



ISSN: 0976-3376

Available Online at <http://www.journalajst.com>

ASIAN JOURNAL OF  
SCIENCE AND TECHNOLOGY

Asian Journal of Science and Technology  
Vol. 10, Issue, 10, pp.10292-10298, October, 2019

## RESEARCH ARTICLE

### THE INFLUENCE OF PARENTING BEHAVIORS ON INTERPERSONAL FUNCTIONING AMONG ADOLESCENT STUDENTS OF HAWASSA TABOR SECONDARY SCHOOL

<sup>1,\*</sup>Million Desalegn Tassew and <sup>2</sup>Metasebya Gonta Gotoro

<sup>1</sup>Lecturer (Social Psychology) in Department of Psychology at Wolaita Sodo University, Ethiopia

<sup>2</sup>Lecturer (Developmental Psychology) in Department of Psychology at Wolaita Sodo University, Ethiopia

#### ARTICLE INFO

##### Article History:

Received 25<sup>th</sup> July, 2019  
Received in revised form  
29<sup>th</sup> August, 2019  
Accepted 27<sup>th</sup> September, 2019  
Published online 30<sup>th</sup> October, 2019

##### Key words:

Adolescent, Parenting Behaviors,  
Interpersonal Functioning,  
Social Initiative,  
Communication with Parent.

#### ABSTRACT

The main objective of the study is to assess the influence of parenting behaviors on interpersonal functioning among adolescent students of Hawassa Tabor Secondary School. Parenting behaviors are measured by three dimensions: which are parental support, psychological control and behavioral control. In this research adolescent interpersonal functioning was measured in terms of social initiative and communication with parent. To achieve this objective cross-sectional research design was used. 353 students were participated in this study. A demographic questionnaire, parenting behavior and adolescent interpersonal functioning scale were administered. The findings of the study revealed that majority of secondary school students had low level of interpersonal functioning. Independent t-test for group mean difference revealed that there was no significant mean difference between male and female students in terms of interpersonal functioning. Finally, the result of Pearson correlation indicated that there was significant and low positive relationship between parental support and adolescents' interpersonal functioning. Parental psychological control had significant and low negative relationship with adolescents' interpersonal functioning and parental behavioral control had significant and low positive relationship with adolescents' interpersonal functioning. It was recommended that family-based intervention programs strategies are better to be prioritized by concerned bodies to increase parents' awareness on parenting behaviors.

**Citation:** Million Desalegn Tassew and Metasebya Gonta Gotoro. 2019. "The Influence of Parenting Behaviors on Interpersonal Functioning Among Adolescent Students of Hawassa Tabor Secondary School.", *Asian Journal of Science and Technology*, 10, (10), 10292-10298.

Copyright © 2019, Million Desalegn Tassew and Metasebya Gonta Gotoro. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

#### INTRODUCTION

According to Steinberg, Dornbusch, and Brown (1992) one recent trend in the study of parenting behaviors has been to revive and refine a tripartite classification of child and parent-reported parenting behavior which was first popularized by Schaefer (1965): acceptance or rejection, psychological control/psychological autonomy, and firm control/lax control. This tripartite organization of key parenting behaviors is also consistent with the basic components of classic parenting typologies (e.g. Baumrind, 1991; Steinberg & Mories, 2001). According to Connell (as cited in Studsrød & Bru, 2009) Parental support is communication of interest to the individual and enjoyment of the individual by parents. As of Bowlby (as cited in Studsrød & Bru, 2009) attachment theory suggests that parental support develops a sense of security in children that facilitates independence from the family and exploration of new social environments.

Supportive relationships are suggested to promote feelings of affective ties, relatedness and belongingness in students and play an important role in the transmission and internalization of values thus reduces the risk of norm-breaking behavior. Previous research has shown that adolescents who report relatively close relations with their parents score higher than their peers on measures of responsible independence, psychosocial well-being and behavioral competence in school, according to Steinberg (as cited in Studsrød & Bru, 2009). Without adequate regulation that originates in their social environment, young people do not learn to self-regulate and consequently tend to be impulsive, prone to risk taking, and otherwise more likely to engage in various forms of antisocial behavior (Barber, 1997). According to Barber (1996) parental behavioral control refers to parental behaviors that are intended to regulate children's behaviors to accord with prevailing family or social norms. Behavioral control pertains to parental attempts to regulate and structure the child's behavior (e.g., manners, study activities, and involvement with peers), for instance, through the communication of rules for appropriate behavior and monitoring of the child's behavior (Dishion & McMahon, 1998).

