Parenting Styles and Adjustment Level among University Students: A Perceptional View from First-Year University Students

Tarekegn Desalegn Fenta (Assistant Professor), Department of Psychology, Institute of Education and Behavioral Sciences, Debre Markos University
Email: tarekegndesalegn68@gmail.com

Abstract

The purpose of this study was to examine the role of parenting style in first-year students' adjustment at university in Ethiopia. Data were collected from first-year university students of 3 public universities in Ethiopia, 464 (Male=282 & Female=182) recruited via a lottery method. Adapted questionnaires were employed for data collection. Percentages and one-way ANOVA were applied to analyze data. First-year female university students perceived that the authoritative parenting style was found dominant (38.5%), whereas males revealed that the neglectful parenting style was the dominant one (37.9) in Ethiopian households. However, disregarding gender differences, the neglectful parenting style (35.3%) is the dominant one, followed by authoritative parenting (34.5%). The one-way ANOVA result revealed the existence of a statistically significant difference in adjustment scores among the four parenting style categories F (3; 460) = 19.71, p< .05). First-year university students who perceive their parents as authoritative (M = 3.6328) had a higher adjustment score than those who perceived their parents as authoritarian (M=3.5227), indulgent (M=3.5192) and neglectful (M=3.3113). Thus, it can be concluded that parenting style impacts first-year students' adjustment to university life. First-year university students who perceived their parents as authoritative had relatively higher average scores on the academic, social, personal-emotional, and institutional attachment and, hence, were more helpful for adjustment at university than those students who perceived their parents as authoritarian, indulgent, and neglectful. Therefore, educating parents to apply an authoritative parenting style in their child-rearing practices is imperative.

Key Words: Adjustment, Parenting style, Role, Contribution

Introduction

Life at university for first-year students can be both stimulating and demanding (Habibah et al., 2010), this is because, on the one hand, it increases personal

independence (Habibah et al., 2010) on the other hand, it can be a source of stress (Friedlander et al., 2007). Joining a university for the first time is a stressful experience for many students (Dyson & Renk, 2006). On average, more than half of first-year students who joined higher education experienced difficulties during the transitional period (Briggs et al., 2012); such as academic as well as emotional difficulties like isolation, loneliness, stress, and depression (Raj, 2012; Sharma, 2012). However, Sharma (2012) found the prevalence of significant differences in the adjustment processes of first and final-year students concerning the social, emotional, and educational areas. In the study, first-year students faced psychosocial adjustment problems after entering college, as compared to the final-year students who had adjusted to the social milieu of college and, thus, became more emotionally stable.

To curb adjustment problems, Habibah et al. (2010) suggested the need to provide appropriate counseling for those who encounter low levels of adjustment, especially for new students who face problems in coping with the demands and challenges of campus life. Moreover, helping the students to develop new and effective relationships represents an important element for adjustment. For example, students who have connections with others in their new environment and gain social support better adjust themselves than those who are not able to build a new support system (Enochs & Roland, 2006). Also, students who maintain compatible relationships with their families are more likely to do well at university (Raj, 2012) as perceived social support is a good predictor of adjustment to university (Paramo et al., 2014). Surprisingly, students who experienced stress but reported high social support evidenced relatively high adjustment compared to their low social support counterparts (Salami, 2011).

The issue of adjustment was intensively studied by (Baker & Siyrk, 1986, 1989, 1999), who divided adjustment into four distinct dimensions: academic adjustment, social adjustment, personal-emotional adjustment, and institutional attachment. Therefore, in this study, university adjustment is defined as a process by which first-year

university students fulfill the academic, social, personal-emotional, and institutional attachment demands at university while adjustment difficulty refers to first-year university students' failure to cope successfully with the demands faced at higher institutions. Overall, the current study follows the definition provided by Baker and Siryk (1989, 1999). In other words, the important components of adjustment to university considered in this research include first-year university students' academic adjustment, social adjustment, personal-emotional adjustment, and institutional attachment/commitment.

One of the essentials in helping the students to adjust successfully at the university, among others, is the parenting support, hence parenting style. For example, positive/supportive parenting, characterized by high levels of warmth, democratic discipline, and involvement/ supervision, is associated with lower levels of adjustment problems in Chinese American youth (Kim & Ge, 2000) as well as being associated with positive adjustment to colleges (Schnuck & Handal, 2011). More specifically, parents who provide a high level of support contribute greatly to students' adjustment (Mounts, 2004; Mounts et al., 2006). However, research conducted on parenting styles to adjustment is associated with the four styles of parenting using ANOVA, indicating differences in youth adjustment (Kerr et al., 2012), and post hoc tests confirmed that youths with authoritative parents were significantly better in adjusting themselves on all measures than those with neglectful parents. Therefore, one of the recommendations for preventing social problems is the further investigation of parenting style and related factors (Dwairy & Menshar, 2006).

Parenting style research demonstrates that authoritative parenting predicts many positive outcomes for children and adolescents when compared with authoritarian, indulgent, and uninvolved parenting styles (Coplan et al., 2002; Steinberg, 2001). Furthermore, authoritative parenting is related to adolescents' social competence

(Garcia & Gracia, 2009; Kazemi et al., 2010; Baumrind, 1991), better academic achievement and socio-emotional competence (Steinberg, 2001), and greater academic adjustment in a college setting (Hickman et al., 2000).

Nevertheless, for both parents, a neglectful parenting style plays a risky role in adolescents' adjustment (Maggio & Zappulla, 2014). For example, adolescents with uninvolved parents are generally less socially competent and present adjustment problems in all domains (Baumrind, 1991) whereas adolescents who have experienced an authoritative parenting style display better psychosocial and behavioral adjustment than those who have experienced the rest of the parenting styles (Beyers & Goossens, 1999).

