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## **Parenting Style and Its Correlate to Academic Performance of Adolescent Students in Southern Ethiopia: A Case of Wolaita Sodo Town Otona High School**

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### **ABSTRACT**

The purpose of this study was to investigate parenting style and its correlate to academic performance of adolescent students at Wolaita Sodo Town Otona High School. This study also investigated the relationship between academic performances of adolescent students and demographic factors. The study was conducted through cross-sectional survey research design. Among the total number of grade 10<sup>th</sup> students, only 145 subjects were taken as sample randomly by applying lottery method. Questionnaire was developed and distributed to those subjects.

The gathered data was analyzed by using Statistical Packages for Social Science (SPSS) version 20.0. More importantly, to find the correlation between dependent and independent variables, Pearson(r) was used. Based on this, majority of respondents were females under the age of 16-18. There was a positive correlation between authoritative and authoritarian parenting and school performance of adolescents. However, there was a negative correlation between indulgent and neglectful parenting styles and school performance of adolescents.

Researcher conclude that authoritative parenting mostly related with a positive outcomes and recommended that parents should be democratic, warm, nurturance and encouraging towards their adolescents and generally told us every member in a family can be influenced

interdependently. Hence, this study provides and suggests some implication for the family, high school and educators.

**Keywords:** Parenting Styles, Authoritative, Authoritarian, Indulgent, Neglectful, Academic Performances, Adolescents.

## 1. INTRODUCTION

### 1.1 Background of the Study

Parenting as stated by Brooks (2010) is a lifelong process. This process begins with the child lives at home, and will continue as the parent getting older and children become parents. Most people have the same perception that parents play important role since their children born in this world, majority of people view that parenting is not a simple job. However, parents always wish they can succeed in this particular task (Habibah & Tan, 2009). Throughout human history, various types of parenting was practiced. Among these, the major fours were authoritarian parenting, authoritative parenting, indulgent parenting and neglectful parenting (Maccoby and Martin, 1983).

Bigner (2006) indicated parent-child relationship changes significantly as children attained adult age. During this period, parents' role may change to less active compare to the early life stage of their children. For example, children who reach adolescent age wish to have own clothing choices rather than chosen by parents, because clothes represent their unique identity (Martin & Colbert, 1997). Next, in the interview session conducted by Nirmala and Baki (2009), adolescence said they get much affection during early childhood period. However, when they reach to adolescent stage, parents did not hug or kiss them anymore. Although children will be independence as getting adult, however they still stay connected with parents for emotional warmth and sometime probably material supports (Brooks, 2010). Generally, parental impact is perceived as important aspects in terms of student's performance (Berger, 2006 as cited in Wolfolk, 2008).

There are direct and indirect correlation between parenting style and academic performance; a direct parental involvement in such activities as reading books, advising, reinforcing, and

showing techniques of studies, etc was found to have a positive effect on academic performance as indicated by Keith, 2015. According to Ethiopian Statistical Authority, (2006), inefficient academic performance resulted from improper parenting practice and efficient academic performance result from proper parenting practice.

## **1.2 Statement of the Problem**

In the world, many individuals fail in their academy and majority of them obtained poor results. For them, many sociologists and psychologists suggested that parenting style had a big correlation with academic performance. The research findings indicate that parenting makes difference. However, the way adolescents' dropout from school depends on the interaction among their inherited behaviors, parental behaviors and other environmental experiences (Collins, 2014). In this regard, this study is important, because, there is of strong phenomenon emphasizing academic performance of youth in Malaysia (McBride-Chang & Chang, 1998). Furthermore, according to Bigner (2006), some parents may lack of guidance in parenting skill and thought that parent-child relationship is unnecessary undergoes scientific study. Hence, lack of parenting skill could lead to situation whereby many parents see their children changing to noncompliant, oppositional and resistant towards parental standard from adolescent stage onwards. Furthermore, conflicts may happen as parent tend to put pressure on their children to conform with own standard (Santrock, 2008).

On the other hand, previous studies have indicated authoritative parenting style associated with better academic achievement in the western country, especially on Caucasian sample (Garcia & Gracia, 2009). Meanwhile, authoritarian parenting style was found to be poor predictive for academic performance in Europe-American sample. Moreover, authoritarian parenting style also related to the development of maladaptive behavior, adjustment problems (Eisenberg & Muphy, 1995), anxiety, fear, frustration, low self-esteem and pessimistic (Lempers, Clark-Lempers, & Simons, 1989). However, the above phenomenon did not occur in other cultures such as Africa including Ethiopia, China, and African-American (Eisenberg & Muphy, 1995; Cohen & Rice, 1997 cited in Farhana, Muhammad & Tahir, 2011). Based on those studies, African, Chinese and African-American children who have authoritarian parent tend to shown good performance and get the desired academic outcome. Researcher explained this phenomenon is related with culture

value, whereby, elder people always perceive as more superior than children in those society context.

