RESEARCH ARTICLE

PARENTING PRACTICES AND ITS CONSEQUENCE ON THE SOCIAL COMPETENCES OF PRESCHOOL CHILDREN: IN THE CASE OF INDALE AND BUBU KINDERGARTEN SCHOOLS

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ARTICLE INFO	ABSTRACT
	The study was mainly to focus on parenting practices and its consequence on the social competences of kindergarten children in Indale and Bubu kindergarten Schools in Mettu town. For this study the primary data which was collected through well designed questionnaires and interview items. Simple random sampling techniques were employed to selected participants of this study from those schools. Using this technique, 50 samples were selected and involved in the study as primary source of data. The collected data was summarized and analyzed used descriptive statistics such as percentage along with table and charts. The result of the current study indicates that those parents that employ authoritative parenting practices had children who scored highest on measuring social competences development screening tools. Finally recommendation were forwarded based the finding of this study.

INTRODUCTION

Parenting practices is the process of promoting and supporting the physical, emotional, social, financial and intellectual development of a child from influence to adult hood (William Collins son, 1979). Parenting refers to respects of raising a child hood aside from the biological relationship (Harper Collins publisher, 1998). The social competence of the preschool age child influence many attributes of a young child life and parenting plays role in how each child acquire competences. There are three types of parenting practices; authoritative parents tend to develop clear guideline and expectations for their children. While providing lots of nurturing and love (Kaczynski, 2002). Authoritarian parents tend to set high standards and guidelines and obedience is requires (Harts, 2003). Permissive parenting has little or no expectations for their children. They often view their children as friend and have few limits imposed (Steinberg, 2002). Having developmentally appropriate social competence is crucial to mental health, interpersonal skills and is the basis for relationship building, develop a secure, a positive self-esteem, positive interaction with other (Silk, 2004). Often parenting practices typically use in conjunction with one another. The domains of parenting such as communications style, levels of

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responsiveness and level of control are used in combination with one another to create an individual's overall parenting style (Kaczynski, 2004). Thus, it important to take in to consideration the overall parenting practices when understanding the effect that parenting behavior has on child outcomes (Purple, 2005). As far as the knowledge of the researcher is considered, there is a gap in literature on parenting practices and their consequence on children's social competence in Ethiopia in general and in this study area in particular. However, there are studies which can provide some insight into the issues (Abraham, 1996). Therefore, the current study attempts to assess the consequence parenting practices on social competences of preschool children in case of Oromia regional state, Ilu Abba bor zone in Mettu town, at Indale and Bubu Kindergarten schools.

Statement of the problem

The social competence is important for the growth of a child but the importance of social competences often times overlooked. In fact, studies demonstrated that social competences, knowledge will critical role in improving children's academic performances and lifelong learning (Zings, blood worth, Weisberg and Walberg, 2004). Many parents are unaware of the implication of certain parenting practices on the competence of their children. Because it will be important that all young children will health in all aspects taking a look at the cause of an appropriate social competence would imperative to the future of the youth and society (Greenberg, Kush and

Michael, 1998). When children have a lack of social skills and behavior regulations, academic and peer success can be difficult. In addition, the social competence, the way parents who's their child also has an impact on their childhood. Based on three parent practices authoritative parenting styles, authoritarian parenting styles, and permissive parenting styles we may be able to address the positive and negative behaviors associate with each parenting style.

The purpose of this study was to assess the extent to which parenting practices affect preschool children's social competences, more specifically; the study addressed the following research question. These are:-

- What is the most prevalent parenting practice in Mettu town?
- Is there any relationship between parenting practices and children's social competences?
- Is there any relationship between families' educational background and parenting practices?

Objectives of the study

General objective: The main objective is to assess the parenting practices and its consequences on the social competences of preschool children in of Indale and Bubu kindergarten schools in Mettu town.

Specific objective

- To identify the most prevalent parenting practices.
- To investigate the relationship between parenting practices and social competence of preschool children.
- To examine the relationship between family educational background and parenting practices.

