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Parenting Styles and Adolescent Academic Achievement of Secondary School Students

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Abstract: The objectives of this research were to identify the dominant type of parenting style exercised by parents and examine which parenting style is associated with high academic achievement. The methodological framework was descriptive survey where a mix of quantitative and qualitative approaches was used. A sample of 202 teenagers from four sample secondary schools in the age range of 14 to 18 years old, 92 parents and 28 PTA members responded about their experiences of child-rearing practices. Results showed that the dominant parenting style in the Region is Authoritative followed by Authoritarian style. The results also uncovered that there exists a correlation between parenting style and academic achievement. The adolescents coming from Authoritarian families performed high in the rank range of 1-10 followed by those from the authoritative families. It is recommended that it would be good for governments, NGOs and other concerned stakeholders to facilitate conditions for parenting training so as to provide specific knowledge and child-rearing skills; and see the possibility of implementing community driven strategies through utilizing existing community initiatives to shape the home environment. Integrating parenting skill enhancement projects when designing child development programs was another recommendation of the research.

Keywords: Parenting Style, Adolescents, Academic Achievement, Secondary School Students, Child-Rearing Practices

1. Introduction

Most of the researches conducted on academic achievement have emphasized on school activities and school environment. Parental behavior, support, attitude, interest, and other psychological and material aspects of the home environment seem to be relatively ignored [1]. Home environment is among the many factors which affect child behavior and development. It includes family structure, parental behavior, income, occupation, educational level, ethnicity, religion, values and beliefs. Most, if not all, of these factors have a combined effect on shaping the behavior of family members.

Personality traits such as motivation, attitude, interest, work orientation and goal directedness in most cases have their origins in the home. Current literature presents four primary parenting styles: authoritative, authoritarian, permissive, and neglectful. These styles provide an important framework for a constellation of parenting behaviors and childrearing goals that have been characterized as consisting of warmth, demandingness, and autonomy granting. Empirically, only warmth and demandingness are measured [2], [3]. An authoritarian parenting style is characterized by low responsiveness, high demandingness, and low levels of autonomy granting. An authoritative parenting style is characterized by high responsiveness, high demandingness and high autonomy granting. Authoritative parenting has been associated with high levels of self-esteem, school performance, social skills and fewer problems with antisocial behaviors and substance abuse. A permissive parent shows high levels of responsiveness and autonomy granting and low levels of demandingness. A neglectful parent is disengaged, showing low levels of both responsiveness and demandingness and high autonomy granting [4].

Parents who are affectionate and who encourage independence, hard work, and autonomous decision on their children are likely to bring up socially mature and intellectually competent children [1], [5]. On the contrary,

unreasonable, aggressive and permissive parents are likely to have children with maladaptive behaviors such as drug use, delinquency, maladjustment at school and lack of achievement motivation. Research has uncovered that the methods parents employ to treat their children have a significant influence on the academic achievement of high school students. This has created particular interest in the study of cultural variations in child rearing practices and its relation with children's academic achievement [6].

In most of the families in Ethiopia, the participation of children in issues of their development seems to be largely unnoticed in the process of decision-making. All children, as stated in the UNCRC, have the right to participate in and state their views on all decisions that can potentially impact on their lives. Parents and guardians need to realize that children are not merely passive recipients of care, protection and support: their views and wishes should be taken into account in issues that affect their development [7].

Family, being the first and major agency of socialization, has great influence and bearing on the development of the child. It has been shown by various studies that most of the children who are successful, high achievers and well-adjusted come from families where sustaining wholesome relationships exist. So, it is the home which sets the pattern for the child's attitude towards people and society, helps intellectual growth in the child and supports his/her aspirations and achievements [6].

Research has shown that the relation between child's report of parenting practices and externalizing behavior is particularly evident during adolescence, a time when youth can be expected to provide reliable and valid report of parenting and their own behavioral functioning [8]. In line with this, the system parents and guardians apply to modify child behavior and inculcate important values in the minds of their children are of paramount importance. A number of scientific theorists put forward concepts that adverse early life experiences, particularly inadequate parenting, contribute to the development of negative cognitive styles associated with risk for depression [9], [10]. Other researchers put forward a complimentary perspective by proposing that adverse interactions with primary caregivers lead children to form negative internal working models of themselves and others [11].

