a function of the gender of children ($X^2 = 50.81$, $df = 3$, $p < 0.00001$). In more specific terms, significantly more females than males tend to have authoritative parents. More than twice females (57%) as males (28%) reported that their parents are authoritative. In direct contrast to this, substantially more males than females reported that their parents are authoritarian. More specifically, nearly twice males (42%) as females (22%) have authoritarian (or power-assertive) parents. Besides, although to a less extent, more males than females tend to have indulgent and neglectful parents.

Generally, the data seem to suggest that more males than females are at disadvantages. Thus, this may suggest as to why more males than females tend to show a high level of problem behavior (or misbehaviors).

4.6. Factors Affecting Parenting Styles

In this section, some factors that may influence the kind of parenting style exercised in a family are examined.

(a) Parental Education

The data concerning the influence of parental education on parenting style were gathered from teachers. Teachers' responses are summarized in Table 12 below.

Table 12

Teachers' Opinions of Parenting Styles Employed by Educated and Non-Educated Parents (in %)

Parenting Style	Educated parents	Non-Educated Parents
Authoritative	90	6
Authoritarian	2	74
Indulgent	6	17
Neglectful	2	3

First, it should be noted that -asked whether educated parents and non-educated parents employ similar or different styles of parenting -96 percent of the teachers were of the opinion that these two groups of parents use different styles of parenting Then, teachers were requested to further identify the parenting styles employed by these two groups.

In response, 90 percent of the teachers believed that educated parents tend to be authoritative. About three-fourth (74%) of the teachers characterize non-educated parents as authoritarian. Besides, 17 percent of the teachers believed that non-educated parents are also indulgent.

Thus, according to teachers, most educated parents tend to be authoritative whereas most non-educated parents tend to be authoritarian. The latter appear also to be indulgent. So generally, more educated parents than non-educated parents seem to be authoritative. In contrast, more non-educated parents than educated ones appear to be authoritarian and indulgent.

(b) Number of Children in the Family

Teachers were also asked to give their opinions regarding the parenting styles exercised in families where there are few children and in those where there are many children. Their responses are summarized in Table 13 below.

First, asked whether these two groups of families use similar or different parenting styles, most (90%) of the teachers agreed that these groups use different styles of parenting.

Table 13
Parenting Styles Exercised As a Function of the Number of
Children in the family (in %)

Parenting Style	Few Children	Many Children
Authoritative	82	9
Authoritarian	5	17
Indulgent	7	68
Neglectful	6	6

One can clearly observe from Table 13 that the majority (82%) of teachers believed that in families where there are only few children, parents tend to be authoritative. But in families where there are many children, teachers (68%) believed that parents would be indulgent. Some teachers (17%) also believed that when there are many children in a family parents tend to be authoritarian.

Thus, teachers' responses indicate that parents who have few children tend to be by far more authoritative, less authoritarian, and by far less indulgent than parents who have many children.

4.7. Students' Responses to the Essay Items

All student subjects (N=560) were required to write short essay on the child rearing practices exercised at home, on peculiar incidents related to child rearing practices, if any' and on the advantages and disadvantages of the child rearing practices.

The investigator expected to get some important information (such as 'peculiar incidents) form the essay which can not be obtained by other instruments. However, their expectation could not be realized. Such data could have been very useful especially to

understand thoroughly the side effects and some positive aspects associated with each parenting style.

Examining what students wrote, the investigator observed that most students have problems in writing. It appeared that they do not have this experience or they do not like or want to write about the matter in some length. They only wrote sentences or two in response to each question raised. No one wrote any peculiar incident related to parenting styles.

With some difficulty, the investigators identified the parenting style employed in the family from the essays and the data are shown in Table 14 below.

Table 14.
Number and Percentage of Children by Parenting Style

Parenting Style	Male		Female	
	N	%	N	%
Authoritative	82	29.2	148	53.0
Authoritarian	116	41.3	44	15.7
Indulgent	51	18.1	48	17.2
Neglectful	32	11.4	39	14.0
Total	281	100	279	100

One can see from Table 14 that authoritative style is relatively more prevalent than each of the remaining styles of parenting. In contrast neglectful style is found to be least common. Also authoritarian style is more prevalent than indulgent style of parenting.

Comparing the data in Table 14 with the data in Table 11 which were obtained through the students' questionnaire, one can see that they are similar except some slight percentage differences. In both cases, authoritative parenting is the most dominant whereas neglectful parenting is the least dominant style. This lends additional support to the finding which indicates that in the four ethnic groups studied, the parenting style

which is most common is authoritative style, followed in descending order, by authoritarian, indulgent, and neglectful styles of parenting.

In writing the essay, students were requested to identify the advantages and disadvantages of the parenting styles employed in their homes. The advantages frequently cited by students include: high academic performance, good conduct, high self confidence, and good interpersonal relationships. These are suggestions given by those children most of whom rated their parents as authoritative and by some few children who rated their parents as authoritarian.

On the other hand, most students suggested that there are no disadvantages that they are aware of. Only some few students suggested that poor academic performance and misconduct are undesirable consequences of some child rearing practices.

4.8. Students' and parents' Responses in the Focus-Group Discussions.

In each town, the students (M=5& F=5) participated in the focus-group discussion. The discussion was carried out in a classroom. The responses of students in the discussion are summarized below.

Asked to describe the chief rearing practices employed at home, most students answered that :

- Parents try to take care of our health, clothing and education.
- Sometimes parents advise us to work hard and get good results.
- Parents control us especially not to involve in wrong doings.

In contrast to the aforementioned positive responses some students answered as follows:

- Sometimes our parents severely punish us.

- They force us to engage in household activities as soon as we are back from school as a result of which we cannot have enough time for study.
- We are not allowed to participate in discussions. Nor are we allowed to express our ideas freely.

From the above responses, one can see that even in the positive responses of students, some external behaviors (such as cleanliness) are emphasized by parents. According to students, parents control their children not to involve in wrong doings. But, parents did not go beyond advising children to work hard in schools. They should not only advise but also support the students' hard work so as to be competent academically. Such parents seem generally to be either authoritarian or indulgent.

On the other hand, if we examine the aforementioned negative responses of students, we can clearly see that parents of these children are authoritarian. As can be seen from the responses, physical punishment is used. In addition, obedience of children is also considered to be important.

Asked as to what we mean when we say children are reared in a, good way, children emphasized the importance of food, health, clothing, and education. That is, if parents provide food, clothing, and education to their children, child rearing practices are considered to be good. Child rearing practices are also considered good if parents train their children to respect other people including their friends and teachers.

Once again one can see from these responses that such internal qualities as self confidence, independence, and assertiveness of children are not emphasized. Actually, food, clothing, health, and education are important and should be provided to children. But parents should also encourage their children to be independent and assertive.

They were also asked if their parents and other parents in their surrounding are authoritarian or power assertive. The following answers were given by some students:

- There are many such families.
- Our parents want us to be obedient without question.
- They also want us to do things that should be done by themselves.
- They do not show any willingness to accept our ideas.
- We are not allowed to go out as we wish.

In contrast, some other students answered as follows:

- Parents are not so much dominating.
- Our relation is based on understanding.
- Even when we disagree they try to advise us rather than resorting to punishment.

On the other hand, focus-group discussion was also conducted with parents. In each town, the number of participants ranged from six to eight.