\*Corresponding author: Million Desalegn Tassew,  
Lecturer (Social Psychology) in Department of Psychology at Wolaita Sodo University, Ethiopia.

Psychological control can be expressed through a variety of parental tactics, including (a) guilt-induction, which refers to the use of guilt inducing strategies to pressure children to comply with a parental request; (b) contingent love or love withdrawal, where parents make their attention, interest, care, and love contingent upon the children's attainment of parental standards; (c) instilling anxiety, which refers to the induction of anxiety to make children comply with parental requests; and (d) invalidation of the child's perspective, which pertains to parental constraining of the child's spontaneous expression of thoughts and feelings. These various components of psychological control were found to be strongly positively correlated and were therefore considered as indicators of the higher-order construct of psychological control (Barber, 1996). As Barber (2003) further elaborated beyond development on the self-other dynamic described above, adolescents are faced with increasing opportunity and requirement to interact with peers and adults in various contexts.

This opportunity comes first because of longer hours spent away from the home – either at school or in the labor force – and it is augmented by required or desired interaction with peers, dating partners, teachers, and other adults in the community (e.g. coaches, religious leaders, employers, community leaders, etc.). Particularly, contrary to earlier theoretical interpretations that dismissed the continued value of the parent-adolescent relationship, research has documented well the enduring need and desire of youth to maintain and enhance relationships with parents or other significant adult care-givers (e.g. Baumrind, 1991; Steinberg, 1990). This domain is referred to as Interpersonal Functioning, and for the purpose of this study, it will be assessed specifically with indexes of social initiative, communication with mother, and communication with father. According to Barber and Erickson (2001) Social initiative refers to the extent to which youth initiate social interactions outside of the family context. The capability of social initiative is a core element of positive adolescent development. As children experience the transition from childhood to adolescence, they are exposed to a broader range of social interactions outside of their homes making social skills increasingly important. One of the most important concepts that made to include the quality of social initiative in to positive adolescent functioning is due to the fact that it attracts the attention to social development (Larson, 2000).

Parent-adolescent communication has also been defined as openness, which includes disclosure or discussion of thoughts, feelings, and viewpoints and it predicts the amount of disclosure that exist between adolescents and parents. In this regard Daily (2006) stated that adolescents who perceived their parents as accepting or responsive, open, warm and uncritical in communication are more likely to engage in disclosure with them and to increase communication within them. In relation to measuring the correlation between parenting behavior and positive functioning Tadesse (2015) revealed that parental support is significantly and positively related to adolescent interpersonal functioning. Parental psychological control is positively and significantly correlated with interpersonal functioning.

Therefore, the research had answered following basic research questions.

- What is the level of inter-personal functioning of adolescents among Hawassa Tabor secondary school students?

- Is there any difference between male and female students in terms of inter-personal functioning?
- Is there a relationship between parenting behavior and inter-personal functioning of adolescents in Tabor secondary school students?

## MATERIALS AND METHODS

A cross-sectional research design was used to examine the influence of parenting behavior on adolescents' inter-personal functioning. In a cross-sectional study, data were collected at a single point in time to examine the relationship between the variables of interest.

**Population of the Study:** The population from which the sample of this study was obtained is Tabour Secondary School students. The target population from which the sample participants was selected is all sections of grade nine students (24 sections), and grade ten students (26 section), with total population of 2993 (1547 males and 1446 females).