Due to the inconsistent of the finding from previous research, it is relevant for present study to investigate the relationship between parenting style and academic performance. In this regard, few or no research had ever been conducted in Wolaita Sodo Town Otona High School. Thus, this small scale study was attempted to see the condition in the school.

This research would try to answer the following basic research question:-

- ❖ Which type of Parenting Style was more or less correlated with academic success or failure of adolescent students?

### **1.3 Objectives of the Study**

#### **1.3.1 General objective**

The general objective of the study was to investigate parenting style and its correlate to academic performance of adolescent students at Wolaita Sodo Town Otona High School, Southern Ethiopia.

#### **1.3.2 Specific objective of the study**

The specific objectives of the study were the followings:-

- ✓ To investigate the relationship between different types of parenting style and academic performance
- ✓ To identify which parenting style makes adolescent students high or low achievers.

### **1.4 Significance of the Study**

The study would have the following significances for the school communities, Family members and society in general. It would teach us the major features of parenting style which make us aware about the issues. It investigates the correlation between parenting style and academic

performance. Hence, it would give some clues for adolescent students. It may serve as a source for researchers who would like to study similar problems in the area

## **2. LITERATURE REVIEW**

For years, researches on parenting have focused primarily on the effects of parenting styles on students' developments. The concept of parenting style was initiated by Baumrind (1971; 1978). According to her classification, parents were divided into four categories on the basis of the two dimensions of demandingness and responsiveness. Parental responsiveness refers to the extent to which parents flexibly attend to their children's needs and opinions in an accepting and supportive way. Parental demandingness refers to the degree to which parents expect and demand their children to behave in a desirable manner (Baumrind, 1991a; 1991b). The four categories of parents are: authoritative parents (both responsive and demanding), authoritarian parents (demanding but not responsive), permissive parents (responsive but not demanding) and rejecting parents (neither demanding nor responsive (Shaffer, 2001).

The literature provides consistent evidence that parental warmth, emotional support, appropriate granting of autonomy and clear, bidirectional communication—the features of the authoritative parenting style (Baumrind, 1971; 1978; 1991a; 1991b)—lead to positive developmental outcomes in children and adolescents (Maccoby & Martin, 1983). Youngsters with authoritative parents tend to have high scores on school performance, social development and self-esteem (Baumrind, 1991a, 1991b, 1989; Maccoby & Martin, 1983).

An authoritarian parenting style emphasizes blind obedience and favours punitive discipline. Empirical studies showed that children with authoritarian parents tended to exhibit anxious and withdrawn behaviours, lack self-reliance, rely on authority figures to make decisions (Baumrind, 1971, 1967; Maccoby & Martin, 1983; Baumrind & Black, 1967), and were more extrinsically motivated in learning (Ginsburg & Bronstein, 1993). A combination of these factors may lead students to perform less satisfactorily than those who experience authoritative parenting.

A permissive parenting style features little control over children's behaviours, rare use of punishment in homes and excessive permission in letting children make their own decisions.

Children reared by permissive parents tend to be less self-reliant, less tolerant of frustration, less likely to persist on learning tasks (Baumrind, 1971, 1967; Maccoby & Martin, 1983; Baumrind & Black, 1967), and less likely to be intrinsically motivated (Ginsburg & Bronstein, 1993). Not surprisingly, adolescents with permissive parents tend to obtain lower academic performances than other adolescents.

The early study from Dornbusch and colleagues (1987) indicated that parenting practices had influence on school academic performance during adolescence and younger children age. According to authors, authoritative parenting is positively correlated with adolescent school performance, whereas authoritarian and permissive parenting is negatively correlated with school performance

Next, Ang and Goh (2006) commented that by the preceding review, one would expect that authoritarian parenting style has a significant impact on school-related outcomes. The study from Elham and colleagues (2012) aimed to find out the relation between different parenting style and academic performance in Iran. Researchers used stratified sampling technique to select 382 students who age from 13 to 18 from twelve high schools. This study stated various factors such as family structure and family functioning did show relation with academic performance. Children tend to given little concern of behaviours; hence it may the consequent that lead to lower academic achievement. Besides that, reasons for authoritative parent shown positive correlation with academic achievement included gives encouragements, emotional supports as well as explain the consequences of their children's action such as telling their children the need for education in order to succeed in future.