Hence, parenting style plays a significant role in the adjustment process of first-year university students though the type and conception of it differs from one culture to another; depending on whether these are individualistic or collectivistic ones. In this regard, an authoritative parenting style is more consistent in the Western culture, whereas an authoritarian parenting style is consistent in the Asian culture allows the parents to become authority figures and gives them an important role as parents (Jambunathan & Counselman, 2002; Keshavarz & Baharudin, 2009). Contrarily, a study by Garcia and Gracia (2009) on Spanish (an individualistic culture) adolescents aged 12 to 17 years old to identify whether or not an authoritative parenting style is the best parenting style for children's development. In the study, adolescents were classified in terms of their experience of four parenting styles (authoritarian, authoritative, permissive, and neglectful), but the results of this research showed that most Spanish parents have adopted a permissive parenting style.

When it comes to the parenting styles practiced in the Ethiopian cultural context (e.g., a collectivist culture), Habtamu (1995) concluded that an authoritarian parenting style was predominantly employed among the families of Ethiopia. However, certain studies found that the authoritative parenting style was predominantly practiced in the families of the country (Seleshi, 1998; Seleshi & Sentayehu, 1998; Yekoyealem,

2005). Nevertheless, some other studies revealed that the most commonly practiced parenting style in Ethiopian families differed according to the child's gender. For example, studies by (Kassahun, 2005; Seleshi, 1998; Seleshi & Sentayehu, 1998), undertaken with a sample of junior secondary school students indicated that parents were authoritative towards their daughters, but authoritarian as regards their sons.

Another study by Kassahun (2005) on a sample of high school students reported that an authoritative parenting style was most frequently employed for daughters, whereas a neglectful parenting style was the most commonly adopted parenting style for sons. He observed the predominance of a neglectful parenting style for high school males: when males enter high school the parents thought that their sons could manage themselves, and as a result, they reduced their control as well as their close relationships, whereas for females a caring relationship and follow up is predominantly practiced.

Overall, the differences between the treatment of sons and daughters are not unique to Ethiopia but are in accord with other research findings as well. For instance, considering gender differences, girls perceived both mothers and fathers as less accepting and involved and stricter with boys than with girls. In other words, females are more often and better supervised by parents than their male peers are (Maggio & Zappulla, 2014). This dissimilarity between parenting styles can be taken as a factor in the development of emotional and behavioral problems in children. For example, Dwairy (2010) also investigated the effect of dissimilarity in parental authoritarianism on the psychological well-being of adolescents and found that parental dissimilarity was associated with higher scores on a global measure of psychological problems.

Therefore, studies conducted so far in Ethiopia do not provide clear evidence to conclude which parenting style is most commonly adopted by the families of Ethiopia. This calls for further study to further comprehend the type of parenting style dominated in the families of Ethiopia, with or without considering gender. Generally,

the present study focuses on (a) assessing the association between remembered parenting styles and adjustment at university; (b) the research utilizing the four established parenting styles from the existing literature; and (c) focusing on both parents' parenting styles (maternal & paternal parenting styles altogether).

To the researcher's knowledge, while there are many studies examining adjustment to university, there are two major gaps. First, the majority of investigations were undertaken in the West, particularly with US students, and little is known about first-year students' adjustment to university in Ethiopia. Given the cultural differences regarding student entry into universities in the West, we should not assume that the transition to university is the same for students in the West as it is for those in Ethiopia. Secondly, previously published literature also indicated that little research has been carried out concerning the acculturation problems of local students who come from diverse cultures such as those in Ethiopia.

As is well-known, Ethiopia is a multi-ethnic and multi-religious country and it is home to more than 80 ethnic groups who speak different languages and follow different religions, and there are definite variations in customs and traditional beliefs and practices. Thus, complexity increases as university roommates come from different ethnic/cultural backgrounds and hold different values. Despite this, there is a paucity of research on the adjustment processes of first-year students and related interventions in the universities of Ethiopia. Consequently, studying the adjustment of students who come from diverse cultures to life in the university, in particular, Ethiopia is necessary. Hence, to the best of the researchers' knowledge, this study is the first to approach such a task. As deduced from the literature, parenting style and adjustment to university are related to one another and are also displayed in the conceptual framework of this research as illustrated in Figure 1 below.

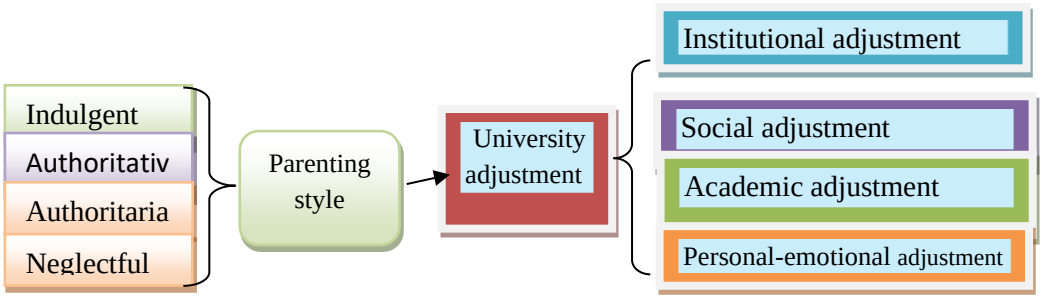

Figure 1: The Conceptual Framework of a Hypothesized Integrated Parenting Style and Students' University Adjustment Model

Using the review above and conceptual framework, the following research questions are formulated:

1. Which type of parenting style is predominantly practiced in the families of Ethiopia considering the gender of participants into account?
2. What is the type of parenting style that is predominantly practiced in the families of Ethiopia without considering the gender of participants into account?
3. Is there a statistically significant difference in adjustment to the university by parenting styles (authoritative, authoritarian, neglectful, and indulgent types)?

