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Collage of Education and Behavioral Science

Department of Psychology

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**The Relationship between Parenting Styles and Adolescence Aggressive Behavior: The case
of Agena Secondary and Preparatory School.**

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ABSTRACT

The current study investigated aggressive behavior and parenting style of adolescent students in secondary school. 88 students perceptions of parenting styles of their parents used and positive and negative peer pressure they experienced from best friend(s). Questionnaires were used to collect data. Quantitative analyses (both descriptive and inferential statistics) were used to analyze the obtained data. The study shows that, authoritative style is the most dominant type of adolescents' perceived home experienced parenting style. Also the studies find show that, there was significant difference in four parenting styles and aggressive behavior. The current study has important implications for parents, schools, government and non-government sectors and practitioners who are concerned about promoting adolescents' positive behaviors and discouraging negative behaviors and aggressive behaviors.

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Chapter one

INTRODUCTION

1.1. Background of the Study

Aggression is a behavior that can be defined as any action, or abstinence from action, by an individual to purposely inflict physical or psychological damage on another (Bergmüller, 2013). These actions encompass a variety of dimensions, such as, intensity and violation to personal resources, or the self (Severance, Bui-Wrzosinska, Gelfand, Lyons, Nowak, Borkowski, Soomro, Soomro, Rafaeli, Treister, Lee & Yamaguchi, 2013). According to Geen and Donnerstein (1998), a general definition of this construct has become an increasingly difficult task. This is due to the fact that the term “aggression” is often times interpreted based on the researcher’s purpose. Nevertheless, Baron and Richardson (1994) provide a useful and accurate definition, which is appropriate for the purpose of the present research. Throughout this document aggression will be defined as “any form of behavior directed toward the goal of harming another living being who is motivated to avoid such treatment.”

Adolescence is an exciting and dynamic period for young people. As adolescents are faced with changes in their bodies and cognitive development, they are consistently renegotiating their relationship with family, friends, school and community. Ideally, their view of the world

expands, and a new orientation to their future as productive independent adults emerges (Elise & Kenneth, 2005).

While these changes and views occur, there is a tendency of adolescents to engage in anti or prosocial behaviors. Different factors can be mentioned as a cause for this. But researchers believe that their relationship with parents significantly influence on creating preferable behavior in adolescents (Barnes, Hoffman, & Welte, 2006). Hence, parents should support their child's constructive behavior. If they do not reinforce positive behavior and do not effectively control deviance, they are more likely to experience weak bonds with their child (Crosswhite & Kerpelman, 2009).

The family is a socio-cultural-economic arrangement that exerts significant influence on children's behavior and the development of their characters (Baumrind, 1991). Any ignorance on the part of parents may lead to unwanted damaging effects on children's growth and thereafter may create misbehavior problems in children. Parenting is a composite activity that is the sum of many particular behaviors working together or individually, to finally have an effect on the child's behavior (Baumrind 1978). Specific parenting behaviors, such as physical punishments, may affect children's development and consequently cause behavioral disorders in them. The pattern of parenting style is utilized to get normal variations in parents' endeavor in order to control and socialize their children (Baumrind, 1991). Parenting, according to Baumrind (1967) categorized parents based on two dimensions, responsiveness and demanding. The responsiveness and demanding create three different kinds of parenting styles. Authoritative style has a high responsiveness and high demanding. Authoritarian style has low responsiveness and high demanding, and finally, Permissive style, which is labeled by high responsiveness and low demanding. In Authoritative style high responsiveness and high demanding in parenting behavior has been shown to be directly related to less children's misbehavior and symptoms. (Baumrind, 1991). According to the Baumrind parenting style model theory, it is assumed that different kinds of parenting style led to children's misbehavior.

Straus (as cited in Borders and Horowitz, 2008) found that as the frequency of physical punishment used during socialization increased, so did the rate of physical aggression used outside the family later on in adulthood. More ominously, as the frequency of physical punishment increased, so did homicide rates. Like physical aggression, verbal or symbolic aggression is commonly directed at children and can contribute to problems with aggression, delinquency, and interpersonal relationships" on the part of the children. Moreover, parents' use of verbal or symbolic aggression as part of their parenting style is more highly associated with aggression in children than is physical aggression.