### 3. METHODOLOGY OF THE STUDY

#### 3.1 Study Area

The study was carried out in Southern Nations, Nationalities and Peoples Regional State of Ethiopia, Wolaita Zone, Sodo Town, Merkato sub-town, Otona Keble, Otona High School, which is found between 6.51-7.35<sup>0</sup> latitude and 37.23-38.14<sup>0</sup> longitude.

#### 3.2 Study Design

The study was conducted through cross-sectional quantitative research design. This was so because the researcher had the opportunity to conduct the research only in this budget year. Moreover, It was difficult to conduct longitudinal study as the researcher had limited period of time and money.

#### 3.3 Study Population

The study population of this study was all adolescent students to which researcher wished to generalize the study findings.

#### 3.4 Sample Size

The study was conducted by taking 5% of the total student population in the school. This was because of the large number of students. This was determined according to Daniel (1995):-

$$n=N \times P \div 100$$

Where, n=Sample size

N=Total number of students

P=the percentage taken

So,  $n=2900 \times 5 \div 100= 145$ ; Therefore, the sample size of this study was 145.

### **3.5 Sampling Technique**

The sampling technique which was employed in this study was simple random sampling. This was so just to give equal chance for each and every student in the selection. Here, the researcher applied lottery method. This is for the purpose of avoiding any type of bias. The important procedures were: - First, from the existing nine sections, five sections were selected randomly. Next, numbers were forwarded to the students in these selected sections. Lastly, those students who got the forwarded numbers were taken as sample of study.

### **3.6 Instrument of Data Collection**

In order to collect the necessary information for the research, the researcher prepared questionnaire. The main instrument involved in this study is Parenting Authority Questionnaire. This questionnaire translated into local language. So, this instrument was believed to suffice for the research and it was preferable from other types of data collection instruments in social sciences research. This was so because other data collection instruments such as focus group discussion -it was difficult to use, interview -it was too large to study and observation -it was difficult to employ because of the nature of variables.

### **3.7 Pilot Test**

To check the validity of research, i.e. the ability of an questionnaire to produce consistent measurements, questionnaire was distributed for the students of the same grade in Sodo Town Bogale Walalo High school. After this, organizing and wording of the questionnaire was checked and reliability estimate for the various scale was established.

### **3.8 Data Analysis**

The gathered data was analyzed by using Statistical Packages for Social Science (SPSS) version 20.0. More importantly, Pearson product moment correlation coefficient ( $r$ ) was used to analyze the correlation between independent variables and dependent variables. This was due to the fact



that Pearson (r) frequently used in social sciences research, since it closely correlate comparable variables and measures the extent to which the paired scores occupy the same or opposite positions within their own distribution. Hence, Pearson expresses quantitatively the magnitude and direction of relationship between the two variables.

### 3.9 Ethical Considerations

It is useful to consider ethical issues when conducting the research. The researcher is asked permission from considered bodies and explained study objectives in general. Participants were not forced to participate and it is based on their free will. Therefore, from initial to final phase, the participants' right and the investigator responsibility was ensured. Besides to this, privacy and confidentiality was kept for both parties.

## 4. RESULTS AND DISCUSSION

### 4.1 Demographic Characteristics of Respondents

**Table 1:** Shows Demographic Characteristics of Respondents

No.	Demographic Characteristics	Frequency	Percentage	
1	Sex	Male	82	57.14
		Female	63	42.85
		Total	145	99.99
2	Age	13-15	63	42.85
		16-18	82	57.14
		≥ 19-21	0	0
		Total	145	99.99

As presented on the table 1, about 57.14% of respondents were males and 42.85% were females. Similar to this, among 145 respondents, 82 were males and 63 were females. This may imply the problem in affirmative action even though the Ethiopian Government gave a great attention to affirmative action. Besides to this, about 57.14% of respondents' age lies between 16-18.

However, none of the respondents' age was between  $\geq 19-21$ . This may include that parents could send their children to school early.