Method

Research Design

The study employed a descriptive survey research design in which parenting style stood as the independent variable while adjustment at university was the dependent variable.

Population, Sample Size, and Sampling Techniques

First-year university regular undergraduate students were the research population for this study. The sampling frame for this study was first-year regular undergraduate students who had enrolled in the academic year 2016/2017 G.C. at three public

universities in Ethiopia. The samples, from which statistical inferences were drawn, were randomly selected from the accessible populations. Thus, generalizing the findings from selected samples to the population was feasible. Concerning the selection of colleges and departments, a simple random sampling technique (lottery method) was employed.

Once the probability sampling type was determined, the next step was to establish the number of participants included in the sample. In survey studies, a sample should be representative of the population. Therefore, the size of the sample is an important aspect of representativeness. The total number of first-year students enrolled in the academic year of 2016/17 G.C. in the three randomly selected universities was 9,711 (female = 2,340, male = 6,547). To be precise, there were 1,555 (female = 304, male =1,251), 4,822 (female = 1,991, male = 2,831), and 3,334 (female = 1,362, male =1,972) such students registered in the 2016/17 G.C. academic year at the Adama Science & Technology University, Addis Ababa University and Debre Berhan University respectively. Therefore, the sample size in this research with a reserve of non-used questionnaires totaled 550 participants (150 participants from Adama Science and Technology University, 210 participants from Addis Ababa University, and 190 from Debre Berhan University). However, out of the total 550 selected students who filled in the questionnaire; 86 questionnaires were discarded as some of them were returned completely blank and some were partially answered. Therefore, only 464 first-year students filled in the questionnaire properly and were used for the main data analysis. Female and male university students' selection was proportionate, and this was checked using the chi-square method (χ^2 (1, N = 464) =21.55, *p< .05.

Data Collection Instruments

Data collection instruments were administered in the English language. The instruments which were used in the present study were all self-report measures;

demographic variables, Parental Dimension Questionnaire (PDQ), and the Student Adaptation to College Questionnaire (SACQ).

Demographic variables-this part sought to gather general information or demographic data about the participants. The demographic variables for this study were gender, age, field of study, mothers' and fathers' education level, residence, and parents' household income.

The PDQ- was used to measure parenting styles perceived by first-year university students. Items were designed to measure the responsiveness/involvement and control/ demandingness of parents as perceived by the said students. So far, there has not been a fixed number of items consistently used by different research studies in the PDQ. For example, the Parental Authority Questionnaire (PAQ) (Buri, 1991), employed to measure the perceived parenting style consisted of 30 items, 10 for each of the three different styles of parenting (authoritative, authoritarian, and permissive); Ayele (2012) employed 25 items; of them, 13 items measured the acceptance/ involvement sub-scale whereas 12 measured the strictness/supervision sub-scale. Moreover, Tigist (2013) in her study employed a total of 19 items to measure parenting style. In addition, Gafoor and Kurukkan (2014) designed a questionnaire that primarily used 40 items to measure parenting style, 20 items for the parental responsiveness sub-scale whereas the rest, 20 of them, measured parental control; in a later version, there were 19 items used for each subscale with a total of 38 items used for main data collection.

In general, there have been significant inconsistencies concerning the use of instruments measuring parenting style. Most of the existing instruments have been widely criticized for lacking contextual/ecological validity. Despite these critiques, therefore, the researcher applied to contextualize the Gafoor and Kurukkan (2014) tool of measuring parenting style. This was constructed in light of the socio-cultural and

educational circumstances of adolescent students in Kerala, India. The items were modified to assess retrospective accounts of parental rearing style prior to attending university. The researcher chose this scale over those developed in the West because the tool developed in the East (in this case, India) is more adaptive to the Ethiopian context since both countries are collectivist.

All the items were prepared as a match for the involvement of both parents. When items were contextualized, consideration was given to all areas, where the parents were interacting with their children with respect to physical, social, emotional, educational, personal, and behavioral dimensions. Equal numbers of items were used to measure parental responsiveness (16 items) and parental demandingness/control (16 items), with responses on a 5-point Likert scale (1= strongly disagree, 2 = disagree, 3 = uncertain (in between), 4 = agree, 5 = strongly agree).

The self-report parenting dimension scale of this study contained 32 items on parenting practices that were taken from Gafoor's and Kurukkan's (2014) parenting style measures and contextualized to an Ethiopian milieu. University students were expected to answer in separate columns for a mother and a father. The responsiveness/involvement sub-scale in this research consisted of 16 items on parental closeness to their university students while the parental control/demandingness sub-scale consisted of 16 items assessing parental monitoring. Concerning scoring, the scores for the responsiveness/involvement sub-scale and the demandingness/control sub-scale ranged from 16-80. Participants rated their mother and father separately, but a combined score averaging both ratings was created to reflect the general parenting style within the family. For each student, the scores for the items of each sub-scale were summed to create a total score for each sub-scale, so that there was one score for the responsiveness /involvement sub-scale and another for the parental control/demandingness sub-scale. Thus, there were six separate scores for each participant, namely mother's responsiveness, father's responsiveness, mother's

demandingness, father's demandingness, parental responsiveness, and parental demandingness.

