



**Addis Ababa University**

**College of Educational and Behavioral Studies**

**Center for Early Childhood Care and Education**

**Parenting Style and Preschool Children's Social competence: The case of private preschools in Huruta Town**

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**Addis Ababa, Ethiopia**

**Parenting Style and Preschool Children's Social competence: The case of  
private preschools in Huruta Town**

**A Thesis submitted to the center of early child care and education  
in partial fulfillment of the requirement for the degree of masters of  
art (MA) in early childhood care and education**

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I declare that this is an original work toward the degree of Master of Art in Early Childhood Care and Education and that has never been submitted as part of any other institution's application for a degree or professional qualification. I affirm that all supporting literature has been properly referenced and that contributors to any resources used in this work have been adequately recognized. I have undertaken the study independently with the guidance and support of the advisor.

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## ***Abstract***

*The purpose of this research was to investigate the relationship between parenting styles and preschool children's social competence. The study employed quantitative research approach and cross-sectional research design. The data were collected from randomly selected 125 children and their parents, using the social-competence scale and the parenting dimensions questionnaire (PSDQ). The data analysis was carried out using descriptive and inferential statistical methods. In particular, percentage, frequency, cross-tabulation, independent sample t-test, correlation and regression were used. The results revealed that the more of children had 43(34.4%) an average social competence score. Moreover, the results indicated that authoritative parenting style (59) (47.2%) was the most practiced parenting style among parents. There were no statistically significant differences ( $t_{(-0.426)} = 123, P > 0.05$ ) between male and female children across mean scores in measures of social competence. The relationship between authoritative parenting style and social competence scores was strong positive and significant ( $r = 0.884, p < 0.01$ ). However, the relationship between authoritarian ( $r = -0.278, p < 0.01$ ) and Permissive ( $r = -0.381, p < 0.01$ ) parenting styles with social competence scores of children were weak, negative and significant. As a result, it is reasonable to conclude that authoritative parenting style related positively with children's social competence. In combination, the parenting styles 77.7% predicting factor of children's social competencies. Finally, critical recommendations were forwarded for parents, and other concerned stakeholders in order to assist, aware parenting and enhance parenting practices.*

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Early childhood is a unique stage of development that is marked by quick changes in a child's physical, cognitive, linguistic, and social-emotional abilities. It denotes a window of time for the growth of a person's entire life (UNESCO, 2010). Children growth and development should therefore receive adequate attention, as well as their physical, psychological, and social well-being (Jafari, 2014; Vahediet al, 2012). Childhood is regarded as a critical stage in the development of an individual since events during the first few years of development have a long-lasting influence on individuals. For this reason, the possibilities given and vulnerabilities faced throughout early development are critical. A study which refers how, the development of children at early age is critical for later personality development. The life skills method was created by the World Health Organization (WHO), and it focuses on social, cognitive, and coping-emotional abilities as its three core subfields (Karimi, and et al, 2010).

Children's development is a complex, dynamic process influenced by a variety of biological and environmental factors, with the first five years of life being critical to subsequent development (Simons, 2011). Hill (2001) stated that positive thinking, accepting warmth, and having adequate supervision were believed to be related to children's behaviour and cognitive development. Many parents need to be made aware of how various parenting styles influence their children's development. During the early stages of development, effective parents care for their children's physical health, encourage socially acceptable behavior, stimulate their intellectual progress, give emotional support, and provide religious and moral guidance (Latouf, 2008).

Baumrind(1971) used the phrase "parenting style" to refer to attitudes and principles about raising children that reveal a parent's feelings for them, their nature, and methods of raising them. The idea of parenting style is understood as a trait of a parent that harmonizes the efficacy of family socialization procedures and children's receptivity to such practices (Darling, &

Steinberg, 1993). Parenting is a socialization process through which parents transfer their cultural values, beliefs, traditions, and norms as well as other socially and culturally desirable behaviors to their children (Israel, 2020). According to Westerberg (2011) the way parents raise their children can have a significant and long-lasting impact on how well their children "socially function," making parenting one of these factors that are particularly crucial to children's social competence.

Early childhood social and emotional development is so crucial, and young children need to feel safe in their relationships with their primary caregivers (Kol, 2016). Understanding the causes of incorrect social and emotional development in our children and society is essential because it is critical that all young children be healthy in all aspects of development. The way parents engage with their children during the early child development phase and how well children develop are both fundamentally influenced by their parenting style (September et al., 2016). Since the 1980s, there has been a significant increase in the importance of scientific research and clinical applications of children's social skills, largely as a result of the growing understanding of the critical significance of social competence in terms of children's overall well-being (Merrell & Gimpel, 2014). Because socialization factors are important, it is impossible to examine opportunities and vulnerabilities concerning social competence in children from birth to age six in isolation (Westerberg, 2011).

Baumrind (1967) identified three parenting philosophies, authoritative, authoritarian, and permissive, that was hypothesized to have an impact on a child's social and cognitive development. The reason for this is that each family has different standards for the raising of their children as well as different values, habits, and behaviours. The majority of parents employ various parenting techniques (Joseph & John, 2008). Study in Spain suggests that children who were raised under authoritarian, and authoritative parenting styles, were not different in their levels of sense of competence, need for achievement, locus of control, and academic achievement (Checa & Gutierrez, 2018). Another Turkish study on parenting techniques and kids' social behaviours just outlines potential channels by which parents could directly or indirectly influence the development of aggressive, socially restrained, and pro-social behaviours in their

children (Saltali, & İmir, 2018). According to Saltali, and İmir, (2018) females scored substantially higher on shyness than boys and those guys scored significantly higher on aggression. In South Africa, parents practicing authoritative style of parenting demand too much from their responsibility toward their children shows that, a positive and significant relationship between parents' authoritativeness and students' academic achievement (Kima, Peter, & Elizabeth, 2018). This implies authoritative parenting style contribute positively for students' academic achievement.

In the Ethiopian context, Early Childhood Education and Care (ECCE) refer to a holistic and comprehensive approach to policies and programs for children from prenatal to seven years of age, their parents, and caregivers. The program will ensure a considerable step forward in giving children a healthy start in life, and an enabling and stimulating environment for developing their talents, stimulating and helping them to become caring and productive citizens (Ministry of Education, 2010).

## **1.2. Statements of the problem**

Meanwhile, the goal of education is to enhance strong social skills for children (Ten Dam, & Volman, 2007). The majority of studies largely investigated into how parental style affected kids' school success in terms of academic achievement. Student achievement and parenting styles as they relate to child and adolescent development have been a focus of research. For instance, parenting style focuses on engaging the student to become a responsible stakeholder in their own achievement (Brown & Iyengar, 2008). Another study in China shows that, authoritarian, permissive, and neglectful parenting styles are in that order, with authoritative parenting having the largest positive effects on academic performance (Yang, & Zhao, 2020). The results of the studies have consistently shown a correlation between an authoritative parenting style and successful academic performance. Authoritarian parenting style is demonstrated to have negative consequences for children's academic performance as overly strict and demanding attitude undermines level of achievement (Rauf, & Ahmed, 2017). Studies that have already been conducted have mostly ignored children's 'social competence in favour of evaluating how parenting styles affect students' academic learning outcomes.

Although there are number of researches conducted in regard to Parenting in Ethiopian context. For examples, Abesha(2012)an ex-post facto research design conducted on effects of parenting styles, academic self-efficacy, and achievement motivation on the academic achievement of university students in Ethiopia. The result indicates that, the authoritative parenting style has a significant and positive effect, whereas non-authoritative parenting styles (authoritarian, indulgent, and neglectful parenting styles) have significant and negative effects on the academic achievement of students at different levels of education. The findings also demonstrated that both female and male students who stated their parents as authoritative had more academic self-efficacy, and hence higher achievement motivation, than students who described their parents as non-authoritative. Similarly, Abera (2017) also conducted a qualitative study on the relationship between parenting styles and academic achievement of social science preparatory students in Guraghe zone. The study indicates a strong positive significant correlation between authoritative parenting and children's performance, a negative correlation between authoritarian parenting style and children's performance, and an insignificant correlation between permissive parenting style and children's performance. Another study also by Kassa (2014) mixed-methods study was on the Relationship between Parental Childrearing Practices, and Values with Children's Academic Achievement: The Case of in Raya Alamata Wereda. The result indicates that, there was statistically significant correlation between parental values and children's academic achievement. This implies that, parents giving values increase to expect desirable goals for their children and academic performance also increase. Most of empirical studies aforementioned and discussed above focused on the parenting style with adolescent academic achievement but they ignored children social competency.

Besides, the study was conducted on the relationship between parenting style and preschool children's social-Emotional development in Addis Ababa, Ethiopia (Yalemeshet&Heeralal, 2021).However, demographic factors such as family income, parents' educational level, and the prestige of parents' occupations have been shown to influence the characteristics that parents wish to develop in their children ( parenting values), parents' beliefs about how a child is raised, and what parents do with children as cited by (Dame,2014). Also Aemero (2017) suggests Parenting is universal but parenting style varies from culture to culture and urban to rural.

Even though, in the Oromia region mixed-methods study investigated by Dame (2014) on childrearing among the Arsi Oromo: Values, Beliefs and Practices, he not concerned children social competence. According to Dame (2014) the majority of Arsi households endorsed traditional authoritarian beliefs more often than progressive democratic beliefs. This shows inconsistency with the other study findings discussed above, Abesha(2012), Abera (2017), Kassa (2014), reported that authoritative parenting was the most widely used parenting style.

However, the reason why it needs further study on the same area would add additional contribution to the work of other researchers and the former researchers didn't study specifically on Oromia region, Arsi zone in Huruta town. This was the specific gap the researcher wanted to fill with this particular study. Therefore, the current study conducted to investigate the relationship between parenting style and children's social competence in the case of private preschool in Huruta town.

### **1.3. Objectives of the study**

#### **1.3.1 General objective**

The primary goal of study was to investigate the relationship between parenting style and children's social competence in the case of private preschools in Huruta town.

#### **1.3.2 Specific objective**

The following specific objectives were established for this study work

- I. To find children's level of social competence in private preschool in Huruta town.
- II. To identify the most practiced parenting styles parents in Huruta town.
- III. To determine if there exists a significant gender difference in children's social competence in selected private preschools in Huruta town.
- IV. To examine the relationship between parenting styles and children's social competence in private preschool in Huruta town.

## **1.4. Research Questions**

The following questions were the focus of this study:-

1. What is children's level of social competence in Huruta town private preschools?
2. Which parenting style does most practiced by parents in Huruta town?
3. Is there any statistically significant gender difference in children's social competence in private preschool in Huruta town?
4. Is there a significant relationship between parenting styles and children's social competence in private preschool in Huruta town?

## **1.5. Significance of the study**

This study primarily focuses on parenting style and child social competence. The result of this study is significant in a variety of ways such as, raising awareness about the importance of parenting style and parents' role in children's social competence. It can serve as a foundation for future researchers. It could also contribute to the knowledge of parenting style in the area.

- Provide an insight about the contextual nature and extent of relationship between parenting style and children social competence.
- Additionally, the study is emphasizing how crucial it is to provide parents and teachers with the information how their caring and parenting affect in a child's social competence.
- For future researchers, the finding of the study provide further information and used as reference regarding child social competence and the role of parenting in the development of children in early childhood education.

## **1.6. Delimitation of the study**

Geographically, this study was delimited to private preschool in Huruta town. Conceptually, this study was delimited to investigate the relationship between parenting style and children's social competence. Parenting style in this study consists authoritarian, authoritative and permissive parenting style and children social competence were chosen for this study because they have not yet been thoroughly investigated in specifically in Huruta town. This study targeted for to six age preschool children and their parents.

## **1.7. Organization of the study**

This study was organized into five chapters. Chapter One includes the background of the study, statement of the problem, objectives of the study, basic research question, significance of the study, the scope of the study, organization of the study, and operational definition of variables. Chapter Two is a literature review of the area including with conceptual/theoretical framework relevant to the issues under study. Chapter three comprises the research design, description of the study area, target population, sample technique, and size, methods of data collection, data analysis, the procedure of data collection, and ethical considerations. Chapter Four is data analysis, presentation, and interpretation. Chapter five is discussion of the findings. Chapter six comprises conclusions, and recommendations to be undertaken by concerned bodies at different levels.