Significance of the study

The result of this investigation is used to show the relationship between parenting style and social competences of children. It can also be used as a source of information in the future for the deprived families to know about their parenting style and its influence on children's social competence. It provides a better awareness for parents and other responsible community members regarding the way children are supposed to be raised and its future implications on their social competences.

Delimitation of the study

Geographically, this study is delimited to Mettu town, Indale and Bubu kindergarten schools. On the other hand, conceptually, it is delimited to parenting practices and its consequences on social competencies of preschool children.

Operational Definition of terms

Parenting Practices: Style that represent standard strategies that parents use in child rearing.

Authoritative parenting Practice: Parent who guide and expect their children and provide a lots of nurturing and love.
Authoritarian parenting Practice: - parents who raise their children to guide and control in different perspectives when they do any activities.

Permissive parenting Practice: - parents who is careless to their children, and let their children to do what they want.

Social competences- are to measuring children's ability to function effectively when they do any activities.

REVIEW OF RELATED LITERATURE

Theoretical Models of Parenting Practices

Before describing the theoretical conceptualization of parenting styles it is essential to define parenting first and distinguish between parenting styles and parenting practices. Parenting as defined as Bradley and Caldwell (1995) are the regulation of behavior and development of the children, with the intention that they can live a socially desirable life adapt to their environment, and pursue their own goals. Parenting is a socialization process through which parents transfer their cultural values, beliefs, traditions and norms as well as other socially and culturally desirable behaviors to their children, adolescents, and young adults to be good citizens of the society and for the attainment of adult competence. Although the terms parenting styles and parenting practices are often used interchangeably by researchers, there is a difference between two concepts. Parenting styles, as defined by Baumrind are the consistent pattern of parental behavior and attitude which parents interact and deal with their children and adolescents along two parental dimensions that are demanding and responsiveness (Baumrind, 1966). According to Baumrind, demandingness refers to parental behavior and attitudes to integrate children in to the family by demanding maturity in their children, supervising and disciplining their children and showing willingness to control the behavioral problems of their children and responsiveness refers to the degree to which parents instill Independence, self-regulation and self-assertions in their children by agreeing to be cognizant and supportive of their children's interest, need and demands. Other psychologists (Darling and Steinberg, 1993) defined parenting style in a more elaborated way as a reflection of the relationships between the parent and child and the qualities of these relationship among them (The emotional attachment in which parents rear their children and adolescents). Specifically, parenting style is "a constellation of parental behaviors and attitudes towards their children that are conveyed to the children and that as a whole create an emotional bond in which the parents behaviors are expressed" (Darling and Steinberg 1993).on the other hand, parenting practices, as defined by Darling and Steinberg (1993) are specific behaviors and attitudes demonstrated by parents in socializing their children, such as doing assignments with their children, providing their children with time to read, assisting their children when they encounter problems and attending their children's school activities to enable them to succeed in schools. Generally, parenting styles refers to the global construct reflecting the parental behaviors and attitudes towards their children and qualities of interactions and relationships among parents and children and used to categories parents typologically, whereas parenting practices refer to the specific behavior and attitude which are shown by attitude which are shown by parents in rearing their children.
The first theoretical tripartite model of parenting style was postulated by Baum rind (1966, 1967, and1973). she identified that parenting style fall in to three main categories (i.e. *authoritarian*-firm but not warm, *permissive*- warm but not firm, and *authoritarian*-warm and firm),which focus on four

important aspects of family functioning, namely nurturance or warmth, firmness and clarity of control, level of maturity demands, and degree of communication between parent and the child later, by analyzing Baum rind's conceptualization of parenting styles, Maccoby and Martin(1983) elaborated and revised her typologies.