According to the above statements, parenting style has a relationship with Adolescents behavioral problems. Although much work has been done about this variable, to the knowledge of the researcher there are not enough studies carried out to date linking Adolescents behavioral problems with parenting style in Ethiopia. Thus, more studies are needed to understand the relationship between parenting practice and children's misbehavior

Since different researches are done in the relationship between parenting style and adolescence aggressive behavior there is no enough research in relationship between parenting style and male and female adolescence aggressive behavior so the aim of these research to see the relation of those parenting style and mean and female adolescence aggressive behavior.

Therefore, the focus of the present study will be to investigate the relationship between the above-mentioned variables.

1.2.Statement of the Problem

This study targets to investigate the relationship between parenting styles and adolescences' aggressive behavior. Adolescence is a critical phase of life where an individual undergoes many changes. There are various factors like family structure, transition in emotionality, transition in socialization, the social status, changed body, levels of aspiration, their achievements, religious beliefs that play a significant role in adolescent development. Among the various family factors that might influence child and adolescent development, parenting styles have been recognized as important (Deshpande&Chhabriya, 2013).

As a social system, family includes a group of people who live together by marriage, reproduction and rearing children. This social system and organization have played a vital role in developing and socializing of mankind in history. Family, undoubtedly, is the most important organization which paves the way for human to be developed physically, mentally and socially (Musavi, 2004).

The results of the studies conducted on behavioral disorders involved that behavioral disorders are mostly the outcome of parent's communicational approach rather than genetic or biological factors. Researchers have concluded that there is relationship between parent's misconduct and children's behavioral disorder. This relationship is significant and reveals that family's, particularly parent's, behavior at childhood plays an important role in the emergence of behavioral disorders at childhood and adulthood as well as in their identity formation (Zorufi, 2001). Aggression is among the behavioral problems which are the production of the troubled families and the outcome of parent's unhealthy and undesirable behavior towards

their children. The main purpose of this study will, to assess the relationship between parenting styles and aggressive behavior among adolescents of Agena secondary and preparatory school.

Since different researches are done in the relationship between parenting style and adolescence aggressive behavior there is no enough research in relationship between parenting style and men and female adolescence aggressive behavior so the aim of this research to see the relation of those parenting style and men and female adolescence aggressive behavior.

Accordingly, this study was guided by the following research questions that have emerged from the problem statement:

1. Which type of parenting style most students in Agena secondary and preparatory school experience at home?
2. Is there a statistically significant difference in the aggressive behavior of adolescents from different parenting style backgrounds?
3. What is the relationship between parenting style and men and female adolescence aggressive behavior?

1.3.Objective of the Study

1.3.1. General Objective

The main objective of this study was to determine the relationship between parenting style and adolescence aggressive behavior in case of Agena secondary and preparatory school

1.3.2. Specific Objective

- ☞ To identify predominant parenting the style in the study area.
- ☞ To investigate the relationship between parenting style and adolescents' aggressive behavior.
- ☞ To see whether there is relationship between parenting style and men and female adolescence aggressive behavior.

1.4. Significance of the Study

- This study may have the following significance:
- The study will provide awareness and give information regarding the relationship parenting styles have with adolescents' aggressive behavior for parents, communities and other concerned bodies.

- It will serve as guide line for new parents to shape their interaction with their children.
- It can also be used as a reference material for those who have interest to do researches on similar topics.

1.5.Limitation of the Study

When this research has been conducted there were many limitations that made the research work difficult and challenging. Among these limitations the following are the major ones:

- Some respondents were unwilling to receive and fill the questionnaire, others fill it as let as the time provided.
- There was shortage of reference books in library and lack of written source and reference in Ethiopia context.
- The study will be conducted in grade nine and ten and hence its findings may bear lack of generalization.
- The researcher is lacks adequate time and experience of researching the case thoroughly and this may have limitation on the validity of the findings.

