

The Impact of Socio Economic Status of Families on Parental Behavioral Approach to Adolescents, and Its Implication for Social Work Practice: The Case of Families in Gulele Sub-city, Woreda 9, Kebele 15

MSW Dissertation (MSW-001)

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Abstract

This paper more or less assessed the impact of socio economic status of families on parental behavioral approach to adolescents. Since adolescence is challenging stage of development, it needs special attention from the parents and the people around. In the study 226 families had been included in the sample from the total population of 550 households in Addis Ababa, Gulele sub-city, Kebele 15. As indicated in the paper there was significant impact of socio economy on the way families respond to the developmental needs of adolescents. Useful suggestions were made in terms of social work practice to curb the presenting problem.

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Definition of terms

- 1. Socio economic status** -ability of an individual or individuals to access resources
- 2. Parental behavioral approach** –the way parents or caregivers deal with the demands of their children at different times
- 3. Parents**- those individuals who give care for children
- 4. Child outcome**-the behaviors that children exhibit after some stage of development
- 5. Adolescents**-children aged from 10 to 19
- 6. Adolescence**-being an adolescent

CHAPTER 1 : INTRODUCTION

1.1, Background-

Status as defined by Parrilo(2002)) is a position one holds in a society or group. The status of an individual is readily recognized by the members of the society or group. The same book divides status in to two-ascribed and achieved status.

As Shakrah(2005) puts forward ascribed status of and individual is a status held because of his or her birth in a certain group or society, whereas achieved status is held with an individual's effort. Educational and economic statuses are categorized under this status. This implies that an individual can have more than one status in a society or group.

Socio economic status is the position that one occupies in terms of his or her ability to access resources. The socio economic status is seen from fulfillment of needs. Individuals with good socio economic status may fulfill their needs without much labor. The same holds true for families; families with good socio economic status can fulfill the needs of individual members without hardship.

As Duclos(2006) states the root to socio economic status can be education or occupation. If individuals are educated, it is most likely that they get good jobs leading to financial gains. It is then common to assign people as rich, middle and poor in any society based on the socio economic status. Including the above authors and other studies state that socio economic status has significant impact on individuals. It is usual to be tensed for individuals to fulfill their needs on daily basis in resource scarce of modern world. Few have easy access to resources whereas the majority grapple to access resources to fulfill their basic needs.

Most of the studies done on the impact of socio economic status on individuals have been done from health perspective of family and child outcome. Its impact on families behavioral approach was also studies but the researches on resilience contradict with the findings. There are a lot of studies that associate the socio economic status of a family with child outcomes. Most of these studies were done from health perspectives and children's school achievement. The studies relate children from low socio economic status family with low child outcomes. These children are rated low on the measurements of child outcomes like

confidence, striving for achievement and on creating positive relationship with others. Children from middle and high socio economic status family are usually positively associated with good child outcomes.

When we talk of children in general, we have to raise issues in adolescence in particular. Adolescence is when children move to adulthood. It is a bridge between adulthood and childhood. It is a period when children learn how to act in matured ways. However, most of the scholars argue that families play very important role in leading their adolescents through this developmental stage. Here parental behavioral approach plays significant role. As many studies point out parenting depends on individual difference and environmental context; however, most scholars agree on creating positive relationship and making legitimate control to lead adolescents through their developmental stage.

Because of internal and external changes adolescents usually exhibit unusual behavior. Consequently, people around may view them problem creators. That is why adolescence is depicted as problem age by many individuals. This point alarms that adolescents need care and attention from parents and people around them.

As Santrock(1998) states adolescents take risks and try many things. Many scholars claim that this risk taking attitude is done to establish their autonomy in this world. It is usually done to declare independence from authorities in their life. Still many scholars agree that parents play pivotal role to lead the adolescents through this risky stage of development.

Even though there is rapid change in physical development, adolescents do not be physically matured quickly. A number of scholars agree that adolescents are sexually active. This raises attention that these individuals are at risk of STI or HIV unless care is taken concerning sex and sexuality.

Most of the studies done in Ethiopia on adolescents were from health perspective as well as elsewhere. As these studies indicate adolescents, especially girls, are at high risk as the studies show early pregnancy is high. Even in Addis Ababa where it is thought there is information access, adolescents' pregnancy is 7% as report by Ministry of Health(2003) compared with

other region of the country. It is also usual to observe adolescents smoking and drinking on the streets in our country.

As studies elsewhere, studies in Ethiopia also show adolescents at risk are adolescents from low socio economic families or orphans. As we have many poor the challenge is so big, too.

It is obvious that poverty is a challenge itself as adolescence is also a challenge. Many adolescents at risk and with negative child outcomes are associated with low socio economic family. In other ways children from families with good socio economic status are associated with positive child outcomes. This raises the kind of impact socio economic status has on parents' behavioral approach towards their children. What is the impact of 'having' or 'not having' on behavioral approach of parents? That is all about this paper.

1.2 Statement of the problem

As Conger(2005)put it forward in his investigation in Effects of Poverty and Economic Hardship Across Generation, he found out that poverty has significant impact on children and the family. This implies that the socio economic status of the family intervenes with the functioning of the family and their children.

Again Kean(1999) in the paper The Effect of Socio-Economic Characteristics on Parenting and Child outcome stated that children from poor family score poor grades. This indicates that socio economic status of the family and the school achievement of the children are in direct relationship.

The above studies in line with others indicate the socio economic status of parents has significant impact on children. However, the studies forwarded simply the impact of socio economic status of parents on children based on the children's result at school. The studies do not indicate why the children from lower socio economic status score low grade. They do not state the impact that the socio economy has on parents approach towards their children.

It even goes very important when it comes to adolescence-which is challenging and important stage of development. As Santrock(1998)states adolescence is a time of confusion for children. Because of the external and internal changes, they are confounded about who they are. As

pointed out in the same book children at early adolescence have the view of 'nothing happens to me'. This implies that at this stage of development children are at the highest for risk taking. They experiment a lot of things –including alcohol and sex. In other ways it is challenging stage of development which poses a lot of problems for parents and caretakers. It is also a very important stage because during this time of developments children grow in to maturity which helps them in their future life when they become adults. Since parents are the first teachers of their children much is expected from them to lead their adolescents through this challenging time. These all goes to parental behavioral approach towards their adolescents which are nurturance, communication, legitimate control and maturity demands. Therefore, the study revolves around whether the socio economic status of the family affects the parental behavioral approach towards their adolescents.

1.3. Objectives

1.3.1. General objective:

The general objective of this paper is to study the impact of socio economic status on parental behavioral approach towards their adolescents and to forward the implication for social work practice.

1.3.2. Specific objectives:

- to explore the way parents act and react towards their adolescents
- to explore the impact socio economic status on the action and reaction of parents towards their adolescents
- to describe parental behavioral approach towards adolescents based on their socio economic background
- to assess the challenge of socio economic status on parental behavioral approach
- to highlight the implication of the problem for social work practice

1.4. Significance of the study

It is obvious that parents are the first teachers of their children. The way parents respond to their children plays significant role in the future life of the child. In other words parental behavioral approach is very important in leading specially adolescents through turbulent period of development. Therefore, this study is important to identify the impacts of socio economic status

on parental behavioral approach, which is very important to guide children, specially adolescents. The researcher believes that the result of the research can be significant input for policy makers and health professionals.