Like Students, parents were asked to describe the parenting style they used to employ and are now employing. Most of them said that they used to employ child rearing practices in which parents dominate their children and are not responsive to children's needs. They also said that nowadays, they are changing, and that with time they are trying to give the chance to their children so that they can make decisions independently and be self-confident. They further said that they are trying to help children be obedient, exert effort in their education, and keep themselves away from problems.

Asked to identify the advantages and disadvantages of the parenting styles they employ, parents said that if parents dominate their children, certainly this has a negative influence on children's behavior. According to parents, children reared in such homes are timid, they lack self confidence, and they tend to develop feelings of inferiority. Parents further indicated that the parenting style they are employing now, however, helps children not to feel inferior, not to be timid, and to develop self confidence.

According to parents, children are said to be reared in a good way if

- Parents take care of children's food, clothing, and health;
- Children respect their parents and elderly people.
- Children are obedient.
- Children keep themselves away from problem
- Children get good education and become high achievers.
- Children keep themselves away from gossiping.

In the focus-group discussion, parents also indicated that in towns, parents are step by step, giving up the belief that being authoritarian on parents' part is helpful for children. In towns, according to them, parents are becoming less and less power assertive. They indicated, however, that this is still a major problem in the rural areas. They went on saying that even in towns, one cannot say that parents are no more dominating. According to parents, what one can say is that the number of authoritarian parents is becoming remarkably lower.

Asked \whether their children are victims of the authoritarian style of parenting, most, parents said no, their children are not victims. They admitted, however, that their older children are victims because they used to be authoritarian. They also stated that they know many children who are victims and that they are observing timid, silent, fearful children, and children who are not self-confident as a result of this power-assertive style. All in all, most parents agreed that authoritarian style of parenting has more disadvantages than advantages.

It is important to note from parents' responses that parents especially in towns used to be dominating and/or power assertive and that they are now becoming less and less so. On the other hand, parents, like their children, emphasize external behaviors such as neatness and obedience and not internal qualities such as independence and assertiveness. Even if they know that authoritarian style of parenting is harmful to children's all- rounded development, they still attach higher importance to obedience and respect.

CHAPTER FIVE

DISCUSSION

5.1. Parenting Styles in the Four Ethnic Groups

One of the prime objectives of the present study was to examine parenting-style differences among selected ethnic groups (Oromo, Amhara, Gurage, and Harrari) in Ethiopia. The results indicated that each parenting style is exercised in each of the ethnic groups studied, more or less, to the same degree. This suggests that the parenting style employed in a family does not depend on the family's ethnic background.

This finding is consistent with results of other studies Reingness and Gander (1974), for instance, examined methods of child rearing, in rural Ethiopia and concluded that socio-economic class along with level of education may possibly differentiate parenting styles more fundamentally than culture (or nationality). This implies that although minor differences in parenting styles may exist among ethnic groups, these differences may be more substantial if examined in terms of the families socio-economic status and level of education than in terms of ethnicity.

Another point of importance in this study was related to identifying the predominant parenting style practiced among members of the four ethnic groups in question. The present study revealed that authoritative parenting is the most dominantly practiced style among the Oromo, Amhara, Gurage, and Harreri ethnic groups.

This finding is consistent with results of some recent studies conducted in Ethiopia. As in the present study, authoritative parenting was found to be most predominant in Kaffcho ethnic group (Berhanu, 1996), in Tigre ethnic group (Markos, 1996), and in Amhara and Wolayta ethnic groups (Abesha, 1997).

The finding is also consistent with results of studies conducted in other countries. Rohner and Rohner (cited in Berk, 1991), for instance, studied 186 societies and concluded that

the most common pattern of child rearing in the societies studied is the authoritative parenting style.

One possible explanation for the predominance of the authoritative style of parenting among the four ethnic groups could be the very high value attached to children by the Ethiopian society. How any society or cultural group as a whole feels about children is extremely important in determining the kind of child rearing practices which will be used by parents. Higher values are attached to children in Ethiopia because they provide social, economic, and psychological support for their parents. This is especially important when parents become older and cannot afford the cost of living. For this reason, parents may employ more accepting, firm, and democratic child rearing practices.

Another possible and more appealing explanation could be the rapid socio-cultural changes that took place in Ethiopia. That is, the rapid socio-cultural changes may have strong impact on traditional modes of child rearing. Most studies that were conducted in Ethiopia before the 1980s indicated that authoritarian parenting was most prevalent in Ethiopia (Ringness & Gander, 1974; Cox, 1967). In contrast, more recent studies (Abesha, 1997, Berhanu, 1996; Markos, 1996) including the present study revealed that authoritative parenting style is most predominant in different ethnic groups in Ethiopia. As pointed out by some investigators (Laosa, 1981; Pauswang, 1970), a change in the socio-political system is accompanied by cultural changes. It is, therefore, likely that the political changes in the country in the past two decades have resulted in some cultural changes including possible changes in child rearing practices.

The increasing awareness of parents about the influence of child rearing methods on children's all aspects of development could also be taken as an important explanation. Here, the role of the mass media is paramount. The information regarding child rearing methods and associated outcomes transmitted through mass media may have helped

parents question their ways of upbringing and may have assisted them understand the negative consequences of traditional values, beliefs, and practices in child rearing on all

round development of children. This, in turn, may have provided a context in which authoritative parenting become more prevalent than it used to be among Oromo, Amhara, Gurage, and Harrari ethnic groups.

In general, the findings are encouraging given the fact that two decades ago, most studies indicated that Ethiopian parents are predominantly authoritarian. Nevertheless, the findings also suggest that much remains to be done in changing parental attitudes. For instance, traditional values and beliefs such as "spare the rod and spoil the child", which often results in impulsive and overly harsh use of discipline, still seem to have tremendous impact on child rearing methods employed by Ethiopian families. We have to work hard to change these parental attitudes which are still prevalent in Ethiopia.

In the present study, for example, about 32 percent of the families studied were found to be authoritarian. These parents are, according to many studies, harsh and power assertive. In addition, about 16 percent and 10 percent of the families were also reported to be indulgent and neglectful, respectively. All in all, the study indicated that about 58 percent of the families studied behave in a way that is not desirable. As found in many studies including the present one, authoritative parenting is associated with more positive outcomes (such as higher academic achievement and lower level of misbehaviors). This seems to suggest that we have to work hard so as to make parents aware of the negative consequences of authoritarian, indulgent, and neglectful parenting.

5.2. Family Status and Parenting Styles

In general, the present study revealed that the parenting style employed in a family is dependent, at least in part, on whether the family is intact or not. More specifically, more parents from intact homes than from broken homes are authoritative. This result is in line with general expectation. That is, all other things being equal, parents in intact families tend to be more supportive, more loving, and more controlling and demanding than parents in broken homes. It is also consistent with results of other studies (e.g., Dornbusch et.al. 1987).

Particularly the result which indicated that twice as many parents in broken homes as those in intact homes are indulgent is of importance here. Actually, this finding is consistent with findings from other studies (e.g., Dornbusch et.al., 1987. Dornbusch and his associates (1987) noted, among others, that both step-parent and single-parent families showed a higher level of permissive parenting than did two natural parents.