## **1.8. Operational definitions of terms**

**Child social competence:** -Children's ability to engage when they communicate, play and in social activities with others. Classroom teachers were provided the social competency questionnaire to score the behavior of the targeted kid using a 1-3 Likert-type scale, where 1= Inapplicable, 2= moderately applicable, and 3= Applicable items representing social domains (social awareness, play skill, and communication skill) rated by teachers in Huruta town.

**Child:** - the child who is attending preschool and aged 4-6 years old in Huruta town.

**Parent:** - Biological mother or father or primary caregivers who care, guides, assists and gives orientation for their children in Huruta town.

**Parenting style:**-is a way parent's use to guide and give orientation to their children. Parents should rate their parenting style on a 5-point Likert scale, where "1" means they never use it and "5" mean they always do. There are no unfavourable aspects. The marks for each parent were used separately, and the total of all the parent's marks was used to determine the item's final grade.

- ❖ **Authoritarian parenting style:**-A parenting style of parents who raise their children to guide and control in different perspectives when they do any activities

- ❖ **Authoritative parenting style:** -A parenting style of Parents who guide and expect their children and provide lots of nurturing and love.
- ❖ **Permissive parenting style:**-parenting styles of parents who are careless with their children, and let their children do what they want.

## CHAPTER TWO

### REVIEW LITERATURE

#### 2.1. Parenting style

Baumrind(1971) used the phrase "parenting style" to refer to attitudes and principles about raising children that reveal a parent's feelings for them, their nature, and methods of raising them. The idea of parenting style is understood as a trait of a parent that harmonizes the efficacy of family socialization procedures and children's receptivity to such practices (Darling, & Steinberg, 1993). Parenting is a socialization process through which parents transfer their cultural values, beliefs, traditions, and norms as well as other socially and culturally desirable behaviors to their children (Israel, 2020). According to Darling, & Steinberg, (1993) parenting style is founded on the theory that parents' attitudes and beliefs they hold about how they should raise their children produce a two-way interaction that characterizes the emotional environment of the whole parenting interaction. Parenting techniques, values, and actions can be categorized into broad patterns called parenting styles. The way parents raise their kids can have an impact on how their personalities develop and how they interact with others (Akhtar, 2012). Parenting, according to Subagia (2021), is an interaction in which parents support their kids. Through proper parenting, kids will develop positive behaviors, knowledge, and beliefs that will help them become successful, self-assured, and future-focused adults (Oktaviani, et al, 2023).

Children's growth is strongly influenced by their parents, who are the primary guide of relevant and helpful for every child. Ceka and Murati (2016) suggest that since parents are responsible for fostering their children's physical and intellectual growth until they reach the age at which they are able to take on difficulties in society on their own, parents are vital to their children's education and development.

## **2.2. Types of parenting styles**

Diana Baumrind is a developmental psychologist at the University of California at Berkeley. She is the pioneer researcher in the area of parenting styles. Her theory is that there is a close relationship between parenting styles and children's behaviour, which lead to different outcomes in the children's lives. According to Baumrind (1973), social competency varies among children raised by parents with different parenting perspectives. Baumrind (1991) defined parental responsiveness (warmth or supportiveness) as "the degree to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and compliant to children's needs and demands."

Parental demandingness (behavior control) is defined as "the demands that parents make on children to become integrated into the family as a whole through their supervision demands, disciplinary efforts, and willingness to confront the disobedient child." Based on these factors, Baumrind (1967) came to the conclusion that parents follow one of three parenting philosophies: authoritative, authoritarian, or permissive. Three parenting philosophies, authoritative, authoritarian, and permissive, were hypothesized to have an impact on a child's social and cognitive development. The reason for this is because each family has different standards for the raising of their children as well as different values, habits, and behaviors. The majority of parents employ various parenting techniques (Joseph & John, 2008). In terms of the most common parenting style in Ethiopian families, an authoritative parenting style is the most commonly used. (Abesha, 2012). The authoritative parenting style was the most widely employed type of parenting among parents with children under the age of five (Altay, & Gure, 2012). According to (Israel, 2020), Authoritative parenting style is the dominant parenting style practiced by Mothers followed by Indulgent parenting style. Similar with this, Abesha (2013) reported Authoritative parenting style as the dominant parenting style in Ethiopia. Also a study conducted by Kassa (2005) reported similar findings that Authoritative parenting style is the most predominantly parenting styles in Ethiopia.

### **2.2.1 Authoritative parenting style**

The parents that use an authoritative parenting style are assertive and encourage their kids rather than discipline them. This parenting approach respects the children as independent individuals (Miller, 2010) while emphasizing the emotional reaction based on sensitivity, rationality, and the establishing of limitations (Dewar, 2017). It calls for a lot of nurturing, fostering of individuality, thinking, and sensitivity (Baumrind 1971). These parents use appropriate discipline to try to control their kids' behaviour and decisions (Turner et al., 2009). Children who have grown up in households that are authoritative tend to perform better on a range of tests of competence, social competence, self-perception, and mental health than children who have grown up in homes that are authoritarian, permissive (Joseph, & John, 2008). Parents who are authoritative use two-way communication techniques and value their children opinions. Children's that were raised in this manner are probably more passionate, curious, love to explore new things, and kind to their friends (Rizka, & Bacotang, 2019). According to Tay & Callian (2004) authoritative parenting reflects parenting with a balance in discipline and affection, reasoning with children and being responsive to the children's demands.

### **2.2.2 Authoritarian parenting style**

The authoritarian parenting style is characterized by low attachment and strong demands, and the parents place a great value on obedience without seeking input. They created a rigid setting for their kids with little room for flexibility. A one-way communication method that frequently resorts to punishment characterizes an authoritarian parenting style, which emphasizes power, control, and obedience with little regard for the children's opinions and feelings which, anticipate that rules will be followed without justification (Hoskins, 2014). Authoritarian parents placed high levels of controls on the children actions, and behaviors, but showed little or no warmth. They also described as more punitive focused mainly on extracting obedience from the children (Best and Kahn, 2006). Authoritarian parents attempt to shape, control, and evaluate the behavior and attitudes of the child in accordance with a set of standard of conduct, usually an absolute standard theologically motivated and formulated by higher authority (Uji and et al, 2013).

### **2.2.3 Permissive parenting style**

The permissive parenting approach forgoes enforcing norms and rules in favour of letting kids self-regulate (Dewar, 2017). Parents don't punish their children for their urges or inclinations; instead, they accept and support them (Uji, and et al, 2014). If there is no bodily harm, such youngsters enjoy a high degree of freedom with no limitations on any behaviors (Rossman& Rea, 2005). In this parenting approach, parents place little demands on and have low expectations for their kids. There are little restrictions placed on the parent-child connection, which is more like a friendship (Berg, 2011).

The permissive style is characterized by a lack of concern for the children's behavior, passiveness, the tendency for misbehaviour to go unpunished, tolerating all of the children's impulses, not asserting authority enough, not imposing any restrictions, and readily granting the children's requests (Salavera, et al, 2022). Children who experience this often have poor social skills, low self-esteem, weak self-identity, poor self-control and lack of emotional stability, a negative self-concept, poor self-concept and self-responsibility, insecurity, little regard for the rules and for other people, and academic underachievement (Doinita, 2015).

### **2.3. Children social Competence**

After a child is born, their social, emotional, and intellectual development takes off quickly and lasts until they reach preschool age, sometimes known as the "golden age"(Petrovi, 2008). The social experiences of the youngster will shape their personality as adults. Many negative childhood experiences can cause children to have harmful attitudes regarding their social interactions, push them to be antisocial and unsocial, and even cause them to lack confidence. There are several definitions of social competency, but they all imply that an individual will work effectively and efficiently in social contexts. The ability to engage with others and form positive interpersonal relationships, such as striking up a discussion, forming friendships, acting appropriately, and showing consideration for others' feelings, can also be referred to as social skill (Broadhed, 2003). In order to achieve one's personal objectives and engage in social interactions while simultaneously sustaining positive relationships with others through time and in many contexts, one has to have developed social competences (Petrovi, 2008).

## **2.4. Sex difference and social competence**

Findings are examined in relation to how early social competency is influenced by characteristics that differ according to gender. One study in Ankara investigated on the associations of social competence and pro-social behaviors of the boys and girls who are attending to private or state preschools with the parenting styles of mothers' perception, the result revealed that, the girls have positive interactions with their peers and teachers more than the boys do and the boys have negative interactions with their peers more than the girls do and the scores of negative interactions with peers of the children who have authoritative parents were higher than those of the children who have permissive parents (Altay, & Gure, 2012). This implies girls tend to be more pro-socially and more socially competent than boys. In previous studies (Caemmerer & Keith, 2015; DiPrete & Jennings, 2012; Welsh et al., 2001), it was discovered that females were ranked higher in social skills than males. Over an extended period of early learning, girls are ranked higher in social skills inside the educational setting (Hajovsky, et al, 2022). They suggest girls share their belongings with their peers, cooperate with them, and relieve them more often than the boys do. On the other hand, there was no significant difference in preschool children's social-emotional competence by sex main effect or sex by preschool type - interaction effect (Yalemeshet and Heeralal, 2021). According to Grima (2014), observed that there were no significant differences between the two gender groups in social competence.

## **2.5. Parenting style and child social competence**

Young children's social and emotional development is greatly impacted by their social and emotional environment (Lin et al., 2022). In the 1960s, developmental psychologist Diana Baumrind provided in-depth information on parenting practices. Baumrind's research utilized parenting style constructs to record typical variances in parents' efforts to discipline and socialize their kids (Baumrind, 1967). Deviant abusive parenting is not included in these variations. She figured that parents' main responsibility was to guide, mold, and manage their kids' behaviour. According to research, authoritative parenting, in which parents balance being demanding and responsive, results in children with higher social competencies. As a result, children of authoritative parents are more adept at forming early friendships, use drugs less frequently as adolescents, and experience more emotional well-being as young adults (Bornstein, & Bornstein,

2007). Despite appearing to be at opposing ends of the parenting spectrum, authoritarian and permissive parenting approaches haven't been associated with successful outcomes. This is probably because they both limit the chance for kids to learn how to deal with stress. Children in permissive/indulgent households may lack the direction and guidance required to develop proper values and goals, while children in overly controlling and demanding households may be limited in their ability to make decisions for themselves or to communicate their needs to their parents (Bornstein, & Bornstein, 2007).

According to a Chinese study, authoritative parenting can predict children's social competency positively while authoritarian parenting can predict children's social competence negatively (Lin, et al, 2022). Additionally, the study in Zambia the relationship between parenting style and children sociability, suggested that, children with authoritative parents were regarded as having social skills, while children with authoritarian parents were rated as being socially incompetent (Mensah, & Kuranchie, 2013). This finding implies that social competence in children is influenced by the way they are raised. Baumrind (1967) found that preschool children of authoritative parents were more socially and instrumentally competent and showed higher levels of positive peer engagement compared to children of parents with other parenting styles. These children's social skills are highly developed, they are confident about mastering tasks, and have well-developed emotional regulation skills.

Wu (2009) provided mixed method evidence showing that kids with permissive mothers were more likely to engage in antisocial behavior and struggle to fit in with other people. Although children with authoritarian parents have poor levels of accomplishment because they do academically mediocre work and tend to avoid conflict. In comparison to kids with authoritative parents, these kids have poor social skills, low self-esteem, and increased rates of depression as teenagers. The permissive style is characterized by a lack of concern for the children's behavior, passiveness, the tendency for misbehavior to go unpunished, tolerating all of the children's impulses, not asserting authority enough, not imposing any restrictions, and readily granting the children's requests (Salavera, et al, 2022). As result children who experience this often have poor social skills, low self-esteem, weak self-identity, poor self-control and lack of emotional stability, a negative self-concept, poor self-concept and self-responsibility, insecurity, little regard for the rules and for other people, and academic underachievement (Doinita, 2015).