### Sample Size and Sampling Technique

The sample size of this research was determined by using Slovin's Formula that is,

$$n = \frac{N}{1+N(e)^2}$$

Where, n = sample size

N = population and  
e = 0.05 which is level of precision with 95% confidence interval. Hence using this formula with significance level p = 0.05 and population size N = 2993 yields

$$n = \frac{2993}{1+2993(0.05)^2} = 352.84 \approx 353$$

Therefore, out of total population (2993) students, the selected sample size was 353 students who were participated in this particular study. In addition to 353 participants, considering the non-response rate either to specific items or the whole questionnaire 10% (35) additional reserve participants was added to the calculated sample size. Similar sampling technique and procedures (i.e. procedures that are used to select study participants from the target population) were followed to select the reserve participants as a substitute for incomplete response or unwilling participants. Accordingly, 19 students from grade nine and 16 students from grade ten were selected. Then, after data collection 26 respondents failed to complete questions correctly and 3 respondents removed based on exclusion criteria of age. Hence, 29 respondents were discarded from the analysis and replaced by the reserve participants. To select participants, Stratified random sampling technique was served as the basis for selecting samples from the target population. This sampling technique is important to select both males and females equally based on their proportion as compared to others. Firstly, 10 sections (5 section from grade nine and 5 section from grade ten) were selected using simple random sampling (lottery method) from the existing 50 sections, and then the selected sections was divided by sex and grade levels (preexisting stratus). Following this, to include respondents in the sample, Systematic random sampling technique was implemented and the  $K^{\text{th}}$  interval was fixed from the ratio of the population size of 10 section (i.e. N = 650) to the sample size (i.e. n = 353), where

$$K = \frac{N}{n} = \frac{650}{353} = 1.84 \approx 2$$

Therefore, the researcher used a class list of 10 section students as a sample frame by putting male and female students separately and every 2<sup>nd</sup> name on the class list of each section was selected followed by beginning from the 1<sup>st</sup> participant, until the expected numbers of students were obtained from each grade level. Finally, 353 (182 male and 171 female) students were included in the sample as shown in Table-1. The study considered sex and parenting behaviors such as parental support, parental psychological control and parental behavioral control as independent variables.

**Dependent Variable:** This study considered Interpersonal functioning (social initiative, communication with parent) as dependent variable.

**Data Collection Instruments:** This study involved quantitative approaches of data collection. These instruments were structured questionnaires in the form of self-inventory reports in order to gain a comprehensive input which reflects the right feeling of respondents.

**Demographic Questionnaire:** The self-developed instrument for measuring general information of the subjects consists of four items which provide information about Sex, Age, Grade level and Current living condition.

**Measure of Parenting Behaviors and Adolescents Interpersonal Functioning:** Adolescent students' filled self-report data by way of school level administered questionnaires. All respondents were separately reported their perceptions of both their mothers and their fathers on 23 paired items used to measure parenting behaviors. Respondents who reported as living with their male and female guardians or relatives were considered correspondingly for their parents. Adolescents were also reported to 26 positive functioning measures relating to their own perceptions. These standardized scales are adopted from the following authors in English version. In order to be more understandable and to gain reliable data the scales were translated in to Amharic version, which is a local language of the participants.

**Parental Support:** Parental support was measured using the 10-item Acceptance subscale from the revised Child Report of Parent Behavior Inventory (CRPBI; Schaefer, 1965). Subjects responded on a 3-point Likert-type scale ranged from 1 "not describe her (him)" to 3 "a lot describe her (him)" as to how well items described their mothers and fathers.

**Parental Psychological Control:** Psychological control was measured by 8-item Psychological Control Scale-Youth Self-Report (PCS-YSR; Barber, 1996). Subjects responded on a 3-point Likert-type scale ranged from 1 "not describe her (him)" to 3 "a lot describe her (him)" as to how well items described their mothers and fathers.

**Parental Behavioral Control:** A 5-item scale often used in family research with adolescents, was used to measure parental behavior (Barber, 1996). Students responded on a 3-point Likert-type scale ranged from 1 "doesn't know" to 3 "knows a lot" relative to how much their parents "really know" Higher scores indicated higher levels of monitoring.