1.5. Limitation of the study

It is obvious that research needs some amount of finance to run the research activities .This was one problem while doing the research paper. The other problem was physical source materials on literature. The researcher could not find as many sources as it need be especially physical books. Instead internet sources were used to complement the problem presenting. The other problem was finding concerned individuals timely to get information. The problem getting back the questionnaire on time was also problem.

CHAPTER 2 - LITERATURE REVIEW

2.1. Socio economy

Socio economy implies two words-economy and social. Economy implies the capability of an individual has to access resources to fulfill his or her needs. As Shakrah(2005)states the real capability of individuals to access the resources gives different perceptions of themselves and others-this is what is called social. Based on these capabilities it is usual for any society to have rich, medium and poor. As the same author indicates the individuals in each category reflect their status in different ways.

2.1.1.Socio economic status

As Shakrah(2005) states, status is social place an individual holds in a given social group. This status is usually recognized by the society or felt by each individual member of the society. It is usually reflected through income, profession, what one works and where one lives. Therefore, socio economic status of a family can be defined as the position a family holds in a society in terms of their economic capability.

It is obvious that individuals have needs, and to fulfill those needs the power which is either financial or social network an individual has plays great role. The economic capability the family has puts it in the social hierarchy already recognized with each member of the society. Of course being member of a hierarchy in a society may be considered prestige or the other way. While interaction with each other in social situation the members of the society reflect their status in different ways. These reflections sometimes have their own connotations based on the context the reflection was done.

2.1.2.Socio economic status and individual behavior

Studies on socio economic status and individual behavior mostly focused on health and well being. Rosen and Aue(2010)indicate that individuals with lower socio economic status are not emotionally well. According to them, even if poor people get their basic needs, it is gotten with

a lot of efforts and again they compare themselves with people around them. In the same article the scholars related socio economic status with diet and longevity. Individuals with low socio economic status feed on poor diet and then it is least likely that they live long. Moreover, they indicated that most of individuals from lower socio economic status use drugs. Besides, Family Investment Model (FIM) states that families with high economic status invest in the well-being of themselves and their children. They can access resources and gain more information on their own health their families. They have the capability to balance their diets approach good health institutions, and offer good schooling for their children.

2.1.3 Measures of socio economic status

As cited in Shakrah(2005), socio economic status is indicated by financial amount earned, physical properties owned and regular jobs done. From the three socio economic indicators, occupation is the most significant parameter to hold a socio economic status in a society. The prestigious the occupation is the good the financial gain is made, the more the financial gain the more property we possess. Most scholars state that the education status determines the occupation one holds in a society in modern world. Therefore educational status comes also in to play in holding status in a society.

However, some scholars including R.Kerbo(2000) state that wealth and income are quite different things. Of course they state people mostly depend on their day to day income but not wealth but wealth can gradually generate income.

It has also been forwarded by Duclos(2006) as the possession of physical properties can minimize expense. Those who earn high and expend high are almost the same with who earn less and expend less because they have the physical properties they need in life. Someone who earns high and rents house to live in for expensive pay is almost the same with someone who earn less and has his own house to live in. Generally someone who has what he or she needs in life less stressed than someone who does not have it.

2.2.Parental Behavioral Approach

Parenting is the provision of care directed to children's physical, emotional and social well-being. Katz et.al(2007) state in their research paper that parenting involves *nurturance* and

socialization. Nurturance refers to love expressions and meeting the child with basic needs necessary for the growth and development. Protecting the child from danger can also be included in here. *Socialization* includes teaching the child moral values according to the societal standard. It can be rewarding the correct behavior and punishing incorrect one. Therefore, the child learns what is right and wrong in a social context through socialization. Of course as Schweingruber(2005) states children learn by observing others in the environment, however, parents should play a role model for their children in socialization process. Researchers further state that activities parents perform to bring up their children differs significantly according to the situation and individual difference. As stated by Kimberly Kopko(2007) parenting is significantly influenced by the environment the family live in. When the modeling in the environment is good, parents do not face that problem in disciplining their children .However, when there are bad models in the environment children usually pick up the model and parents may face huge problem in parenting the child.

2.2.1. Parenting styles

As stated in Delcampo and Delcampo(1999) a paper written by Baumrind in 1927 categorize parenting styles in to three-*authoritarian, authoritative and permissive*.

Authoritarian parents capitalize rule and demand their children strictly to follow the rule. They do not allow their children to have any say on tasks or do not listen to their children. As a result, scholars believe that authoritarian parents produce passive children.

Authoritative parents, on the other hand, develop set of rules for their children and ready to listen to their children. The children can have their own say concerning the developed rules. Consequently, scholars in the field of developmental psychology believe that authoritative parents produce confident and self-reliant children.

Permissive parents allow more freedom for their children. They develop rules on which the children rely. As a result the children may be confused and lack self-reliance in their later age.

2.2.2. Parenting and socio economy

Most research forward that socio economy of the family has significant impact on parenting. As Katz et.al(2007) states most of the children of economically disadvantaged families are poor on child outcomes. Again Conger(2005) cited in the paper" *The Effect of Economic Hardship Across Generation*" cited children from poor family performed poorly in the academic performance. Not only that, most of the studies on child and family economic status associate negative child outcome with low socio economic families. Violence, drug abuse and lack of confidence of adolescents in a society are all associated with the children of low socio economic families.

However, other researches on *Resilience* contend the above views about the relationship between child outcomes and family's economic status. Those who do not support the relationship between poverty and parenting say that it is not economic status that is most important for the child to be good child. They put forward that the most important variable is the relationship between the child and the parents. If the family could build positive relationship with their children, regardless of their economic status, it is possible to score positive child outcome. The evidences they try to put forward are the fact that poor families could bring up good children with positive child outcome.

2.3. Adolescence

In UNCEF report, *The State of World's Children (2011)*, adolescence is the age between 10 to 19. Many scholars, and even many laymen see this developmental stage intuitively consider it as problem age.

As Hurlock(1978) states during adolescence there are a lot of changes that takes place with in and out of the child. Because of internal hormonal changes and external physical changes the child exhibits different behavior from the usual one. As a result the perception of the people around the child may change. As Santrock(1998) states the quick physical and internal hormonal changes that occur during this age creates confusion to the child and the people around the child themselves. As Kotesky(1987) puts forward adolescence is challenging because of the changes that the child experience and the length of time adolescence takes. Many

scholars consider it as also important time of development because it serves as a bridge between childhood and adulthood. Even some of the scholars describe adolescence as a "water body" between childhood and adulthood which if the child is not helped well to swim the child might be drowned in water and affects the future life significantly. This of course is caution for the parents who are in charge of their adolescents. Dobson(1987) says that parents should practice authority in the home otherwise if adolescents view their parents as weak they try dominate the home and violence is apparent. As many scholars agree the family should offer support and practice authority with respect of their adolescents. If support is not offered the family do not feel legitimate to control and practice authority with respect to their adolescents.

2.3.1. Changes in Adolescents

Adolescence is one stage in human growth and development. As Ruffin(2009) states there are a number of changes that take place during adolescence. Ruffin puts the changes as follows:

1. Physical changes

During adolescence children exhibit quick changes in their physique, and scholars call it *growth spurt*. In addition to physical growth, they exhibit secondary sexual characteristics-growth of pubic hair and hair under armpit. Again their sound becomes deep and acne grows on their face and other part of their body. Jenkins, et.al(1955) states that during this time adolescents need to cautious of their personal hygiene because of the physical changes that occur.