One possible explanation for this finding may exist in the Ethiopian culture. When a child loses his/her father or mother because of divorce or particularly because of death, the remaining parent considers the child as lonely and helpless. Thus, the parent believes that controlling the child and demanding from him/her, is tantamount to further victimizing, the child hence, parents in such conditions are more likely to be warm and accepting and less likely to be controlling and demanding. In other words, more parents in broken homes than those in intact homes tend to be indulgent.

On the whole, from the present study, one can see that relatively more parents from broken homes than those from intact homes tend to be indulgent and neglectful. The reverse is true in the case of authoritative parents. But, nearly equal number of parents from both intact and broken homes is authoritarian. We can, therefore, observe the relative advantages of intact homes over broken homes.

However, this relative advantage of intact homes over broken homes was no significant when students' problem behaviors were examined. Actually, the differences in this variable favored those from intact homes but only slightly. This is contrary to expectation because; all other things being equal, those in intact homes are generally expected to show substantially lower level of problem behaviors.

One possible explanation for this result may be the fact that the status of the family alone may not be a powerful determinant or predictor of children's outcomes. Some investigators (e.g., Lindgren & Suter, 1985), for instance, believe that living in supportive single-parent family is by far better than living in an intact family characterized by

constant friction and conflict. In other words, not only the status of the family but also how supportive parents are is important. Second, closer examination of the data indicates that in the Amhara sample, for example, no indulgent and neglectful parents were reported by students from broken homes. Fifty percent of the broken families were authoritative and the other fifty percent were authoritarian. As opposed to this, in the same ethnic group but in intact homes, only 32 percent of the parents were reported to be authoritative, only 17 percent authoritarian, 37 percent indulgent, and 14 percent neglectful. This seems to show clearly that parenting styles is more important in prediction problem behaviors than is status of the family.

But with regard to academic achievement, the results indicated that students from intact homes surpassed those from broken homes. This finding is in line with general expectation. It is also consistent with findings of other studies (e.g.' Hetherington & Parke, 1979). In sum, one can see from the findings of the present study that parenting style is by far more important than status of the family as a predictor of students' academic achievement and problem behaviors.

5.3. Parenting Styles and Academic Achievement

Results of the present study indicated that children from authoritative homes scored significantly higher in their academic achievement than did children from non authoritative homes. No substantial differences were observed in the academic achievement of children from authoritarian, indulgent, and neglectful homes.

This result is consistent with results of studies conducted in the Ethiopian context (Berhanu, 1996; Markos, 1996) as well as results of studies conducted in other countries (Dornbush et.al., 1987; Lamborn et.al., 1991). One can, therefore, say that authoritative parenting facilitates or positively contributes to students' academic achievement.

A number of reasons are given by investigators as to why authoritative child rearing is so effective. First, according to Berk (1991), control exercised in a way that appears fair and

reasonable to the child, not impetuous and arbitrary, is far more likely to be complied with and internalized. Second, nurturant, non permissive parents who are secure in the standards-they hold for their youngsters provide children with models of caring concern for others as well as confident, assertive behavior. In addition, such parents are likely to be more effective reinforcing agents, praising the child for behaviors that meet their expectation and making more successful use of disapproval, which works best when applied by a nurturant parent who can withstand counter pressures from the child. Finally, parents who rely on authoritative techniques make demands that are sensitive and responsive to their children's developing' capacities. By adjusting expectations so they fit with children's ability to take responsibility for their own behavior, these parents communicate to children a sense that they are competent beings who can do things successfully for themselves. As a result, high self-esteem and mature, autonomous functioning are fostered (Steinberg et.al., 1989).

Regarding the cause-effect relationship of authoritative parenting and academic achievement, investigators have not yet arrived at a certain agreement. According to Baumrind (cited in Berk, 1991), authoritative parenting plays a casual role in children's superior development. In contrast, Lewis (cited in Berk, 1991) suggested that authoritative child rearing is largely a reaction to children's personality dispositions rather than the cause of them. According to Lewis, parents of well-socialized children use firm, demanding tactics because their youngsters happen to have cooperative, obedient dispositions, not because firm control is an essential ingredient of effective parenting.

In short, both sides present logical ideas to support their position. One can also see that either of the two possibilities cannot be ruled out. This position is supported by Maccoby and Martin (1983) who point out that the direction of influence between parenting practices and children's characteristics goes both ways. According to Maccoby and Martin, impulsive and difficult children make it harder for parents to remain firm as well as democratically involved, but parenting practices can either sustain or reduce children's difficult behavior.

In sum, the present study underscored the importance of authoritative parenting in students' academic achievement. Such a result is found from the data collected through the students' questionnaire. The result is also supported by responses of a very high proportion (94%) of teachers.

5.4. Parenting Styles and Problem Behaviors

Findings of the present study indicate that the magnitude of misbehaviors of student varies as a function of the style of parenting to a significant degree. Above three fourth of children from authoritative homes reported lower level of misbehaviors whereas only 15.6%, 10.3%, and 7.1% of the children from authoritarian, indulgent, and neglectful homes, respectively, reported lower level of misbehaviors. Moreover, the multiple regression analysis indicated that among the variables examined in the present study (number of children in the family, the presence or absence of elderly people in the family, family status, sex, level of education of parents, parenting style, and occupation), parenting style was the only variable which significantly accounted for the variation among students in problem behavior. That is, it is how parents rear their children and not parents' occupation, income, or education that really make the difference. This finding is consistent with that of Papalia and Olds (1990).

The results of the ANOVA also revealed that students who characterized their parents as authoritative (warm, controlling' and demanding) reported significantly lower level of problem behavior than students who described their parents as authoritarian, indulgent, or neglectful. This result is consistent with previous findings (Lamborn et.al., 1991; Hetherington & Parke, 1979) which indicated that authoritatively reared children showed lower level of involvement in problem behaviors.

One possible explanation for the low level of problem behavior among authoritatively reared youngsters may be that authoritative parents love and respect their children, exert firm control, set clear rules, and make strong demands for good behavior. Parents who are both democratic and strict (authoritative) help their children in several ways. By

establishing-clear, consistent rules, they let children know what behavior is expected of them. Knowing what is expected help children gain internal control. As they function within rule systems, they learn to consider the demands of the outside world. And children of demanding parents believe in their ability to meet demands and care enough to insist that they do (Papalia & Olds, 1990).

Another explanation for the low rate of problem behavior among students from authoritative families may be that these parents were consistent in their parenting styles. That is, authoritative parents, by being consistent, provide youngsters with a reasonable and predictable basis for learning to regulate their behavior. According to some investigators (Hetherington & Parke, 1979), lower rates of delinquency have been found in homes in which both parents were consistent in their discipline practices.

The present study also revealed that students from authoritarian families (more controlling and demanding and less warm) reported higher level of problem behavior than those students from authoritative families. This may be because authoritarian parents rely more on physical punishment to guide and correct their children than do authoritative parents. Children who are subjected to strict authoritarian parenting feel dependent on, afraid of, and hostile toward their parents. According to some investigators (Papalia & Olds, 1990), because these children are unable to express their anger toward their parents directly, they carry these negative feelings with them and emerge as angry, fearful individuals who take out their aggression against peers they see as weaker than themselves.