Children from the authoritative parenting style and those of intact families had a higher mean score of social-emotional competence than other parenting styles (authoritarian and permissive) and non-intact families (Yalemeshet and Heeralal,2021). This implies that the authoritative parenting style and the intact family contributed positively to the social-emotional competence of the children.

Generally, based on the empirical and methodological insights obtained from the reviewed literatures, the following conceptual framework was designed by the researcher. Independent variables are the three types of parenting styles, while the dependent variable is children's social competence. This conceptual framework was intended to show the relationships between the variables of the present study.

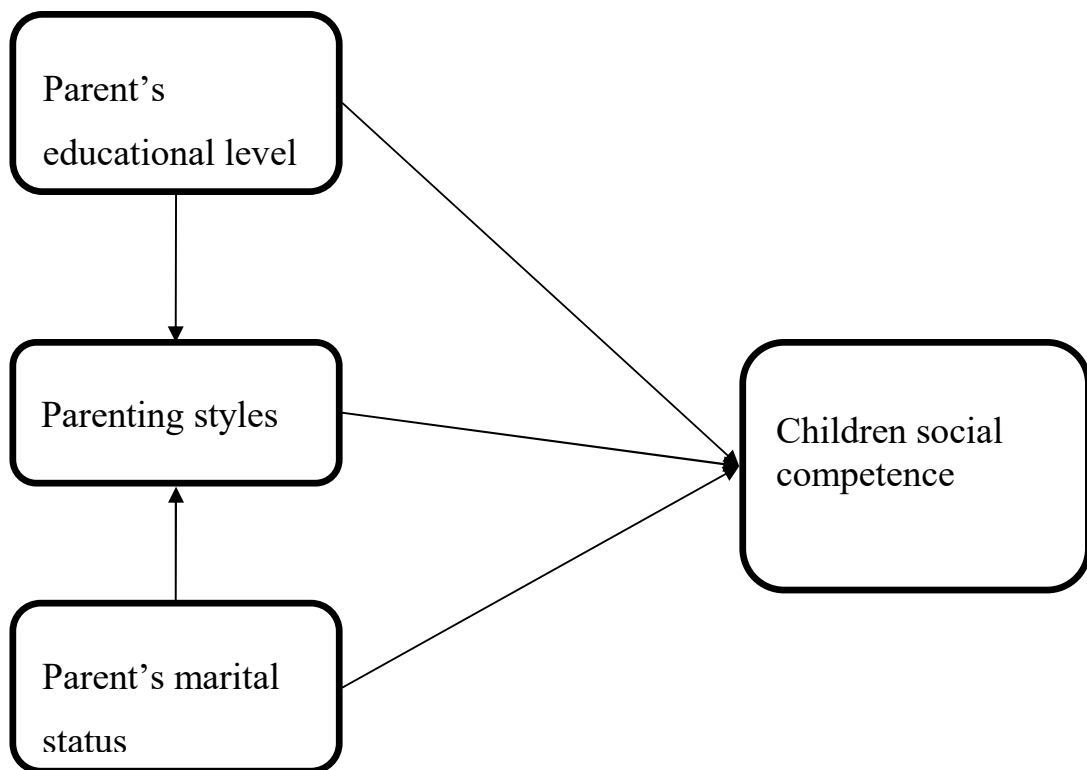


Figure 1: Conceptual framework of the relationship between parenting style and child social competence.

## **CHAPTER THREE**

### **RESEARCH METHOD**

#### **3.1. Research Design**

This study used a quantitative research approach, and cross-sectional research design. A cross-sectional is a type of research design in which you collect data from many different individuals at a point in time (Freeman et al.,2020). Quantitative approach makes use of accurate numerical data, which is then, examined using statistical data. The quantitative research approach is the most effective way to achieve the aim of this study, which is to analyze parenting style in relation to preschool children's social competence.

#### **3.2. Study Area**

This study was conducted in Huruta town, Oromia region, among selected preschools. In the town, 22 pre-schools offer services to children from 4-6 years of age. These preschools are in the town of Huruta District. Huruta is a town in central Ethiopia. The town of Huruta is located in the Arsi Zone of the Oromia Region, north of Iteya. Huruta is far from Nazret (about 64 km) and 164 km from the northwest of Addis Ababa, the capital city of Ethiopia.

#### **3.3. Target population, sampling technique/s and Sample Size determination**

According to the Huruta town education office, there are 12 pre-schools (Huruta Education Bureau, (2023). The target population size in this study is all private preschool children (1227)in Huruta town. Multiple sampling technique was employed, because it involves, combining various probability techniques in the most efficient and effective manner as possible Then, the researcher used the following sample size determination to determine the required sample size using Mugenda, (2003) as cited in Alajmi, (2017).He argues that 20% to 30% of the population is adequate. The researcher considered the formula to correctly determine the appropriate sample size for this proposed study. So, based on this, the researcher sampled 40% of preschools because the greatest is better. Using a simple random sampling method, the sample size consists of children in five preschools: Veeraa (193), HiyootFana (110), kookeet (182), Yes-Acdamy (88), and Wonderland (112).In these five preschools, there are 685 children enrolled.

As indicated Carvalho's,(1984) sample size determination the population size of the study 685 which ranges between 501 up to 1200. Hence, the number of children in selected preschool is 685, the researcher could use any of the three small, medium, or large (32, 80 or 125) sample size respectively (see Appendix E). To make the data reliable, using large sample size is preferable. The sample size was 125 children and their parents as participants using Carvalho(1984).The researcher considered the participation of 125 children, respecting their sex equality, using simple random sampling. Therefore, the sample size for this study were 125 (male 65 and female 60) children and their parents.

### **3.4. Data Collection instruments**

This study employed the following data collection tools:-

#### **3.4.1 Questionnaires**

Questionnaires used to collect data from participants to address the objective of the study. Questionnaires are easy to administer and are free from bias and are able to collect information from large sample sizes easily. The researcher adopted 62 items of Parenting Style and Dimensions Questionnaire (PSDQ) which developed by Robinson (2001), to measure the three type of parenting style. The authoritative items had a Cronbach alpha of.91, the Authoritarian items had a Cronbach alpha of.86 for 20 questions, and the Permissive items had a Cronbach alpha of.75 for 15 questions. In the Ethiopian context, the instrument was used by(Yalemeshet and Heeralal, 2021). The parenting style and dimensions questionnaire (PSDQ) score was based on a 5-point Likert scale, where 5 indicate that the parent "always displays" the stated behavior with the child and 1 indicates that the parent "never displays "the stated behavior with the child. Parents should answer on the 5-point scale like 1 = never to 5 = Always. There are no negative statements. The questionnaire consists of 27 items of Authoritative parenting, 20 items of Authoritarian and 15 items of Permissive parenting totally 62 items employed. The parenting style and dimensions close-ended questionnaires in English language were translated into Amharic language to measure the authoritative, authoritarian, and permissive types of parenting styles during administered for parents.

To identify whether parenting styles were practiced or not, the scores of respondents on the parenting style and dimensions questionnaire (PSDQ), which were below, equal to, or greater than the median score, were taken into consideration as a cut-off point for each type of parenting style. As a result, depending on the number of items each type of parenting style has, a cut-off point is defined for each type of parenting style (27 items of authoritative, 20 items of authoritarian and 15 items of permissive). The highest parenting median score from the three types of parenting styles is considered the most practiced, followed by the second highest parenting median score and the least one. Specifically, each of the parenting style cut-off points is indicated as follows:

#### **Authoritative**

Parents who were rated by themselves with a score above or equal to ( $\geq 56$ ) the median based on the parenting style and Dimensions Questionnaire (PSDQ) were considered parents who practiced authoritative parenting style, and those below ( $< 56$ ) the median score were considered parents who did not practice authoritative parenting style.

#### **Authoritarian**

Parents who were rated by themselves with a score above or equal to ( $\geq 46$ ) the median score on based on the parenting style and dimensions questionnaire (PSDQ) were considered parents who practiced authoritarian parenting style, and those below ( $< 46$ ) the median score were considered parents who did not practice authoritarian parenting style.

#### **Permissive**

Parents who were rated by themselves with a score above or equal to ( $\geq 34$ ) the median based on the parenting style and dimensions questionnaire (PSDQ) were considered parents who practiced permissive parenting style, and those below ( $< 34$ ) the median score were considered parents who did not practice permissive parenting style( see Appendix G).

### **3.4.2 Social competence Teacher rating scale (SCTRS)**

The researcher 36 items of teacher rating social competence tool adopted and employed, which was used in the Ethiopian context before to assess pre-schoolers' social competence developed by Girma(2014).To rate the target child's behavior using a 1-3 Likert-type scale, where 1= inapplicable, 2= moderately applicable, and 3= applicable across items representing social competence. Despite the fact that standardized tests are frequently used methods for evaluating

children's social skills, teachers' ratings are usual methods for obtaining environmentally reliable data (Kontos, & Herzog, 1999). Hence, to get environmentally reliable data, the classroom teachers in the selected preschools rated social competence of children using social competence scale based on play skills, social awareness, and communication skills of preschool child. The social competence items were translated in to Amharic language to make easy to understand by respondents. The main teacher in each classroom received one social competence rating scale sheet for each of selected children whose age range between four and six years and they processed in May. Within a month, teachers have finished the rating scales.

The researcher utilized a percentage of 100% divided by three levels (low, average, and high) as a cut-off point to measure the children's social competence score. Accordingly, a score below (>33.33%) is a low score, a score between (33.33% and 66.67%) is an average score, and a score between (66.67% and 100%) is a high score. Consequently, the cut-off points for the high, average, and low scores were 59.0001 up to 85(100%), 50.0001 up to 59 (66.67%), and below 50 (33.33%), respectively(see Appendix G).

### **3.5. Trustworthiness**

Concerning the trustworthiness of the study, the validity and reliability of the research instruments were obtained through conducting a pilot of the instruments. All decisions regarding the inclusion and appropriateness of items were based on validity and reliability information obtained from the pilot study.

#### **3.5.1 Reliability**

The researcher adopted the parenting style and dimensions questionnaire (PSDQ), by Robinson (2001) to measure the authoritative, authoritarian, and permissive parenting styles. All 62 items are carefully designed items used in prior research. Before the pilot study was done, the Authoritative Items had a Cronbach alpha of .91, the Authoritarian Items had a Cronbach alpha of .86 for 20 questions, and the Permissive Items had a Cronbach alpha of .75 for 15 questions (Robinson (2001)). The researcher teacher rating social competence scale in the Ethiopian context developed by Girma (2014), were used to measure the social competence of preschool children.

### 3.5.2 Pilot test

The instrument was piloted in one selected private pre-school at Etay Arsi, Oromia. A preliminary visit to the preschool was done to get approval from the owners and management. The purpose of the investigation was explained to all stakeholders in the preschool. It was noted that their collaboration was required to carry out the research. They consented to participate in the research. A letter was also issued to parents asking for consent to include their children in this research. Thirty parental questionnaires were sent to parents via the main teacher and thirty (100%) were signed and returned. Random sampling technique was used to select children from five classrooms and their parents. All children were within 4-6 years range.

Table1. Distribution of male and female children and their parents involved in the pilot study

Respondents	Sex	Frequency	Percent (%)
Children	Male	16	53.3
	Female	14	46.7
	Total	30	100
Parents	Female	23	76.7
	Male	7	23.3
	Total	30	100

Children enrolled in each classroom were cared and educated by main classroom teachers who had certificate training in preschool teaching. Teachers informed how they rate the social competence scale. A separate scoring sheet was prepared for the main classroom teachers as ratters to record ratings of the children in their respective classroom. The rating was done the same child and two times. The average of the two times rating for each child and each item was computed and transcribed to the original instrument.