2. Cognitive changes

As Ruffin and other scholars state cognitive change is one of the developments which take place during adolescence. During this period children start to ask 'why?' of events in the world. Through questioning that way they develop their reasoning skill. At this stage they also think of religion, love and other abstract topics. As many scholars depict it this time adolescents need huge help to get appropriate answers for their questions. This needs creating smooth relationship and explaining the issues from the stand point of reality.

3. Psychosocial changes

The confusion that happens because of physical and internal hormonal changes goes on with struggle to establish identity. The feeling of independence and autonomy develops, beside developing peer intimacy. Most of the time they succumb to peer pressures. Again they think about their future, and future career. As stated in Kopko(2007) even though adolescents mix with each other for social purposes still talk about future career may dominate their talks. Surprisingly, as some scholars put forward they even talk about social issues like marriage and dating because they are sexually mature.

2.3.2.The impacts of the changes

The impact of the changes is immense as Ruffin puts it forward. Because of the physical development they experience, they tend to be confused; especially females tend to be more confounded than boys.

Cognitive development also has great impact on them as Kopko(2007) states. Mostly the behavioral changes they exhibit are because of cognitive changes. They think a lot of themselves, and they think the experience is unique to them. Here as Jenkins and others put forward the help of the family plays great role in making them they are not alone in experiencing these all changes; they have to get appropriate explanation. They also exhibit high risk taking behavior, besides, they think that they are perfect and no mistake in their action.

The psychosocial development is also one in adolescent life that significantly influences their behavior. Because of this development they love to stay and pass time with their peers. The need to enjoy involving in clubs is very high. They want to enjoy more with their peers than with their families. Here also as Henggeler.et.al (1996) state parents should take care and monitor their adolescents because adolescence is the time when risk taking is high. If not well monitored it may lead to unnecessary behavior. In order to do so parents should develop their relationship with their children. As Hlvaty(2011) put forward positive relationship between the child and the parents play most important role in monitoring the adolescent. Where nurturance

is high the relationship is likely to be high. As Schmied and Tully(2009) stated coercive behavior does not yield good relationship, and even escalates and leads to misbehavior.

The physical and the internal hormonal change not only have impact on the change owners(adolescents) but also have impact on the significant others in the life of the adolescents. AsJ.Cobb,Nancy(1978) states the physical change the adolescents undergo leads to change of attitude of the significant others towards the adolescents. The significant others in the environment start to view the adolescents as matured which is not true. The only thing they matured with is sexuality .As many scholars agree they are sexually matured but not in other cases.

2.3.3.Recommended parental approach for adolescents

Based on the changes that adolescents experience and the impact of the changes, scholars like Ruffin and Kopko recommend the following approach to the families with adolescents. These are:

- Give them balanced diet
- Respect their needs
- Do not criticize them comparing them with other peers
- Be patient with their activities and develop healthy communication atmosphere
- Do not hold grudge because of their careless comments
- Let them decide on their activities and try to do with them
- Communicate and try to convince them when risky behavior arise
- Encourage them to involve in clubs
- Have a knowledge about their peer group
- Try to establish relationship with other parents of the peers your adolescent is a member

Delcamp and Delcampo(1999) summarizes these all behavioral approaches as *nurturance*, *communication*, *legitimate control*, and *maturity demands*. Therefore, as many scholars believe, the above behavioral approaches by parents are very important for the teen to lead healthy life when they become adults.

Nurturance includes the support we give for our children-it can be emotional support or physical support. Anything that makes the child feel secured and loved is considered to be nurturance.

Communication is the exchange of ideas between the child and the parents. It includes the listening to one another. Children, even though they are young, need to be listened to .As parents we have to listen to our children and make our children listen to us convince them on points that matter.

Legitimate control comes from the view that children should not be free in doing what they want because they are young they do not know all things that is important for them. Children should be convinced and protected from things that harm them. Especially adolescents because of their age they try a lot of things. This time control is necessary in order to protect themselves from different harmful things such as alcohol and drugs.

Maturity demands comes into play from the view that children should do what they can for themselves in so far as it does not hurt them. By doing so children learn responsibility which is important for their future life.

2.4.Social work and its methods

Morales and Sheafor(1997) defined social work as a profession to serve human beings. This definition gives a wide area of practice. It implies that where there is human being there is the need for social work profession. Shulman(1984) describes social workers as change agents. The problem situation that posed difficulty to the client is intervened for betterment and wellbeing of the client by the social worker. The implication of the problem under investigation in this paper for social work practice will be presented at the end of the paper.

In general professionals define social work as 'profession of helping people to help themselves'. While helping individuals the social worker relies on social work methods. As Sheafor&Morales(1997) and Shulman(1984) state there are a number of ways to help individuals out of their problems. The methods are in brief as follows:

Case working

As Glicken(2007) puts forward case working is a social work process which is done with an individual who has a problem. He or she is usually called client. In this case the social worker deals with an individual who is considered in problem. However, as Maguire(1991) forwards there is a sort of social process in case work again. Even though the social worker relies on the information from a client most of the time the worker can also collect information from the significant others in the life of the client. Sometimes even it can be the environment that poses a problem to individuals. That means the internal problem of the individual might be caused by the external environment. This time it is important for the worker to collect information from the environment in which the client lives. As Pequegnat & Szapocnik(2000) forwarded dealing with an individual who has a problem may involve dealing with other social support systems in the environment. As Walsh(2003) put it forward, if an individual feels well with things around him or her, it is most likely he or she feels internally well. This implies that working with an individual does not only involve the individual but also case working may involve working within the environment in which the individual lives.

Group working

Group working involves working with a group of individuals who share the same problem. As Shulman(1984) states if a group of individuals is put together, they share their problem together, the heavy laden emotion may be shared and individuals may feel at ease when the problem is shared. Indirectly cooperation is promoted and the members share their problems and help one another in offering psychological support.

Community organization

As stated in Sheafor and Morales(1998) forward community organization is a method of social work to help the community find linkage of services. It is also solving problem at community level that an individual or a group cannot solve alone.

It involves tapping information about a problem and accessing a lot of data on the problem creating networks or devising methods through which the problem is alleviated using the existing resources. It can involve multiple actions depending on the extent of the problem and the environment.

Social work research

Social work research is another method of social work in which the worker collects data, organize and conclude about social problem. As Shulman(1984) puts forward social work research involves collection of comprehensive data from within the environment to have global view of the presenting problem.

Even though the above methods are primary method of social work, there are secondary methods which are pivotal in social work practice.

Using the primary and secondary methods it is possible to help individuals, groups, families and communities. As Cohen and Hart(1998) say it is possible to help a family to their problem without focusing on the problem itself.

CHAPTER 3- METHODOLOGY

3.1. Research design

The sample chosen from the population was divided into three socio economic statuses- high, middle and low. The members of the three socio economic status were presented with questionnaire prepared based on parental behavioral approach from Delcampo and Delcampo(1999). The respondents rated their behavior with their children from low to very high. The responses were compared among the members of the different socio economic status and analyzed using descriptive statistics

3.2. Population

The location of the study was Addis Ababa, Gulele sub-city, Woreda 9, Kebele 15 as indicated on the cover of the proposal. Gulele sub-city, Woreda 9 has ten kebeles. The specific location of the study was kebele 15 which has 550 households. Kebele 15 has been purposely chosen because the number of households was relatively small and manageable when compared with others for the purpose of the study. From the total population above the sample of 226 households were taken.