According to Berk (1991), parents who use physical punishment especially on an inconsistent and erratic basis, are likely to have aggressive and hostile children. These results are consistent with data obtained from parents in the case studies. The results indicated that many parents are authoritarian and parents use harsh physical punishment simply adopted from their parents. Many parents do not recognize that today's youngsters are living in a different world from the one in which they grew up. As an

example, we can have the response of a parent whose child is identified as low in academic achievement and high in problem behavior.

Name: MF

Age 51

Ethnic Identity: Oromo (Ambo)

Educational level: Illiterate

I have no knowledge in child rearing methods I simply adopt the child rearing methods my parents employed. They taught me to obey and respect them, I have also learned from my own childhood to view children as requiring physical punishment.

I believe that the child rearing technique I employ at home have many advantages for my children. The firm control I exerted on my children helped them to develop a good working habit at home and school. My children respect me, their mother, and elders. They do what I and their mother told them to do.

I have not noticed the negative impact of the child rearing method I use on my children's development. Children should accept their parents' word in an unquestionable manner and should conform to whatever standards set by parents. Children should be punished if they act contrary to parents' standards.

I know some students who display certain types of undesirable behaviors and repeat in the same grade year after year. However, parents should not be blamed for children's problems. The sole cause of their problems is the school.

The results of the present study also showed that students who described their parents as authoritarian reported significantly lower level of problem behavior than students who described their parents as indulgent and neglectful. This finding is in line with previous

findings. As in previous studies (e.g., Lamborn et.al., 1991), youngsters who come from homes characterized as authoritarian are less likely than their peers from indulgent and neglectful homes to be involved in deviant activities.

The relatively lower level of problem behavior among students raised in authoritative and authoritarian homes suggests that firm control may help deter the development of problem behavior. Some studies support this argument. For instance, Ensminger (cited in Owens, 1993) found that the key difference between no-problem youngsters and those who had engaged in deviant acts (lying, stealing, truancy, and dislike for school) was the lack of parental control which characterizes the latter group.

Results of the present study also indicated that students from neglectful homes (non-controlling, non-demanding and less warmth) reported higher level of problem behavior than students from authoritative and authoritarian homes. This result is consistent with findings of other studies. According to Cavan and Ferdinand (cited in Papalia & Olds, 1982), for example, parents of those youngsters ranking high on problem behavior are those who neglect their children and rarely exercise consistent and firm control.

The high rate of problem behavior among students from neglectful parents could be explained in relation to lack of parental love and affection. That is, students from neglectful homes may feel that they are being ignored by their parents and may misbehave in order to attract the attention of their parents. This argument is supported by data obtained from a case study. The child was identified by his teachers as ranking high on problem behavior and low on academic achievement. The case is presented below.

<p>Name: AA Age: 15 Sex: Male</p>
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Ethnic Identity: Harrari (Harrar)

Grade: Seven

I have repeated for three years in grade seven. I was caught once attempting to steal school property. I frequently fight with my friends. I am from a single parent family. My father has died long ago. I was brought up by my mother.

My mother sets no rules and makes few demands on me. She hardly ever punish me She does not initiate me to study at home and do homework. She pays little attention to me. She was occupied with her own activities (small trade) and does not have time to be with me. She does not have interest in me, either.

Most of my friends dropped out of school. Most of them frequently engage in certain types of undesirable behaviors (smoking, chewing chat, theft). They always ask me to steal money and give them. My friends have tremendously influenced my behavior and school performance.

His mother was also contacted through the student and her case was also studied. As can be seen from the case study given below, the information from the student is the same as the information from the mother.

Name: AN

Age: 48

Sex: Female

Ethnic Identity: Harrari (Harrar)

Education Level: Illiterate.

My son has repeated in grade seven. He sometimes display certain types of misconduct. His father has died immediately after he was born. No one helped me in upbringing my son.

I don't want to be harsh and punitive towards my son. This is because I believe that punishing a child who has lost his father causes emotional disturbances or problems. The low academic performance and occasionally displayed misconducts of my son might be attributed to his association with wrong-doing peers.

Another explanation for the high level of problem behavior among students from neglectful homes is that neglectful parents are excessively lax and inconsistent in their discipline. Parental inconsistency in discipline is associated with maladjusted or delinquent behavior (Hetherington & Parke, 1979).

However, according to the present study, students from neglect homes do not differ significantly from those in indulgent homes (non-controlling, non-demanding, and relatively warm) with respect to problem behaviors. This finding is consistent with previous findings. Lamborn et.al. (1991), for instance, indicated that students from neglectful and indulgent families show a higher level of involvement in certain problem behaviors. Moreover, the investigators pointed out that these children are more likely to repeat grades, hate school, leave school, and misbehave in the classroom.

The high rate of problem behavior among students from indulgent and neglectful homes may be that these students set their own goals, rules, and limits, with little or no guidance from parents. Children who receive little or no parental guidance often become uncertain and anxious about whether they are doing the right thing (Papalia & Olds, 1990).

The fact that students from indulgent homes also engage in some misbehaviors is also revealed in the case study. though their teachers identify them as ranking high in problem behavior and low in academic achievement, the students were not willing to disclose these problems. This can be seen from the following case.

Name: TAN

Age: 15

Sex.: Female

Ethnic Identity: Amhara (Debre Birhan)

Grade: Seven

My conduct in and outside the school is good. My academic performance is not bad. I am the one who choose my friends. No one chooses friends for me. My friends do not force me to behave like them.

In and outside the school, I and my friends behave in a good way. My parents did not force me to quit my relations with friends. They did not advise me, either.

My relations with my parents is based on love and understanding. The same is true for my relations with my brothers and sisters. The child rearing practices employed in my family helped me to get along with friends easily. I could not understand its effect on my academic achievement. I could not see the disadvantages, either.

The father of this student was also contacted so as to get the parent's opinion on the student's general behavior, academic achievement, and misconduct. Nevertheless, the obtained information was not that different as one can see from the following case.

Name. ANA

Age: 38

Sex: Male

Ethnic Identity: Amhara (Debre Birhan)

The behavior and interpersonal relations of my children are generally good. Even though some of my children's academic performance is low, some of them have good academic performance.

I let my children choose their own friends. I know that their friends' behaviors have some influence on the behavior, interpersonal relationships, and education of my children. Nevertheless, it is difficult to know who their friends are. I don't know how my children's friends behave in and out of school. I did not advise or punish my daughter so as to force her quit the relationships with her friends.

I love my children and they also love each other although sometimes they may quarrel. In upbringing children, I emphasize that children be loved, be healthy, and get food and education. I

It would be recalled that the children whose cases were studied in some detail were identified as ranking high in problem behavior and low in academic achievement. As can be seen from the case studies, these children came from either authoritarian, neglectful, or indulgent homes. Most parents did not supervise the academic achievement of their children. They did not try to control their children even when they perform poorly in school.

Some parents did not know even as to who the friends of their children are. Most parents, if not all, did not attribute the problem to the parenting style they employ. They rather attribute the problem to peer influence even if such influence is not reported by children to be negative. On the other hand, parents did not advise or force their children to quit their relations with such friends.

The child rearing practice at home is considered by most parents and many children to be good if parents can provide good food and clothing, monitor their children's health and cleanliness, and send their children to school. Most parents also emphasize behaviors such as obedience, respect for others' and following rules strictly. But, parents did not appear to encourage students' assertiveness and independence in any way. Also, controlling students' day-to-day activities seem to be lacking. In most cases' warmth and love between parents and children do not seem to exist, either

It is generally known that parents are responsible for guiding their children's development. Children deserve to benefit from the greater knowledge and experience of their parents. At all ages, children need some rules and limits although these change as children grow older.