1.6. Delimitation of the Study

Although there are many things related to behavioral problems and parenting styles in adolescent students, this study is delimited to assess the aggressive behavior of students in

- Agena secondary and preparatory school in relation to different types of parenting styles.
- Conceptually, the parenting styles are limited to Baumrind's(1967) parenting styles.

1.7. Operational Definition of Terms.

Adolescence refers to the period of human growth that occurs between childhood and adulthood. Adolescence begins at around age 10 and ends around 21, which is a critical phase or period of development where an individual undergoes many physical and psychological changes.

Parenting Style: - It refers to the Agena school adolescent's perception of their parents' way of handling them with respect to parental control and parental warmth as measured by parenting style scale.

Aggressive- behavior which is involution of the common standard or norm.

Aggressive Behavior- is a type of behavior where people attempt to stand up for themselves or exert power over others in ways that are hostile.

CHAPTER TWO:

2. LITERATURE REVIEW

2.1. PARENTING STYLE

Parenting is not only about arrangement of tasks and abilities but also about imitate knowledge and understanding of the child (Baumrindas cited in Santroke, 2005)

There are four types of parenting style.

The four main parenting styles- authoritative, authoritarian, permissive, and neglectful- used in child psychology today are based on the work of Diana Baumrind, a developmental psychologist, and Stanford researchers Eleanor Maccoby and John Martin.

The Four style of parenting involve combination of acceptance and responsiveness on their hand demands of control on the other.

2.1.1. AUTHORITATIVEPARENTINGSTYLE

Authoritative parenting style is the parents are nurturing, responsive and supportive yet set firm limits for their children, they attempt to control children's behavior by explaining rules, discussing, and reasoning.

They are High responsiveness, and high demandingness.

The qualities of the authoritative parenting style are responsive, supportive, demanding and guidance (Baumrind, 1966, 1971; Hoeveetal., 2009). Parents with an authoritative style show high support and high control toward children (Baumrind, 1996). Authoritative parents understand their children's feelings and teach them how to regulate themselves and guide them to learn from any mistakes they make (Marsiglia, Walczyk, Buboltz, & Griffith-Ross,

2007). Authoritative parents encourage children to be independent and develop their own identities, but at the same time they also provide rules and boundaries for their children (Grolnick&Pomerantz, 2009; Takeuchi & Takeuchi, 2008).

The existing research suggests that an authoritative parenting style is effective because parents treat their children in warm ways (Baumrind 1996; Lamborn, Mount, Steinberg, &Dornbusch, 1991).

In reviewing the studies on authoritative parenting style and its relation to income level, it is evident that authoritative parenting style is considered the most appropriate style in most middle and upper class cultures (Melnick&Hinshaw, 2000; Timpano et al., 2010). Authoritative parenting was found to be associated with happiness, lower experience of negative emotion, high self-esteem, high motivation to gain independence, assertiveness, good judgment, self-sufficiency and correlated to other positive cognitive and socio emotional outcomes among children of means (Furnham& Cheng, 2000; Klein, O'Bryant& Hopkins,1996; Mayseless, Scharf&Sholt, 2003). The specific impact of authoritative parenting style on children's emotions and behaviors will be discussed in the next section.

THE EFFECTS OF AUTHORITATIVE PARENTING STYLE ON ADOLESCENCE EMOTIONS AND BEHAVIORS

Many researchers focused on the relationship between aggressive development of emotion, cognition, and the parenting style they received (Furnham& Cheng, 2000; Steinberg, Blatt-Eisengart, &Cauffman, 2006). Other researchers have focused on parenting style effects on adolescence behavior (Knutson et al., 2005; Schaffer et al., 2009). Their research showed that there is a relationship between parenting style and adolescence aggressive behavior. In this section, the researcher will explain the effects of authoritative parenting style on adolescences aggressive and behaviors.

2.1.2. AUTHORITARIAN PARENTING STYLE

This section was described authoritarian parenting and its effects on adolescence emotions and behaviors. Hove et al. (2009) suggested that authoritarian parents show low responsiveness and warmth but high control toward their adolescence. According to Baumrind (1966, 1971), authoritarian parents attempt to shape, control, and evaluate the behavior and attitudes of their children according to a set of principles they provide.