The four styles: authoritative, authoritarian, permissive, and uninvolved, proposed by Baumrind (1971) are scaled based on a quadrant of high and low levels of parental responsiveness and control suggested by Maccoby and Martin (1983). Specifically, the sample median of the two indices of parenting dimensions (i.e., acceptance/involvement and control/demandingness) and an examination of these two parenting dimensions simultaneously were used in this article to categorize the four parenting styles, as an approach similar to that used in previous studies in Western countries (e.g., Steinberg et al., 1992b cited in Ayele, 2012) as well as in Ethiopia (Ayele, 2012; Abesha, 1997 cited in Ayele, 2012).

Therefore, parents who were rated by their first-year university students with a score above or equal to the sample median on the responsiveness and demandingness indices were considered authoritative parents and assigned a parenting style score of "1". Parents who were rated by their first-year university students with a score below the sample median on the responsiveness index but above or equal to this median on the demandingness index were considered authoritarian parents and assigned a parenting style score of "2". Parents who were rated by their first-year university students with a score above or equal to the sample median on the responsiveness index but below that on the demandingness index were considered indulgent parents and assigned a parenting style score of "3". Finally, parents who were rated by their first-year university students with a score below the sample median on both responsiveness and demandingness indices were considered neglectful (uninvolved) parents and assigned a parenting style score of "4".

The SACQ- to reiterate, the SACQ developed by Baker and Siryk (1989) was used to measure the quality of first-year students' adjustment to university. The SACQ is made

up of four sub-scales that measure four different types of university adjustment dimensions (Baker& Siryk, 1999). The description of the four sub-scales is provided below.

- **The academic adjustment sub-scale**- it assesses students' ability to cope with the various educational demands and college experiences they will encounter (e.g., students' motivation, academic performance, and satisfaction towards the academic environment offered in college). Here, respondents were asked to evaluate their attitudes toward academic goals and the academic work they are required to do.
- **The social adjustment sub-scale**- it measures the student's ability to cope with the interpersonal-societal demands inherent in college/university experiences (e.g., students' involvement in social activities and relationships with other persons on campus, and satisfaction with the social aspects of the college environment).
- **Personal-emotional adjustment sub-scale**- it focuses on a student's psychological and physical state during his or her adjustment to university and the degree to which he or she is experiencing general psychological distress and problems (e.g., tense, discomfort, and homesickness). Respondents were asked to indicate the nature of their emotions since the beginning of their stay at university.
- **The institutional attachment subscale**- it assesses a student's degree of commitment to educational-institutional goals and the degree of attachment to the university he or she is attending.

The SACQ in this research, after content validation and pilot testing were undertaken, was composed of a 40-item self-report questionnaire assessing four aspects of first-year students' adjustment to university. These four sub-scales are academic adjustment (16 items), social adjustment (8 items), personal-emotional adjustment (9 items), and institutional attachment (7 items). Participants were asked to indicate their level of agreement on a 5-point Likert scale ranging from (1= Strongly disagree, 2 = Disagree, 3 = Uncertain (in between), 4 = Agree, 5 = Strongly agree). Negatively stated items

were considered. Higher scores indicate success in adjustment to university. The sum of the above four scales yielded a full-scale score which was an index of the overall adjustment to university.

Methods of Data Analysis

Analysis was conducted using SPSS version 20. Data collected from respondents for the study was tested for outliers, normality, skewness, and kurtosis to check whether the data was at a normal level. The test of significance for all statistical procedures was .05. To answer the research questions of this study, percentages and one-way ANOVA were used.

Results

Table 1: Education Level of the Participants' Parents

Variables Frequency (row %)		Category n_i (percentage)		Total
	Freq. (row %) (column %)	Father	Mother	Row total
Parental Education level	No Formal Education	176 (45.0) (37.9)	215 (55.0) (46.4)	391
	Primary	88 (46.0) 19.0)	103 (54.0) (22.2)	191
	Junior	27 (52.9) (5.8)	24 (47.1) (5.2)	51
	Secondary	45 (60.0) (9.7)	30 (40.0) (6.5)	75
	Diploma	35 (39.7) (7.5)	53 (60.3) (11.4)	88
	First Degree	60 (68.2) (12.9)	28 (31.8) (6.0)	88
	Master	21 (91.3) (4.5)	2 (6.7) (0.4)	23
	PhD & above	12 (57.2) (2.6)	9 (42.9) (1.9)	21
	Total (row %) (col. %)	**464 (50) (100)**	**464 (50) (100)**	**928**

Table1 indicates the education level of respondents' parents, and it was revealed that: 37.9% and 46.4% of the fathers and mothers had no formal education; 19% and 22.2% held a primary school qualification; 5.8 and 5.2% had received junior school level education; 7.5% and 11.4% held a diploma; and respectively, 20% and 8.3% held a first-degree qualification.

Table 2: Frequency Distribution of Parental Income as Perceived by Participants

	Categories	**Frequency**	**Frequency %**
Parental Income	<1000	142	30.6
	1001-2000	96	20.7
	2001-3000	70	15.1
	3001-4000	42	9.1
	4001-5000	35	7.5
	5001-6000	18	3.9
	6001-7000	12	2.6
	7001-8000	8	1.7
	8001-9000	7	1.5
	9001-10000	15	3.2
	10001& above	19	4.1
	Total	**464**	**100**

Table 2 indicates that the parents of respondents earn an average monthly income below 1000 Ethiopian birr (30.63%), and some of the respondents' parents earn between 1001-2000 Ethiopian birr monthly (20.7%). Accordingly, 15.1% of parents revealed that they earned between 2001-3000 Ethiopian birr. A total of 34.5% of the respondents showed that their parents' monthly income is between 3001 and above the Ethiopian birr which is manifested at various levels. The conclusion can be drawn. It was hence revealed that the majority of the participants reported that their monthly average parental income was below 1000 Ethiopian birr. This implies that the majority of respondents included in the study came from poor families. The results presented in the remainder of this chapter should thus be evaluated and interpreted in the context of this research sample: first-year university students who mostly come from poor

families and parents (mostly) with limited educational exposure. This might affect the parenting styles these parents exhibit.