In this pilot study CronbachAlpha values indicated a strong internal consistency of the items. Alpha values for the Authoritative items consisted of 27 questions with a Cronbach alpha of .89, the Authoritarian Items consisted of 20 questions with  $\alpha=.86$ , the Permissive Items consisted of 15 questions with  $\alpha=.89$ , and social competence  $\alpha=.88$ . The pilot study analysis revealed important findings in understanding the relationship between parenting style and preschool children's social competence. As a result, the research data management techniques for the main investigation were adjusted accordingly.

### **3.6. Data collection procedure**

The study followed all standards for ethical principles in research. The study also covered a variety of ethical perspectives.

First, the researcher obtained a Permission letter from Addis Ababa University Center of education and behavioural science. The researcher made preliminary visits and communicated with the Preschool responsible persons and informed them about the study. A suitable period for data collection at the preschools was scheduled in collaboration with the school principal. Teachers were initially informed about the purpose of the study and how they could help. Then the participants who provided informed consent completed the surveys without sharing any personal information. In order to collect data about children's social competence, a social competence teacher rating scale sheet was provided for classroom main teachers, and they recorded the data of children on the scale measurement.

Furthermore, parent participants were informed that they had the right not to participate in the study or withdraw from the study at any time and asked for their child's informed consent. The researcher collected the data from parents during parent-school meetings. The questionnaires took between 15-20 minutes to complete. The participant's information was kept completely confidential. In addition, before data collection, the questionnaires were translated into Amharic as it is an instructional language because all parents of children in preschools may not understand the English language easily. And the other reason is to make questionnaires easily understandable for participants, and the effectiveness of data collection. The Amharic version was back translated into English by a bilingual lecturer from the Department of Ethiopian English language and Literature. It was confirmed that the two versions were linguistically equivalent.

### **3.7. Methods of Data analysis**

The researcher used a quantitative method of data analysis. The data collected from the participants were coded and entered into the computer for analysis using a statistical package for social sciences (SPSS version 20). Descriptive and inferential statistics are used to analyze

quantitative data. From descriptive statistics frequency and percentage were used to identify the parenting styles practiced by parents of children and to measure children's social competence score. From inferential statistics specifically correlation and linear regression were used to examine the relationship between parenting styles and children social competence.

Table 2. A framework for the data analyses

Objectives	Variables	Analyses techniques
Measure children's social competence	Children social competence score, boys and girls social competence score, children from father and mother participants social competence score.	Frequency and Percentage, Cross Tabulation
Identify the parenting styles parents.	Authoritative parenting style, authoritarian parenting style and permissive parenting style	Frequency and percentage
Determine if there exists a significant gender difference in children's social competence	Children social competence	Mean, Standard deviation, independent samples t-test
Examine the relationship between parenting styles and children's social competence.	Parenting style (authoritative, authoritarian and permissive) and children social competence	correlation and multiple regression

### 3.9. Ethical consideration

The study followed all standards for ethical principles in research. The study also covered a variety of ethical perspectives.

First, the researcher obtained a Permission letter from center of early childhood care and education in Addis Ababa University. Then to be able to go to the field, the researcher first visited the schools that have been chosen for the study to make contact with the school. The best

time for data collection was determined. The respondents were informed of their right to be protected from any miss-use of the information they provided and that the information they provide is important in the manner specified in the questionnaire's introduction. The researcher was confidential to make certain that the information given is kept private.

Second, Informed consent from the study the participants were asked for consent. During conducting the study, the researcher was does not discriminate against participants based on culture, economic status, and religious belief. Therefore, the participant's willingness to participate was confirmed.

Third, Confidentiality of the information and all data references were kept anonymous. Additionally, the researcher did not mention the participants' real names without their consent. Respect for the culture and norms of the participant's confidentiality and privacy was considered.

## CHAPTER FOUR

### RESULTS

This chapter deals with the result of data analysis and interpretation according to the objectives of the study. The first section includes descriptive information such as percentages to demonstrate the demographic makeup of respondents. The second segment is concerned with the social skills of children. The third component describes the practiced parenting approach. The fourth section discusses the t-test results of children's social skills across sex. The fifth and final section discusses correlation and regression results.

#### 4.1. Demographic Characteristics of the Respondents

Table 3. Demographic characteristic of parents

Variable	Category	Frequency	Percentage (%)
<b>Parent sex</b>	Female	72	57.1
	Male	53	42.4
<b>Parent Educational qualification</b>	Below Elementary	3	2.4
	Elementary	7	5.6
	High school	50	39.7
	Diploma	58	46.4
	First degree	7	5.6
<b>Marital status</b>	Divorced	8	6.3
	Both mother and father	116	92.8
	Single parent	1	0.8
	<b>Total</b>	125	100.0

It is evident from the table5 that 72(57.1%) of the respondents were female parents or mothers, and 53 (42.4%) were male or fathers. In educational level majority of parent respondents are typically diploma and high school 58(46.4%) and 50(39.7%) respectively. Both holder of first degree and master are 7 (5.6%), whereas, under elementary holder are 3(2.4%).On the marital status, the survey shows that the majority 116(92.8%) of the respondents were married or both mother and father live together, 8(6.3%), were divorced and 1(0.8%) were single parent.

Table 4. Demographic characteristic of children

Variable	Category	Frequency	Percentage (%)
<b>child sex</b>	Female	65	52.
	Male	60	48,
<b>Child age</b>	4-5	32	25.6
	5-6		73.8
	<b>Total</b>	93	
	<b>Total</b>	125	100.0

From the above table observed that 67(53.2%) of the participant were female children and 60 (46.8%) were male children. The age of children with5-6 years reported 93 (73.8%), followed by those with 4-5 were reported 33 (26.2%).

#### **4.2. Children's social competence score**

Children's social competence score that were either below or greater than cut-off point score were taken into consideration to calculate the scores for high, average, and low social competence score.

Table 5.Children social competence score

No	Variable	N	Percentage (%)	Overall Mean score
1	High score	41	32.8	
	Average score	43	34.4	58.46
	Low score	41	32.8	
	Total	125	100	

The result table 5, shows a mean score of (M=58.46) based on the overall social competence score of children. In other way, based on frequency and percentage, 41 (32.8%) children had a high social competence score, 43(34.4 %) children had an average, and 41 (32.8%) had a low social competence score.This implies that the more of children had an average social competence score, followed by a high and low social competence score.

Table 6.Social competence score of boys and girls

Child sex	Social competence score							
	Low score		Average score		High score		Total	
	count	%	count	%	count	%	count	%
Boys	20	30.76%	25	38.46%	20	30.76%	65	100%
Girls	21	35%	18	30%	21	35%	60	100%
Total	41	32.8%	43	34.4%	41	32.8%	125	100%

Table 6 shows the cross-tabulation results of boys and girls along with social competence scores. It indicates 20 (30.76%) of boys and 21 (35% of girls) children scored low social competence. While 25 (38.46%) of boys and 18 (30%) of girls had an average social competence score, 20 (30.76%) of boys and 21 (35% of girls) children scored high social competence. This implies that girls 21(35%) had good social competence than boys.

Table 7. Father and mother participant cross tabulation result of children social competence score

Child sex		Social competence score			Total	
		Low score	Average score	High score		
Children from fathers participant	Male	5	8	8	21	
	Female	13	8	11	32	
	Total	Count	18	16	19	53
		%	33.96%	30.81%	35.84%	100%
Children from mothers participant	Male	15	17	12	44	
	Female	8	10	10	28	
	Total	Count	23	27	22	72
		%	31.9%	37.5%	30.6%	100%
Total	Male	20	25	20	65	
	Female	21	18	21	60	
	Total	Count	41	43	41	125
		%	32.8%	34.4%	32.8	100%

The cross-tabulation result shows the social competence score of children who are father- and mother-participants. Children from father participants scored 18(33.96%) low, 16(30.81%) an average, and 19(35.84%) high social competence score. Most of children from father participants scored 19(35.84%) high social competence and followed by a low social competence score. Whereas children from mother participants scored 23(31.9%) low, 27(37.5%) an average, and 22(30.6%) of high social competence score. Children from mother participants scored 27(37.5%) an average social competence score and followed by low social competence score. Moreover, children from father-and-mother participants scored 43 (34.4%) an average social competence score.

### 4.3 Most practiced parenting style by parents

The study sought to identify the type of parenting style mostly practiced by parents in Huruta town. Consequently, the cut-off points for practiced and not practiced sample median scores were considered for each.

Table 8. The most practiced parenting style by parents

No	Categories of type	N	Percent (%)
1	Authoritative Practiced	59	47.2
	Not practiced	66	52.8
	Total	125	100
2	Authoritarian practiced	40	32.
	Not practiced	85	68.
	Total	125	100
3	Permissive practiced	33	26.4
	Not practiced	92	73.6
	Total	125	100

The percentage analysis results of practiced parenting style by parents is shown in Table 8, with authoritative parenting style 59(47.2%), authoritarian parenting style 40(32. %), and permissive parenting style 33(26.4%). Regarding the percentage results, authoritative parenting was found to be the most commonly practiced parenting style, with a 59(47.2%) preference rate. In other words, 59 (47.2%) parents practice an authoritative approach to parenting. The second practiced parenting style was authoritarian or 40 (32. %) of parents used this type of parenting. The least practiced parenting style was permissive 33(26.4%). This shows that, 33(26.4%) of parents practiced permissive parenting style in study area.

#### 4.4. Sex differences and social competence score

Table 9. Descriptive statistics for male and female children of social competence

Dependant Variable	Sex	N.	Mean	Std.Deviation	Std. Error Mean
Social Competence	Male	65	58.0308	11.6699	1.44747
	Female	60	58.9333	12.0238	1.55227

As Table 9 shows, there is a mean difference in social competence scores between male and female children. Male children scored a mean score of (Mean= 58.0308, SD=11.6699) and

female children scored a mean score of (Mean=58.9333, SD=12.0238) on social competence measures. Moreover, there was guess a mean score difference between boys and girls on social competence scores. To see the significant differences between the mean of social competence by sex, the result were verified by means of independent sample t-test, and is presented in Table 10.

Table 10. Social competence score difference across sex

Variable	Sex	N	Mean	T	Df.	Sig.
Social competence	Female	60	1.63			
	Male	65	1.61	-0.426	123	0.671

An independent samplet-test was computed to verify whether or not the difference was statistically significant. As shown in Table 5 the independent sample t-test analysis revealed that, female children scored higher mean scores on measures of social competence than male. However, there is no statistically significant difference between male and female children mean scores in social competence at  $t_{(-0.426)} = 123, P > 0.05$ . This result implies that boys and girls did not significantly differ in their social competence score.

#### 4.5. The relationship between parenting style and social competence

Table 11. Person Correlation results of parenting styles and social competence

No.	Variables	1	2	3	4
1	Social competence	1			
2	Authoritative parenting	.884**	1		
3	Authoritarian parenting	-.278**	-.331**	1	
4	Permissive parenting	-.381**	-.420**	-.042	1

\*\*p < 0.01 at (2-tailed)

As shown Table 11, the relationship between authoritative parenting styles and social competence scores is strong positive and significant ( $r = 0.884, p < 0.01$ ). This shows that, children from

parents who practiced authoritative parenting style have a better social competence scores. Authoritative parenting style contributes positively to social competence. However, the relationship between Authoritarian parenting style and social competence scores of children were weak negative and significant ( $r=-0.278$ ,  $p<0.01$ ). This implies that children from authoritarian parenting style were low social competence scores. The same to authoritarian parenting style the Permissive parenting styles weak negative and significant relationship ( $r=-0.381$ ,  $p<0.01$ ). In another words, authoritarian and permissive parenting style contribute negatively to social competence scores

#### 4.6. The Regression result of Parenting Style and social competence

Multiple linear regressions analysis was employed to see the association between the overall measure of children's social competence score and the three indicators of type of parenting style.