In sum, students from authoritative homes reported significantly lower level of problem behavior than students from non-authoritative homes. Also, students from authoritarian homes reported significantly lower level of problem behavior than those from indulgent or neglectful homes. Students from indulgent and neglectful homes reported, more or less, the same degree of problem behavior.

5.5. Gender Differences

Findings of the present study indicated that parenting styles differ as a function of the gender of children to a significant degree. The data revealed, for example, that 57% of female students but only 28% of male students have authoritative parents. In contrast, only 22% of female students but 42% of male students reported that they have authoritarian parents. This simply means that more parents are warm, loving, controlling, and demanding toward daughters than toward sons. Also, parents are less acceptant, more demanding, and more hostile toward sons than toward daughters. This finding is consistent with findings of other studies. Maccoby and Martin (1983), for example, indicated that parents treat boys more roughly than girls. In addition, Maccoby (cited in

Birren et.al., 1981) suggested that parents are more warm and concerned about their daughter's physical well-being.

On the other hand, the present study showed a higher level of problem behavior among boys as compared to girls. This result is also consistent with previous studies. Berk (1991), for example, revealed that boys misbehave more often than girls.

Some possible explanations can be given for the high level of problem behavior among boys. The first is that parents are more authoritarian toward males than toward females. Several studies (e.g., Lamborn et.al. 1991) associate authoritarian parenting style with problem behaviors in children. The second possible explanation for the relatively higher level of problem behavior among boys is related to cultural and societal expectations. In Ethiopian culture, boys are expected not to be submissive and dependent. They are rather expected to be dominant, aggressive, and independent. Thus, this cultural expectation encourages boys but not girls to engage in some kinds of misbehaviors.

Similarly, one can forward some possible explanations for the relatively lower level of problem behavior among girls. First, such a finding may be explained by the fact that parents are more authoritative toward females. According to many studies (Lamborn et.al., 1991; Steinberg et.al., 1989, Coon 1986), authoritative parenting is associated with low level of problem behavior. Second, the finding may also be explained by the cultural and societal expectations. In Ethiopian culture, girls are expected not to be aggressive, for example. They are rather expected to be docile and dependent. This is to say that the cultural expectation does not encourage girls to engage in activities that are considered undesirable by the community.

Unlike problem behaviors, the examination of male-female differences in academic achievement showed that there are no substantial differences between males and females. That is, so far as males and females come from homes who use the same parenting style, no difference was observed in their academic achievement. This finding is consistent

with findings of other studies (Dornbusch, et.al., 1987; Lamborn et.al., 1991; Steinberg et.al., 1989).

5.6. Recommendations

The results of the study do not indicate any major variation in parenting style among the four ethnic groups. However, the findings suggest that some measures should be taken in light of the parenting styles which may have some negative effects on children. To this effect, the following recommendations are made which can serve as a starting point for future interventions. But it should be noted that whatever interventions may be planned have to consider the need for additional information and investigation

1. According to the findings of this study many parents raise their children the way they themselves were brought up. That is, for many parents traditional beliefs and their own memories of childhood were major sources of guidance for child rearing. This indicates the need for helping parents in their child rearing tasks. Thus, the investigators suggest that parent-education programs be developed which would provide modern concepts regarding child rearing. The educational programs should begin at the earliest possible time. If educational programs reach young people before they actually become parents, they might have greater chances of being effective with their children. Thus, governmental organizations (Gos), non-governmental organizations (NGOs), and schools should hold this responsibility.

Such a recommendation (of parent-education programs) is also supported by children and parents themselves. Asked to suggest some measures that should be taken to change parents' authoritarian attitudes and behaviors in the focus group discussion children underscored the importance of educating parents. According to children, the school can play a significant role in this regard.

Likewise, parents noted that the problem can be minimized by educating parents. According to them, forum should be created whereby parents become aware of the negative consequences of their child rearing practices. They also suggested that this can be done in kebele meetings, in schools, and through mass media.

The objectives of the parent-education programs should be directed towards a broad based understanding of children. Here, parents and would-be parents get information which is helpful in living with children and understanding and managing them. Through these educational programs, parents and would-be parents will be taught about the physical and psychological needs of children and the importance of warm, controlling, and demanding families for the healthy development of children.

On the other hand, parent-education programs should also be concerned with the training of parents and would-be parents in specific skills. Here, parents and would-be parents will be taught how to be warm, supportive, and consistent in their child raising methods, and how to actively listen to children and respond to them and other important communication skills. Junior and senior secondary schools, women and youth associations, and kebeles may serve as forums for conducting the parent-education programs.

Finally, a coordinating body, that can bring the organizations together for planning and designing action programs, is indispensable. NGOs who are involved in advocacy (e.g., FSCE, Radda Barnen) could play this role jointly with governmental organizations. Besides, in implementing the parent-education program, each organization must take its share of responsibilities according to its area of interest and field of specialization. For instance, schools could focus on the would-be parents as well as formal and informal sensitization programs addressed to parents. Nevertheless, the parent-education program that could be exercised in schools are limited in its out reach to parents since the focal target are parents of their students. The same is true of child-focused NGOs that are not

directly involved in advocacy but can include educational component in their program that can be given for their own target group. Thus, NGOs who are mainly focusing on advocacy are expected to play the major role of materializing the educational program jointly with the concerned Gos.

2. Religious institutions could also play an important role in educating, their followers in general and parents in particular. Thus, to prepare these institutions for the task, sensitization program needs to be launched to raise their awareness.
3. Community leaders and elders could also contribute in the campaign since they are most influential people in the community. Their involvement in matters like settling marital disputes and other communication problems will give them the Opportunity to counsel parents on proper handling and treatment of the children during critical moments like marital problems. Therefore, they can have substantial input in educating and sensitizing parents both informally and formally.

Nevertheless, these prominent members of the community may not be aware of the issue. Thus, there is obviously a need to raise or create awareness among these people in order to use them as change agents.

4. According to the results of this study many parents are not conscious of the impact of the child rearing techniques they use on all-round development of their children. This indicates the need for raising the awareness of parents regarding the influence of the child training methods they employ on children's overall development. Thus, the investigators suggest that governmental and non-governmental organizations conduct seminars, workshops, and conferences the aim of which are acquainting parents with the different types of parenting styles and associated outcomes The kebeles, women, and youth associations may serve as forums. The organizations can also use the Ethiopian Television and the Ethiopian Radio as forums for this purpose. The latter forums may even be

preferred given the fact that they can reach many people. Using these media, parents' awareness can be raised through dramas as has been done by ANPPCAN - Ethiopia Chapter, in introducing the "Convention on the Rights of the Child "

5. According to the results of this study, some parents blame schools for children's low academic achievement and high level of problem behaviors. This may be because parents expect the school as the main socializing agent. Parents' Consideration of the school to be the main socializing agent can emanate from the fact that parents are not very sensitive or to some extent not aware of their parental roles and responsibilities to follow up and give guidance to their children concerning school performance, behavior, etc. It should be noted, however, that both parents and schools are equally responsible for raising the future generation. However, both parents and schools are equally responsible for raising the future generation. Therefore, it is extremely important that both parents and schools work closely in order to fully accomplish their tasks of up-bringing productive citizens. To this end, schools should arrange regular meetings with parents and identify ways and means that help both parents and schools meet their common goal of promoting children's positive development.
6. The present study indicates that parents who have fewer children tend to be authoritative. That is, all other things being equal, parents who have fewer children tend to rear their children properly. Thus, along with raising parents' awareness on parenting styles and associated outcomes, it is important that governmental and non governmental organizations exert additional effort in providing family planning education and services.
7. It is well known that governmental and non governmental organizations are trying their best to make the public aware of the convention on the rights of the child and to promote the good upbringing of children. This attempt, however, seems to be limited to easily accessible places such as Addis Ababa. The investigators believe

that the effort should be maximized so as to include rural areas where the problem is considered by many to be serious.