**Interpersonal Functioning:** is the adolescent's level of interaction with other people or parents which are:

**Social Initiative:** Social initiative by students was measured with a 5-item scale (Barber & Erickson, 2001) adapted from the Monitoring the Future Study (Bachman, Johnston, & O'Malley, 1993; as cited in Barber, 2003). Subjects responded on a 5 point Likert-type scale ranging from 1 "never/almost never true" to 5 "very often/always true". The set of items indexes youth efforts to initiate social interaction with peers and adults outside home and in group settings.

**Communication with parent:** Participants responded to a 3-item scale, which was developed by Barber & Olsen (1997). Response options ranges from 1 'Strongly disagree' to 5 'Strongly agree'. The scale assessed low to high quality communication.

**Pilot Study:** To test the reliability, SPSS version 20 was used and Cronbach's alpha reliability coefficient was computed for Child Report of Parent Behavior Inventory (CRPBI) containing 10 items, Psychological Control Scale-Youth Self-Report (PCS-YSR) containing 8 items, Barber measure of parental behavior containing 5 items, Social initiative scale containing 5 items and communication with mother and father containing 3 items for each. Therefore, the original psychometric and current study reliability testes were summarized in the Table 2 below in specific terms.

#### Method of Data Analysis

- The data collected using the questionnaires was organized and analyzed in line with the objective of the study. The data was cleaned and analyzed using Statistical Package for Social Sciences (SPSS) version 20.
- In this process, descriptive statistics (i.e. frequencies, percentage, mean, standard deviation) of the students was employed to describe and present demographic characteristics of the participants such as sex, age, grade level, current living condition and level of interpersonal functioning of adolescent students as well as parenting behaviors and adolescent interpersonal functioning domain.
- Independent T-test was computed to test whether there is a significant mean difference between male and female students interpersonal functioning.
- In order to measure the relationship between the independent variables parenting behaviors and the dependent variables adolescents' interpersonal functioning Pearson product moment correlation coefficient ( $r$ ) was computed.
- FINDINGS

**Demographic Characteristics of Respondents:** This section gives the demographic information of three hundred fifty three students from Tabor Secondary Schools participated in the study. The demographic characteristics of respondents are analyzed based on sex, age, grade level and currently living condition and presented below in Table 3. Table 3, contained that sex, age, grade levels and current living condition of the respondents. It indicated that out of the total respondents male students were 182 (51.6 %) and female students were 171 (48.4%).

**Table 1. Number of Participants Selected by Grade level and Sex**

Grade	9 <sup>th</sup>	10 <sup>th</sup>
No of students in each grade level	1600 F = 871 M = 729	1393 F = 575 M = 818
Sample drawn by PSST based on grade level	Expected sample by each grade level = $\frac{\text{Number of students in each grade level}}{\text{total number of students(9-10)of the school}} \times \text{total sample size}$	
Sample size of students by grade level	189	164
Sample drawn by PSST based on sex	Expected sample in each grade level by sex = $\frac{\text{Number of female students in each grade level}}{\text{Total number of students in each grade level}} \times \text{X sample size of each grade level}$	
Sample size by sex	F = 103 M = 86	F = 68 M = 96

PSST = Proportionate stratified sampling technique Research Variables Independent Variable

**Table 2. Reliability Comparison of Original and Present Study Measures**

No	Scale	Original Cronbach alpha	Present study Cronbach alpha	Measured by	
1	Parenting behaviors	Maternal support	0.85	0.83	CRPBI; Schaefer, 1965
		Paternal support	0.86	0.89	CRPBI; Schaefer, 1965
		Maternal psychological control	0.72	0.76	PCS-YSR; Barber,1996
		paternal psychological control	0.71	0.78	PCS-YSR; Barber,1996
		Maternal behavioral control	0.81	0.82	CRPBI; Barber, 1996
		Paternal behavioral control	0.83	0.73	CRPBI; Barber, 1996
2	Interpersonal functioning domains	Social initiative	0.81	0.71	Barber & Erikson, 2001
		Communication with mother	0.86	0.93	Barber & Olsen, 1997
		Communication with father	0.70	0.75	Barber & Olsen, 1997