Table 12. Regression results of parenting style and social competence

Variables	Beta coefficient (95% confidence interval)					R square	Adjusted R square
	Unstandardized Coefficients		Standardized Coefficients		Sig.		
	B	Std. Error	Beta	T			
(Constant)	.713	.139		5.119	.000	.782	.777
Authoritative	.363	.021	.889	17.505*	.000		
Authoritarian	.010	.029	.015	.337	.737		
Permissive	-.005	.028	.008	-.166	.868		

\* $P < 0.05$ , \*\*\* $P < 0.001$

1. Dependant variable: social competence
2. Predictors or independent variable: parenting styles( authoritative, authoritarian, and permissive)

As shown in Table 12, the regression result shows that Authoritative ( $\beta = .889$ ,  $t = 17.505$ ,  $p < 0.001$ ) is a significant and positive predictor of children social competence. In contrast to this, the authoritarian parenting style ( $\beta = .015$ ,  $t = .333$ ,  $p > 0.05$ ) is found to be a positive and insignificant predictor of children social competence. The same to this, permissive parenting style

( $\beta = 0.08$ ,  $t = -0.166$ ,  $p > 0.05$ ) shows that positive and insignificant predictor of children social competence.

The finding demonstrates that parenting styles predictor factor of children social competence. The model summary result shows  $R^2 = 0.782$  and Adjusted R square =  $0.777$ . The  $R = 0.777$  indicate the overall predictor variable of children social competence score. Therefore, 77.7% of the change in children social competence could be attributed to the combined effect of the predictor variables. However, 22.3% of the variance is explained by other factors not covered in this study.

## CHAPTER FIVE

### DISSCUSSION

The general objective of this research was to investigate the relationship between parenting style and children's social competence in the case of Huruta town private preschool. The analysis, the parents' practiced parenting style, the children's social competence score, and significant gender difference in social competence. The research further attempted to investigate the relationship between parenting styles and children's social competence. The analyses showed the significance of parenting styles in mediating the children's social competence in the study area. In this section, an attempt has been made to highlight issues highlighted in the analyses and discuss them in light of current literature in the area.

#### **5.1.Social competence score and practiced parenting style**

The majority of children had an average social competence score, followed by a high and low social competence score. The cross-tabulation result of boys and girls children shows that, girls had high social competence score than boys. Although most of children from father participants scored high social competence and followed by a low social competence score. Most of children from mother participants scored an average social competence score and followed by low social competence score. Moreover, most children from father-and-mother participants scored an average social competence score.

The descriptive analysis result indicated that the most practiced parenting style among parents was authoritative parenting styles. In other words the majority of parents practiced authoritative parenting style. The second common parenting style practiced by parents was authoritarian parenting style. The least practiced was permissive parenting style. Similar with this, Abesha (2013) reported Authoritative parenting style as the dominant parenting style in Ethiopia. Israel (2020) study shows, authoritative parenting style is the dominant parenting style practiced by Mothers followed by Indulgent parenting style. Also a study conducted by (Gota, 2012; Kassa, 2005) reported similar findings that Authoritative parenting style is the most predominantly practiced parenting styles in Ethiopia. In addition, the authoritative parenting style was the most widely employed type of parenting among parents with children under the age of five (Altay,

&Gure, 2012). There are studies which support the authoritative parenting style is better than the others authoritarian (parenting and permissive). Joseph, & John (2008), inform that, children who have grown up in households that are authoritative tend to perform better on a range of tests of competence, social competence, self-perception, and mental health than children who have grown up in homes that are authoritarian, permissive. These parents use appropriate discipline to try to control their kids' behaviour and decisions (Turner et al., 2009). Kids that were raised in this manner are probably more passionate, curious, love to explore new things, and kind to their friends (Rizka, & Bacotang, 2019).

An authoritarian parenting style emphasizes power, control, and obedience with little regard for the children's opinions and feelings, and expects rules to be followed without justification (Hoskins, 2014). The permissive style, on the other hand, is characterized by a lack of concern for the children's behavior, passiveness, the tendency for misbehaviour to go unpunished, tolerating all of the children's impulses, not asserting authority enough, not imposing any restrictions, and readily granting the children's requests (Salavera et al., 2022). Children who experience this frequently have poor social skills, low self-esteem, weak self-identity, poor self-control, a lack of emotional stability, a negative self-concept, poor self-concept and self-responsibility, insecurity, little regard for the rules and for other people, and academic underachievement (Doinita, 2015).

## **5.2. Gender difference and social competence**

The descriptive statistics result revealed that, there was guess a mean score difference between boys and girls in social competence scores. The result was verified by means of independent sample t-test, resulted that, there is no statistically significant difference between male and female children scores in social competence. In line with this finding, there was no significant difference in preschool children's social-emotional competence by sex main effect or sex by preschool type - interaction effect (Yalemshet & Heerala, 2021). Although, according to Grima (2014), it was observed that there were no significant differences between the two gender groups in social competence. This similarity suggested from instrument used to gather data, country context, and age of participants in the study. In contrast to this further studies suggest that (Caemmerer & Keith, 2015; DiPrete & Jennings, 2012; Welsh et al., 2001) it was discovered that

females were ranked higher in social skills than males. Over an extended period of early learning, girls are ranked higher in social skills inside the educational setting (Hajovsky, et al, 2022). Additionally, according to Altay and Gure(2012) girls tend to be more pro-social and more socially competent than boys. This variation might be comes from the country where the study undertake, age of participants, the study used phenomenological study and sample.

### **5.3. The relationship between parenting style and social competence**

This research result indicates that the relationship between authoritative parenting styles and social competence scores of children is significant and strong positive relationship. This shows that, children from who parents favour authoritative parenting style have a better social competence scores. On the other hands, the relationship between authoritarian parenting style and social competence scores of students is insignificant and weak negative relationship. This shows that children from authoritarian parenting style were low social competence. Also, permissive parenting style is significant and weak negative relationship with children social competence.

In line to this study, authoritative parenting, in which parents balance being demanding and responsive, results in children with higher social competencies. Children from the authoritative parenting style and those of intact families had a higher mean score of social-emotional competence than other parenting styles (authoritarian and permissive) and non-intact families (Yalemshet and Heeralal, 2021). Findings implies that social competence in children is influenced by the way they are raised Children with authoritative parents were regarded as having social skills, while children with authoritarian parents were rated as being socially incompetent (Mensah, &Kuranchie, 2013). Furthermore, according to a Chinese study, authoritative parenting can predict children's social competency positively while authoritarian parenting can predict children's social competence negatively (Lin, et al, 2022).

Additionally, the study found a link between parental practices and kids' sociability. Baumrind (1967) found that preschool children of authoritative parents were more socially and instrumentally competent and showed higher levels of positive peer engagement compared to children of parents with other parenting styles. These children's social skills are highly developed, they are confident about mastering tasks, and have well-developed emotional

regulation skills. Wu (2009) provided evidence showing that kids with permissive mothers were more likely to engage in antisocial behaviour and struggle to fit in with other people. Although children with authoritarian parents have poor levels of accomplishment because they do academically mediocre work and tend to avoid conflict. In comparison to kids with authoritative parents, these kids have poor social skills, low self-esteem, and increased rates of depression as teenagers. As result children who experience this often have poor social skills, low self-esteem, weak self-identity, poor self-control and lack of emotional stability, a negative self-concept, poor self-concept and self-responsibility, insecurity, little regard for the rules and for other people, and academic underachievement (Doinita, 2015).

## CHAPTER SIX

### SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter concludes the research work by presenting critical results and implications derived from data analysis and interpretation. It begins with rephrasing the research aims and research questions that guided the whole research work, as well as how the research questions were addressed in light of empirical evidence and literature in the field. Then summarizes the main findings acquired from data analysis related to each of the research questions in light of empirical works in the area of study. The chapter concludes with conclusions and implications for future research and ways to improve children's social skills. Furthermore, the section deals with the difficulties experienced while using various measuring tools, as well as their impact on data collection techniques and activities taken to obtain quality data.

#### 6.1. Summary

The overall objective of this research was to investigate the relationship between parenting style and children social competence. The study further focused on two areas: preschool children's social competency, social competence difference across sex, and practiced parenting style. In further detail, the research questions were: (1) what is a children's social competence (2) What does parenting style of parents look like in Huruta town private preschool? (3) Is there any, significant gender differences on children's social competence? (4) Is there a significant relationship between parenting styles and children's social competence?

This study was used a quantitative research approach, and cross-sectional research design. The total population of this study was 1227 children and their parents in Huruta town. Based on Mugenda (2003), the researcher sampled 40% of 12 preschools; 5 preschools were selected randomly. The number of children in five preschools was 685. Using Carvalho (1984), from 685 children, 125 children and their parents were selected as participants using simple random sampling techniques. Based on sex, 65(52%) of the participant were female children and 60 (48%) were male children and 72(57.6%) of the from parent respondents were mothers, and 53(42.4%) were fathers. In this study, data was gathered through questionnaires and teacher rating social competence scale. To analyze the data descriptive and inferential statistics was carried out.

In general, the major findings are summarized as follows;

- ✓ The result shows, the more of children had 43 (34.4 %) an average social competence score, followed by a high social competence score.
- ✓ Girl's children 21 (35%) had high social competence score.
- ✓ Boys children 25 (38.46%) had an average social competence score.
- ✓ More of children 19(35.84%) from father participants scored high social competence and followed by a low social competence score.
- ✓ More of children 27(37.5%) from mother participants scored an average social competence score and followed by low social competence score.
- ✓ The most practiced parenting style among parents was authoritative parenting styles 59 (47.2%), followed by authoritarian 40(32. %), and permissive parenting style 33(26.4%).
- ✓ There was no statistically significant mean  $t_{(-0.426)} = 123$ ,  $P > 0.05$  difference between male and female children in social competence.
- ✓ There was strong positive and significant relationship between authoritative ( $r = 0.884$ ,  $p < 0.01$ ) parenting styles and social competence scores. However, the relationship between authoritarian( $r = -0.278$ ,  $p < 0.01$ ) and Permissive( $r = -0.381$ ,  $p < 0.01$ ) parenting style with social competence scores of children were weak negative and significant.
- ✓ The combined of the predictor variables accounted for 77.7% effect of the change in children's social competence.

## 6.2. Conclusion

The following concluding notes were drawn up, depending on the basic research questions and the findings of the study:

The more of children had an average on measures of social competence score, followed by a high social competence score. On the other hand, result revealed that, the most practiced parenting style among parents was authoritative parenting styles, followed by authoritarian and permissive parenting style respectively. However, there was no statistically significant difference between male and female children across mean scores in social competence. This demonstrates that social competence does not differ between males and females based on the sex of the child. Although

there was strong positive and significant relationship between authoritative parenting styles and social competence scores. This implies that the authoritative parenting style related positively to the social competence of the children. In addition, early childhood parents have to recognize the significance and appropriateness of parenting in promoting children's social competence. Appropriate parenting styles are essential for the holistic development of children. To sum up proper parenting helps children in their ability to engage with people and create healthy connections with others, such as getting started up conversations, forming friendships, acting ethically, and showing respect for other's feelings.

### **6.3. Recommendations**

A variety of suggestions are needed to be offered in order to improve parents' understanding of the consequences of inconsistent parenting in their parenting experience. As a result, it is critical to make some recommendations for parents, policymakers, school administrators, social psychologists, and other stakeholders in order to assist and build successful parenting abilities and enhance parenting practices.

Based on the findings, the researcher would like to provide some recommendations.

- ❖ For parents or primary caregivers
  - ✓ Should develop parent-child interaction culture, as parent-child relationships are the foundation of the child's social competency. Developing a child's communication abilities by encouraging them to express themselves freely, being a positive social role model, reading storybooks teaches empathy, encourages children to establish friends and playmates, gives the child freedom to play, and provides play materials that enhance social competence.
- ❖ For psychologists, social workers, and consultants
  - ✓ Should be able to raise awareness for parents relating to the impact of their practiced parenting styles on their children's social competence and future interaction progress. Schools, religious institutions, marketplaces, community gatherings (social meeting), and talk shows, as well as social media, can be utilized as intervention mechanisms to address and incorporate a concept of helpful child rearing practice.
- ❖ For educational administrators, decision-makers, school leaders and teachers

- ✓ Educational intervention programs for parents and children should be created and organized in such a way that preschool-aged children can better develop social competence. Parents should receive parenting skill training through workshops, school meetings, and community meetings. Helping children enhance their social competence by providing play-based learning, age-appropriate play grounds, and play materials that help develop social competence.
- ❖ Finally, this study made the suggestion that it would be advantageous to replicate this research using groups from various cultural, socioeconomic, and geographic backgrounds. Furthermore, investigate about parenting style and children social competence with other variables also suggested.