8. The results of the present study seem to indicate that many youngsters were reared by non-authoritative parents and that they are suffering from the consequences. Thus, family-based counseling is recommended for those youngsters who are already victims.
9. The present study revealed some gender-specific findings. For example, more males than females tend to have authoritarian parents and more females than males seem to have authoritative parents. This suggests that the education program (see recommendation No 1.) should give special emphasis on gender issues. However, it is important to note that the information gathered from respondents is limited because the questions raised to them were not gender specific that may reflect the bias or gender variation. Thus, future research should focus on gender issues in parenting styles by making use of data-gathering instruments (such as questionnaires) that contain gender-specific questions.
10. The investigators believe that children should participate at least in matters affecting their lives. Although undermining children's capacity is deep-rooted in the minds of many Ethiopians, organizations involved in protecting and safeguarding the rights of children should work hard in promoting children's participation. For example, in regard to the sensitization campaign to educate parents and the public at large, children's contribution to such endeavors will be valuable. There can be different ways in which they can participate such as student clubs or through organizing different programs such as dramas.
11. In the present study, it was very difficult to get a heterogeneous sample (in terms of such factors as income' occupation, education level, and the presence or absence of elderly people in the family). Thus, it was very difficult to see the influence of these factors, if any, on parenting, styles in the present study Future

research should, therefore, focus on the impact of these variables on parenting,, styles by having heterogeneous sample in terms of the aforementioned variables

CHAPTER SIX

SUMMARY AND CONCLUSIONS

The primary objective of the present study was to examine parenting-style differences among four ethnic groups (Oromo, Amhara, Gurage, and Harrari). To achieve this and other objectives, the following specific questions were formulated for investigation.

1. Do ethnic groups differ in the kind of parenting style they employ?
2. Is there any ethnic group that employs a style of parenting which encourages children to independent and assertive?
3. What is the predominant parenting style exercised in intact families of the different ethnic groups as opposed to broken families?
4. What are the major behaviors (desirable or undesirable) that are associated with each parenting style in the different ethnic groups?
5. Are there gender differences in the problem behaviors associated with each style of parenting?
6. Do some factors (such as parental education and number of children in a family) influence the kind of parenting style exercised in a family?

A total of nine hundred subjects participated in the present study. These included 100 teachers (Males = 65 & Females = 35), 240 parents (Males = 127 & Females = 113), and 560 students (Males = 281 & Females = 279). The subjects were randomly selected from Ambo, Butajira, Debre Birhan, and Harrar towns.

A number of instruments (namely, questionnaires, interview, essay, focus-group discussion, case study, and document analysis) were employed to collect data. Initially,

these instruments were administered on a pilot sample on the basis of which the instruments were improved.

Chi-square, ANOVA, and multiple regression analysis were employed to analyse the quantitative data. Qualitative analysis was also employed. The analyses disclosed, among others? that

1. The four ethnic groups do not substantially differ in the parenting styles they employ. But authoritative parenting is found to be most prevalent following by authoritarian parenting style.

2. Each ethnic group has members who employ a parenting style that encourages children to be independent and assertive. But there are also members from each ethnic group who do not encourage children to be independent and assertive.

3. Authoritative parenting style is the most predominant in intact homes. Whereas authoritative and authoritarian styles are almost equally predominant in broken homes. More specifically, whereas almost half of the intact families are authoritative, only one-third of the broken families are authoritative.

4. Authoritative parenting style is associated with high academic achievement and low level of problem behavior. In contrast, authoritarian, indulgent, and neglectful styles are each associated with low academic achievement and high level of problem behavior.

5. There were gender differences in problem behavior but not in academic Achievement. More specifically, more males than females reported high level of problem behavior.

6. factors such as parental education and number of children in the family

Influence the parenting style employed in a family. Educated parents were rated as being authoritative whereas non-educated parents were rated as being authoritarian. Similarly, families in which there are only few children were rated as authoritative whereas in families where there are many children parents were rated as indigent

From the above findings one may arrive at the following conclusions.

1. There is a shift in the predominant parenting style-from authoritarianism to authoritativeness in Ethiopia. This finding indicates some changes in the positive direction. It also indicates that much remains to be done in terms of changing parental beliefs and attitudes that are related to parenting styles.

2. Parenting style is an important predictor of students' academic achievement and problem behavior. The study underscored the importance of parenting style more than any other variable (family status, sex, education level, etc). in predicting students' academic achievement and particularly problem behaviors.

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Appendix 1

Questionnaire Administered to Students

PART I Background Information

Direction: Here are some items about students' background information. In some of the items you are required to write the necessary information in the space provided. When the questions are in the form of choice, you are required to indicate your response by encircling the number of your choice.

101. Name_____
102. Sex 1 .Male 2. Female
- 1 03. Age_____
- 1 04. Grade_____
105. School Name_____
106. Address: Town kebele House No_____
107. Religion 1. Orthodox 2. Catholic 3.Protestant 4. Muslim
108. Ethnicity 1. Oromo 2. Amhara 3. Guraghe 4. Harrari
109. Mother Tongue 1. Amharic 2. Oromifa 3. Harrari 4. Guragigna

PART II: Parents Background Information

Direction: Here are some items regarding parents' background information. In some of the items you are required to write the necessary information in the space provided. When the questions are in the form of choice, you are required to indicate your response by encircling the number of your choice.

201. Is your father alive? 1. Yes 2. No
202. Age of your father_____
203. Does your father have a job? 1. Yes 2. No
- If yes, specify the type of your father's job_____
204. Your fathers estimated income in Birr_____

205 Is your mother alive? 1 Yes 2. No

206 Age of your mother_____

207. Does your mother have a job? 1. Yes 2. No

If yes, specify: the type of your mothers job. _____

208. Mothers' estimated monthly income in Birr

209. Family type 1. Intact 2. Broken

210. Under which one of the following categories is your parents' or guardians' educational level grouped?

A. Father

1. Illiterate 2. 1-6 3. 7-8 4. 4.9-12 5. 12+1 6. Diploma
7. Degree

B. Mother

1. Illiterate 2. 1-6 3. 7-8 4. 9-12
5. 12+1 6. Diploma 7. Degree

C. Relative

1 Illiterate 2 1-6 3 7-8 4 9-12
5. 12+1 6. Diploma 7. Degree

211. Number of male children in the family_____

212 Number of female children in the family_____

213. Total number of Children in the family_____

214. Breadwinner of the family_____

1. Father 2. Mother 3. Others please Specify_____

PART III. Concerning Parents consistency in discipline

**Direction, Here are items dealing with parents' consistency in discipline'.
(Choose the one that best describes your parents' behavior.**

301 Among the following alternatives to which one do you think your parents attach high value?

- 1 Blind Obedience
2. Respecting rules and resolving differences through discussion
3. Doing and talking whatever you want

302. Do your parents always administer similar punishment for similar wrong doing?

- 1 Yes 2 No

303. Do your parents always administer similar type of reward for similar good doing?

1. Yes 2 No

304. Does a misbehaving student get punishment?

- 1.Yes 2 No

PART IV. Concerning Problem Behavior

Direction:- Here are items dealing with problem behavior. You are required to indicate your response by encircling the number of your choice.