Method of Data Analysis

**Table 3. Demographic Characteristics of Respondents**

Variables	Option	Frequency	Percent	
Sex	Male	182	51.6	
	Female	171	48.4	
Age	14	21	5.9	
	15	117	33.1	
	16	134	38.0	
	17	75	21.2	
	18	6	1.7	
	Total	353	100	
	Grade level	9	Male	86
Female			103	54.5
Total			189	53.5
10		Male	96	58.5
		Female	68	41.5
		Total	164	46.5
Current living condition	With both father and mother	223	63.2	
	With father only	9	2.5	
	With mother only	11	3.1	
	With mother and stepfather	36	10.2	
	With father and stepmother	26	7.4	
	With relatives	42	11.9	
	With non relatives	6	1.7	
	Total	353	100	

Level of Adolescents Inter-personal Functioning

**Table 2. Level of Adolescents Inter-personal Functioning Summary**

Variables	High level		Low level		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
SOC-INIT	142	40.2	211	59.8	353	100
PAR-COM	184	52.1	169	47.9	353	100
INTER-PER	169	47.9	184	52.1	353	100

\* SOC-INIT = Social initiative, PAR-COM = Parental Communication, INTER-PER = Interpersonal

**Table 5. Independent Sample t-test between Male and Female Respondents Regarding Inter-personal Functioning**

	Male			Female			95% CI for MD		Sig	t	df
	M	SD	n	M	SD	n					
Inter-personal Functioning											
Social Initiative	2.84	.77	182	2.71	.88	171	-.05, .29	.173	1.364	351	
Parental Communication	3.44	.72	182	3.48	.83	171	-.23, -.21	.954	-.057	351	
INTER-P	3.46	1.04	182	3.47	1.06	171	-.11, .22	.55	.591	351	

**Table 6. Pearson Product Correlation between Parenting Behaviors and Domains of Adolescent Inter-personal Functioning**

		PS	PPC	PBC	SOC-INIT	PAR-COM
PS	Pearson Correlation	1	-.570**	.665**	.409**	.813**
	Sig. (2-tailed)		.000	.000	.000	.000
	N		353	353	353	353
PPC	Pearson Correlation		1	-.385**	-.245**	-.572**
	Sig. (2-tailed)			.000	.000	.000
	N			353	353	353
PBC	Pearson Correlation			1	.346**	.628**
	Sig. (2-tailed)				.000	.000
	N				353	353
SOC-INIT	Pearson Correlation				1	.443**
	Sig. (2-tailed)					.000
	N					353
PAR-COM	Pearson Correlation					1
	Sig. (2-tailed)					
	N					353

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* PS = Parental Support, PPC = Parental psychological control, PBC= Parental behavioral control, SOC-INIT = Social initiative, PAR-COM = Parental Communication

**Table 7. Pearson Product Correlation between Parenting Behaviors and Adolescent Inter-personal Functioning**

		PS	PPC	PBC	INTER-P
PS	Pearson Correlation	1	-.570**	.665**	.762**
	Sig. (2-tailed)		.000	.000	.000
	N		353	353	353
PPC	Pearson Correlation		1	-.385**	-.516**
	Sig. (2-tailed)			.000	.000
	N			353	353
PBC	Pearson Correlation			1	.603**
	Sig. (2-tailed)				.000
	N				353
INTER-P	Pearson Correlation				1
	Sig. (2-tailed)				
	N				353

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* PS = Parental Support, PPC = Parental psychological control, PBC= Parental behavioral control, INTER-P = Interpersonal.

The difference between the percentages of the two sexes was only 3.2%, reflected almost equal representation of the views of both boys and girls. Regarding on their age, students' age ranged between 14 and 18. Therefore, majority of the students were found between the ages of 15 to 17 years, forming 326 (92.3%) of the total students. Regarding with grade levels of the students 189 (53.5%) were grade nine students and 164 (46.5%) were grade ten students. Finally, in relation to students current living condition, 223 (63.2%) of students live with their both father and mother and 9 (2.5%) of them live with their father only and 11 (3.1%) students live with their mother only, the other 36 (10.2%) live with their mother and stepfather, 26 (7.4%) students live with their father and stepmother, 42 (11.9%) of them live with their relatives and the rest 6 (1.7%) students live with their non relative guardians. Therefore, majority of students were living with their both mother and father.