Table 3: Frequency Distribution of Perceived Parenting Styles

Gender of the respondents	*Parenting styles Frequency (row %)*				*Row total*
	Authoritative	*Authoritarian*	*Indulgent*	*Neglectful*	
Female	70 (38.5)	33 (18.1)	22 (12.1)	57 (31.3)	182 (39.2)
Male	90 (31.9)	42 (14.9)	43 (15.3)	107 (37.9)	282 (60.8)
Total	**160 (34.5)**	**75(16.2)**	**65(14.0)**	**164(35.3)**	**464(100)**

From the above Table, it is evident that first-year female university students perceived the authoritative style as dominant (38.5%), whereas for males the neglectful parenting style was dominant (37.9%) in the Ethiopian households. Thus, the perceived most dominant parenting style seems to differ for male and female first-year university students. This indicates that Ethiopian families are perceived to be close, responsive, and involved and at the same time have greater control over/ place more demands on females than their male counterparts.

Disregarding gender differences, the overall parenting style is neglectful (35.3%) which is closely followed by authoritative style (34.5%). According to the perceptions of first-year university students, it can therefore be deduced that both neglectful and authoritative parenting styles are dominantly observed in Ethiopia. This implies that these students in general recall parenting experiences and practices in the Ethiopian culture that are dominated by either a low demanding/ low responsive type of parenting (neglectful) or a high demanding and high responsive parenting style (authoritative).

Differences in Adjustment to University by Parenting Styles

This section of the analysis emphasizes tracing students' university adjustment and its statistical level of significance influenced by perceived parenting styles (i.e., neglectful, authoritative, authoritarian, and indulgent parenting styles). In these analyses, student adjustment scores are entered as a dependent (continuous) variable in the analyses and categorical perceived parenting style variable as an independent variable in the analyses of variance. Table 4 below presents the descriptive statistics of the variables (M, SD, and SE), and Table 5 will report the one-way ANOVA results.

Table 4: Number of Cases, Mean, Standard Deviation, and Standard Error for the Dependent Variables by Parenting Styles

Dependent variables	*Independent variables*	*N*	*M*	*SD*	*SE*
Adjustment scores	Authoritative	160	3.6328	.35191	.02782
	Authoritarian	75	3.5227	.42922	.04956
	Indulgent	65	3.5192	.39845	.04942
	Neglectful	164	3.3113	.36245	.02830
	Total	**464**	**3.4855**	**.39**	**.01850**

The results of the descriptive statistics in Table 4 above suggest that the students' adjustment scores for the four parenting styles (authoritative, authoritarian, indulgent, and neglectful parenting styles) seem different. This suggestion of possible statistically significant differences, however, has to be confirmed using analyses of variance (which will confirm whether parenting style does statistically significantly affect student adjustment score), as well as by multiple comparisons of means tests which will show whether parenting styles on adjustment mean scores significantly differ from one another.

Table 5: Summary of One-way ANOVA: Adjustment Score Entered as Dependent Variable and Parenting Style Classification as Independent Variable in the Model

Adjustment	***SoSs***	***DF***	***MS***	***F***	***Sig.***
Between Groups	7.957	3	2.65		.000***
Within Groups	61.903	460	.0.14	19.71	
Total	69.524	463			

* $P < .05$

Normality and homogeneity of variance assumptions were checked (HOV-Levine's test = .44, with an associated probability of .7273. Therefore, the homogeneity of group variances is confirmed. The ANOVA results in Table 5 revealed that there was a statistically significant difference in adjustment mean scores among the four parenting style categories, F (3; 460) = 19.71, <.05). The mean score (in Table-2 M= 3.6328, M=3.5227, M=3.5192, and M=3.3113) results for authoritative, authoritarian, indulgent, and neglectful parenting styles respectively indicate that first-year university students who perceive their parents as authoritative (M=3.6328) have a higher score than those who perceived their parents as authoritarian (M=3.5227), indulgent (M=3.5192) and neglectful (M=3.3113). This implies that first-year university students who perceive their parents as authoritative have a significantly high student adjustment score. In other words, such students who rated their parents as authoritative better met the academic, social, personal-emotional, and institutional attachment demands of a higher education institution compared to those students in this group who perceived their parents as authoritarian, with indulgent and neglectful parenting styles; therefore, the former was more important for adjustment to university than other parenting styles.

This result again implies that parenting styles significantly impact first-year students' adjustment to university life. However, the analysis of variance does not indicate the parenting style adjustment mean score differs from other parenting style adjustment score means. To determine this, multiple comparisons of means tests have been conducted (Tukey's test) below.

Table 6: Tukey Post Hoc Test for Adjustment Mean Scores across Parenting Style Groups

(I) Parenting styles	*(J) Parenting styles*	*MD (I-J)*	*SE*	*Sig.*
Authoritative	Authoritarian	.11015	.05256	.156
	Indulgent	.11358	.05525	.169
	Neglectful	.32153*	.04174	.000***
Authoritarian	Indulgent	.00344	.06365	1.000
	Neglectful	.21139*	.05236	.000***
Indulgent	Neglectful	.20795*	.05505	.001***

The indicator, * shows statistical significance on at least the 5% level of significance

The above Tukey test results indicate that statistically significant differences in adjustment means scores were identified between: the authoritative and neglectful groups (the two extremes of the supportive dimension), the mean adjustment scores of the authoritarian and neglectful parenting style groups, and the mean adjustment scores of the indulgent and neglectful parenting style groups (the two extremes of the demandingness parenting dimension). Nevertheless, no statistically significant mean difference in adjustment score was found between those first-year university students who perceived that their parents often practiced: authoritative and authoritarian, authoritative and indulgent, and authoritarian and indulgent parenting styles.