3.3. Sample and sampling technique

First, I went to woreda economic development office to verify the socio economic level of the households. Then I divided the households into three levels based on their incomes. The households with more than 5000br monthly income were taken as high socio economic status families. However the number of these group of families is very small. They were only eight in number but only six of them had adolescence, and the rest two were with adolescents and had been out of the sample. The households with 2000-5000br were taken as mid socioeconomic status families, and their number 120 only 80 of them included in the sample. The families with income below 1000br a month were taken as low economic status families, and their number is around 420 only 140 were include in the sample. The percentage of each category of socio

economic status was calculated. As mentioned earlier the total of 550 households were divided into three categories. It was obvious that the number of the high socio economic status families was low whereas the number of the low socio economic status was large and the number of the middle socio economic status was relatively high. From all the high economic status families only two exempted from being included in the sample because they had no adolescents which is the concern of the paper.

3.4. Instruments

Instruments for the data collection were questionnaires, interviews and observations. The contents of the questions in the questionnaire were based on parental behavioral approach mentioned in Delcampo and Delcampo(1999). These are nurturance, legitimate control, communication and maturity demands. Observation plans and interview schedules were ready based on parental behavioral approaches mentioned above.

3.5. Data collection procedures

First of all the consent of the respondents was sought. The questionnaires were dispatched through health extension workers of the kebele, after getting some explanations on the content of the questionnaire. The parents rated their behavior based on their interaction with their children as presented in the questionnaire. Interviews and observations were made with some of the families to strengthen the response gotten through the questionnaire.

3.6. Data processing and analysis

Data gathered through questionnaire, interview and observation were organized from the perspectives of parental behavioral approach. The rates the parents made for their behavior in terms of nurturance, legitimate control, communication and maturity demands were organized again in terms of socio economic status of the family. Generally, the percentages of families in the three categories as they rated themselves were presented in the form of table. The frequency shows the number of the families as they rated themselves. Then qualitative description was made with under each table showing the percentage and frequency.

CHAPTER -4, DATA PRESENTATION AND ANALYSIS

4.1.Data presentation

4.1.1.The characteristics of the area

Gulale sub city Kebele 15 is located around the west of the city and is divided into four community areas. Usually the health extension workers use these areas to operate in the kebele. It has got five hundred fifty households. As anywhere in the city different constructions are under way and most of the lower socio economic households earn their living from the sector. Different government and private institutions were located in the area.

It has got 550 households with very few being well to do families. The majority were families with low socio economic status. Most of the houses were constructed from wood and mud bricks. Some of the houses served both the living room and for commercial purposes. Some of the houses were belonged to government to which the residents pay small amount of rent to the kebele. The low socio economic status families got different services, such as loan services, from the government based on what they intended to do by organizing themselves in associations. These households send their children to public school.

As some sources from the kebele officials, the adolescents of the area are estimated to be more than 200. The area being near the commercial hub of the city, the bus station, people come in and out in mass. The majority of the adolescents had contacts with different individuals and exposed to different small businesses which usually hinders their academic performance.

4.1.2.The characteristics of the sample

When we see the characteristics of the sample there were 8 well to do families out of which only 6 were included because the two households do not have adolescents which is the main concern of this paper; whereas the mid socio economic status families were 192 in number out of which 80 were included in the sample . The families from the lower socio economic status were around 340 out of which only 140 were included in the sample.

The families considered well to do were based on their income; their monthly income was more than 5000. They sent their children to private schools. Only three of the well to do families had degree and above in terms of their educational status. These group of the sample either worked in the government organizations or had their own organization where they invest themselves.

The mid socio economic families who were 80 in number, and their monthly income was between 1500 and 5000. Nine of them had degree and eleven of them had diploma. The rest had certificate and below in terms of their educational status. Even though their educational level of the majority is low the majority of the group work which need professional caliber by experience. They earn well and lead relatively good life style.

The lower socio economic status families were 140 households in number. Their monthly income was below one thousand .This part of the sample had a lot of children. Some of the family had three or four adolescents in the family. This poses tough life experience with number of children high and the level of income low. When we see the educational level of the family most of them were certificate and below .This also creates problem to access modern information which is important to lead normal life in modern changing world. They also labor in informal sectors.

4.1.3.1. How was the rating done?

As previously mentioned, the rating was done in terms of parental behavioral approach .The parental behavioral approaches taken into consideration were nurturance, communication, maturity demands and legitimate control. These terms were well defined in the review of literature.

As already stated, the parents rated themselves from 1-5, and 1&2 describing the lower performance of the parents with specific behavior they rated themselves.

4.1.3.2. How relevant was the rating and the specific behaviors mentioned?

As mentioned earlier, the behaviors (parental behavioral approaches) were taken from Delcampo and Delcampo (1999). The specific behaviors through which the parents rated themselves were taken from the books of different renowned scholars and grouped under the four parental approaches. Almost all scholars agree that the specific behaviors through which the parents rated themselves were relevant with parenting specially for adolescents. The maximum number in the rate shows the presence of the behavior highly. The lower rate presents the absence of the behavior. The presence of the behavior is favored than the absence of the behavior.

4.2.Data presentation and Discussion

NURTURANCE

The rating with the high socio economic status in terms of nurturance total-6

The statements		The scores				
		1	2	3	4	5
<i>I love the child very much</i>	f					6(100%)
<i>I express the love I have for my child physically as well as in words</i>	f		-	4(67%)	2(33%)	-
<i>I believe I fulfill the material and psychological needs of my child</i>	f			4(67%)	2(33%)	
<i>My child and I have warm intimate moments together.</i>	f	4(67%%)		1(17%)	1(16%)	
I express my affection by hugging, kissing, and holding my child.	f		1(17%)	3(50%)	1(16%)	1(17%)

Table1. Table showing high socio economic status families as they rate themselves in terms of nurturance

The high socio economic status families who were included in the sample were six in number. They had adolescents and earn more than 5000 a month. When seen from the rate they made

for themselves in terms of showing warmth to the child, they rated themselves to the peak, almost all of them given themselves five.

In terms of material support they also rated themselves with optimum rate. Of course common sense tells that one with high socio economic status does not make his or her child want. However, this needs verification from the other part and more research.

In terms of expressions of love physically as well as emotionally around 60% of them rated themselves as low. This is because may be the people might expend a lot of their time doing their job. This might hindered the time they passed with their children. It is obvious that adolescents pass most of their time at school. Even though so, parents should have time with their children to talk about issues that affect their life. As most scholars suggest having time with adolescents to talk about issues that affect their life enhance the connection between the child and the parents. As Kopko(2007) put forward if children and parents pass time together the children feel secured and supported. Therefore, this plays important role in the life of the children in the future. This suggest that how much they are busy they have to give up some for their children.

Nurturance with mid-socio economic status

total=80

The statements		The scores				
		1	2	3	4	5
<i>I love the child very much</i>	f				10(12.5)	70(87.5%)
<i>I express the love I have for my child physically as well as in words</i>	f			10(13%)	30(38%)	40(50%)
<i>I believe I fulfill the material and psychological needs of my child</i>	f			30(38%)	40(50%)	10(13%)
<i>My child and I have warm intimate moments together.</i>	f		5(6%)	27(34%)	30(38%)	16(20%)
I express my affection by hugging, kissing, and holding my child.	f			8(25%)	30(38%)	42(53%)

Table 2 showing the mid socio economic status families as they rated themselves in terms of nurturance

The mid-socio economic statuses who were included in the sample were 80 in number. Almost all of them rated themselves from 3-5 in terms of nurturance. They loved and made physical and material support for their children in most cases. Their connection with their children is very high. They are even more open with their children. This implies that their children

(adolescents) had good connections with their parents which is really viewed as excellent in parenting. As many scholars, including Kopko, suggest when children are nurtured well they feel secured and confident. Nurturance of the parents guarantees the children peace and security from danger. This group of the families performed well in this regard as the table suggests. Relatively their educational status and their social network might helped them to access the information on parenting.