Typology of Parenting Practices

According to Baum rid (1991) there are three types of parenting style and their typical characteristics are as follows;

1. **Authoritative Parenting Practices:** A parenting style characterized by an optimum balance of responsiveness and demandingness and directing children in a rational, issues oriented, disciplined manner by clarifying the reasoning behind the rules. It is high in all four dimensions of families functioning. As noticed by Maccoby (1992) authoritative parents know and understand children's Independence, encourage verbal communication, allow children to participate in decision making of the family and want the children progressively undertake more responsibility for reacting to the needs of other people in the family with in their abilities. This Type of parenting style consists of a constellation of parental characteristics of high standards such as high emotional attachments and support to children, encouragement of a two way communication between parents and children, and consistent implementation of rules established by parents (Baum rind, 1991). According to Baum rind (1971, 1991), the authoritative parenting style is positively correlated to different developmental outcomes (e.g., academic achievement and social behaviors) of children. In addition, Holmbeck (1996) noted that authoritative parenting style is the most beneficial for children's and young adults because it is positively correlated to numerous positive outcomes (e.g, self-esteem and self-reliance).

2. **Authoritarian Parenting Practices:** A parenting style marked by parental behaviors that are highly restrictive and very demanding. It is high in control and maturity demands, but low in nurturance and bi directional communication between parents and children. Authoritarian parents constrain their children's independence and they want their children to follow strict parental rules and order without any questions by threatening severe punishment if children violet these rule and order. As noted by Baumrind (1971) children with authoritarian parents tend to be anxious, socially withdrawn, and unhappy.

3. **Permissive Parenting Practices:** A parenting style, at the other extreme characterized by non-restrictiveness and high levels of responsiveness. It is high in nurturance but low maturity demands, supervision and bi-directional communication between parents and children. According to Baumrind (1989), the permissive parenting style is a careless style in which parents make few demands, encourage their children to express their feelings and barely use power to gain control over their behavior and tend not to need mature behavior from their children but encourage their children's independence instead. As noted by Hetherington and (1986), children with indulgent parents are low self-reliance, achievement orientation, and self-control.

Parenting Practices in Ethiopian Cultural Context

It is evident that parents in all cultures are the primary socialization agent responsible for transmission of cultural values, belief, tradition, and norms which are necessary for the attainment of cultural standards of competence to their children. Ethiopia is no exception and thus Ethiopian parents employ child rearing practice in socializing their children in accordance with their cultural and religious beliefs, traditions, norms and value system. There is a lack of research literature on parenting style and their effect on children, adolescents and young adult's development in Ethiopia. However there are studies which can provide some insights into the issue (Abesha,1997; Abraham,1996; Birhanu;1996; Cox,1967; Habtamu,1979,1995; Haile,1971; Kassahun,2005; Levin,1965; Markas,1996; Ringness and Grader, 1974; Sileshi,1998; Sileshi and Sentayehu,1998; Tilahun,2002;Yekoyealem,2005). Some of these studies reported that an authoritarian parenting style was predominantly employed among the families of Ethiopia.(Abraham,1996; Cox,1967; Habtamu,1979,1995; Haile,1770; Levine,1965; Ringness and Garder,1774). However, in other study it has been consistently found that the type of parenting style predominantly practiced in families of the country was authoritative (Abesha, 1997; Birhanu, 1996; Markos, 1996; Seleshi, 1998; seleshi and sentayehu, 1998; Yekoyealem, 2005). Some studies have also shown that the most commonly practice parenting style in Ethiopians families differs as a function of children's sex. For instance, studies with a sample of junior secondary school students have demonstrated that parents were authoritative for their daughters, but authoritarian for their sons (Seleshi, 1998; Seleshi and sentayehu, 1998; Sentayehu, 1998). Another study with the sample of high school students reported that authoritative parenting style was the most predominantly adopted parenting style for sons (Kasahun, 2005). He explained that the predominance of neglectful parent practices for high school aged males by saying that when males enter high school the parents may believe that their sons can manage themselves and thus they reduce their control as well as their close relationships. However, this explanation may not be justifiable when Ethiopian culture beliefs regarding children's development are concerned (Kasahun, 1994). This is because, as demonstrated by some empirical studies in Ethiopia (Sedate, 1994; Fieriness and Gander, 1974; Seleshi, 1998; Seleshi and Sentayehu, 1998; Teshome, 1976), parents attach very high values to their children and then they are not expected to use a neglectful parenting style, which is detrimental for the developmental outcome of their children, in rearing their sons. Therefore, it's premature to conclude that Ethiopian parents employ a neglectful parenting style for their son: and to accept their traditional and custom in Ethiopian culture that fosters more distant parenting for sons. A probable explanation for the findings of early studies which documented that an authoritarian parenting style was the most commonly practiced parenting style could be then the socio - political system which adhered to authoritarianism in every area of human activities. On the other hand, a likely reasons for the finding of the studies in the last two decades which reported that an authoritative parenting style was the most predominantly employed parenting style could be, as noted by numerous researchers (e.g Atsede, 1994; ringess, and Gander, 1774; Seleshi, 1998; seleshi and Sentayehu,1998;Teshome, 1976) Ethiopian parents attach very high values t their children's in the hope that they will provide social and economic and psychological support for their parents especially when they