Discussion

The Predominantly Practiced Parenting Styles in Ethiopia

The present study generally revealed that the most commonly practiced style is neglectful parenting which is followed by an authoritative style. In addition, it was found that all parenting styles were reported by the participants with established differences for males and females. More specifically, male students perceived that their parents used a neglectful (neither demanding nor responsive) parenting style, followed by an authoritative (responsive and demanding) parenting. On the other hand, females rated that their parents used an authoritative (responsive and demanding) style, followed by a neglectful (neither demanding nor responsive) parenting style.

The types of parenting styles predominately practiced at the household level as well as the different parenting practices for females and males in Ethiopia may appear controversial. For instance, research it was found that neglectful parenting style is the most predominantly practiced parenting in some previous studies conducted in Ethiopia. In this regard, an authoritarian style was reported in some studies as being the predominantly employed one (Habtamu, 1995). In other studies, it was found that the authoritative type of parenting style was predominantly practiced in the families of Ethiopia (Seleshi, 1998; Seleshi & Sentayehu, 1998; Yekoyealem, 2005).

However, findings from this research provide compelling reasons that point to a neglectful parenting style as the predominant parenting practice in Ethiopian households. In the analysis of socio-demographics, almost 30.63% of the respondents' parents earn an average monthly income below <1000 Ethiopian birr. It was also revealed that the majority of first-year university students had fathers and mothers who had no formal education respectively (37.9%, 46.4%). Deduced from those facts, first-year Ethiopian students mostly came from poor families and parents with (mostly) limited educational exposure and the majority of first-year University students were from the rural parts of Ethiopia. These factors might affect the parenting styles these parents exhibit to their children. Therefore, it is expected that many of the Ethiopian parents practice a neglectful parenting style.

However, the finding that parenting style differs as a function of the gender of the children is in agreement with previous research undertaken in Ethiopia using a sample of high school students (Kassahun, 2005), which demonstrated that an authoritative parenting style was the most commonly adopted one for daughters, whereas neglectful parenting was predominant for sons. Moreover, the present findings are to some extent in agreement with the sample of a previous international study which demonstrated that parenting style differs depending on the children's gender; for instance, in

comparison with boys, females are often better supervised by parents than their male peers (Maggio & Zappulla, 2014). Overall, this different treatment of sons and daughters is not unique to Ethiopia

A likely reason for the predominance of the different parenting styles for sons and daughters could result from the fact that their dissimilarity in behavioral characteristics as a function of gender may cause parents to employ different styles. In this regard, previous studies conducted in Ethiopia (Seleshi, 1998; Seleshi & Sentayehu, 1998), revealed that male students in junior secondary schools recorded significantly higher levels of problem behaviors than their female counterparts. Perhaps, this might be a reason why parents are neglectful of their sons or because their sons may show unacceptable behavioral characteristics, which in turn presses the parental authority to maintain their sons

From the above discussion, the following can be deduced: although the present finding and that of Kassahun (2005) are in agreement that a neglectful parenting style is predominantly practiced for males, drawing such a conclusion is controversial. Previous studies in Ethiopia (Seleshi, 1998; Seleshi & Sentayehu, 1998) have revealed that parents attach very high values to their children hoping that they will provide social, economic, and psychological support for their parents, especially when they become older. This research underscore that there are unlikely practices of neglectful parenting styles among Ethiopian parents for their sons. Therefore, there is a need to undertake further research in the area under consideration.

Generally, it was revealed that Ethiopian parents do employ all four types of parenting styles. However, parenting styles differ according to the children's gender. Hence, the predominant parenting practiced in Ethiopian households is the neglectful style which is closely followed by authoritative parenting.

There were some unexpected results observed in this study, for example, a study by Garcia and Gracia (2009), on 1,416 Spanish adolescents aged 12 to 17 years expected the likely practice of authoritative parenting (e.g. Keshavarz & Baharudin, 2009). Yet, in the study, adolescents were classified in terms of their experience with all four parenting styles. However, contrary to the said expectation, from the overall results of their study, Garcia and Gracia (2009) showed that most Spanish parents have adopted a permissive parenting style.

Adjustment as a Function of Perceived Parenting Style

In this research, results indicated the existence of significant differences in adjustment scores found among first-year university students reported from the perspective of four parenting styles perceived so far F (3; 460; .05) = 2.63. The mean scores in Table 4 (M= 3.6328, M=3.5227, M=3.5192, and M=3.3113) respectively represent the first-year students' adjustment mean scores for those who rated that their parents are authoritative, authoritarian, indulgent, and neglectful. This implies that first-year university students who perceive that their parents are employing an authoritative parenting style had significantly high adjustment rates. Hence, they better meet the academic, social, personal-emotional, and institutional attachments demanded at higher education compared to those who perceived that their parents use authoritarian, indulgent, and neglectful parenting styles. Therefore, authoritative parenting was found more important for adjustment to university than other parenting styles.

The finding manifested that adjustment to university is influenced by parenting style which concurs with the suggestions and results of previous studies. The research conducted on parenting styles in relation to adjustment associated with the four styles of parenting using ANOVA indicated differences in youth adjustment (Kerr et al., 2012), and post hoc tests confirmed that youths with authoritative parents were significantly better adjusted in all measures than those with neglectful parents.