The parent tend to be conservative and strict. The children are given little choice and have to follow parents' orders (Gfroereretal., 2004). Parents have expectations, and children are not

allowed to disobey their parents (Kim & Rohner, 2002; Takeuchi & Takeuchi, 2008). Steinberg et al. (1991) described authoritarian parents as those who monitor their children's behavior. Barber (1996) described such monitoring, as "parents attempt to manage or control adolescence behavior" (p. 3296). Barber (1996) and Fletcher, Steinberg, and Williams-Wheeler (2004), determined behavioral control as parents' monitoring their adolescence behavior and activities outside the home. For example, parents want to know where their adolescence are and what they are doing. As part of parental control parents also get involved in making decisions for their children (Fletcher et al., 2004; Steinberg, Elman, & Mounts, 1989). The children do not have opportunities to decide what they want and as a result become less self-confident (Suldo & Huebner, 2004).

Another characteristic of authoritarian parenting is that authoritarian parents talk to their children rather than with their adolescence and do not consult with their children when making decisions (Alegre, 2011; Baumrind, 1971; Grolnick & Pomerantz, 2009; Leman, 2005). This one way communication does not give adolescence space to express their needs and does not give adolescence reasons for their expectations. Authoritarian parents can be categorized as demanding, expect much of their adolescence, and are unresponsive to the adolescence needs (Leman, 2005). Moreover, authoritarian parenting is restrictive, rigid, and punitive where parents pressure children to follow their directions and to respect their words and efforts (Timpano et al., 2010). Most researchers found that authoritarian parenting style results in negative outcomes in children and adolescents and is correlated with less than healthy outcomes including low self-esteem, decreased happiness, low success, and increased nervousness (Baumrind, 1966; Furnham & Cheng, 2000; Kaufmann, Gesten, & Santa-Lucia, 2000; Wolfradt, Hempel, & Miles, 2003).

Most researchers from western cultures describe authoritarian parenting as a forceful and demanding style (Grolnick & Pomerantz, 2009; Leman, 2005; Timpano et al., 2010). This nurturing style is unfair to adolescence because they have no choice and have to obey their parents even though they do not like it. Also, adolescence of authoritarian parents learns to depend on their parents rather than thinking for themselves. They have low confidence and hesitate to do things on their own. This reaction by the children disturbs their cognitive, emotional, and social development. It is logical that children would feel depressed because they have to do things they dislike. Adolescence may rebel and develop misbehaviors as a sign of protest against their parents.

THE EFFECT OF AUTHORITARIAN PARENTING STYLE ON AGGRESSION

Aggressive behavior occurs among aggressive when their parents treat them strictly and harshly. According to Beck, Daley, Hastings, and Stevenson (2004), authoritarian parenting,

with less caring and firm characteristics, will have a negative impact on Adolescence aggression. In fact, Frick (1994) stated that when parents are too strict and harsh in parenting, it may contribute to childhood behavior problems.

Moreover, strict and harsh upbringing which includes yelling, scolding, spanking, and physical punishment leads to aggression among children (Knutson et al., 2005). Adolescence exposed to punitive child rearing may affect their psychological well-being. A longitudinal study done by Thompson, Hollis, and Richards (2003) showed that authoritarian mothers may have adolescence with behavior problems as early as age 5 to 10 years old, especially when the authoritarian mothers experience stress, depression, and socioeconomic problems; they may discipline their adolescence more strictly and harshly. Another study, Barnow et al. (2005), found that when children are exposed to strict parenting, they may show aggressive attitude as a protest to their parents. Overall, one might say that adolescence raised by authoritarian parents have possibility to exhibit aggression behavior.

2.1.3. PERMISSIVE PARENTING STYLE

According to Baumrind (1966, 1971), permissive parents exhibit non punitive, acceptance, and affirmative behavior toward their adolescence s needs, desires, and actions. There are positive and negative elements of permissive parenting. Hoeveelal. (2009) found that permissive parents show high responsiveness and support for their adolescence while at the same time having low or little control of the children. Gfroerer et al. (2004) emphasized that permissive parents are more liberal and give full autonomy to adolescence and support what children like to do. Parents are nurturing and accepting and are responsive to the child's needs and wishes. Permissive parents encourage adolescence to do whatever they want to do (Timpano et al., 2010).