Nurturance with low socio economic status

total=140

The statements		The scores				
		1	2	3	4	5
<i>I love the child very much</i>	f			100(71%)	30(21%)	10(7%)
<i>I express the love I have for my child physically as well as in words</i>	f	20(14%)	60(43%)	30(21%)	30(21%)	
<i>I believe I fulfill the material and psychological needs of my child</i>	f	20(14%)	70(50%)	35(25%)		10(7%)
<i>My child and I have warm intimate moments together.</i>	f	30(21%)	50(36%)	10(7%)	40(29%)	10(7%)
I express my affection by hugging and kissing	f	15(11%)	20(14%)	30(21%)	40(29%)	60(43%)

Table 3 showing families with low socio economic status as they rated themselves in terms of nurturance

As can be seen from the table the low socio economic status families, more than half percent of them rated themselves low. Of course they reported that they love their children and rated themselves high; however with the rest of the specific behaviors they rated themselves low. For instance in terms of material provision they majority of them did not believe that they fulfill their children with the materials needs. This can be thought to have an impact on the rest of parenting behaviors. Fulfilling the child with materials and emotional support leads to good connection between the child and the parents. However, if this is affected alternatively affects the other parenting behaviors. Especially adolescents compare themselves with their peers and when they see differential treatments it may create problem on the child's self image, and gradually it affects parent child relationship. As many studies suggest adolescents from the low socio economic families are associated with negative child outcome this may be because the children and the parents lack appropriate connection and support as the table above suggests.

COMMUNICATION

Communication for high socio economic status

The statements		The scores				
		1	2	3	4	5
<i>I peacefully explain the good and bad of his or her behavior when problem arise</i>	f			1(17%)	3(50%)	2(33%)
<i>I talk with my child about sex and sexuality</i>	f	1(17%)		3(50%)	2(33%)	
<i>I talk with my child about drugs and alcohol</i>	f	1(17%)		2(33%)		3(50%)
<i>I Know the partners of my child and I also talk with them</i>	f	2(33%)		4(67%)		
<i>My child tells me what she or he does with other partners daily and tells when trouble arise</i>	f	1(17%)	3(50%)		2(33%)	
<i>I respect the decision of my child</i>	f	1(17%)		3(50%)	2(33%)	
<i>Generally I can make constructive talks with my child</i>	f				4(67%)	2(33%)

Table 4 showing high socio economic families as they rated themselves in terms of communication

Most of the high socio economic status with most specific behaviors rated themselves ranging from 3-4. However, in terms of communicating around sensitive issues is considerably low which is very important for adolescents. Again in terms of openness with the child it is very low. This is very important because if children talk with their parents without any problem they openly talk what happened to them at schools and any other places. This helps the parents to give immediate solution when any problem arises. Generally this group of family make constructive

talk with their children(adolescents) which is important in parenting. This entails that there is positive connection between the children and the parents.

In case of talking with the partners of their children 33% of the parents do not make cross communication. This is not good because adolescents are peer oriented and therefore it is important to make cross communication with other peers because this helps to spot a problem before it strengthens its root. It also helps to talk with parents of the peers to tap common solution.

In terms of openness with their children 50% of the parents rated themselves low. In being open with the child it is possible to track what happens to the child in case problem arises. When children do not feel secured they do not usually talk openly with their parents.

Communication for mid socio economic status

The statements		The scores				
		1	2	3	4	5
<i>I peacefully explain the good and bad of his or her behavior when problem arise</i>	f			10(13%)	40(50%)	30(38%)
<i>I talk with my child about sex and sexuality</i>	f	10(13%)	25(31%)	30(38%)	5(6%)	10(13%)
<i>I talk with my child about drugs and alcohol</i>	f	5(6%)	10(13%)	40(50%)	20(25%)	5(6%)
<i>I Know the partners of my child and I also talk with them</i>	f	20(25%)	20(25%)	25(31%)	11(14%)	4(5%)
<i>My child tells me what she or he does with other partners daily and tells when trouble arise</i>	f	10(13%)	12(15%)	25(31%)	20(25%)	13(16%)
<i>I respect the decision of my child</i>	f	14(18%)	3(4%)	30(38%)	20(25%)	10(13%)
<i>Generally I can make constructive talks with my child</i>			10(13%)	40(50%)	30(38%)a	

Table 5 showing the mid socio economic status families as they rated themselves in terms of communication

In terms of communication the majority of mid socio economic status families rated themselves 3-4. Therefore, it is almost favorable style of parenting. However, in terms of cross communication, significant number of the families rated themselves a little low. Cross communication is important to check the partners of their child; it also helps to take common measures and help one another with parents of the other children. Still those who rated themselves 1-2 were significant in number. The specific behaviors that took low rate in major case are talking about sensitive issue like sex and sexuality, and the openness with the child.

Talking about sex and sexuality with the child is important because it is sensitive issue during adolescence. It goes with being open with the child, that is, if we are open with our child the child tells us what happened to him, and we can tell him or her, what affects his or her life in carrying out activities with the peers.

As many scholars suggest parents of the adolescents if they talk together and create network it helps to tap problems on time. It is also important to get information quickly on problems that may arise around peers or among peers.

When talking with the sensitive issues like alcohol and sex it is not easy to talk about it and get information about it from children. Families should teach the bad side the issue in general to curb the problem.

Communication for low socio economic status

The statements		The scores				
		1	2	3	4	5
<i>I peacefully explain the good and bad of his or her behavior when problem arise</i>	f	19(14%)	11(8%)	10(7%)	20(14%)	80(57%)
<i>I talk with my child about sex and sexuality</i>	f	30(21%)	42(30%)	53(38%)	7(5%)	8(6%)
<i>I talk with my child about drugs and alcohol</i>	f	40(29%)	21(15%)	49(35%)	20(14%)	10(7%)
<i>I know the partners of my child and I also talk with them</i>	f	25(18%)	40(29%)	22(16%)	30(21%)	20(14%)
<i>My child tells me what she or he does with other partners daily and tells when trouble arise</i>	f	35(25%)	37(26%)	39(28%)	15(11%)	9(6%)
<i>I respect the decision of my child</i>	f	40(29%)	15(11%)	50(36%)	20(14%)	19(14%)
<i>Generally I can make constructive talks with my child</i>	f	10(7%)	50(36%)	60(43%)	11(8%)	8(6%)

Table 6 showing the low socio economic status as they rated themselves in terms of communication

As can be seen from the table above, families with low socio economic status are almost evenly distributed across the rate. The majority are still in the 1-2 rate which is almost nil in terms of the presence of the behavior. Relatively when compared with the other groups around 50% of the member of this group rated themselves low in terms of communication. This means that there is a problem in getting across with their adolescents. Here convincing the child with issues that affects comes difficult. It is obvious that one parenting behavior affects the other. That means there is relationship among the parental behaviors mentioned above. For instance when nurturance is good it is most likely that communication between the child and the parents comes good because nurturance itself facilitates connection.