To determine the level of adolescents interpersonal functioning, firstly mean score of the domains of interpersonal functioning is computed i.e. 2.8, 3.5, and 3.2, for social initiative, parental communication, and inter-personal functioning respectively. To determine domains of inter-personal functioning of adolescents as high or low, mean split was used, those who scored a certain score above the mean were considered as high level in the domains as well as overall average inter-personal functioning and those who scored a certain score below the mean were considered as having low level in the domains as well as in average inter-personal functioning.

Therefore, frequency count and percentage value was computed for the total sample respondents. Finally, the level of adolescents average inter-personal functioning was computed in Table 4.

Table 4, indicated that 142 (40.2%) and 211 (59.8%) of students had high and low level of social initiative (SOC-INIT) respectively, 184 (52.1%) and 168 (47.9%) of students had high and low parental communication (PAR-COM) respectively, and the rest 169 (47.9%) and 184 (52.1%) of students had high and low level interpersonal (INTER-PER) functioning. Therefore, majority of adolescent students had low level in social initiative and high level in parental communication. In general, majority of students had low level of interpersonal functioning.

**Adolescent Sex Differences in Terms of Inter-personal Functioning:** Independent – sample t – tests was conducted to compare inter-personal functioning of adolescents' scores for males and females. In Table 5, using an alpha level of 0.05, an independent sample t-test was conducted to compare the inter-personal functioning scores for males and females. The examination of average inter-personal functioning score indicated that there was no significant differences in scores for males (M = 3.46, SD = 1.04) and females (M = 3.47, SD = 1.06);  $t(351) = .591, p = 0.55$ , two-tailed). The 95% confidence interval for inter-personal functioning is ranged from -.11 to .22. This indicated that males and females students were not different to each other in their inter-personal functioning.

Similarly, the examinations of both domains of adolescent inter-personal functioning indicated that there was no significant differences in scores for males and females in terms of social initiative and parental communication (i.e.  $t(351) = 1.364, p = 0.173$ ;  $t(351) = -0.057, p = 0.954$ ) respectively.

**Relationship between Parenting Behaviors and Interpersonal Functioning of Adolescents:** The relationship between parenting behaviors and domains of inter-personal functioning among adolescents of Tabor Secondary School students was investigated using Pearson product-moment correlation coefficient in Table 7.

As Table 6, indicated that there is statistically significant and low positive relationship between parental support and social initiative ( $r = 0.409, p < 0.01$ ). Parental psychological control has significant and low negative relationship with social initiative ( $r = -0.245, p < 0.01$ ). Parental behavioral control has significant and low positive relationship with social initiative ( $r = 0.346, p < 0.01$ ). According to Table 6, indicated that there is statistically significant and high positive relationship between parental support and parental communication ( $r = 0.813, p < 0.01$ ). Parental psychological control has significant and moderate negative relationship with parental communication ( $r = -0.572, p < 0.01$ ). Parental behavioral control has significant and moderate positive relationship with parental communication ( $r = 0.628, p < 0.01$ ). As Table 7, indicated that there is statistically significant and high positive relationship between parental support and interpersonal functioning ( $r = 0.762, p < 0.01$ ). Parental psychological control has significant and moderate negative relationship with adolescent interpersonal functioning ( $r = -0.516, p < 0.01$ ). Parental behavioral control has significant and moderate positive relationship with adolescent interpersonal functioning ( $r = 0.603, p < 0.01$ ).

## DISCUSSION

In this section, the results presented in the previous section are discussed. Possible explanations and potential reasons for obtained results are forwarded. Also the results are compared with similar previous research findings.

**Level of Interpersonal Functioning of Adolescents:** Majority of adolescent students (47.9%) had low level in their interpersonal functioning. This finding is inconsistent with Tadesse (2015) which is status of adolescent positive (Intra and Interpersonal) functioning among Entoto secondary school students, is founded that majority which is 51.10% of students had high positive functioning.