According to Marsiglia et al. (2007), permissive parents give their children freedom to act without monitoring and setting limits. Permissive parents hope that by giving their adolescence freedom, their relationship with their adolescence will become closer (Marsiglia et al., 2007). Thus, adolescence of permissive parents often plan and regulate their own activities at a young age without parental attention.

Baumrind (1991) stated that because adolescence of permissive parents always do their activities independently, these adolescence are more mature and more responsible. Lee et al. (2006) found that while parents with a permissive parenting style are responsive to the children, they fail to set expectations or boundaries for their children. Permissive parenting style is potentially unsafe for children because it is unsuccessful in developing good judgment among children (Milevsky, Schlechter, Netter, &Keehn, 2007).

In summary, one might say that permissive parents show less care and attention to their adolescence. The adolescence grow up alone without receiving full attention from their parents. This affects their development later in life where they might have low self-esteem and lack of confidence when compared to their peer.

The next section will describe the specific effects of permissive parenting on adolescence emotions and behaviors.

THE EFFECTS OF PERMISSIVE PARENTING STYLE ADOLESCENCE AGGRESSIVE BEHAVIORS

When reviewing the research on parenting style, it is difficult to find a study that singled out permissive parenting style. Most parenting scholars tend to do research about authoritative and authoritarian parenting styles (Knutson, DeGarmo, & Reid, 2004; Liam et al., 2010; William, Dagnan, Perez-Edgar, Henderson et al., 2009), Despite this gap in the research, it has been found that the permissive parenting style can cause problematic behavior among adolescence (Baumrind, 1996; Joshi et al., 2009).

2.1.4. The Neglectful Parenting Style

Neglectful parents do not oversee the behavior of their adolescents or support their interest. These parents seem uninvolved in the parenting responsibility. Maccoby and Martin (cited in Horner, 2001) show that neglectful parents have both low demandingness and responsiveness. These parents are uninterested, disengaged and unsupportive in their children's lives. They also identified permissively indifferent parents who are less interactive and uninvolved in their adolescent children's shaping of behavior. Permissive parenting can be cold or warm towards adolescents. If the permissive style is cold, it could be considered as neglectful, but if the style is warm it can be labeled as indulgent (Shiflett, 2000). Each of these parenting styles reflects different parental values, practice, and believes. Each of these parenting styles has their own consequences on adolescents' behavior. For instance, authoritarian, indulgent, and neglectful parents are more likely to have aggressive adolescents (Steinberg, 1993). This implies that parenting styles can affect adolescents' behavior. Neglectful parents have limited engagement with their children are rarely implement rules.

They can also be seen as cold and uncaring but not always intentionally, as they are often struggle with their own issues.

The effect of neglectful parenting style on adolescence aggressive behavior

The children of uninvolved parents generally perform poorly in nearly every area of life. These children tend to display deficit in cognition, attachment, emotional skill, and social skill. Due to the lack of emotional responsiveness and love from their caretakers children raised by neglectful parents may have difficulty forming attachments later in life.

The predominant parenting style in the study area

Authoritative parenting style was the most commonly practiced parenting style students in Agha School experience at home. Following authoritative parenting style, authoritarian parenting style was the second predominantly employed parenting style for respondents.