The other reason may be adolescents usually compare themselves with the other adolescents in the area, therefore, when they observe difference in support the communication with their parents cannot be smooth. As many scholars pointed out many adolescents from low socio economic families are correlated with negative child outcome. This might be the reason why the outcome is related with negative.

The other reason can be, the fact that struggling with life with the low socio economic families is high makes emotional stability difficult, and hence affects the emotional relationship between the child and the parent.

Maturity demand for high socio economic family

The statements		The scores				
		1	2	3	4	5
<i>I allocate tasks for my child according to his or her ability</i>	f	3(17%)	2(33%)	1(16%)		
<i>I allow him to decide for herself or himself on some issues that affects him or her</i>	f		4(67%)	2(33%)		
<i>I allow him to do activities that affect the household members</i>	f	4(67%)			2(33%)	
<i>I want him or her to be reasonable for every activity he or she does</i>	f	2(33%)		3(50%)	1(17%)	
I make sure my child knows that I appreciate what he/she tries to accomplish	f			4(67%)		2(33%)
	f					

Table 7 showing the high socio economic families as they rated themselves in terms of maturity demand

As one observes from the table around 60% of this group rated themselves low in terms of maturity demand. Maturity demand is not worrying the adolescent with too much tasks. During adolescence children are capable of doing small tasks which affect the life of the family. For example the adolescent can help the younger ones in many ways. He or she can wash his or her socks. The rationale behind the activity is the child learns responsibility in the future life. When the child is simply brought to the car to go to school, come back and eat without getting the real experience in life that does have significant impact on the future life. The child learns

cooperation and leading life in the real world when given small tasks which is to the level of the child.

It is obvious nowadays that children pass their time being in front of television screen without giving due attentions for life's other spectrum. This gradually hampers the child's future operation in the real world.

Maturity demand for mid socio economic status

The statements		The scores				
		1	2	3	4	5
<i>I allocate tasks for my child according to his or her ability</i>	f	20(25%)	30(38%)	14(18%)	16(20%)	10(13%)
<i>I allow him to decide for herself or himself on some issues that affects him or her</i>	f	25(31%)	20(25%)	24(30%)	7(8%)	4(5%)
<i>I allow him to do activities that affect the household members</i>	f	25(31%)	6(8%)	35(44%)	12(15%)	
<i>I want him or her to be reasonable for every activity he or she does</i>	f		16(20%)	41(51%)	11(14%)	10(13%)
I make sure my child knows that I appreciate what he/she tries to accomplish	f	6(8%)	23(29%)	33(41%)	8(10%)	9(11%)

Table 8 showing the mid socio economic families as they rated themselves in terms of maturity demand

Even though significant number(around30%) of this group rated themselves 1 to 2,the majority(around 65%) rated themselves high. When it is seen from the respect of the child's decision, the rate was low, and again in terms of allocations of tasks in terms of the ability of the child 50% of the sample rated themselves low. Still significant numbers of the families in this group again do not offer tasks that affect the needs of the household members. This is a

crucial task through which the child learns how to think for others. Still significant numbers of this group rated themselves low in terms of teaching rationale thinking. Of course, reasoning out goes with other parental behaviors like communication and nurturance. If good nurturance is there, it is possible to create connection easily; consequently, there would be good communication. Good communication results in good reasoning with the child.

Maturity demand for low socio economic status

The statements		The scores				
		1	2	3	4	5
<i>I allocate tasks for my child according to his or her ability</i>	f	44(31%)	16(11%)	40(29%)	25(18%)	15(11%)
<i>I allow him to decide for herself or himself on some issues that affects him or her</i>	f	30(21%)	62(44%)	14(10%)	19(14%)	14(10%)
<i>I allow him to do activities that affect the household members</i>	f	70(50%)	21(15%)	49(35%)		
<i>I want him or her to be reasonable for every activity he or she does</i>	f	21(15%)	10(7%)	50(36%)	32(23%)	17(12%)
I make sure my child knows that I appreciate what he/she tries to accomplish	f	32(23%)	29(21%)	44(31%)	19(14%)	16(11%)

Table 9 showing the low socio economic status as they rated themselves in terms of maturity demand

Maturity demand for low socio economic families is a little out of pattern. Most of the adolescents from low socio-economic status do tasks beyond their ability. As interviews and observations suggested, majority of low socio economic status find their children(adolescents) to supplement the livelihood of the family. Most scholars suggested that adolescents from low socio economic status perform low on exams at schools. This is most likely because the children

spend a lot of their time after school doing hard jobs, and do not give due attention to school subjects. It is obvious that when they are brought up while grappling with these jobs in the later life their confidence comes low because they did not enjoy the job during their childhood.

As Jenkins(1955) pointed out adolescents are eager to do something new but when the new thing that is to be done is hard to manage they develop hatred about it and they do not further try. This entails that adolescents need to given appropriate tasks to their age than making them grapple with difficult tasks.

Legitimate control for high socio economic status

The statements		The scores				
		1	2	3	4	5
Legitimate control						
<i>I expect the child to follow the rules and regulation of the family</i>	f	1(17%)	1(17)	2(33%)	2(33%)	
<i>I expect the child to follow the societal standards</i>	f	2(33%)			4(67%)	
<i>I expect the child to respect the members of the family</i>	f		1(17%)	3(50%)		2(33%)
I talk it over and reason with my child when he/she misbehaves	f	1(17%)		2(33%)	1(17%)	2(33%)
When I am angry with my child, I let him/her know about it.	f		1(17%)	3(50%)	1(17%)	1(16%)
I believe in praising a child when he/she is good and think it gets better results than punishing him/her when he/she is bad.			2(33%)	3(50%)		1(17%)

Table 10 showing the high socio economic families as they rated themselves in terms legitimate control

As one observes from the table, most of the family in this group rated themselves almost good in terms of the legitimate control. However, still significant number of the group rated themselves ranging from 1-2. Specially in being consistent with societal standard there is significant problem. It is thought that the members of this group can exert legitimate control because they can develop connection between them and their adolescents by offering appropriate material, physical and emotional support. However, it does not mean that there is no problem with this group in controlling their children. It is sometimes observable when the adolescents of this group fail to comply with societal standards. It is thought that the support is high then it is most likely that there is good connection and therefore this group can talk and make the adolescents listen to themselves.

Legitimate control for mid socio economic status

The statements		The scores				
		1	2	3	4	5
Legitimate control						
<i>I expect the child to follow the rules and regulation of the family</i>	f	10(13%)	10(13%)	30(38%)	10(13%)	20(25%)
<i>I expect the child to follow the societal standards</i>	f	12(15%)	9(11%)	27(34%)	12(15%)	14(18%)
<i>I expect the child to respect the members of the family</i>	f		4(5%)	40(50%)	30(38%)	6(8%)
<i>I talk it over and reason with my child when he/she misbehaves</i>	f		12(15%)	30(38%)	30(38%)	8(10%)
<i>When I am angry with my child, I let him/her know about it.</i>	f	4(5%)	7(9%)	22(28%)	24(30%)	23(29%)
<i>I believe in praising a child when he/she is good and think it gets better results than punishing him/her when he/she is bad.</i>			10(13%)	32(40%)	20(25%)	18(23%)

Table 11 showing the mid socio economic status families as they rated themselves in terms of legitimate control

Here also as one observes the mid socio economic status families, more than 50% percent of them rated themselves as high and above. However, still substantial number of the families rated themselves as 2 and 1 which signifies the absence of the behavior. Specially in making the child obey the rules and regulations of the family and societal standards, substantial number of the family rated themselves as low. The first place the child learns about societal standard is home and then the environment. Of course this goes with communication, and nurturance. If nurturance and communication is smooth it is most likely that the child listens to what the parents say. In general legitimate control with the mid socio economic status is good.