Researchers (e.g., Eccles et al. [12]; Spera [13]) have found that parenting styles that are revealed in parental aspirations, goals and values towards education are related to their children's setting of academic goals, school attainment, persistence, and performance. Child right related researches (e.g., ACPF [14]) conducted so far again put emphasis on child right violation through corporal punishment, child labor, child trafficking, early marriage, and domestic violence.

This study focuses on parenting styles as an aspect of the home environment and seeks to answer the following questions.

1. Which type of parenting style is predominantly exercised?

2. Which style of parenting is accompanied by high academic achievement?

This research may help parents to ensure children fully exercise their rights and become contributing members of the society. It adds to raising awareness of parents/guardians about the benefits of positive parenting and provides them with alternatives to the traditional reactive way of handling behavioral issues of children. The findings will be of great significance to parents, children, school principals, teachers and child right workers in uncovering the existing parenting style and alternative course of action in a community that can be scaled up to facilitate conditions for children to become successful at school and in life.

2. Method

The methodological framework of this study was descriptive survey. Descriptive survey had been preferred over the other methodologies as it enables to see the situation as it currently exists and make investigations with predictions, narration of events and drawing of conclusions based on the information obtained from relatively large and representative samples of the target population. Both qualitative and quantitative approaches were used in this research.

Data for this study was collected from both primary and secondary sources through different methods. Primary sources of data were groups of respondents that consist of students, parents and PTA members. PTA is a composition of parents, teachers and students who are closely connected with the school and parents. PTA serves as means of communication between the three groups and knows better about the schools' and parents' situations. That is, they were well-informed about the parent-child relationship and the home environment more than any of the groups per se. Moreover, the data obtained from PTA is qualitative and used more in triangulating the quantitative data. The secondary data was obtained from policy documents, survey reports, and roaster.

The population of this study includes all secondary school students in the age range of 14 – 18 and their parents in the four sample schools. School 1 has 520 students (231 males and 289 females); School 2 has 680 students (180 males and 500 females); School 3 has 430 students (190 males and 240 females); and School 4 has 389 students (150 males and 239 females). The above data shows a large gap between the number of male and female students in the specified age group. Although it may need empirical data to conclude in this way, day-to-day observations of the researchers in the area show that when most males reach at secondary school, they seem to prefer to get into the workforce sooner, especially in business, since the town is a cash crop area and business center.

As can be seen in table 1, a total sample size of 323 students, their corresponding parents and PTA members were included in this study using stratified-random sampling technique. Among these, 52 students and 27 parents from

School 1, 68 students and 27 parents from School 2, 43 students and 20 parents from School 3 and 39 students and 18 parents from School 4 as well as seven PTA members from each school were participated.

Table 1. *Number of Population and Sample Size.*

Secondary Schools	Students Population			Sample of students (10%)		
	M	F	T	M	F	T
School 1	231	289	520	23	29	52
School 2	180	500	680	18	50	68
School 3	190	240	430	19	24	43
School 4	150	240	390	15	24	39
Total	751	1269	2020	75	127	202

Table 1. *Continued.*

Secondary schools	Parent population (one of the parents)	Sample of parents (5%)	PTA population size	Sample of PTA members (100%)
	T	T	T	T
School 1	520	27	7	7
School 2	680	27	7	7
School 3	430	20	7	7
School 4	390	18	7	7
Total	2020	92	28	28

Total sample of Students, Teachers and PTA members = 323
M=Male, F=Female, T=Total

A questionnaire from Black Dog Institute-Measure of Parental Style (MoPS) that has been used by researchers (e.g., Spera [13]) was contextualized and used as an instrument in this research. The MoPS was adapted by considering the norms and values of the region. The questionnaire involved 35 items from different literatures, guidelines, policies and experiences about personal background of the respondents and parenting related issues.

The questionnaire had both open- and closed-ended items and was administered to both the students and parents. The thirty-five items of the questionnaire were presented in four groups where 24 rating scale type of items were used to identify the types of parenting style (e.g. Parent listens when child has something to say) and 6 closed-ended items attempted to rank indicators of good parenting practices (e.g. providing adequate materials). Other 5 open-ended items were presented to obtain in-depth response in each of the above constructs.

Pilot testing was conducted to refine the questionnaire and to ensure that the instructions, questions, and scale items were clear. The pilot testing was done in School 5 and that school was excluded from the main research. The participants of the pilot testing were 23 tenth grade students and their parents. It was found in the pilot test that the scales had been reliable with Amharic speaking groups of students and parents. This informed the need for translating the tool to Oromifa. Accordingly, the questionnaire for parents was translated to Oromifa by a professional to ensure that the instructions, questions, and scale items are clear to all respondents.