### **Limitations and Future Research Directions**

When evaluating the current findings, limitations must be taken into account. The drawback in this study was considered the parenting style of parents as general; however, the maternal and paternal child-rearing styles may differ in line with the three parenting styles (authoritative, authoritarian, and permissive). Therefore, future researchers who are interested in studying may use the maternal parenting style and paternal parenting style separately.

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**Appendix**  
**Addis Ababa University**

College of educational and Behavioral Science  
Center for Early Childhood Care and Education

**Questionnaire for parents in Huruta town private preschool children.**

Dear respondent:

The main purpose of this questionnaire is to gather relevant data that help to examine the relationship between parenting style and social competence of preschool children in Huruta town. The information and responses obtained from you will be kept confidential and used only for the academic purpose of the study. Therefore, the information and responses obtained from you are very important for this research to meet its prime objective. This study was accomplished only when you complete all the items honestly, frankly, and genuinely.

**Part I: Background Information**

Direction: The following are some items about your background information. In some of the items you are required to write the necessary information in the blank space provided but in others, you are required to indicate your response by putting a  $\surd$  mark to the number of your appropriate answer(s).

- 1) Sex: (1) Female  (2) Male
- 3). Age \_\_\_\_\_
- 4). Education level \_\_\_\_\_
- 5). Occupation \_\_\_\_\_ 5.1 private  5.2 government
- 6).Monthly Income 6.1 below 5000ETB  6.2 5000 to 10000ETB
- 6.3. Above 10000 ETB
- 7). Marital status \_\_\_\_\_ 7.1. Divorced  7.2 married  7.3 single

**Part II: Parenting Styles Scale measurement (PSDQ)**

Instructions: For each of the following statements, select and Put a  $\surd$  mark to indicate your ratings under the number of each Likert point scale that best describes how the statement applies to you and your child (both mother and father). Try to read and think about each statement as it applies to you and your child during your years of raring your child at home. Be sure not to omit any items.

1 = Never 2 = Once In Awhile, 3 = About Half of the Time, 4 = Very, 5 = Always

No.	Items	Likert scale				
		1	2	3	4	5
	<b>Authoritative parenting style</b>					
1	Knows the names of the child's friends.					
2	Aware of problems or concerns about a child in school.					
3	Gives praise when a child is good.					
4	Gives comfort and understanding when the child is upset.					
5	Expresses affection by hugging, kissing, and holding a child.					
6	Show sympathy when a child is hurt or frustrated.					
7	Tells appreciation to the child for what the child tries or accomplishes.					
8	Responsive to the child's feelings or needs.					
9	Encourages the child to talk about the child's troubles.					
10	Has a warm and intimate time together with a child.					
11	Apologizes to a child when making a mistake in parenting.					
12	Explains the consequences of the child's behavior.					
13	Gives children reasons why rules should be obeyed.					
14	Emphasizes the reasons for rules.					
15	Helps the child to understand the impact of behavior by encouraging the child to talk about the consequences of (his)(or her) own actions.					
16	Explains how you feel about child's good and bad behavior.					
17	Talks it over and reasons with the child when the child misbehaves.					
18	Tells the child your expectations regarding behavior before the child engages in an activity.					
19	Takes into account the child's preferences in making family plans.					
20	Allows the child to give input into family rules.					
21	Takes the child's desires into account before asking the child to do something.					
22	Encourages child to freely express (himself)(herself) even when					

	disagreeing with you.					
23	Channels the child's misbehavior into a more acceptable activity					
24	Is easygoing and relaxed with child.					
25	Shows patience with the child.					
26	Jokes and plays with the child.					
27	Shows respect for the child's opinions by encouraging a child to express them.					
	<b>Authoritarian parenting style</b>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
1	Explodes in anger towards the child.					
2	Yells or shouts when a child misbehaves.					
3	Argues with the child.					
4	Disagrees with child.					
5	Uses physical punishment as a way of disciplining the children.					
6	Spanks when our child is disobedient.					
7	Slaps the child when the child misbehaves.					
8	Grabs child when being disobedient.					
9	Guides children by punishment more than by reason.					
10	Shoves child when the child is disobedient.					
11	Punishes by taking privileges away from a child with little if any explanations.					
12	Punishes by putting child off somewhere alone with little if any explanations.					
13	Uses threats as punishment with little or no justification.					
14	When two children are fighting, discipline the children first and asks questions later.					
15	Appears to be more concerned with their feelings than with the child's feelings.					
16	When a child asks why (he)(she) has to conform, state: because I said so, or I am your parent and I want you to.					

17	Tells child what to do.					
18	Demands that child does/do things.					
19	Scolds and criticizes to make the child improve.					
20	Scolds or criticizes when a child's behavior doesn't meet your expectations					
	<b>Permissive parenting style</b>	1	2	3	4	5
1	States punishments to children and does not actually do them.					
2	Threatens a child with punishment more often than giving it.					
3	Spoils child.					
4	Gives into a child when (he)(she) causes a commotion about something.					
5	Carries out discipline after child misbehaves.					
6	Bribes children with rewards to bring about compliance.					
7	Allows the child to interrupt others.					
8	Allows a child to annoy someone else.					
9	Ignores the child's misbehavior.					
10	Withholds scolding and/or criticism even when a child acts contrary to your wishes.					
11	Appears confident about their parenting abilities.					
12	Appears unsure of how to solve the child's misbehavior.					
13	Finds it difficult to discipline a child.					
14	Sets well-established rules for the child.					
15	Is afraid that disciplining a child for misbehavior will cause the child to not like you them					

## APPENDIX B

### Teacher rating social competence scale

**Section Two:** teacher and caregiver-based information (please mark (√) or write the essential information where applicable)

1. Observer's Name \_\_\_\_\_
2. Observed child's code \_\_\_\_\_
3. Observation session 2.1. Morning \_\_\_\_\_ 2.2. Afternoon \_\_\_\_\_
4. Observation time \_\_\_\_\_ up to \_\_\_\_\_
5. Center Name \_\_\_\_\_
6. Section/classroom \_\_\_\_\_ 7. Sex (1) Female (2)
8. Children age category 8.1. 4-5 years \_\_\_\_\_ 8.2. 5-6 years \_\_\_\_\_

**Dear respondents:** Please take time and rate the following items on a three-point scale to indicate the extent of their applicability to measure social competency. You are expected to rate the appropriateness of the items not the competency of a given child. Put a √ mark to indicate your ratings.

1= Inapplicable, 2= moderately applicable, 3 =Applicable

	Items	Rating scale		
		1	2	3
1.	Displays friendly behavior to peers(eg., greetings, hugging peers)			
2.	Takes roles in peer activities comforting words)			
3.	Demonstrates helping relationship with others(sharing, using			
4.	Is flexible in accommodating interest of others			
5.	Spends reasonable amount of time in interacting with peers			
6.	Participates in group activities (shows interest to work with peers)			
7	Shares learning and play materials with peers			
8	Shows appropriate mealtime behavior (e.g., does not take food from a peer's plate).			

9	Approaches others positively			
10	Responds appropriately to problems of others( feeling of empathy)			
11	Is liked by other children			
12	Smiles and expresses joy when with others			
13	Responds appropriately to adults demand			
14	Participates in outdoor activities with parents and peers			
15	Understands rules in the play			
16	Abides to rules in play			
17	Tends to deceive his play mates in play			
18	Complains about trivial things in play(eg., repeated accusations)			
19	Engages in cooperative play i.e., work on the same project with peers (eg., building a house).			
20	Engages in associative play i.e., child is engaged in a similar play of his own and communicates about it(eg., exchange ideas, gives comments and suggestions)			
21	Tends to cause harm to peers when loses the game(e.g. the child bites play mate).			
22	Tends to show preference to solitary play than joining group of children			
23	Is good enough in taking turns in play			
24	Negotiates with peers appropriately in play.			
25	Mixes with peers easily in an ongoing group play(e.g. does not wait in a shy and uncertain way)			
26	Is preferred by other children to be their play mate			
27	Invited by other children joins them in play(e.g. does not wait aimlessly)			
28	Uses culturally inappropriate language (eg., threats, insults			

29	Communicates freely with strangers to maintain social connectedness			
30	Adjusts his speech to fit the status of listeners(sex, age) eg, raises hand to communicate with teacher			
31	Tells stories learned from books and others			
32	Initiates conversation (e.g., poses questions to join ongoing activities			
33	Says “Hello” to others(teachers, parents, peers)			
34	Interacts non-verbally with others (eg., smiles, waves, nods, etc)			
35	Talks out of turn in conversation and discussion			
36	Maintains sustained conversation			

# Appendix C

## አዲስአበባዩኒቨርሲቲ

### የትምህርትና ስነ-ባህሪ ደህንነት ኮሌጅ

#### የቀዳማደራጅ ነት ዘመን እንክብካቤ እና የትምህርት ማእከል

በሁሩ ታከተማ የግልቅ ድምት ምህረት ቤት የተማሪዎች የወላጆች መጠይቅ።

ውድ የዚህ መጠይቅ ተሳታፊዎች፡-

የዚህ መጠይቅ ዋና አላማ በሁሩ ታከተማ የልጆች አስተዳደር ዘመናዊ እና የልጆች ማህበራዊ-ብቃት መካከል ያለውን ግንኙነት ለመፈተሽ የሚረዳ ጠቃሚ መረጃዎችን መሰብሰብ ነው።

ከእርስዎ የተገኘው መረጃ እና ምላሾች በሚስጥር እንጠብቃለን እና ጥናቱ ለትምህርታዊ ዓላማ ብቻ ጥቅም ላይ ይውላል። ስለዚህ፤

ይህ ምርመራ ዋና አላማ ውን እንዲያሳካ ከእርስዎ የሚገኘው መረጃ እና ምላሾች በጣም አስፈላጊ ናቸው።

ይህ ጥናት የሚሳካው ሁሉንም መጠይቅ በቅንነት እና እውነተኛነት ላይ ተመስርተው ሲያጠናቁ ብቻ ነው።

#### ክፍል አንድ፡ የግል መረጃ

መመሪያ፡-

ለሚከተሉት መጠይቅ አስፈላጊ ውን መረጃ በተዘጋጀው ባይቦታ ላይ በመጻፍ ወይም ተገቢውን መልስ ፊት ለፊት በ

ሚገኘው ሰው ስጦታ ይህን (✓) ምልክት በማድረግ ምላሽ ያስገቡ ማሳየት ይጠበቅብዎታል።

1) ፆታ፡ (1) ሴት  (2) ወንድ

3). ዕድሜ \_\_\_\_\_

4). የትምህርት ደረጃ \_\_\_\_\_

5). ሥራ \_\_\_\_\_

6). የወር ገቢ \_\_\_\_\_

7) የትዳር ሁኔታ \_\_\_\_\_

#### ክፍል ሁለት፡ የልጆች አስተዳደር ግዜ ይዘት መለኪያ መጠይቅ (PSSM)

መመሪያ፡ ለእያንዳንዳቸው መጠይቅ ከ1-5 የቀረቡትን ደረጃዎች ይምረጡ እና የLikert point scale

ቁጥር ስር ሂ

ምልክት ያድርጉበት። በእያንዳንዱ የሚሰጡ ዎችን ምላሽ ለማመልከት መግለጫው ለእርስዎ እና ለልጅዎ

(ሁለቱም እና ትእዛዝ)