become older, and to ensure their continuity of of family lineage. Another possible explanation could be that the rapid socio political change that has been induced in the country in the drive for modernization and globalization may have resulted in some cultural changes including child -rearing practices. This is why some investigators affirmed that a change in the socio political system is accompanied by cultural changes (Laosa, 1981; Pauswang, 1970). For this reasons, parents may employ more accepting, firm, and democratic child rearing practices (I,e authoritative parenting style). Even so if we evaluate the findings of the studies which have been conducted after 1995 we find that there are mixed findings regarding the type of parenting style predominantly practiced in the families of Ethiopia. For insistence, Abraham (1996 in his study on child rearing practice in Siltigna speaking community (i.e. Silte ethnic group) found that an authoritarian parenting style was the most common. In addition, some other studies (Kassahun, 2005; Seleshi, 1998; Seleshi and Sentayehu, 1998) documented differences in the most commonly practiced parenting style as a function of the children's sex, although the findings regarding the most commonly practiced parenting style for sons are equivocal. In contrast, some of the remaining studies after 1995 reported that an authoritative parenting style was the pre dominantly practiced parenting style in the families of Ehiopia (Abesha, 1997; Birhanu, 1996; Markos, 1996; Yekoyealem, 2005). Consequently the studies conducted so far do not provide clear evidence to conclude which parenting style (I.e authoritative, authoritarian, indulgent, or neglectful parenting style) is commonly adopted in the family of Ethiopia .This calls for further study, which uses a large sample of diverse ethnic groups of the country, to fully understand which type of parenting style is dominantly practiced in the families of Ethiopia.

Parenting Practices and Social Competence of Kindergarten children

A social competence refers to children ability to function effectively in social interactions, usually with other children (Denham, 2001). Although it is often recognized that there is some overlap between emotional competence and social competences, the latter is usually defined by ones social skills and peer status whereas the former focuses on moral interpersonal qualities such as the ability to understand or produce appreciate signals (Halberstadt, 2001). There are variety of behaviors related to making and maintaining positive social relationships in the preschool years such as initiate and maintain social interaction, understand and follow the rules, solve social problems, regulate their emotion, and demonstrate trust in others. For example, young children who display more positive affect were found to be given more attention by play partners. Similarly when parents report that their children display lower level of negative effects; children tend to be related more favorably by teachers. Finally, observed positive affect among kindergarten age children being rated by teachers and peers as more socially competent both concurrently and one year later in first grade (Isley, Oneil, Clatfetter, parke, 1999). Additional parenting style would found to predict child wellbeing in the domain of social competences, academic performances, psychological competences and problem behavior. Proposal based on parent interview, child reports, and parent observation; consistently fluid that children and adolescent whose parents are authoritarian rate themselves and are rate by objective measures as more socially and

instrumentally competent than those whose parents are none authoritative (Baumrind, 1991).

MATERIALS AND METHODS

Research design

Based on the objectives of the study, corelational design with mixed method was employed. The approaches or the method used in this research is Quan + Qual.

Description of the study area

The study was conducted in Oromia regional state in Illubabor zone at Mettu town in Indale and Bubu kindergarten schools.