To check for the internal consistency of the scales, Cronbach's alpha was calculated for the questionnaire. The calculated coefficients were high enough (0.87 for Students and 0.77 for Parents) indicating an acceptable reliability of the questionnaire. The validity of the questionnaire was checked by three experts in the area. The instrument was found good in responding adequately to the research questions. That is, it addressed the constructs which were intended to be addressed with regard to content. The criteria for checking the validity of the questionnaire included the capacity of the items in eliciting responses to the research questions clearly, addressing the four parenting styles and good parenting practices. In fact, the validity of the questionnaire was also checked and used by Spera [13] and others.

The questionnaire was distributed to the students at school during break time and returned on the same date whereas parents obtained the questionnaire through their children. The parents were requested to return the questionnaire on the next day and seal it in an envelope provided by the researchers before they gave it back to their children. This was done to keep the confidentiality of the parents' response.

Four focus group discussions were also conducted with PTA members of the four sample schools. The FGDs lasted for about 1 hour and 30 minutes each. FGD was preferred here because the number of respondents is small (seven in each group) and was manageable in size. The purpose of the FGD was to triangulate the data obtained from the questionnaire. The points of discussion were on parenting style and its relation with child academic performance.

The collected data from students, parents and PTA members are analyzed by using both descriptive and analytic methods. Accordingly, both qualitative and quantitative data analysis methods are used. Percentages, Chi-square and ranking order rating are applied to analyze the collected data obtained through questionnaire. The calculated values of chi-square are compared with table values at 0.05 level of significance and used to see whether there was sufficient evidence to conclude that there exists difference between the responses of the respondents of the samples taken from different schools. The qualitative data obtained from the open-ended survey items and FGDs are narrated and incorporated in the interpretation and triangulation of the quantitative data of each section which are used to answer the

research questions. Hence, a combination of narrative and thematic analyses are used.

3. Results and Discussions

In this research, out of the total of 202 copies of questionnaire distributed to students, all (100%) and out of 101 questionnaires distributed to the parents in four schools 92 (91.1%) were collected and used for the analysis. 28 PTA members were participants of four different FGDs. Overall, 312 (94.3%) of respondents (students, parents and PTA) have taken part in the study.

3.1. Socio-Demographic Information

***Table 2.** Distribution of student and parent respondents by age and sex.*

Respondent	School Age	Sex	School 1 F	%	School 2 F	%	School 3 f	%	School 4 F	%	Total f	%
Students	<15	M	4	22.2	11	47.8	3	20	8	42.1	26	34.7
		F	1	2	3	10.3	5	20.3	15	62.5	24	18.9
	15-18	M	14	77.8	12	52.2	12	80	11	57.9	49	65.3
		F	49	98	26	89.7	19	79.2	9	37.5	103	81.1
	Grand Total	M	18	26.5	23	44.2	15	38.5	19	44.2	75	37.1
		F	50	73.5	29	55.8	24	61.5	24	55.8	127	62.9
Parents	<25	M	-	-	-	-	-	-	-	-	-	-
		F	2	12.5	1	5.3	-	-	-	-	3	3.3
	26-35	M	3	27.3	2	25	1	8.3	2	28.6	8	8.7
		F	1	6.3	4	20.0	1	12.5	-	-	6	6.5
	36-45	M	5	45.5	3	37.5	6	50	4	57.2	18	19.6
		F	10	62.5	10	52.6	5	62.5	8	72.7	33	35.9
	46-55	M	2	18.2	3	37.5	3	24.9	1	14.3	9	9.8
		F	3	18.8	-	-	2	25	2	18.2	7	7.6
	> 55	M	1	9.1	-	-	2	16.6	-	-	3	3.3
		F	-	-	4	21.0	-	-	1	9.1	5	5.4
	Total Grand Total	M	11	40.7	8	29.6	12	60	7	38.9	38	41.3
		F	16	59.3	19	70.4	8	40	11	61.1	54	58.7
			27	29.4	27	29.4	20	21.7	18	19.6	92	100
PTA	31-40	F	2	28.6	2	28.6	2	28.6	2	28.6	8	28.6
		T	6	85.7	6	85.7	4	57.1	5	71.4	21	75
	>40	M	1	14.3	1	14.3	2	28.6	1	14.3	4	14.3
		F	-	-	-	-	1	14.3	1	14.3	1	3.6
		T	1	14.3	1	14.3	3	42.9	2	28.6	5	17.9