305. Have you ever insulted your teacher?

1. Yes 2 No

306. Have you ever jumped over your school's fence?

- 1 Yes 2 No

307 Have you ever attempted to cheat during exam?

- 1 Yes 2.NO

308 Have you ever quarreled with students?

- 1 Yes 2 No

309. Have you ever experienced the in and outside school?

1. Yes 2. No

310. Have you ever repeated in the same grade?

1 Yes 2 No

311. Have you ever been absent from school?

1. Yes 2. No

If yes, for how many days-

PART V Concerning Parenting Styles

Direction:- Please read each of the following statements carefully and for each item, think about your parents' attitudes and behaviors in treating and handling you and then check whether you agree or disagree and put a check mark (x) on the alternative which you believe best describes your parents' attitudes and behaviors.

No	Item	Agree	Disagree
401	My parents often speak of the good things I do		
402	My parents enjoy talking and playing with me		
403	The relation with my parents is based on love and respect.		
404	My parents enjoy staying home with me more than going out with friends		
405	My parents respect my interest and view		
406	My Parents listen to my ideas and opinions		
407	My parents take into consideration my ideas and opinions in establishing		
408	My parents love me more than any thing else.		
409	My parents mistreat me		
410	My parents reward me for good doings		
411	My parents exert firm control on me in order to accomplish their demands		
412	My parents set rules and laws which I have to follow _		
413	My parents administer corporal punishment if I fail to obey rules and		
414	My parents administer - punishment for wrong doings		
415	My parents do not punish me if I make mistakes		
416	My parents do not high value on blind obedience		
417	My parents do not allow me to express my ideas and opinions.		
418	Because of fear of parents punishment I hide my wrong doings		
419	My Parents exert firm control so that I develop appropriate behavior		
420	My parents allow discussion to identify reasons for my failure to accomplish parental expectations.		
421	My parents allow me to pick my own friends		
422	My Parents allow me to participate in establishing rules and laws		
423	My parents prefer a timid child to a child who expresses his ideas freely		
424	My parents allow me to participate in family discussions		
425	My parents allow me to ask any questions		
426	My parents admit that I some times know more than they do.		
427	My parents allow me to participate in preparing plans.		
428	My parents expect me to achieve certain tasks.		
429	My parents establish demands that are beyond my capacity		
430	My parents punish me if I get a poor grade in school		
431	When I get poor grades in school, my parents encourage me to try harder		
432	My parents don t care whether I get bad or good grades in school		
433	My parents are interested to know the reason that leads them to punish me		
434	My parents try to make known the reason that lead them to punish me and the appropriateness of the punishment.		
435	The punishment that my parents administer are developmentally		

Appendix 2

**Questionnaire Administered to
Teachers**

PART I. Background Information

Direction: Here are some items about teachers' background information. In some of the items you are required to write the necessary information in the space provided. When the questions are in the form of choice, you are required to indicate your response by circling the number of your choice.

101. Name _____

102. Sex 1 Male 2 Female

103. Age _____

104. Address: Town _____

105. School Name _____

106. Educational Level _____

107. Grade you teach _____

108. Religion 1. Orthodox 2 Catholic 3 Protestant 4. Muslim 5 Other

109. Ethnicity _____

110. Subject (s) you teach _____

111. Have you taken a course in child development at T.T.I.?

1. Yes If Yes, specify the course _____

2. No

PART II Concerning Factors Affecting Parenting styles

Direction: Here are items dealing with factors affecting parenting styles. Choose the one you consider right and encircle your choice.

201. The parenting styles employed by educated and non-educated parents are

1. Similar

2. Different

3. Others, please specify

202. The parenting styles of educated parents are characterized by

1. Punishment, less warm and excessive control
2. Love, respect, control and mutual agreement
3. Lax discipline and excessive autonomy
4. Others, please specify _____

203. The parenting style of non-educated parents are characterized by

1. Punishment, less warmth & excessive control
2. Love, respect, control and mutual agreement
3. Lax discipline and excessive autonomy
4. Others please specify.

204. The Parenting style of parents with few children (1-3) and with many Children (more than 3) are

1. Similar
2. Different
3. Others, please specify

205. Parents with many children employ parenting styles that are characterized by

1. Punishment, less warmth, excessive control
2. Love, respect, control and mutual agreement
3. Lax discipline, and excessive autonomy
4. Others please specify.

206. Parents who have few children employ parenting styles that are characterized by

1. Punishment, less warmth, and excessive control
2. Love, respect, control and mutual agreement
3. lax discipline and excessive autonomy
4. Others, please specify.

207. The parenting styles employed by different ethnic groups in the town you live are

1. Similar
2. Different
3. Others please specify. _ _

208. Students who score high in academic achievement were brought up by parenting styles that are characterized by

1. Punishment, threat and excessive control
2. Love, respect, control and mutual agreement
3. lax discipline, and excessive autonomy
- 4 Others please specify.

209. Students who score low in academic achievement are brought up by parenting styles that are characterized by

1. Punishment, threat, and excessive control
2. Love, respect, control and mutual agreement
3. lax discipline, and excessive autonomy
4. Others Please specify.

210. Students with high level of self-confidence tend to have parents who employ Parenting styles that are characterized by

1. Punishment, threat, and excessive control
2. Love, respect, control and mutual agreement
3. Lax discipline and excessive autonomy
4. Others, Please specify-

211. Students with good conduct are brought up by parenting style that is characterized by

1. Punishment, threat, and excessive control
2. Love, respect, control and mutual agreement
3. Lax discipline and excessive autonomy
4. Others please specify. _ _ _

212. Parents expect their children to

1. Blindly obey rules.
2. Follow rules and resolve differences through discussion
3. Do and talk whatever they want
4. Others Please specify. _ _

213. Parents employ similar type of punishment for similar wrong doing.

1. Yes
- 2 No
3. Others, please specify

314. Parents give similar reward for similar acceptable behavior

1. Yes
2. No
3. Others, please specify-

PART III Concerning Parenting Styles

Direction. Please read each of the following statements carefully and for each item think about the attitudes and behaviors of parents in your locality in treating and handling their children and check whether you agree or disagree. And put a check mark (X) on the alternative which you believe best describes the attitudes and behaviors of parents in your locality.