**Adolescents Sex Difference in terms of Interpersonal Functioning:** The examination of average inter-personal functioning score indicated that there was no significant differences in scores for males ( $M = 3.46, SD = 1.04$ ) and females ( $M = 3.47, SD = 1.06$ );  $t(351) = .591, p = 0.55$ , two-tailed). This indicated that males and females students were not different to each other in their inter-personal functioning. Similarly, the examinations of both domains of adolescent inter-personal functioning indicated that there was no significant differences in scores for males and females in terms of social initiative and parental communication (i.e.  $t(351) = 1.364, p = 0.173$ ;  $t(351) = -0.057, p = 0.954$ ) respectively. Related with parental communication Noller and Callan (1991) revealed that females talk more to parents and disclose more in

conversation regarding issues such as interests, family sex roles and relationships, which is not consistent with the current study that revealed there was no statistical significant difference between male and female students in adolescents' parental communication.

**Relationship between Parenting Behavior and Interpersonal Functioning of Adolescents:** The study examined the relationship between parenting behaviors and adolescents' interpersonal functioning. The study revealed that there is statistically significant and high positive relationship between parental support and interpersonal functioning ( $r = 0.762, p < 0.01$ ). In other words, the more adolescents reported supportive behaviors from their parents, the more likely they were also report that they initiated social interaction with adults and had higher levels of parental communication. The current finding is consistent with Bowlby (as cited in Studsrød & Bru, 2009) attachment theory suggests that parental support develops a sense of security in children that facilitates independence from the family and exploration of new social environments. Supportive relationships are suggested to promote feelings of affective ties, relatedness and belongingness in students and play an important role in the transmission and internalization of values thus reduces the risk of norm-breaking behavior.

The second dimension of parenting behaviors which is parental psychological control has significant and moderate negative relationship with adolescent interpersonal functioning ( $r = -0.516, p < 0.01$ ). This implies, the more adolescents reported manipulative behaviors from their parents, the less likely they initiate social interaction with adults and has lower levels of parental communication. This result is consistent with previous study by Soenens and Vansteenkiste (2009) which revealed that controlling environments are associated with a lack of integrity and maladjustment. The third dimension of parenting behaviors which is parental behavioral control has significant and moderate positive relationship with adolescent interpersonal functioning ( $r = 0.603, p < 0.01$ ). This indicates that, parents who manage their adolescents' behavior or activities and provide them with appropriate social behavior and conduct are more likely to make their adolescents to experience high level social initiative and parental communication. This finding consistent with Barber (1997) also suggested that without adequate regulation that originates in their social environment, young people do not learn to self-regulate and consequently tend to be impulsive, prone to risk taking, and otherwise more likely to engage in various forms of antisocial behavior.

## Conclusion

**From the above results of the study, the researcher concluded the following important points.**

- In Tabor Secondary School, majority of adolescent students had low level in social initiative and high level in parental communication. In general, majority of students had low level of average interpersonal functioning. Therefore, it is possible to conclude, students' low level of interpersonal functioning results in experiencing low level in terms of social involvement which is the interaction they make with others such as parents, peers, teachers and other adults.
- Regarding mean difference in interpersonal functioning, male and female adolescent students had

no statistically significant differences in their average inter-personal functioning. This implied that being male and female may not have significant difference to experience better inter-personal functioning.

- The study examined the relationship between parenting behaviors and adolescents' inter-personal functioning. The study indicated that there is significant and high positive relationship between parental support and inter-personal functioning. This implied that, supporting adolescents emotionally and practically through provision of nurturance, warmth and affection leads to better adolescent inter-personal functioning.
- Parental psychological control had significant and moderate negative relationship with adolescent inter-personal functioning. As result, parents who pressure their children to behave and think in accordance with parental goals through intrusion and manipulative means, may result in adolescent's low level of inter-personal functioning.
- Parental behavioral control had significant and moderate positive relationship with adolescent inter-personal functioning. This also shows that parents who manage their adolescents' behavior and provide them with appropriate conduct, are more likely to make their adolescents to experience high level of inter-personal functioning.