M=male, F=female, T=total, f = frequency, % = percentage

As can be seen in table 2 above, most of the students [127 (62.9%)] were females. The majority 152 (75.3%) of them fall within the age group of 15–18 years old. Again, the majority of the parents [51 (55.5%)] fall within the group of 36–45 years old and 24 (26.1%) of the parents are above 45 years old. Moreover, 21 (75%) of the PTA fall within the age range of 31–40 years old. Since most of the student respondents are in the second phase of adolescence, they can provide the required data for the research. The parents are also representatives of all age groups to provide acceptable data for the issue under investigation.

***Table 3.** Distribution of student and parent respondents by grade level.*

Respondents	School		School 1	School 2	School 3	School 4	Total
Students	Grade 9	F	45	35	27	23	130
		%	66	67	69	53	64
	Grade10	F	23	17	12	20	72
		%	34	33	31	47	36
Parents	Grade 8-9	F	6	9	5	-	20
		%	22	33	25	-	22
	Grade 10-12	F	8	10	4	4	26
		%	30	37	20	22	28
	Certificate-Diploma*	F	9	3	5	7	24
		%	33	11	25	39	26
	1st Degree	F	4	4	5	5	18
		%	15	15	25	28	20
	2nd degree	F	-	1	1	2	4
		%	-	3.7	5	11	4.4
PTA	Grade 9-12	F	1	-	-	-	1
		%	14	-	-	-	4
	Certificate-Diploma*	F	3	4	2	1	10

Respondents	School		School 1	School 2	School 3	School 4	Total
		%	43	57	29	14	36
	1st Degree and Above**	F	3	3	5	6	17
		%	43	43	71	86	60

*Certificate – diploma: one to three years of tertiary education (after grade 12).
**1st degree and above: BA/BSc/BEd or MA/MSc/MEd or PhD or Postdoc.

Table 3 depicts the educational level of the respondents where the majority [130 (64.4%)] of the students were from grade 9 and the rest 35.6% were grade 10. Concerning PTA members, 17 (60%) have first degree and above, and 10 (36%) are diploma holders. Only one (4%) of the members was grade 12. The majority of parents [26 (28.3%)] fall in the range of grade 9– 12; 24 (26.1%) have certificate or diploma; and 22 (23.9%) have got first degree and above. The analysis has indicated that half of the parents (50%) have attended above 12th grade (certificate up to 2nd degree). The implication of the finding is that the respondents can read and understand the questionnaire very well and are matured to properly respond to the questions.

3.2. Parenting Styles Measurement

3.2.1. Warmth as a Measure of Parenting Styles

A total of 12 statements about the level of friendliness of parents that were intended to serve as a measure for warmth were given to students. And they were asked to rate their level of agreement on a five point scale as very high, high, medium, low and very low. The results were summarized to a three point scale as high, medium and low. The mean score of the responses of individual respondent was used to measure the level of warmth of each of the parents.

Table 4. Summary of Chi-square Test for the significance difference between Students and Parents in the level of warmth parents offer to children.

	Low		Medium		High		χ^2
	F	%	f	%	F	%	
Students	33	16.3	103	51	66	32.7	
Parents	8	8.7	22	23.9	62	67.4	
Total	41	13.9	125	42.5	128	43.6	

From table 4 above, more than half of the students (51%) have responded that they are receiving medium level of warmth from their parents while 32.7% rated the level of warmth they received to be high. When the response from parents was analyzed, the same trend was not seen as most of the parents (67.4%) claimed that they are offering high level of warmth to their respective children. Only 8.7% of the parents confess that their friendliness to their respective children had been low.

Although several research findings (e.g., Katz, Corlyon, Placa & Hunter [15]) indicated that poverty affects parenting style negatively, most poor parents who are able to send their children to schools seem to have more time with their children at home and show more affection to their children. Moreover, the Ethiopian culture is well known by the presence of strong family ties [16]). However, this tradition seems relatively less in parents with higher income due to their busy schedule on work related and other activities. These relatively rich parents might have also felt that they are doing enough to their children only by providing sufficient materials to their children and satisfying their other financial needs.