## 4.2 Parenting Style and Academic Performance of Adolescent Students

**Table 2:** Shows Mean Scores of Academic performance by Parenting

No.	Parenting Style	Frequency	Mean	Percentage
1	Authoritative	51	81.25	35.71
2	Authoritarian	40	74.68	28.57
3	Indulgent	32	52.3	21.42
4	Neglectful	22	59.1	14.28
5	Total	145	-	99.99

As indicated on the above table, among 145 respondents, 51 of them were from authoritative parenting, 40 were from authoritarian parenting, 32 were from indulgent parenting and 22 were from neglectful parenting. Their respective mean scores were 81.25, 74.68, 52.3 and 59.1. In addition to this, 35.71% of respondents were from authoritative parenting, 28.57% were from authoritarian parenting, 21.42% were from indulgent parenting and 14.28% were from neglectful parenting. This indicates that adolescents from authoritative parenting style scored higher in their academic performance. i.e. 85.25 mean score. They accounted about 35.71% of the total adolescents under this study. This implies that democratic roles of parents towards their adolescents. However, adolescents from indulgent parenting style scored low in their academic performance. i.e. 52.3 mean score and accounted about 21.42% of adolescents under this study. This may be due to lack of directives and guidelines by their parents.

Based on this, I found that adolescents from authoritative homes achieved relatively higher in their academic performance and adolescents from authoritarian homes achieved medium in their academic performance. However, I also found that adolescents from indulgent homes achieved low in their academic performance and adolescents from neglectful homes achieved low in their academic performance as mentioned in table 2. However, Brooks (2010) revealed that adolescents from authoritative and indulgent homes achieved higher in their academic performance and those from indulgent and neglectful homes achieved low in their academic performance.

### 4.3 Correlation between Parenting Style and Academic Performance of Adolescent Students

**Table 3:** Shows Correlation between Parenting Style and Academic Performance of Adolescent Students

No.	Dependent Variables	Independent Variables	r
1	Average result	Age	0.62800
		Authoritative	0.26750
		Authoritarian	0.04980
		Indulgent	-0.14710
		Neglectful	-0.30880
2	Rank	Sex	0.43210
		Authoritative	0.11670
		Authoritarian	0.14878
		Indulgent	-0.09300
		Neglectful	-0.17190

As shown on the above table 3, the correlation between average result and authoritative parenting was 0.2675, average result and authoritarian parenting was 0.0498, average result and indulgent parenting was -0.0930 and average result and neglectful parenting was -0.1719. It also shows Pearson between rank and authoritative parenting, rank and authoritarian parenting, rank and indulgent parenting and rank and neglectful parenting with their respective values 0.1167, 0.1489, -0.0930 and -0.1719. This result indicates that there was positive correlation between average result and authoritative and authoritarian parenting styles. However, there is inverse relationship between average result and indulgent and neglectful parenting style. This implies that there is a medium positive correlation between average result and age, slightly positive correlation between average result and authoritative parenting style and weak positive correlation between average result and authoritarian parenting style. But, there is there is a weak negative correlation between average result and indulgent parenting style and there is slightly medium negative correlation between average result and neglectful parenting style.

There was also a positive correlation between rank and sex, rank and authoritative, and rank and authoritarian. However, there was a negative correlation between rank and indulgent, and rank and neglectful parenting style. The implication of this is that, there is moderately positive

correlation between rank and sex, weak positive correlation between rank and both authoritative and authoritarian parenting style. But, there were very weak negative correlations between rank and indulgent parenting, and there is a weekly negative correlation between rank and neglectful parenting style.

These results were to somehow consistent with the findings of the study conducted by Bigner (2006). His study showed that authoritative parenting style was more positively correlated with adolescents' school performance. Whereas, the rest three were negatively correlated. i.e. adolescents who described their parents more democratic, more warm, and more encouraging earned higher school performance than their peers who described their parents to be less so. But, I found that both authoritative and authoritarian parenting styles were positively correlated with adolescents' academic performance.

#### 4.4 Variability between Academic Performance and Parenting Styles

**Table 4:** Shows the Variability between Dependent Variable and Independent Variable

No.	Correlated Variables	$r^2$	Proportion by Percentage (Coefficient Determination)
1	Average result and age	0.003943	0.394
2	Average result and authoritative	0.071556	7.155
3	Average result and authoritarian	0.002480	0.248
4	Average result and indulgent	0.021638	2.163
5	Average result and neglectful	0.095357	9.535
6	Rank and sex	0.186710	18.671
7	Rank and authoritative	0.013610	1.361
8	Rank and authoritarian	0.022135	2.213
9	Rank and indulgent	0.008650	0.865
10	Rank and neglectful	0.003204	0.320

The above table shows independent variable age accounts about 0.394% for the dependent variable average result, authoritative parenting accounts about 7.155% for average result, authoritarian parenting accounts about 0.248% for average result, indulgent parenting accounts about 2.163% for average result and neglectful parenting accounts about 9.55% for average result. In the same way, sex accounts about 18.6715% for rank, authoritative accounts about

1.361% for rank, authoritarian accounts about 2.213% for rank, indulgent accounts about 0.865% for rank and neglectful accounts about 0.320 for rank.