Consistent with the present findings, for example, positive/supportive parenting, characterized by high levels of warmth, democratic discipline, and involvement/supervision, is associated with lower levels of adjustment problems in Chinese American youth (Kim & Ge, 200). This is also associated with positive adjustment to college (Schnuck & Handal, 2011). Therefore, one of the recommendations for preventing social problems is the further investigation of parenting style and related factors (Dwairy & Menshar, 2006).

In the present findings, the mean score results showed that first-year university students who perceive their parents as authoritative (M= 3.6328) scored higher on adjustment than those who perceive their parents as authoritarian (M=3.5227), indulgent (M=3.5192), and neglectful (M=3.3113). Consistent with this, taking into account the specific parenting typologies/styles, developmental research demonstrates that authoritative parenting predicts many positive outcomes for children and adolescents when compared with authoritarian, indulgent, and uninvolved parenting (Coplan et al., 2002; Steinberg, 2001). For example, authoritative parenting is related to adolescents' social competence (Garcia & Gracia, 2009; Kazemi et al., 2010; Baumrind, 1991), better academic achievement and socio-emotional competence (Steinberg, 2001), and greater academic adjustment in a college setting (Hickman et al., 2000).

Furthermore, Schnuck and Handal (2011) explored that perceived parenting style was associated with different adjustment variables. Accordingly, Authoritative parenting was correlated with positive adjustment. This is also consistent with the present study. Contrary to the present results, they revealed that permissive parenting was correlated with negative adjustment.

In particular, the present study was found to be congruent with previous findings that parents have an important role in students' college adjustment; for instance, parents

who provide high levels of support contribute greatly in this respect (Mounts, 2004; Mounts et al., 2006).

In the present study, first-year students who perceived their parents as neglectful had lower adjustment scores than those who perceived their parenting style as authoritative, authoritarian, and permissive. This result is consistent with the previous one that parenting style is related to adolescents' adjustment. For both parents, a neglectful parenting style plays a risky role in adolescents' adjustment (Maggio & Zappulla, 2014). In agreement with the present study, adolescents with uninvolved parents are generally less socially competent and present adjustment problems in all domains (Baumrind, 1991). However, adolescents who have experienced an authoritative parenting style display better psychosocial and behavioral adjustment than those who have experienced the rest parenting styles (Beyers & Goossens, 1999).

Conclusion

Based on the results of the current study, the following conclusions were drawn:

Concerning the most commonly practiced parenting style in Ethiopia, identified in the present study, it was found that there is a difference in such styles based on the gender of university students. Specifically, an authoritative one is the predominantly employed parenting style for females whereas a neglectful one is most commonly adopted for males. On the other hand, if gender is ignored, the parenting style that is indicated in general is the neglectful one followed very closely by the authoritative one of all classifications. The deduction according to the perceptions of first-year university students can be, therefore, made that both the neglectful and authoritative parenting styles are perceived to be dominant in Ethiopia This implies that students in general recall parenting experiences and practices in the Ethiopian culture that are dominated by either a low demanding/low responsive type of parenting (neglectful) or

a high demanding and high responsive parenting style (authoritative). Parenting style significantly impacts first-year students' adjustment to university life. This implies that first-year university students who perceive their parents as authoritative have a significantly higher adjustment to university. In other words, such students who rated their parents as authoritative better met the academic, social, personal-emotional, and institutional attachment demands of a higher education institution, hence was more important for adjustment to university than those students who perceived their parents as authoritarian, indulgent and neglectful parenting style classifications. Adjustment was positively significantly correlated with parental responsiveness and parental demandingness

Implications

From the present findings, parenting style significantly affects first-year students' university adjustment. Therefore, educating parents to better support their students and to apply authoritative parenting style in their child-rearing practices. Moreover, offering life skills training for first-year university students since their entry is helpful for their adjustment.

References

Ayele, G. A. (2012). Effects of parenting styles, academic self-efficacy, and achievement motivation on the academic achievement of university students in Ethiopia. *Unpublished Doctoral Dissertation*. Edith Cowan University.

Baker, R., & Siryk, B. (1999). SACQ: *Student Adaptation to College Questionnaire manual (2nd*. Ed.). Los Angeles: Western Psychological Services.

Baker, R. W., & Siryk, B. (1986). Exploratory intervention with a scale measuring adjustment to college. *Journal of Counseling Psychology, 33(1), 31-38.*

Baker, R. W., & Siryk, B. (1989). SACQ: *Student Adaptation to College Questionnaire manual*. Los Angeles: Western Psychological Services.

Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology Monographs*, 4(2), 1–103.

Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11, 56–95.

Beyers, W., & Goossens, L. (1999). Emotional autonomy, psychosocial adjustment, and parenting: Interactions, moderating, and mediating effects. *Journal of Adolescence*, 22, 753-769.

Briggs, A.R.J., Clark, J., & Hall, I. (2012). Building bridges: Understanding student transition to university. *Quality in Higher Education, First Article*, 1–19.

Coplan, R. J., Hastings, P. D., Lagace-Seguin, D. G., & Moulton, C. E. (2002). Authoritative and authoritarian mothers' parental goals, attributions, and emotions across different child-rearing contexts. Parenting: *Science and Practice*, 2, 1– 26.

Dwairy, M. A., & Mensha, K.E. (2006). Parenting style, individuation, and mental health of Egyptian adolescents. *Journal of Adolescence*, 29: 103-17.

Dwairy, M.A. (2010). Parental inconsistency: A third cross-cultural research on parenting and psychological adjustment of children. *Journal of Child Family Study*, 19, 23–29

Dyson, R., & Renk, K. (2006). Freshmen adaptation to university life: Depressive symptoms, stress, and coping. *Journal of Clinical Psychology*, 62(10), 1231-1244.