Despite the above data and assumptions, most of the PTA members agreed with the data obtained from the students as they do not feel the existence of a difference in the level of warmth provided by parents from different backgrounds. But some of them have witnessed that there are connections among level of warmth, nature of family and the nature of the work parents are engaged in. There is consistent research evidence showing a link between work and family functioning with parents reporting greater work-related stress being more likely to

engage in ineffective parenting practices, experience child behavior difficulties, and have couple relationship difficulties [17]. Some parents from higher socio-economic status might have been more stressed because of the heavy workload they had which was the source of their relatively high income. These parents were mostly business men and women as the area is one of the major business centers in the country.

The information collected from students about parenting and parenting practices seems more reliable than the one collected from parents because the first one is supported by most of the PTA. Research has also revealed that the relation between child reports of parenting practices and externalizing behaviors is particularly evident during adolescence, a time when youth can be expected to provide reliable and valid reports of parenting and their own behavioral functioning [8].

3.2.2. Demandingness as a Measure of Parenting Styles

A group of 12 statements on the level of control of parents that was intended to serve as a measure for demandingness was presented to students. And they were asked to rate their level of agreement on a five point scale as very high, high, medium, low and very low. The responses of the respondents are presented below.

Table 5. Summary of the response about the parents' level of demandingness.

	Low		Medium		High	
The level to which parent is demanding	f	%	F	%	F	%
	9	4.5	98	48.5	95	47

From Table 5 above, the majority of the respondents have rated medium (48.5%) and high (47%) on the level of demandingness of their parents. According to PTA members, the level to which parent is demanding is a function of the child's maturity, gender and behavior. They put forward the idea that they expect more from their elder child than the

younger one, and girls are expected to deliver more and monitored more than boys. In Ethiopian culture in general and Harari culture in particular, girls are expected to behave more politely and reserved in their interactions with males. Moreover, in Harari region and the surrounding areas, girls participate in more productive and labor work both inside and outside their house. This societal expectation of girls might have also influenced them to attend high school more than boys.

Research has uncovered that child rearing practices can be influenced by a number of factors such as parental adaptation to children, age and sex of the child. With regard to parental adaptation, in fact, what matters is parents' perception of their children's personalities. For instance, when hyperactive children are successfully treated with the drug Ritalin, their hyperactivity diminishes substantially and mothers modify their response accordingly and become less demanding and controlling [18].

3.3. Parenting Styles

Table 6. The four different styles of parenting.

	Authoritative		Authoritarian		Permissive		Neglectful		Total	
School	F	%	f	%	F	%	F	%	F	%
School 1	29	42.7	21	30.9	10	14.7	8	11.8	68	33.7
School 2	21	40.4	21	40.4	8	15.4	2	3.9	52	25.7
School 3	17	43.6	9	23.1	8	20.5	5	12.8	39	19.3
School 4	14	32.6	16	37.2	7	16.3	6	13.9	43	21.3
Total	81	40.1	67	33.2	33	16.3	21	10.4	202	100

f= number of respondents, %= percentage

When considering the composition of parenting styles, the findings of this research have uncovered that the majority of the parents (40.1%) are authoritative followed by authoritarian parents which constituted 33.2%. The permissive parents represent 16.3% of the total.

When the schools were exclusively treated to see the composition of parenting styles, it was found that the same ranking order and trend have been observed where authoritative parenting style comes first followed by authoritarian, permissive and neglectful. School 4 was the only exception in this regard where 37.1% parents had been authoritarian followed by authoritative parents (32.6%). 16.3% of the parents in School 4 were permissive and 13.9% of the parents fall under the neglectful category.

The implication of the findings is that the majority of the parents are demanding and responsive at the same time. PTA members describe that many of the parents are becoming more concerned about their way of handling children this point in time than before.

Their approach is becoming more and more child centered. Majority of them try their level best to meet the child's existential and emotional needs instead of expecting the child to live up to the adult standards. They do not treat their children the way they were treated by their parents in the past. According to them, the change has come as a result of the education of the children, parents themselves, the awareness raising attempts made by child right advocates and the government. There are child right teams in all districts of the region which are targeted at protecting child rights and enhancing awareness of parents and child right actors in the region. When asked about the common means of controlling child behavior, they listed various types including corporal punishment and withdrawal of affection which are most of the time curative measures. These measures were considered as therapeutic to show that the child has done something wrong and her/his privileges (e.g., affection) are taken away

so that s/he needs to behave as per the parental expectations to get the affection back. They are curative measures because they have been used after the misbehavior (problem) was displayed. Most of the PTA members agreed that the intended behavioral change and the means they use to bring about the change are not linked and lack proactivity.