22	ልጅዎከእርስዎጋርበማይስማማበትጊዜ (እራሱን) በነጻነትእንዲገልጽያበረታታሉ						
23	የልጁንመጥፎባህሪወደተቀባይነትወዳለውተግባርያሰራጫል።						
24	ከልጅጋርጊዜስተዉይዝናናሉ						
25	ለልጁትግስትንያሳያሉ						
26	ከልጁጋርቀልዶችእናጨዋታዎችይጋራሉ						
27	ልጁአስተያየቱንእንዲገልጽበማበረታታትአክብሮትይሰጡታል						
28	ልጁንበንዴትያናግራሉ						
29	ልጅሲሳሳትይጫሁበታል						
30	ከልጁጋርይከራከራሉ						
31	ከልጁጋርአይስማሙም						
32	አካላዊቅጣትንየልጁንመገሰጫመንገድአድርገውይጠቀማሉ						
33	ልጅዎየማይታዘዙከሆነይገረፋሉ						
34	ህፃኑመጥፎባህሪሲያደርግበጥፊይመቱታል						
35	በማይታዘዙበትጊዜልጅንይይዘሉ						
36	ልጆችንከምክንያታዊነትይልቅበቅጣትይመራሉ						
37	ህፃኑበማይታዘዙበትጊዜይዘውይቆነጡጡታል						
38	ልጅዎትንሽማብራሪያካልሰጡትልዩሙብቶችንበመውሰድይቀታል						
39	ምንምአይነትማብራሪያሳይሰጡልጅንሰውበሌለበትቦታወስደውይቀጣሉ						
40	በልጁላይማስፈራሪያዎችንበትንሽወይምያለምንምምክንያትይተገብራሉ						
41	ሁለትልጆችሲጣሉመጀመሪያልጆቹንይገሥጸቸውእናበኋላጥያቄዎችንይጠይቋቸዋል						
42	ከልጁስሜትይልቅለእራሴስሜትእጫነቃለሁ						
43	ልጅዎለምንመስማማትእንዳለባትሲጠይቅ፡ እኔስላልኩወይምእኔወላጅህንኝእናእንድትፈቅድልኝእፈልጋለሁይሉታል						
44	ልጁምንማድረግእንዳለበትይነግሩታል						
45	ልጁንገሮችንእንዲያደርግአጥብቀውይፈልጋሉ						
46	ልጁእንዲሻልለማድረግይወቅሱታወይምይነቅፋታል						
47	የልጁባህሪእርስዎየሚጠብቁትንመስፈርትየማያሟላከሆነይሳድቡታልወይምይነቅፌታል						
48	በልጆችንየሚቀጡበትንቅጣትይይነግጋሉንገርግንበትክክልአይፈጽሙትም						
49	ልጅንከቅጣትይልቅብዙጊዜያስፈራራሉ						
50	ልጅንያሞላቅቃሉ						

51	ልጁ አንድ ተግባር ሲሰራ ለሰራው ስራ ድግግ ወይም ጉብዓት ስራ ታል						
52	ልጆች ከተሰሩ በኋላ እንዲስተካከሉ ተግባራዊ ደረጃ ማለት።						
53	ሽልማቶችን በመስጠት ህጻናትን ለእርሶ ተገዢ እንዲሆኑ ያደርጋል						
54	ልጁ ሌሎችን እንዲረብሽ ይፈቅዳል ታል						
55	ልጁ ሌላ ሰው እንዲያናድ ይፈቅዳል ታል						
56	የልጁን መጥፎ በሀሪቶች ላይ ላል						
57	ልጁ ከምሽት ወይን ታራኒ ድርጊት በሚፈጸምበት ጊዜ እንኳ ንስ ድብ ወይም ትችት እንዳይደርስበት ይከለክላል						
58	ስለ እራሱ ወይም ሌሎች ለታይ ተማመናል						
59	የልጁ መጥፎ በሀሪ እንዲታደሙ ለታይ ለማጠናቀቅ ያልሆኑ ይመስላል ታል						
60	ልጁን መቅጣት ይከብዳል ታል						
61	ለልጁ ምክንያት ላይ የተመሰረተ ድንበኝን ያወጣል						
62	ልጁን ስንምግባር የጎደለው ድርጊት ሲፈጽም መገሰጽ ህፃኑ እርስዎን እንዳይወድ ያደርጋል ብለው ይፈራራል						

APPENDIX D

ክፍል ሁለት: አስተማሪ እና ተንከባካቢ (ሞጊዜ) ላይ የተመሰረተ መረጃ፤

እባክዎ ከመጠይቁ ፊት ለፊት ባለው ባዶ ቦታ ላይ የህን (✓)

ምልክት ያድርጉ ወይም አስፈላጊ ከሆነ አስፈላጊውን መረጃ ይጻፉ)

1. የተመልካች ስም \_\_\_\_\_
2. የተሳታፊ ወይም ልጅ ኮድ \_\_\_\_\_
3. የምልክታ ጊዜ 3.1. ጥዋት  3.2. ከሰዓት
4. የምልክታ ቦታ 4.1. ክፍለ \_\_\_\_\_ 4.2 መስክ ላይ \_\_\_\_\_
5. የትምርት ቤቱ ስም \_\_\_\_\_
6. ክፍል \_\_\_\_\_
7. የልጅ ዕድሜ ምድብ 7.1. ከ4-6 ዓመት 7.2. ከ  መት

የተወደዱት የዚህ ጥናት ተባባሪዎች፣ እባክትን ጊዜ ወስደህ የሚከተሉትን መጠይቆች የልጁን ማህበራዊ ብቃት ለመለካት ምን ያህል ተፈጻሚነት እንዳላቸው ለማሳየት በሶስት ነጥብ ሚዛን ደረጃ ስጥ። የልጅን ብቃት ሳይ

ሆንዮመጠይቆቹተገቢነትደረጃንእንዲሰጡአሳስባለሁ።የሚሰጡትን

ደረጃዎችለማመልከትይህንህምልክትያድርጉ።

1. የማይተገበር 2. በመጠኑ የሚተገበር 3. የሚተገበር

ት.ቁ	መጠይቅዎች	ልኬት		
		1	2	3
1.	ለአቻዎች የዳደሻነት ስሜት ማሳየት (ለምሳሌ በመጨበጥ፣ ሰላም ታሰብሎት ወይም በማቀፍ)			
2.	ከአቻዎች ጋር በሚኖር መስተጋብር (ለምሳሌ በጨዋታ) ሚና መውሰድ			
3.	በመረዳት ላይ የተመሰረተ ግንኙነትን ማሳየት (ማካፈል፣ ማዋወቅ)			
4.	ችክህ ይሉ የሌሎችን ፍላጎት ግምት ውስጥ ማስገባት			
5.	ከአቻዎች ጋር ለመሆን ከሞላ ላይ ያለ ቁጥጥር መቆየት			
6.	በቡድን እንቅስቃሴ መሳተፍ (አብሮ ለመጨዋት ሆነ የመስራት ዝንባሌ)			
7.	የመማሪያ ሆነ የመጫወቻ ቁሳቁሶችን ለአቻዎች ማካፈል			
8.	የማዕድስር አትን አክብሮት መመገብ (ሳያስፈቅዱ የጉዳይ ጥያቄዎችን መብላ፣ ምግብ ማዘረክረክ)			
9.	ሌሎችን በአወንታዊ መንገድ መቅረብ			
10.	የሌሎችን ችግር ለመፍታት ርዕዮተኝነት ማሳየት (ችግርን መጋራት፣ ማበረታታት)			
11.	በሌሎች ልጆች መወደድ			
12.	ከሌሎች ጋር ሲከናወን የደሰታ፣ የፍንደቃ ስሜት ማሳየት			
13.	አዋቂዎች ጥያቄ፣ ትእዛዝ አግባብ ያለው ምላሽ መስጠት			
14.	ከቤት ውጭ ከወላጆች እና እኩዎች ጋር በሚደረገው ግንኙነት ላይ መሳተፍ			
15.	የጨዋታ ደንቦችን መረዳት			
16.	የጨዋታ ደንቦችን ማክበር ወይም እፍር ታም አለመሆን			
17.	በጨዋታ ላይ ሌሎችን ማሞኘት፣ ማታለል			
18.	በጨዋታ ወቅት በረባባል ረባው መንጫ ማጠቃለያ፣ ሰብ-ብ ማብዛት እና በተደጋጋሚ የጨዋታውን ተከፋዮች መክሰስ			
19.	የጋራ ጥረት በሚጠይቅ የቡድን ጨዋታ ውስጥ መካፈል			
20.	እያንዳንዱ አቻ በግል ጭነት ሀሳብን መጋራት፣ አሰተያየት መስጠት			
21.	ሽንፈትን ባለመቀበል አቻዎች ላይ ጉዳት ማድረስ (መንከስ፣ መማታት ወዘተ)			
22.	ከቡድን ጨዋታ ይልቅ የግል ጨዋታን መምረጥ			
23.	ተራን ጠብቆ መጫወት			

24	በጨዋታወቅትካቻዎችጋርተቻችሎመጫወት			
25	አይናፋርነትወይምማመንታትሳይኖርቀድሞበተጀመረየቡድንጨዋታንመቀለቀል			
26	ከሌሎችልጆችበበለጠለጓደኝነትየመመረጥያለው/ያላትዕድል			
27	በሌሎችልጆችተጋብዘወደጨዋታመቀለቀል (ዝምብሎአለመጠበቅ)			
28	ጸያፍናየብልግናቃላትንመጠቀም (መሳይብ፣መዘት)			
29	ማህበራዊቁርኝትንለመጠበቅእንግዳከሆኑሰዎችጋርበነጻነትመጫወት፣መግባባት			
30	የንግግርንሁኔታከአድማጮችእድሜወይም፣ጾታጋርየማጣጣምችሎታ (ለምሳሌመምህራንንጥያቄለመጠየቅዕጅማውጣት)			
31	ጭውውትንየማስጀመር (ርዕስየመፍጠር) ወይምበጭውውትመሀልጥያቄመጠየቅ			
32	የሰላምተኝነትባህሪይ (ለምሳሌለሌሎችሰላምታመስጠት፣ለሰላምታምአጸፋመመለስ)			
33	በጭውውትወቅትተራንሳይጠብቁእንደፈለጉየመናገርዝንባሌ			
34	የሚያውቁትንታሪክ፣እውቀትወይምመረጃለሌሎችማካፈል			
35	ከንግግርባሻገርበምልክት፣በጥቅሻ፣በፈገግታ፣በሰውነትአካልመግባባት			
36	በጨዋታጊዜሳያቆርጥመጫወት			

## Appendix E

<b>Population size</b>	<b>Small</b>	<b>Medium</b>	<b>Large</b>
51-90	5	13	20
91-150	8	20	32
151-280	13	32	50
281-500	20	50	80
501-1200	32	80	125
1201-3200	50	125	200
3201-10,000	80	200	315
10,001-35,000	125	315	500
35,001-150,000	200	500	800

Source: Carvalho (1984)