Enochs, W. K., & Roland, C.B. (2006). Social adjustment to college freshmen: the importance of gender and living environment. *College Student Journal*, 40(1), 63-72.

Friedlander, L. J., Reid, G. J., Shupak, N., & Cribbie, R. (2007). Social support, self-esteem, and stress as predictors of adjustment to university among first-year undergraduates. *Journal of College Student Development*, 46(3), 223-236.

Gafoor, A., K., & Kurukkan, A. (2014). Construction and validation of scale of parenting style. *Guru Journal of Behavioral and Social Sciences*, 2(4), 2320-9038 www.gjbss.org.

Garcia, F., & Gracia, E. (2009). Is always authoritative the optimum parenting style? Evidence from Spanish families. *Adolescence*, 44, 101–131.

Habibah, E., Noordin, N., & Mahyuddin, R. (2010). Achievement motivation and self-efficacy in relation to adjustment among university students. *Journal of Social Sciences*, 6(3), 333-339.

Habtamu, W. (1995). *Dominant values and parenting styles: Major limiting factors on the development of entrepreneurship in Ethiopia.* Proceedings of the first annual conference on management in Ethiopia: On the theme Entrepreneurship. Addis Ababa University, Addis Ababa, Ethiopia.

Hickman, G. P., Bartholomae, S., & McKenry, P. C. (2000). Influence of parenting styles on the adjustment and academic achievement of traditional college freshmen. Journal of College Student Development, 41, 41-54.

Jambunathan, S., & Counselman, K. (2002). Parenting attitudes of Asian Indian mothers living in the United States and in India. *Early Child Development & Care*, 172(6), 657–662Keshavarz, S., & Baharudin, R. (2009). Parenting style in a collectivist culture of Malaysia. European Journal of Social Sciences, 10 (1). pp. 66-73. ISSN 1450-2267

Kassahun, H. (2005). The relationship of parenting styles and academic performance among primary and secondary school students in Debre Markos Town. *Unpublished Master's Thesis*, Addis Ababa University, Addis Ababa, Ethiopia.

Kazemi, A., Ardabili, H., Solokian, S. (2010). The association between social competence in adolescents and mothers' parenting style: A cross-sectional study in Iranian girls. *Child Adolescence Social Work Journa*l, 27,395–403/. DOI 10.1007/S10560-010-0213-X.

Kerr, M., Stattin, H., & Ozdemir, M. (2012). Perceived parenting style and adolescent adjustment: Revisiting directions of effects and the role of parental knowledge. *Developmental Psychology*, 48(6), 1540–1553.

Keshavrz, S., & Baharudin, R. (2009). Parenting style in collectivist culture of Malaysia. European Journal of Social Sciences. 10(1), 66.

Kim, S.Y., & Ge, X. (2000). Parenting practices and adolescent depressive symptoms in Chinese American Families. *Journal of Family Psychology*, 14(3), 420–435.

Maccoby, E. E., & Martin, J. A. (1983). Socialization in the context of the family: Parent-child interaction. In P. H. Mussen (Ed.), *Handbook of Child Psychology*, 4, 1–101. New York: Wiley.

Maggio, R. D., & Zappulla, C. (2014). Mothering, fathering, and Italian adolescents' problem behaviors and life satisfaction: Dimensional and typological approach. *J Child Fam Stud*, (23), 567–580.

Mounts, N. S. (2004). Contributions of parenting and campus climate to freshmen adjustment in a multi-ethnic sample. Journal of Adolescent Research, 19(4), 468-491.

Mounts, N. S., Valentiner, D. P., Anderson, K. L., & Boswell, M. K. (2006). Shyness, Sociability, and Parental Support for the College Transition: Relation to Adolescents' Adjustment. *Journal of Youth and Adolescence*, 35(1), 71–80. https:// doi.org /10. 1007 /s10964 -005-9002-9

Raj, K. (2012). Social and academic adjustment of first-year university students. *Journal of Social Science*, 33(2), 251-259. University of Venda, Thohoyandou, South Africa.

Salami, S.O. (2011). Psychosocial predictors of adjustment among first-year college of education students. *US-China Education Review*, 8(2), 239-248.

Schnuck, J., & Handal, P. J. (2011). Adjustment of college freshmen as predicted by both perceived parenting style and the five-factor model of personality. *Psychology*, 2, 275–282.

Seleshi, Z. (1998). An exploratory study of parenting styles among four ethnic groups in urban settings. *Ethiopian Journal of Development Research, 20*(2), 1-24.

Seleshi, Z., & Sentayehu T. (1998). *Parenting style differences among selected ethnic groups in Ethiopia.* Unpublished research paper, forum on street children–Ethiopia in cooperation with Radda Barnen (Swedish Save the Children), Addis Ababa, Ethiopia.

Sharma, B. (2012). Adjustment and emotional maturity among first-year college students. *Pakistan Journal of Social and Clinical Psychology*, 10(2) 32-37.

Steinberg, L. (2001). We know some things: Parent-adolescent relationships in retrospect and prospect. Journal of Research on Adolescence, 11, 1–19.

Tigist, M. T. (2013). The relationship between parenting style, self-regulated learning, and academic achievement in selected primary schools in Ethiopia. *Unpublished Doctoral Dissertation*. University of South Africa.

Yekoyealem, D. (2005). The relationship between parenting style and identity status of secondary and preparatory school adolescents at Debre Berhan Town. *Unpublished Master's Thesis*, Addis Ababa University, Addis Ababa, Ethiopia.