## Recommendations

**Based on the findings, the following recommendations are forwarded:**

- It was found that parental support is highly correlated with inter-personal functioning and more predict adolescent inter-personal functioning. Therefore, schools, concerned government and non-government organizations are recommended to train and raise awareness of parents about the importance of parental support in their child-rearing practices as well as the demerits of parental psychological control; as a result they can understand the appropriate way of parenting which would help them to improve their parenting behaviors.
- It is also important to note that family-based intervention programs should be established based on the centrality of the family. A family based intervention program may target directly into how parents support and control their children as well as parents interaction with their children. Activities drawn for parents may include free discussion with their children, and the opportunity to exchange ideas and discuss problems or solve conflicts as family, praising their children, avoiding blaming or criticizing for past mistakes and in general, providing physical and psychological support.
- The findings of this study add weight to social work advocacy for national, regional and local governments to identify and affirm the role and significance of quality parenting behaviors in Ethiopia. The government sector through Ministry of education may facilitate institutional collaborations with family/parent education programs designed specifically for adolescents. For instance, the parent education program can be disseminated through the parent-teacher-association meetings to educate parents on how to raise

their adolescent children based on quality parenting behaviors and on how to develop healthy parent-child relationships. In conclusion, it is common knowledge that society is as strong as its family unit. If the latter is affected, such would impact on the rest of society. Therefore, the need to recognize the centrality of the family unit is urgent.

## REFERENCES

- Barber, B. K. & Erikson, L. D. 2001. Adolescent social initiative: Antecedents in the ecology of social connections. *Journal of Adolescent Research*, 18.
- Barber, B. K. 1996. Parental psychological control: Revisiting a neglected construct. *Child Development*, 67, 329–331. Retrieved from <http://www.jstor.org/stable/1131780>
- Barber, B. K. 1997. Introduction: Adolescent socialization in context—the role of connection, regulation, and autonomy in the family. *Journal of Adolescent Research*, 12(1), 4–11.
- Barber, B. K. 2003. Positive Adolescent Functioning: An assessment of Measures Across Time and Group. Washington D.C.: The University of Tennessee, 3-5, 9-13.
- Barber, B. K., Olsen, J. E. & Shagle, S. C. 1994. Associations between parental psychological and behavioral control and youth internalized and externalized behaviors. *Child Development*, 65, 68.
- Baumrind, D. 1991. The Influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11, 56–95. doi: 10.1177/0272431691111004
- Daily, R. M. 2006. Confirmation in parent-adolescent relationships and adolescent openness: Toward extending confirmation theory. *Communications Monographs*, 73-75. doi:10.1080/03637750601055432
- Dishion, T. J. & McMahon, R. J. 1998. Parental monitoring and the prevention of child and adolescent problem behavior: A conceptual and empirical formulation. *Clinical Child and Family Psychology Review*, 1, 61.
- Larson, R. W. 2000. Toward a psychology of positive youth development. *Journal of American Psychology*, 55(1), 170-173.
- Schaefer, E. W. 1965. Children's Reports of Parental Behavior: An Inventory. *Child Development*, 36, 413–414.
- Steinberg, L. & Morries, A. 2001. Adolescent Development. *Annual Review of Psychology*. Temple: Arizona state University, 52, 87-89.
- Steinberg, L. 1990. Interdependence in the family: Autonomy, conflict and harmony in the family relationship. In S. S. Feldman & G. R. Elliott (Eds.), *At the threshold—the developing adolescent* (pp. 255–257). Cambridge, Massachusetts, London: Harvard University Press.
- Steinberg, L., Dornbusch, S. M. and Brown, B. B. 1992. Ethnic differences in adolescent achievement. *American Psychologist*, 47, 723.
- Studsørød, I. & Bru, E. 2009. The role of perceived parental socialization practices in school adjustment among Norwegian upper secondary school students. *British Journal of Educational Psychology*, 79(3), 3-5. doi:10.1348/000709908X381771
- Tadesse, A. 2015. *The relationship between parenting behavior and positive functioning among adolescents in Entoto Amba secondary school in Addiss Ababa* (Master's thesis) Addis Ababa University. Retrieved from <http://etd.aau.edu.et/bitstream/.../7398/1/25.Ashenafi%20Tadesse>.