Sampling techniques and sample size

There are 7 preschools in Mettu town out of that researcher selected two preschool by using simple random sampling techniques, the total number of children in both indale and Bubu kindergarten, where 201 (112 Students where Indale private preschool children) in this students 47 male and 65 females and from 89 Students where in catholic preschool children out of this male 47 and female where 42. The study also included 190 parents of children in both preschool and 22 teachers. Simple random sampling technique particularly Lottery method was used to draw the subjects.

Table 1. Sample from Indale and Bubu Kindergarten Schools

School	Population		Male	Female	Sample
Indale preschool	Student	110	45	65	
	Parents	98	80	18	
	Teachers	15	-	15	
Bubu preschool	Student	105	49	56	
	Parents	92	50	42	
	Teacher	7	-	7	50

Data Gathering tool and Instruments for data collection

The data that used for this study was obtained from primary sources. The primary sources are preschool teacher, and children families or parents. The questionnaires that was developed and employed was close -ended items to gather data on parenting practices of preschool children, including background information and measuring social competences of preschool children both in Indale and Bubu kindergarten schools.

Method of data analysis

In analyzing the data collected for this study, both descriptive and inferential statistical analyses were employed. That is, frequency counts and simple percentage were used to analyze respondents' personal information in section. The collected data was obtained from the authorities in charge in institution or preschool then one day the questionnaire was distributed to subjects under study. Moreover the priority handing out the questionnaires to the subject, they were informed about the purpose of the study it was assured that the participation has been voluntary. This study was analyzed in through quantitative by percentages and table then the data was analyzed through quantitative description in words.

Ethical Consideration

Throughout conducting the study ethics of code of conduct has been used in the whole procedure as data collection. The purpose of this study was explained and volunteerism was asked and finally the issue of confidentiality was secured.

DATA ANALYZE AND PRESENTATION

This section deals with the result and discussion of data are gathered through questionnaires from participants. The questionnaire was distributed to be filled out and returned by the sample of population of the study. 50 copies of questionnaire were distributed to the respondents and the entire questionnaire were filled out and returned.

Table 2. Socio Demographic Characteristic of the Respondents

Variables		Frequency	Percentage
Sex	Male	35	70
	Female	15	30
	Total	50	100
Ethnicity	Oroma	48	96
	Amhara	2	4
	Other	-	-
	Total	50	100
Religion	Orthodox	10	20
	Muslim	5	10
	Protestant	35	70
	Other	-	-
	Total	50	100
Family back ground	Literate	42	84
	Illiterate	8	16
Total		50	100

As indicated on the above table out of 50 respondents 35 or70% were male and 15 or 30% were females this shows that most respondents were male. The table also showed that 48 or 96% subjects from Oromo, 2 or 4% were Amhara and there are no respondents from other subjects, therefore, the majority of the respondents are Oromo. As can be noted from the above table, out of 50 respondents 10 or 20% were orthodox. 5 or 10% were Muslim and 35 or 70%were protestant and there are no respondents from their subjects, therefore the majority of subjects follow Protestants. Finally, as stated on the above table 42 or 84%respondents were from illiterate families. Therefore, we can understand that most respondents were from literate families.

Table 3. Parenting practices in Mettu town

No	Parenting style	Frequency	Percent
1	Authoritative	30	60
2	Authoritarian	14	28
3	Permissive	6	12
	Total	50	100

As indicated above table out of 50 respondents 30 or 60 %were parent who practice authoritative parenting style and 14 (28%) were parent who follow authoritarian parenting style and finally as stated above table out of 50 respondents 6 or 12% were who practice permissive parenting style .Therefore we can understand that most of parents who are practice authoritative patenting style in both Indale and Bubu kindergarten schools.