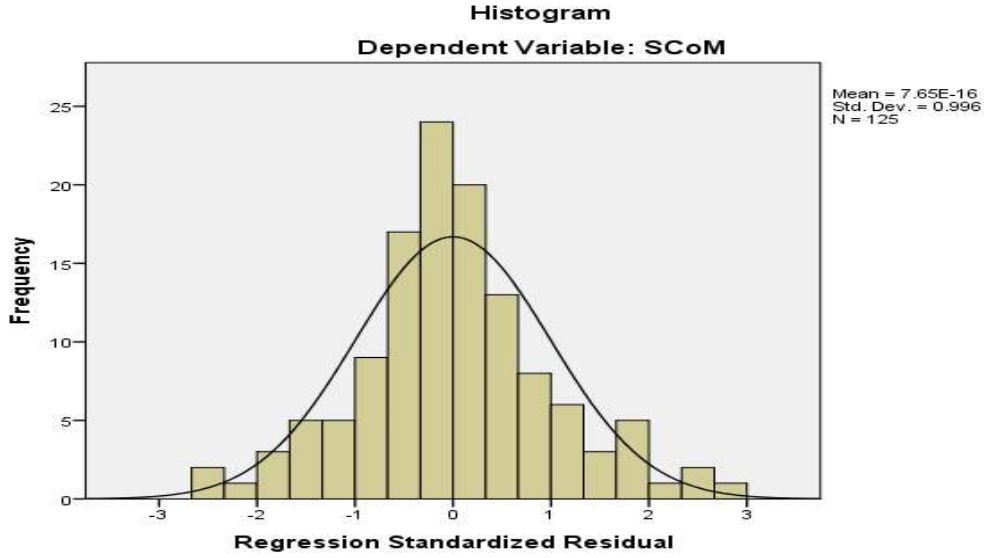
## Appendix F

### Coefficients<sup>a</sup>

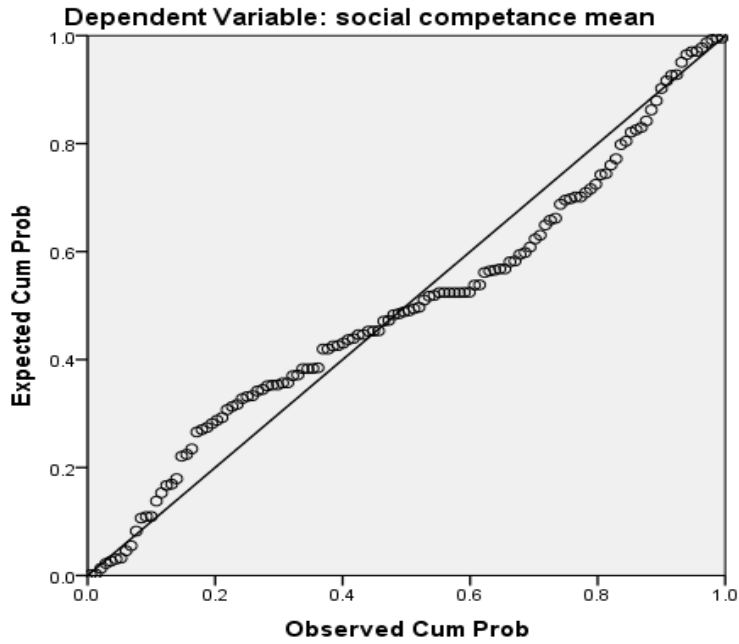
Model	95.0% Confidence Interval for B		Collinearity Statistics	
	Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	.437	.989		
1 Authoritative mean	.322	.405	.701	1.426
Authoritarian mean	-.048	.068	.850	1.176
Permissive mean	-.059	.050	.787	1.271

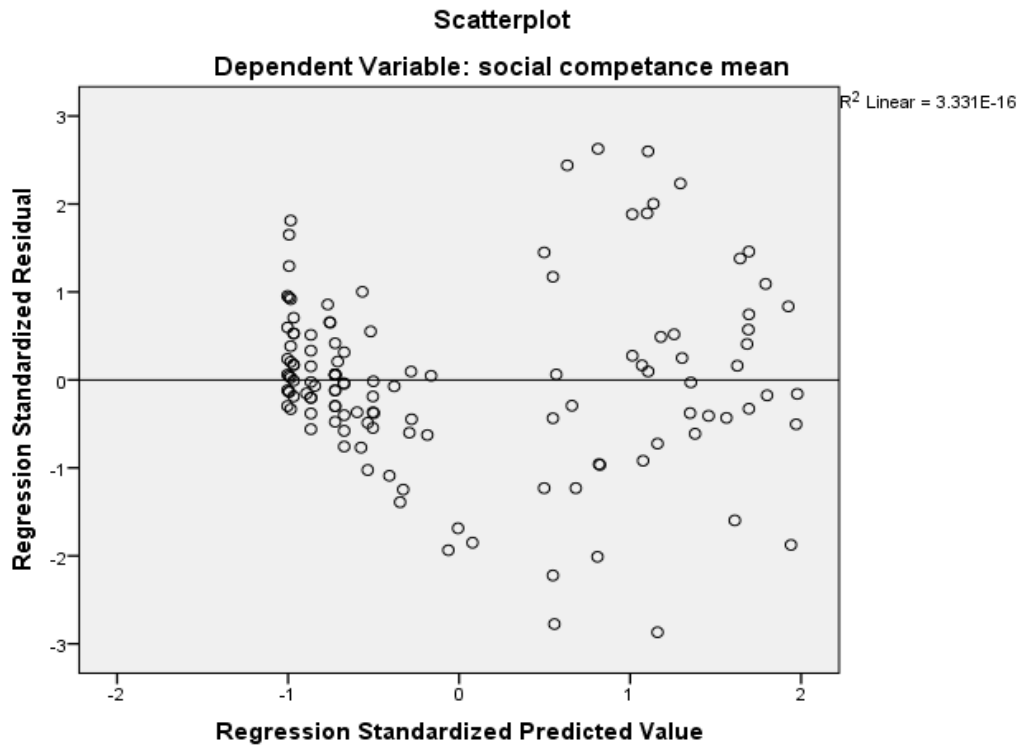
a. Dependent Variable: social competence mean

All Variance Inflation Factor (VIF) column values are less than two and tolerance values are greater than 10% accordingly. This indicates that there is no multi-collinearity influence between the explanatory variables. Additionally, scatter plot output appears that it did not reveal any significant departure from the normality assumption. So it can be concluded that regression does not occur heteroskedasticity problem.



Normal P-P Plot of Regression Standardized Residual





## Appendix G

### Statistics

Social competence score

N	Valid	125
	Missing	0
Median		53.0000
Percentiles	33.33	50.9958
	66.67	59.0042
	100	85.0000

### SCTO

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44.00	1	.8	.8
	45.00	4	3.2	4.0

46.00	4	3.2	3.2	7.2
47.00	4	3.2	3.2	10.4
48.00	10	8.0	8.0	18.4
49.00	6	4.8	4.8	23.2
50.00	12	9.6	9.6	32.8
51.00	10	8.0	8.0	40.8
52.00	6	4.8	4.8	45.6
53.00	7	5.6	5.6	51.2
54.00	4	3.2	3.2	54.4
55.00	4	3.2	3.2	57.6
56.00	5	4.0	4.0	61.6
57.00	2	1.6	1.6	63.2
58.00	4	3.2	3.2	66.4
59.00	1	.8	.8	67.2
60.00	2	1.6	1.6	68.8
62.00	1	.8	.8	69.6
63.00	1	.8	.8	70.4
64.00	1	.8	.8	71.2
65.00	1	.8	.8	72.0
66.00	1	.8	.8	72.8
68.00	1	.8	.8	73.6
69.00	1	.8	.8	74.4
70.00	3	2.4	2.4	76.8
71.00	6	4.8	4.8	81.6
72.00	2	1.6	1.6	83.2
73.00	1	.8	.8	84.0
74.00	1	.8	.8	84.8
75.00	2	1.6	1.6	86.4
76.00	1	.8	.8	87.2
77.00	1	.8	.8	88.0
78.00	3	2.4	2.4	90.4
79.00	2	1.6	1.6	92.0
80.00	1	.8	.8	92.8
81.00	2	1.6	1.6	94.4

82.00	2	1.6	1.6	96.0
83.00	2	1.6	1.6	97.6
84.00	2	1.6	1.6	99.2
85.00	1	.8	.8	100.0
Total	125	100.0	100.0	

**Statistics**

		Authoritati ve	Authoritari an	Permissiv e
N	Valid	125	125	125
	Missing	0	0	0
Median		56.0000	46.0000	35.0000

**Authoritative**

	Frequency	Percent	Valid Percent	Cumulative Percent
45.00	18	14.4	14.4	14.4
46.00	7	5.6	5.6	20.0
48.00	1	.8	.8	20.8
49.00	9	7.2	7.2	28.0
50.00	2	1.6	1.6	29.6
51.00	13	10.4	10.4	40.0
52.00	6	4.8	4.8	44.8
53.00	1	.8	.8	45.6
54.00	1	.8	.8	46.4
Valid 55.00	4	3.2	3.2	49.6
56.00	4	3.2	3.2	52.8
58.00	1	.8	.8	53.6
59.00	3	2.4	2.4	56.0
60.00	2	1.6	1.6	57.6
61.00	1	.8	.8	58.4
62.00	1	.8	.8	59.2
63.00	1	.8	.8	60.0
65.00	1	.8	.8	60.8
67.00	1	.8	.8	61.6

68.00	1	.8	.8	62.4
78.00	2	1.6	1.6	64.0
79.00	5	4.0	4.0	68.0
81.00	2	1.6	1.6	69.6
82.00	1	.8	.8	70.4
84.00	3	2.4	2.4	72.8
85.00	1	.8	.8	73.6
88.00	1	.8	.8	74.4
89.00	1	.8	.8	75.2
90.00	3	2.4	2.4	77.6
91.00	4	3.2	3.2	80.8
92.00	2	1.6	1.6	82.4
94.00	1	.8	.8	83.2
95.00	2	1.6	1.6	84.8
96.00	2	1.6	1.6	86.4
97.00	1	.8	.8	87.2
98.00	1	.8	.8	88.0
100.00	1	.8	.8	88.8
101.00	1	.8	.8	89.6
102.00	2	1.6	1.6	91.2
103.00	5	4.0	4.0	95.2
105.00	2	1.6	1.6	96.8
108.00	3	2.4	2.4	99.2
109.00	1	.8	.8	100.0
Total	125	100.0	100.0	

**Authoritarian**

	Frequency	Percent	Valid Percent	Cumulative Percent
28.00	1	.8	.8	.8
29.00	2	1.6	1.6	2.4
31.00	1	.8	.8	3.2
33.00	3	2.4	2.4	5.6
34.00	4	3.2	3.2	8.8
35.00	6	4.8	4.8	13.6
36.00	2	1.6	1.6	15.2
37.00	3	2.4	2.4	17.6
38.00	5	4.0	4.0	21.6
39.00	5	4.0	4.0	25.6
40.00	3	2.4	2.4	28.0
41.00	2	1.6	1.6	29.6
42.00	2	1.6	1.6	31.2
43.00	11	8.8	8.8	40.0
44.00	1	.8	.8	40.8
45.00	11	8.8	8.8	49.6
46.00	23	18.4	18.4	68.0
Valid 47.00	11	8.8	8.8	76.8
48.00	1	.8	.8	77.6
54.00	2	1.6	1.6	79.2
55.00	1	.8	.8	80.0
56.00	1	.8	.8	80.8
57.00	1	.8	.8	81.6
58.00	3	2.4	2.4	84.0
59.00	1	.8	.8	84.8
61.00	1	.8	.8	85.6
62.00	6	4.8	4.8	90.4
63.00	1	.8	.8	91.2
66.00	1	.8	.8	92.0
68.00	5	4.0	4.0	96.0
69.00	1	.8	.8	96.8
70.00	2	1.6	1.6	98.4
72.00	1	.8	.8	99.2
74.00	1	.8	.8	100.0
Total	125	100.0	100.0	

**Permissive**

	Frequency	Percent	Valid Percent	Cumulative Percent
20.00	1	.8	.8	.8
22.00	1	.8	.8	1.6
23.00	9	7.2	7.2	8.8
24.00	6	4.8	4.8	13.6
25.00	4	3.2	3.2	16.8
27.00	4	3.2	3.2	20.0
28.00	8	6.4	6.4	26.4
29.00	6	4.8	4.8	31.2
30.00	4	3.2	3.2	34.4
31.00	3	2.4	2.4	36.8
32.00	7	5.6	5.6	42.4
33.00	6	4.8	4.8	47.2
34.00	3	2.4	2.4	49.6
35.00	1	.8	.8	50.4
38.00	8	6.4	6.4	56.8
39.00	2	1.6	1.6	58.4
41.00	19	15.2	15.2	73.6
42.00	11	8.8	8.8	82.4
43.00	7	5.6	5.6	88.0
45.00	1	.8	.8	88.8
46.00	1	.8	.8	89.6
47.00	2	1.6	1.6	91.2
50.00	8	6.4	6.4	97.6
52.00	2	1.6	1.6	99.2
56.00	1	.8	.8	100.0
Total	125	100.0	100.0	

Valid