The second group with high proportion was that of Authoritarian parents constituting 33.1% of the parent population. It was the belief of the researchers that the majority of the parents would be in this category as the region has been mostly inhabited by families coming from soldiers for a long period of time.

Most of the PTA members are in support of the idea that the old fear-based approaches actually weaken a parent's control. The threat of punishment only turns children against their parents and causes them to rebel. The pressure of shouting and corporal punishment no longer creates control, but simply numbs a child's willingness to listen and cooperate. A PTA member in one of the schools said that punishment in the past was used to break a stubborn child. Although it may have worked to create obedience, it does not work today.

Children recognize what is unfair and abusive and will not tolerate it. They will resent and rebel. Most importantly, punishment and the threat of punishment break down the lines of communication. Instead of being part of the solution, the parent becomes part of the problem. The more parents use punishment, the more their children will rebel later. Many adults today cannot connect or do not feel a desire to connect with their parents because they were punished [19].

PTA members said that they are thankful to the parents for their love and support, which helped them immensely, but despite the love, they were suffering by some of the mistakes.

Healing these wounds has made them a better parent. They know the parents did well with the limited knowledge they had regarding what children needed.

The third in rank was found to be that of permissive parenting style with 16.3% of the total.

Permissive parenting, also called indulgent, nondirective or lenient, is characterized as having few behavioral expectations for the child. Permissive parenting is a style of parenting in which parents are very involved with their children but place few demands or controls on them. Parents are nurturing and accepting, and are very responsive to the child's needs and wishes. Indulgent parents do not require children to regulate themselves or behave appropriately. This may result in creating spoiled brats or "spoiled sweet"

children depending on the behavior of the children [20].

3.4. Parenting Styles and Academic Achievement

One of the objectives of the study was to examine the relationship between child academic achievements in a continuous classroom assessment with the parenting styles they experience in their families. The class rank of the students was cross tabulated with the parenting style of the parent.

***Table 7.** Parenting styles and class rank of adolescents.*

Parenting style										
Class	Authoritative		Authoritarian		Permissive		Neglectful		Total	
Rank	f	%	F	%	F	%	F	%	f	%
>40	-	-	2	3	-	-	2	9.5	4	2
31-40	1	1.2	5	7.5	3	9.1	3	14.3	12	6
21-30	13	16	4	6	1	3	5	23.9	23	11.4
11-20	31	38.2	21	31.3	20	60.6	5	23.9	77	38.1
4-10	26	32.1	30	44.8	8	24.2	4	19.1	68	33.7
1-3	10	12.4	5	7.5	1	3	2	9.5	18	9
Total	81	100	67	100	33	100	21	100	202	100

f=Number of respondents, % percentage

Table 7 above shows that the highest percentage of students in 1–10 ranks (52.2%) is adolescents coming from authoritarian families followed by Authoritative families with 42.5% in the range of 1–10 rank. Furthermore, no child of Authoritative parent was found in the above 40 rank range and most of the students of this group (82.7%) are found in the range of 1–20 class rank.

This finding is in accordance with the research findings of other authorities such as Spera [13] who found that adolescents from Authoritative parents are supported by the applied most adaptive achievement strategies characterized

by low levels of failure expectations, task-irrelevant behavior and passivity, and the use of self-enhancing attributions.

Among the adolescents from neglectful families, 9.5% were found in 1–3 rank range but the same figure 9.5% were also found in the above 40 rank range. 47.7% children coming from neglectful parents are found in the above 21 rank range. Children of permissive parents were the least achievers where only 3% achieved 1–3 rank. The following rank order is obtained when the parenting styles are put in order of academic achievement in the 1–10 class rank range.

***Table 8.** Rank order of parenting styles in child class rank.*

Parenting style	Parents in the category	Children in 1-10 rank	% within style	Rank among styles
Authoritative	81	36	44.4	2nd
Authoritarian	67	35	52.2	1st
Permissive	33	9	27.3	4th
Neglectful	21	6	28.7	3rd

Table 8 shows us that the first in rank among the parenting styles that has registered 52.2% of its children in 1-10 rank is Authoritarian parenting style followed by Authoritative style with 44.5% of its children in the indicated rank range. Authoritative parenting commonly leads children to have higher academic achievement and fewer behavioral problems. This is the most recommended style of parenting by child-rearing experts. Researchers have found that, whereas children of authoritarian parents may be competent on certain outcomes (e.g., academic achievement) and conforming (i.e., they show low levels of deviant behavior), they also lack self-reliance and initiative, factors more related to self-regulation [20].