Table 4. The relationship between parenting practices and social competence of preschool children

Parenting Practices		Authoritative	Authoritarian	Permissive
Social competences	Pearson Correlation	.213	.115	.101
	Sign level (2-tailed)	.031	.044	.510
	N	30	14	6

Parenting style and social competence

The finding of the study on above table shows relationship between parenting practices and child social competences. The results of the study depict a positive correlation between authoritative parenting practices and good social behavior. The sign .031 shows a positive and significant relationship between authoritative parenting practice and good conduct. This can note that children of authoritative parents exhibit pro social behaviors such as co-cooperativeness, sobriety, empathy etc. In their relationship with their peers and staff hence the teachers rating them as socially competent was .031<.05. This style of parenting was effective in shaping the lives of the children's hence making them put up acceptable behaviors in school. The results also demonstrate a relationship between authoritative parenting style and social incomplete. It is realized that authoritarian parenting style has a negative relationship (-044) with pupils behavior. Children of authoritarian parents were rated by their teacher as socially incompetent. This style of parenting was not effective in controlling and shaping the children behavior.

The results however, did not show any relationship between permissive parenting style and students conduct. From the results, the hypotheses that there is no relationship between parenting style and students social development is rejected. Evidence suggests that there is a relationship between authoritative and authoritarian parenting style and children social development. Children of authoritative parents behave better than those of authoritarian parent and vice-verse. This revelation points that out of that authoritative parenting practice is very essential to learning outcomes while authoritarian of parenting practice is inimical to pupil's academic and non-academic achievements.

Table 5. Measuring social competences of kindergarten school children

NO	Social competence	Frequency	Percent
1	Poor social competent	6	12%
2	Well social competent	44	88%
	Total	50	100%

As indicated above table out of 50 children in both Indale and Bubu preschool children who are poor social competent are 6 or 12%,that means from out 50 children 6 or 12% are score social competence measure <40, and children who are well social competent are 44 or88%are score social competence measure >40. As above table indicate that, the family educational background in literature parents 36 or 72% are practices their parenting style authoritative, 4 or 8% are parent who practice parenting styles authoritative,2 or 4%are parents who practice their parenting styles of permissive are 2 or 4%. The educational background in illiterate parents 1(2%) are practice their parenting style authoritative 2(4%) are parents who practice parenting style authoritarian and parent who are practices their parenting style of permissive are 5(10%).

Table 6. To examine the relationship between educational background and parenting style

NO	PEB	Frequency	Percentage	Parenting style	Frequency	Percentage
1	Literate	42	84	authoritative	36	72%
				authoritarian	4	8%
				permissive	2	4%
2	Illiterate	8	16	authoritative	1	2%
				Authoritarian	2	4%
				permissive	5	10%
	Total	50	100		50	100%

The result above shows that there is strong relationship between family educational background in literate parents and parenting style. Most of parents who literate are practices authoritative parenting style that means out of parents 36(75%) are practices authoritative parenting style.

DISCUSSION

This chapter discusses the finding of the study in comparison with other studies on similar theme. In doing so, it attempts to discuss the relationship found among parenting style, and social competence of preschool children. In this part we were discussed about the most prevalent parenting style, parent practices on their children, and secondly were discussed also the relationship between parenting style and social competence of children in both Indale and Bubu preschool and lastly were discussed about family educational background and parenting style.

What is the most prevalent parenting styles parents practice in Mettu town

The most common parenting practice in Mettu town is authoritative, authoritarian and permissive parenting practice respectively. Authoritative parents knows and understanding children's independence, encourage verbal communication, allow children to participate in decisions making of the family and want the children, progressively undertake more responsibility for reacting to their needs of other people in the family within their abilities and authoritarian parents constrains their children independence and they want their children to follow strict parental rules and orders without any questions by threatening severe punishment if children violate these rules and orders and we discussed what type of character have in permissive parenting style is on their children the permissive parenting style is a careless style in which parents make few demands, encourage their children to express their feeling, and barely use power to gain control over their behavior ;and tend not to need mature behavior from their children, but encourage their children independence instead. This finding is consistence with(steinberg,1993) parenting style provides a good indication of parents function to predict a child behavior, because developmental process from early life through adolescence directly related to the type parenting style) Children's of authoritative parents earn higher grade in school; are more achievement oriented, independent, self-reliant, friendly, and cooperative; are less depressed, anxious, and dependent; and show lower level of initializing and externalizing the behavioral problems (De Lisi,2007). Furthermore, the relation between authoritative parenting and positive cognitive and social development in children appears to occur across social classes and ethnic group (De Lisi, 2007). Thus the research literature shows the positive aspects of authoritative child rearing styles over the alternative types of style. If the authoritative parenting style is that of best practice,

one would assume that parents would strive to adopt those characteristics into their parenting practice. However, because all three styles are still widely used, it is apparent that many parents are unaware of the effects their child rearing practices have on their children.