In terms of praising the child when he or she accomplishes a task 10% of the group rated themselves low. As many scholars suggest children like to be praised when they accomplish something. Praise with children gives them encouragement and good will in doing tasks. They feel happy because they think that they could accomplish something like other people around and feel proud of themselves. As many scholars say discouraging a child when he or she does wrong is recommended; however, when things go wrong it is better to convince the child why it was wrong. Here smooth relationship and communication plays pivotal role in strengthening connection. If connection is strong, children listen to what parents say and abide by it.

Legitimate control for low socio economic status

The statements		The scores				
		1	2	3	4	5
Legitimate control						
<i>I expect the child to follow the rules and regulation of the family</i>	f	35(25%)	10(7%)	55(39%)	40(29%)	
<i>I expect the child to follow the societal standards</i>	f	44(31%)	12(9%)	57(41%)	27(19%)	
<i>I expect the child to respect the members of the family</i>	f	70(50%)	16(11%)		27(19%)	27(19%)
I talk it over and reason with my child when he/she misbehaves	f	14(10%)	24(17%)	36(26%)	36(26%)	30(21%)
When I am angry with my child, I let him/her know about it.	f	20(14%)	45(32%)	72(51%)	1(0.7%)	2(1%)
I believe in praising a child when he/she is good and think it gets better results than punishing him/her when he/she is bad.	f	34(24%)	46(33%)	20(14%)	20(14%)	20(14%)

Table 12 showing the low socio economic families as they rated themselves in terms of legitimate control

As can be observed from the table, legitimate control with low socio economic status is a little bit messy. The majority of them rated themselves as 1 and 2 which deduces the absence of the behavior which is important in parenting adolescents. More than half of them do not carry out the specific parenting behavior mentioned.

When we say legitimate control it means children are told what is appropriate to do in a certain context. They are told not to do what hurts them and what hurts the public in general. The low rate in this regard would mean adolescents from low economic families have behavioral problems, which is not welcomed in a certain contexts.

As earlier mentioned the adolescents of this group do not get that much support from their families. Support is important to create connection or bond between the parents and the children. In the absence of this variable it could be difficult for the families to exert control up on their adolescents. Consequently when control is not exerted it is likely that the adolescents become free and do whatever activity comes in to their way. As previously said the adolescence stage of development is risky time when children take risks to try every thing. When lack of control couples with this risky stage of development it come worse for the children. This suggests that why adolescents from low socio economic families are associated with negative child outcome.

Qualitative Data from Interview and Observation

Parental Behavioral approach	What parents say on incidents with their adolescents -They go crazy when one tells them something. -My child asks me to buy which I cannot afford, when I say no he starts to sulk.
nurturance	
communication	-. Where did you stay, didn't I tell you to come on time? -She says there is drama at school; she does not come on time from school, that is source of conflict -He wants to be like others, my child was spoiled by others.
Maturity demand	.I do not usually give him jobs to do because I don't believe he can. I do not give him tasks because it is usually source of conflict when he cannot do. I feel he breaks down when he does something.
Legitimate control	These days it is difficult to discipline children. They go out and fight for no reason

The above statements are the complaints families made about their adolescents. The statements were tried to be categorized under the four family behavioral approach – nurturance, communication, maturity demand and legitimate control.

The statements suggest the problem the families face while interacting with their adolescents. If we take the first two statements under nurturance, they suggest that the relationship of the child and the parent is somewhat rough. As Jenkins suggest it is usual for adolescents to have unstable emotion. This inform us that we have to be patient with adolescents and take time to explain why something is impossible. Here positive relationship and communication play great role e in settling down the emotion.

When we take the three statements under communication, it is openness that is at stake. May be the child stays after school in the school itself for different purposes such as extra- curricular

activities or for make-ups and so on. It is up to the parents to develop strategy on how to know this all things. The first solution is to create rapport with one's own child so that the child becomes open with the family. What families should insure is whatever the child does at should not affect the future life of the child.

As previously mentioned adolescents are peer oriented and they usually like to pass time with their peers. Therefore, it is usual to claim to have what other peers have and to want to act like other peers. Again here the families are expected to know with whom their child pass time after school and make some verifications on what they do.

When we see statements under maturity demand in the table above, some claim they do not offer tasks because they consider their child as fragile and cannot do it. Here it is obvious it is unnecessary to trouble the child with a lot of tasks. As many scholars agree children to cooperate and responsibility when they do what they can in the home.

When the child cannot do the tasks he or she had been offered, it is again unnecessary to complain about it. We have to know that our child is a child who can learn to do the same task tomorrow. Here encouraging the child than discouraging him or her helps a lot than complaining and quitting to offer tasks.

When we see statements under legitimate control one can observe the giving up of hope of the family about their child. Many scholars believe that adolescence challenging time of development for the child and for the family as well. Bearing this fact in mind is very important for the family. Here being patient and other parenting behaviors like creating positive relationships with child helps a lot.

4.2. The Relationship of the Parenting Variables and Interpretation based on the above data

Nurturance

As previously defined nurturance involves material and psychological support made for adolescents. Children feel secured and connected when this variable is fulfilled.

Especially adolescent being time of physical, emotional and hormonal change it is challenging on its own. When this crucial time is affected by another external factor like lack of support from significant others it worsens the process of development. It leads to emotional problems which affects the relationship of the children with significant others.

As many scholars indicated many of adolescents from low economic families are related with low child outcomes. The reason might be the families scarcely make material, physical and emotional support for their children because of their own situations. Even their own situation weighs them down and worsens their relationship with their children.

Communication

As defined earlier, communication is the exchanging of message between the child and the parents. This is very important because its smooth development enables the child and the parents to exchange message on crucial issues that affect the life of the child. However, it still depends on the previous variable-nurturance.

As indicated earlier, nurturance develops the relationship between the child and the parents. When positive relationship develops, it is most likely that the parents and the children talk and listen to each other especially during adolescence. When there is good nurturing, it is likely that the communication is also good. When we see in general these two variables-nurturance and communication have been affected with the families of low socio economic status.

Maturity Demand

The rationale behind this variable is children should do what they can because that helps them to develop responsibility in their future life, and also help them learn to think for others. This variable is low with high economic status families and low economic status families.

The high economic status families do not allow their children to do tasks which are appropriate for their age for the simple reason that it affects the time when the children read. These children spend much of their time with their schooling and the rest of their time in front of television. Even some adolescents of these families have access to different modern social media and spend their time there. This may affect the adolescents' feeling of responsibility in their future life. Not only that there are emerging problems with the adolescents of these group of family, that is getting obese without their age, which finally leads to different diseases.

Children from low economic families in this regard do tasks which are not age appropriate. They even play responsibility which is beyond their capacity. In most cases adolescents from this group of families support the family with livelihood. Because of that families do not feel legitimate to control these children, even though they try the adolescents do not listen to them because they would not get the necessary help from their family.

Legitimate control

The rationale behind legitimate control is children should not be allowed to do everything they want because they do not know what hurts them. Families should know what is appropriate for their children, should be able to convince them on matters that hurts them.