The results of other researches show that parents of high achievers gave their children more appraise and approval,

showed more interest and understanding, were closer to their children and made their children feel more attached to the family. On the other hand, parents of underachievers were characterized as more domineering, over restrictive, and more punitive (in terms of both severity and frequency of punishment) [18].

The third in rank among the four styles was found to be neglectful parenting style which registered 28.7% of its children in the 1-10 rank range. Neglectful parenting is when the parent is neither demanding nor responsive. It is also called uninvolved, detached, dismissive or hands-off. The parents are low in warmth and control, are generally not involved in their child's life, are disengaged, undemanding, low in responsiveness, and do not set limits [19].

3.5. Indicators of Good Parenting Practices

Table 9. Rank order of good parenting components.

School	Adequate materials		Healthy and well-nourished Children		Level of Student achievement at School		Involvement of children in family rule Development	
	f	%	F	%	f	%	F	%
Sch. 1	6	8.8	7	10	2	2.9	-	-
Sch. 2	4	7.7	16	31	3	5.8	2	3.9
Sch. 3	6	15	9	23	-	-	1	2.6
Sch. 4	5	12	4	9	3	7	3	7
Total	21	10.4	36	17.8	8	4	6	3
Rank	4th		2nd		5th		6th	

Table 9. Continued.

School	Children who are secure, ready to participate and learn		Safe and secure home environment		Total	
	F	%	F	%	f	%
Sch. 1	9	13	44	64.7	68	34
Sch. 2	13	6	14	26.9	52	26
Sch. 3	5	12.8	18	46.2	39	19
Sch. 4	8	19	20	46.5	43	21.3
Total	35	17.3	96	47.5	202	100
Rank	3rd		1st			

List of good parenting indicators were given to student respondents to put their first preference as a better indicator of good parenting. The findings in table 9 above reveal that the majority of the respondents (47.5%) put safe and secure home environment as the first in rank among the other indicators. This response has a deeper meaning in this context because it indicates that a safe and secure home environment is a major and concerning issue in the area as there are many children who have not got it yet**.** Having healthy and well-nourished children had been ranked second by 17.8% of the respondents. Having children who are secure, ready to participate and learn has become the third with 17.3%.

The last rank in this study was given to the statement about children's involvement in family rule development which has got 3% of the responses. PTA members have also confirmed that the creation of safe and caring family environment got first rank.

As stated by SOS CV Manual [21], to ensure the best possible outcome for their children, parents must create a safe and secure environment where children enjoy quality life. Accordingly, parents should balance the maturity and disciplinary demands they make to integrate their children into the family and social system with maintaining an atmosphere of warmth, responsiveness and support [21].

4. Summary, Conclusions and Recommendations

4.1. Summary

This research was intended to make a survey of parenting styles and adolescents academic achievement in the case of four selected secondary schools. In light of different theories and related documents, this study was an attempt to generate information about parenting style and hence, the method of behavioral modification being practiced at home and its

implication in the child's academic achievement. The specific objectives of the study were identifying the dominant type of parenting style exercised by parents; and examining the relationship between parenting styles and child academic achievement. For this purpose, descriptive survey method was used as it enables to assess the current situation of the issues listed above.

To obtain information from parents, students and PTA members of the four selected secondary schools, questionnaire and FGDs were employed as data collection instruments. After collecting the data using the above mentioned instruments, both qualitative and quantitative data analysis methods were employed.

The following major findings were uncovered from the analysis and interpretations made so far. It was found in this research that the majority of the parents 40.1% are Authoritative parents followed by Authoritarian parents which constituted 33.2%. The permissive parents represent 16.3% of the total while the neglectful parents constitute 10.4%. The implication of the findings of this research is that the majority of the parents are demanding and responsive at the same time.

The common means of controlling child behavior are mentioned by PTA members to be corporal punishment and withdrawal of affection which is most of the time curative measure. Most of the PTA members agreed that the intended behavioral change and the means they use to bring about the change are not linked and lack proactivity.