Is there any relationship between parenting style and children's social competence?

As a result shown in chapter four, there was association between printing style and social competence of preschool children. This finding consistent with (Baumrind, 1991) parenting style has been found to predict child wellbeing in domains of social competence, academic performance psychological development, and problem behavior. Research base on parent interview, child reports, and parent observation consistently finds that children and adolescent whose parents are authoritative rate themselves and are rated by objective measures as more socially and instrumentally competent than those whose parents are non-authoritative.

Is there any relationship between families' educational background and parenting style?

There is strong relationship between literate family education background and parenting style these imply demonstrate the parents can have a great impact on their children educational outcomes (Miki, 2008) and that parenting style and parenting practices shape children development (steinberg *et al.,* 1992; Gadenye *et al.,* 2004).It is therefore, necessary for parents to be well aware of the negative and positive impacts of various parenting style on students' academic and non-academic gains. Parents ought to be educated on the importance of adopting the parenting style that would aid in promoting their children development. Children authoritative parents earn higher grades in school; are more achievement oriented. Independent, self-reliant, friendly and cooperative; are less depressed, anxious and dependent and show lower level of internalizing and externalizing behavior problems (De sLisi, 2007). Furthermore, the relation between authoritative parenting and positive cognitive and social development in children appears to occur across social classes and ethnic group (De Lisi, 2007)

SUMMARY OF THE FINDING

The study also revealed a relationship between parenting practices and children social competence. Children of authoritative parents were graded as socially competent while those of authoritative parents were rated socially incompetent. Implicit in this finding is that, the way and manner children are brought up affect their social development. The results of relationship between parenting style and social behavior children have added to the repertoire of existing study have found positive and significant relationship between parenting style and children academic achievement.

- The parenting behavior and activities that children were experiences at home have a great impact on their conduct and learning at school. It is plausible experience over that parenting style have influence on children total development.
- There is strong relationship between literate family educational background and parenting style .These amply demonstrate that parents can have a great impact on their children educational outcomes (Miki, 2008) and that parenting style and parenting practices shape children's development (Steinberg *et al.,* 1992,Gadeyne *et al.,* 2004)

It's there for, necessary for parents to be well aware of the negative and positive impacts of the various parenting style on students' academic and non-academic gains, parents ought to be educated on the importance of adopting the parenting style that would aid in promoting their children development. The child who would possess not only the knowledge and competencies needed for societal progress and development but also the cherished values and attitude which are prerequisite for social cohesion and integration, and national development

CONCLUSSION

The main purpose of this study was the effects of parenting on children social competence in addition to the above basic purpose, the relationship between parenting style and social competence of preschool children.

From the data analysis the following results were obtained:

- The most prevalent parenting style, parent practice in Mettu town is authoritative parenting style. It was found that authoritative parenting style is most significant for children to develop their social competences, behaviors in both home and school life.
- There is association between parenting style and children's social competence.
- There is strong relationship between literature family educational background and parenting style. From the inspection of the data analysis the following finding are other is association between parenting style and social competence of preschool children.

RECOMMENDETION

Based on the finding of this study the following recommendations were forwarded by the researcher:

- Government, nongovernmental organizes and private sectors should give due attention and giving training and support parents on the consequence of parenting practices on social competencies of preschool children.
- The school principals must recognize this plan for intervention.
- Mettu University particularly Department of Early Childhood Care and Education have to do some intervention to help overcome the negative consequences of parenting practices on social competences of preschool children.

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