-

	Items.	Agree	Disagree
301	Parents enjoy talking and playing with their children		
302	The relationship between parents and their children is based on love and respect		
303	Parents respect their children's interest and ideas		
304	parents take into consideration the ideas and opinions of their children in establishing rules and laws		
305	parents reward children for good doings		
306	Parents exert firm control on their children for the accomplishment of demands.		
307	parents administer corporal punishment if their children don't obey		
308	rules and achieve their demands Parents hardly punish their children for wrong doings		
309	Parents expect their children to blindly obey rules and laws		
310	Parents allow children express their ideas and opinions		
311	Because of fear of parents' punishment children hide their wrong doings.		
312	parents exert firm control so that their children develop appropriate behavior		
313	parents allow children to pick their own friends		
314	parents allow children ask anything they want to know		
315	parents allow children participate in discussions		
316	parents admit that their children sometimes know more		
317	parents allow children participate in preparing a plan		
318	parents punish their children if they got poor grade in school		
319	Parents set high standards which are difficult to achieve		
320	Parents don't care whether their children get bad or good grades in school		
321	Parents encourage their children to try hard when they get poor grades in school		
322	Parents are interested to know the reason that leads them to punish their children		
323	Parents try to make known the reason that leads them to punish their children and the appropriateness of the punishment		
325	Parents employ punishment which corresponds to the child's age		
325	parents administer punishment that fits the wrong doing		

Appendix 3
Interview Conducted with Parents

101. 1. Father's Name _____
2. Mother's Name- _____
3. Relative's Name- _____
102. Age _____
103. Address: Town _____ Kebele ___ House No- _____
104. Religion: 1 Orthodox 2 Catholic 3. Protestant 4. Muslim
Others, please specify _____
105. Ethnicity 1 Amhara 2. Oromo 3. Harrari 4. Gurage
- 106 A. Father's Educational Level
1 Illiterate 2. 1-6 3. 7-8 4. 9-11 5. 12 6 Diploma
- B. Mother's Educational Level
1. Illiterate 2. 1-6 3. 7-8 4. 9-12 5. 12 +1
6. Diploma 7. Degree
- C. Relatives Educational Level
1. Illiterate 2. 1-6 3. 7-8 4. 9-12
5. 12+1 6. Diploma 7. Degree
107. Family Status
1. Intact family
2. Broken family
3. Others please specify.
108. Number of male children in the family _____
109. Number of female children in the family _____
110. Total number of children in the family _____
111. Breadwinner of the family
1. Father 2. Mother 3. Others, please specify.

1 12. Does the father have a job?

1. Yes, If yes specify the type of occupation

2. No

1 13. Does the mother have a job?

1. Yes. If yes, please specify the type of occupation

2. No

1 14. Does the relative (guardian) have a job?

I. Yes, If yes specify the type of occupation_ ___

2 No

1 15 Mother tongue

116. Number of elderly people in the family Item |Disagree

	Item	Agree	Disagree
1	I enjoy talking and playing with my children		
2	The relation with my children is based on love and respect		
3	I enjoy staying home with my children more than going out with friends		
4	I respect my children's interests and views		
5	I listen to my children's ideas and opinions.		
6	I take into consideration my children's ideas and opinions in establishing rules and laws.		
7	I mistreat my children		
8	I reward my children for good doings		
9	I exert firm control on my children so that they accomplish my demands		
10	I set rules and laws which my children should obey		
11	I administer corporal punishment if my children fail to obey rules and achieve my demands		
12	I hardly punish my children		
13	My children should obey my rules and laws without questioning::		
14	I don't allow my children to express their opinions in the presence of their elder brothers and sisters		
15	I allow my children to pick their own friends		
16	I allow my children to participate in establishing rules and laws.		
17	I prefer a timid child to a child who expresses his opinion openly.		
18	I allow children to participate in family discussions		
19	I allow children to ask any question they want to know		
20	I admit that my children sometimes know more		
21	I allow children to participate in preparing plans.		
22	I set demands that are beyond my children's capacity		
23	I punish my children if they get poor grades in school		
24	When my children get poor grades in school, I encourage them to try harder.		
25	I don't care whether my children get bad or good grades in school		
26	I am interested to know the reason that leads me to punish my children		
27	I try to make known the reason that leads me to punish my children and the appropriateness of the punishment		
28	The punishment that I administer fits the wrong doing		
29	The punishment that I administer corresponds to the age of the child.		
30	I administer similar punishment for similar wrong doings.		
31	I give similar rewards for similar good doings		

Appendix 4
Essay Items for Student
Respondents

- 1 Name of the student_____
- 2 Age _____
- 3 Sex: 1 Male 2 Female
- 4 Grade_____
- 5 Name of the School_____
- 6 Address Town _ Kebele House No-
- 7 Ethnicity: 1 Oromo 2 Amhara 3 Gurage 4 Harrari
- 8 Religion 1 Orthodox 2 Catholic 3 Protestant 4 Muslim
- 5 Others, please specify_____
- 9 Answer the following questions by writing your response on the space provided.
 - 9.1 Identify the child rearing methods your parents used to employ and are employing now?
 - 9 2. What are the advantage (s) of the child rearing method your parents used to employ and are employing now?
 - 9 3. Are there any peculiar incidents you encountered that arose from the child rearing methods your parents used to employ and are employing now?
 - 9 4. What are the disadvantages of the child rearing methods your parents used to employ and are employing now?

Appendix 5
Focus Group Discussion Items for Student Participants

1. Name of the student _____
2. Age _____
3. Sex 1 Male 2. Female
4. Grade _____
5. Name of the school _____
6. Address: Town Kebele House No-
7. Ethnicity: 1 Oromo 2 Amhara 3 Gurage 4 Harrari
8. Religion 1 Orthodox 2 Catholic 3 Protestant 4 Muslim
Others please specify
9. Answer the following questions
 - 9 1 Identify the child training method your parents used to employ and are employing now?
 - 9 2. What are the advantages and disadvantages of the child training methods your parents used to employ and are employing now?
 - 9 3. Do your parents employ authoritarian type of child rearing method? Do Parents in your surrounding employ authoritarian child training methods?
 - 9.4. Are you a victim of authoritarian child rearing method? Do you know children who are victims of the authoritarian child rearing method?
 - 9 5. What are the measures that we should have to take to change parents' authoritarian attitudes and behaviors in their child rearing practices? What are the possible ways and means that help overcome the negative consequences of the authoritarian child training method?

Appendix 6
Focus Group Discussion Items for Parents

1. Name of the student _____
2. Age _____
3. Sex 1 Male 2. Female
4. Address: Town Kebele House No-
5. Ethnicity: 1 Oromo 2 Amhara 3 Gurage 4 Harrari
6. Religion 1 Orthodox 2 Catholic 3 Protestant 4 Muslim
Others please specify
7. Answer the following questions:
 - 7 1 Identify the child training methods you used to employ and are employing now?
 - 7 2 what are the advantages and disadvantages of the child training methods you used to employ and are employing now?
 - 7 3. What do we mean when we say children are reared in a good way?
When do we say children are reared in a good way?
 - 7 4 Do you employ an authoritarian child rearing method?
Do parents in your surrounding use authoritarian child training method?
 - 7.5. Are your children victims of authoritarian parenting? Do you know children who are victims of authoritarian child rearing method?
 - 7 6. What are the measures that we should have to take to change parents' authoritarian attitudes and behaviors in their child rearing practices? What are the possible ways and means that help overcome the negative consequences of the authoritarian child training method?

Appendix 7

ACADAMIC RECORDS COLLECTION FORMAT

No	Name	Age	Sex	No of days absent		Recorded incidents in his/her behavior	No of repeated years	Average score			
				1st	2nd			1986	1987	1988	1989
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											