The findings disclosed a link between each parenting style and class rank of the child. The study has uncovered that the highest percentage of students in 1-10 ranks (52.2%) is students from Authoritarian families followed by Authoritative families with 42.5% in the range of 1-10 rank. Furthermore, no child of Authoritative parent was found in the above 40 rank range and most of the students of this group (82.7%) are found in the range of 1-20 class rank.

Among the adolescents from neglectful families, 9.5% are found in 1-3 rank range but the same figure 9.5% were found in the above 40 rank range. 47.7% children coming from neglectful parents are found in the above 21 rank range. Children of permissive parents were the least achievers where only 3% achieved 1-3 rank.

An analysis was made to see the level of warmth and demandingness as measures of parenting styles. As per the findings, more than half of the students (51%) responded that they are receiving medium level of warmth from their parents while 32.7% rated the level of warmth they received to be high. However, most of the parents (67.4%) claimed that they are offering high level of warmth to their children. On the other hand, the majority of the students rated medium (48.5%) and high (47%) on the level of demandingness of their parents.

Among the list of good parenting indicators which were presented to respondents to put their first preference as a better indicator of good parenting, the majority of the respondents (47.5%) put safe and secure home environment as the first in rank among other indicators of good parenting. Having healthy and well-nourished children had been ranked second by 17.8% of the respondents.

4.2. Conclusions

On the basis of the collected and analyzed data about parenting styles and academic achievement, the following major conclusions were drawn:

1. Contrary to the belief that most of the parents in the region would be Authoritarian emanating from many families ascending from military origin, this research has proved that the dominant type of parenting style is Authoritative which is characterized by high level of warmth and demandingness at the same time. The implication is that the majority of the children are getting the necessary support from their parents and the majority of the parents are also setting clear expectations and monitoring their children's achievements.
2. The common means of controlling child behavior are described by PTA members to be corporal punishment and withdrawal of affection which are most of the time curative measures that have nothing to do with the intended behavioral change and are not proactive. It implies that majority of parents are not proactive in handling behavioral issues of children.
3. According to the findings warmth and demandingness of the parents are closely connected with the academic achievement of the adolescents. Hence, the parenting styles that are characterized by high level demandingness are found to score high in academic achievements of their children. In the 1-10 class rank range, the Authoritarian parents have stood first followed by Authoritative parents.

It can be concluded that there exists a direct linkage between parenting style and academic achievement where adolescents coming from Authoritarian and Authoritative parents are found to perform by far better than their counterparts (from permissive and neglectful parents).

4.3. Recommendations

In line with the research report made in the preceding sections, the researchers believe that the following recommendations are of practical importance to create a loving family environment for the wellbeing and well becoming of children:

1. It would be good if government organizations, NGOs and other concerned stakeholders facilitate conditions for parenting training/ education so as to provide specific knowledge and child-rearing skills to parents and other caregivers with the objective of enhancing a child's wellbeing and well becoming.
2. As the number of families with the negative parenting experiences is still substantial in the study area and since the common means of controlling child behavior are corporal punishment and withdrawal of affection, the Women, Children and Youth Affairs Office which is in charge of child right issues, needs to see the possibility of implementing research results and community driven strategies through utilizing community initiatives to shape the home environment. This can be done in collaboration with social affairs office and other organizations working on child right to create conducive environment for true and practical involvement of children, so that they can have a say in issues affecting their development.
3. Establishment of separate section at the Ministry of Women, Children and Youth to take care of issues of parenting proactively would be important for creating a loving family environment for a child to grow.
4. Integrating parenting skills enhancement projects when designing child development programs will also be of great support. Concerned government offices and NGOs are expected to develop a system for monitoring and evaluation of these projects as this system will help for the realistic project planning and for having a working management information system that is critical for successful implementation of projects.
5. Children right committees at district level, in collaboration with other concerned organizations, have to provide adequate orientations/ trainings, and properly instruct community initiatives to develop ownership and to ensure real participation. Morever, relevant documents, explanations, and guidelines referring to the roles of parents and other stakeholders have to be available in their offices.
6. Education offices, school leaders, teachers and parent teacher associations need to design a strategy to enhance parents' awareness of positive parenting style and its benefits.
7. Finally, further research, with wider scope which encompasses more schools, child care institutions and stakeholders, is needed in the area to obtain more clear findings on the issues stated in this research.

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