This goes with maturity demand side by side because children are allowed to what is appropriate in terms of their age, and are not allowed to do tasks which are beyond their capacity and things which hurt them.

When we talk from the perspective of the previous data, this family variable is less with families of the high socio economic status and with the families of low socio economic status. Families of the high socio economic status control their children not do activities like house chores for a wrong perception that it does not serve them. Whereas families of low socio economic status cannot exert legitimate control on their adolescents because support they could offer for their adolescents is minimum. Some of the low socio economic families do not feel legitimate to exert pressure on their adolescents.

CHAPTER -5— CONCLUSIONS AND RECOMMENDATIIONS

5.1. Conclusions

The paper was done taking in to consideration families' economic status and their behavioral actions in parenting.

As previously stated most of high socio economic status families rated themselves low in terms of maturity demand. As deduced from the interview and observations the high socio economic status families did not think it was important to offer the child with different house chores. Some of them even thought that it hurt their child to help in the home. They were observed pampering the child with materials and views. Even they went to the extent that it was not modern to for children to in the home. The majority of this group kept workers in the home. The adolescents in the home only would go to school and read when they return, and rarely did house tasks in the home. The fences of the house built from concrete and children were not allowed to look the outside environment. The only option the child had after reading was to pass the time in front of television. They do not test themselves with different tasks to be creative.

When it comes to the low socio economic status in terms of maturity demand it is good, however it was not normal. Most of the adolescents of the low socio economic status did tasks which were beyond their ability. These groups of family again rated themselves low in terms of legitimate control. For one thing they could not exert control because the children work out and support the family-the very people to carry out control. Here the families did not feel legitimate to exert pressure on their children who work out and support the livelihood of the family. For another thing the children work out and they could not get what the children did out of the usual job. Adolescence being challenging time for the children and the family, it comes huge with economic pressure. It was common for these children to go for different jobs after school. This gives to different exposures, families being tensed with their own life situations they cannot have full control on the adolescents. Therefore, it is usual to see these groups of adolescents smoking with their peers.

The mid socio economic status, even though better than other groups of families, still significant number of them rated themselves in each of the parenting behaviors.

5.2.Recommendations

As understood, different scenarios were raised in terms of the parenting behaviors and the economic status of the families. Therefore, the following recommendations are thought to be important.

- Developing policies which could target low income families to boost their income
- Giving behavioral educations in schools so that adolescents know what is good and bad
- Expanding education on parenting through different medium
- Expanding service organizations
- Capitalizing on family counseling
- Developing rules and regulations for adolescents
- Expanding general family educations

5.3.The implication for social work practice

Social work as previously defined is service profession to help individuals, groups and community.

There are different implications of this paper for social work practice. First family social work research should be made thoroughly and spot out the existing problems among the family. There are wrong beliefs like giving house hold tasks for children does not help. These kind of wrong beliefs held be pissed off by education. The families should have access to different sources of information. Social workers can educate families through different methods.

The other thing is counseling, which involve imparting information for the family based on presenting problem. After identifying problems the social worker can counsel the families or the children who present problems to the families.

Social workers can also contribute in policy making .As it is known social workers are familiar with different social problems because of their profession. They can advise policy makers on what should be done to alleviate certain social problem.

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Appendix1

Questionnaire

Introduction

This family parenting scale is meant to explore the kind of impact socio economic status has on parental behavioral approach especially to adolescents. It explores parental behavioral approach across socio economic status and tries to highlight its implication for social work practice.

The paper which is developed based on this parenting scale is meant for partial fulfillment for Masters degree in Social Work .Therefore, your genuine response to the statements is very important to the end result of the paper.

Whenever you respond to the questions, you are not needed to write your name or to put any symbol on the paper, and no one forces you to respond to the question and no one is here to expose your identity while you respond to the questions. Thank you in advance for your cooperation.

The numbers 1-5 show the extent of your behavior with your child while parenting him or her. The rates of the numbers are as follows.

- 1--the behavior is not descriptive of me
- 2--the behavior is somewhat descriptive of me
- 3--significantly descriptive of me
- 4—very much descriptive of me
- 5- highly descriptive of me

Respondent: father -- mother ---- others----

Educational status: certificate-- diploma-- degree and above --

Occupation: technical worker-- business owner—teacher – doctor others----

Income: more than 5000 Birr 2000-5000Birr less than 2000Birr

Asset : car home business org

The behaviors	1	2	3	4	5
Nurturance					
<i>I love the child very much</i>					
<i>I express the love I have for my child physically as well as in words</i>					
<i>I believe I fulfill the material and psychological needs of my child</i>					
<i>My child and I have warm intimate moments together.</i>					
<i>I express my affection by hugging, kissing, and holding my child.</i>					
Legitimate control					
<i>I expect the child to follow the rules and regulation of the family</i>					
<i>I expect the child to follow the societal standards</i>					
<i>I expect the child to respect the members of the family</i>					

<i>I talk it over and reason with my child when he/she misbehaves</i>					
When I am angry with my child, I let him/her know about it.					
I believe in praising a child when he/she is good and think it gets better results than punishing him/her when he/she is bad.					
Communication					
<i>I peacefully explain the good and bad of his or her behavior when problem arise</i>					
<i>I talk with my child about sex and sexuality</i>					
<i>I talk with my child about drugs and alcohol</i>					
<i>I Know the partners of my child and I also talk with them</i>					
<i>My child tells me what she or he does with other partners daily</i>					
<i>I respect the decision of my child</i>					
<i>Generally I can make constructive talks with my child</i>					
I encourage my child to talk about his/her troubles.					
I joke and play with my child.					
I am easygoing and relaxed with my child.					

Maturity Demands	1	2	3	4	5
<i>I allocate tasks for my child according to his or her ability</i>					
<i>I allow him to decide for herself or himself on some issues that affects him or her</i>					
<i>I allow him to do activities that affect the household members</i>					
<i>I want him or her to be reasonable for every activity he or she does</i>					
I make sure my child knows that I appreciate what he/she tries to accomplish					
I encourage my child to wonder and think about life.					
I feel that a child should have time to daydream, think, and even loaf sometimes					

List some of the situations that put you and your child in mess sometimes

Write down some of the opinion about your child

Thank you for your cooperation.

Appendix 2

Interview schedule

Greeting

My name is Deneke Addisu; I am doing paper for partial fulfillment of Masters Degree in social work. The paper is on the impact of socio economic status on parental behavioral approach. So I need to solicit some information from you to know some of your parenting behaviors. No one forces you to give information and if you do not want you can leave it. I assure you that no one is going to expose your identity as well.

The questions

How do you feel on supporting your child with materials and in terms of emotion?

Do you feel that you smoothly get across with your child?

Do you know peer partners of your child and how much do you make efforts to know them?

Do you take time to talk with your child?

How much does your child listens to you?

Do you have networks with parents of the peers of your child?

Appendix 3

Observation plan

The observation plan was non-participant informal observation.

The points to be observed are as follows.

Points to be observed	place	What to observe	Record of observations
<i>How parents interact with their adolescents</i>	Home, outside home	Language they use	
Parents usual complaints with their adolescents	Home, outside	Language	
The parents relationship with their adolescents	home	Language, and non verbal languages	
The interactions of different parents themselves based on their adolescents behavior	Outside home, at service areas	language	
Tasks adolescents do	At home and out	The task done	