As shown in table 4, when we see the variability  $r^2$  that tell us how much of the change in independent variables could be accounted for by dependent variables. That is,  $r^2$  between average result and age was equals to 0.003943, the coefficient determination equals to 0.394%. This implies that age (independent variable) accounts for 0.394% of the variability in average result (dependent variable). The remaining 99.606% could be accounted by other influencing factors environmental influences, literacy level, etc. Authoritative parenting also accounts for about 7.155% of variability in average result, and the remaining 99.752% could be due to other factors. The two parenting accounts respectively 2.16% and 9.535% for change in average result and the remaining 97.837% and 90.465% could be determined by other factors. Similarly,  $r^2$  between rank and authoritative parenting was equal to 0.013610, the coefficient of determination equals to 1.361%. This implies that about 1.361% of the variability in average result could be accounted by authoritative parenting and the remaining 98.639 may be from other factors. The two parenting styles accounts respectively about 2.213%, 0.865% and 0.32% for about variability in rank and the remaining 97.787%, 99.535% and 99.68% respectively are from other influencing factors.

To sum up the discussion, authoritative and authoritarian parenting styles were positively correlated with adolescents' academic performance. Therefore, adolescents from authoritative parents were more correlated to their academic success followed by adolescents from authoritarian parents and adolescents from indulgent parents were less correlated to their academic success followed by adolescents from neglectful homes.

## 5. CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Conclusions

The major objective of this study was to investigate parenting style and its correlate to academic performance of adolescent students at Wolaita Sodo Town Otona High School. Among the total population, 145 subjects were selected as a sample. From this, about 57.14% were males and the rest were females. About 57.14% of the respondents' age was under the group between 16-18 years. Also, among 145 subjects, about 35.71% were from authoritative parenting, 28.57% from authoritarian parenting, 21.14% from indulgent parenting and 14.28% from neglectful parenting style. Besides to this, authoritative and authoritarian parenting styles were positively correlated with adolescents' academic performance and the rest two were inversely correlated with adolescents' academic performance. Besides to this, adolescents from authoritative homes achieved higher in their academy followed by adolescents from authoritarian homes. However, adolescents from indulgent homes achieved low scores in their academy followed by adolescents from neglectful homes.

The positive contribution of authoritative and authoritarian parenting styles to academic performance of adolescent students hold true and researcher concluded that majority of adolescents at Wolaita Sodo Town Otona High School developed under authoritative and authoritarian parenting styles.

Adolescents from authoritative homes achieved higher scores in their academy followed by authoritarian homes. However, adolescents from indulgent homes achieved lower scores in their academy followed by adolescents from neglectful homes. Therefore, the researcher generalized those students from authoritative homes succeed in their academy and those from indulgent as well as neglectful homes face failure in their academy. Authoritative parenting makes adolescent students high achievers in school and indulgent and neglectful make them low achievers in school. Furthermore, researcher also inferred that there are other factors that are positively correlated with academic performance of adolescent students.

## 5.2 Recommendations

This study contributes to the growing understanding of the relationship of parenting practices and academic performance among adolescent students. The finding showed that authoritarian parenting style is negatively related with academic performance. Such finding hence provides and suggests some implication for the family, secondary education institution and educators. The study also shows that Ethiopian culture may be the key factor influencing the interpretation and impact of parenting styles. Although authoritative parenting style may be universally beneficial to the human species including the Ethiopian population, authoritarian parenting style, as one of the most popular parenting styles among Ethiopian parents, also is closely associated with high school performance of adolescents.

In the future, the study can involve more professionals in Ethiopia in order to generalize the research finding to larger population. The future study also can collect the data regarding parenting style and parental socioeconomic status from adolescent students as well as their parent. Therefore, it is recommendable that sociologists, psychologists, social workers, etc. should show their professional responsibility in practice towards parenting and academic activities of adolescents. Hence, parents will get skills in authoritative parenting style from the recognized professionals. Parents should be democratic, warm, punitive and restrictive toward their adolescents and other family members ought to practice the habit of democracy within their family. School adolescents fulfill their rights and discharge their responsibility at school environment. And government through different professionals like sociologists, psychologists, social workers, physicians, nurses, etc teach community members about the influence of parenting style on academic performance of students and the School management take the responsibility to fill the gap between high achieving and low achieving students at school by participating other local, regional and federal governmental and nongovernmental officials.

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