- **The relationship between parenting style and adolescents' aggressive behavior.**

Types of parenting styles are either positively or negatively correlated with adolescent aggressive behavior. According to Vasta, et al, (1999) authoritarian parents may be causally related to the development of aggression among adolescents. In support of this view, Kandel (1992) and Hwang et al (2002) indicated that physical punishment has the major causal relationship with adolescent aggression. Parental control and rigidity were found to be associated with hostile aggression and provoke rebelliousness. Similarly because, both indulgent and neglectful parents are characterized by low control and monitoring, their children show high frequency of aggressive behavior. Parental permissiveness increases aggression adolescents. Baumrind (cited in Hwang, et al, 2002) reveals that permissive parenting style results in more adolescent aggression than authoritative parents. Children coming from home with permissive parents are more likely to display aggressive behavior than children coming from homes with extremely strict and punitive parents. To Barnes (cited in Patten, 2000) the degree of parental monitoring influences the level of aggression in adolescents. A positive guidance to children is associated with lower levels of aggressiveness in individuals. The least level of aggression is associated with authoritative parenting style. Olweus and McCord, et al (cited in Winkley, 1996) states that aggression in children and adolescents are related to negative experience in early life. Specifically aggression is attributed to inconsistency in discipline, and threats by parents. Lack of parental warmth, little positive involvement in early years is the predictors of later aggression. Furthermore, they elaborate that parents who use physical punishment teach their children that aggression as an acceptable and effective way of resolving any problem. To them parents who are indulgent or tolerant towards the expression of their child's aggression, seem to encourage aggressive behavior. Indulgent parents affect their own adolescent ones by exposing them to anti-social peer groups. Green (cited in Papalia et al, 1999) contends that indulgent parents cannot report accurately what their adolescents are

doing. Steinberg (1993) shows that indulgent parenting style has risks because it can put an adolescent to be aggressive. In line with the above finding, Hetherington and Parke, (1993) report that indulgent parents do not know if their own adolescents are hanging around on street corners or at dance room, join drug dealers and so on. This lack of parental monitoring has been found to be associated with adolescent aggression. According to them, permissive parenting style seems to play a great role in the development of aggression in their adolescent ones. The second highest level of aggression is associated with adolescents who come from permissive parenting style. Findings by Steinberg and Darling (1993) indicate that adolescents reared by authoritative parents show the most favorable outcomes, while adolescents reared by neglectful parents have the least favorable in social conduct.

- **The relationship between parenting style and men and female adolescence aggressive behavior**
 - . Gender difference in aggression men engage in more direct and physical aggression ,and women engage in more in direct and relational aggression, Adolescents from authoritative parents have the least mean physical aggression compared to other parenting styles (authoritarian ,indulgent and neglectful), With regard to gender differences in physical aggression ,male adolescents obtained greater physical aggression than that of female adolescents

CHAPTER THREE:

RESEARCH METHODOLOGY

3.Introduction

The purpose of this section was to present the methods and procedures that have been used in carrying out the study. Attempt is made to describe methods, procedures and other tools that are to be used to collect, analyze and interpret data. Thus, the necessary research design, methods, and data collection tools to be applied in this research are presented consecutively as follows

3.1. Research Design

This study was a descriptive co- relational study that utilizes a quantitative research approach via quantitative research methods and tools. Co relational design is chosen for this study based on the nature and focus of research questions forwarded earlier in this research and anticipated answers that was assured in the final process of the research by the analysis and interpretation of data collected.

3.2. Study Area

The study was conducted at Agena secondary and preparatory school in the guraga region, on the South east of Ethiopia.

3.3Population, Sample and Sampling Techniques

3.3.1Population

There are above thousand students in Agena secondary and preparatory school.

3.3.2Target population

The target population of my study is grade 9 and 10 students of Agena secondary and primary school. Thus, the overall size of the target population of students in Agena secondary and preparatory school from grade nine to ten is 764(m=444,f=320). From this total number, 400(m=210,f=190) are grade 9 and 364(m=194,f=170) are grade ten students.

From grade nine total number of female students (190) researcher use(22) sample female students and (24) male sample students from total number of (210).

From grade ten total number of female students (170) researcher use(20) sample female students and (22) male sample students from total number of (194).

3.3.3 Sample size and sampling technique

A proportional stratified random sampling technique, under the probabilistic sampling technique and procedure, using grade level and gender as strata is employed select appropriate sample members who will respond to the items in the questionnaire to be used as major data collection tool.

3.4 Sample Size Determination

As the sampling technique used is random sampling, the sample size based on each stratum was calculated using Yemane's (1967) sample size determination formula, : $n = \frac{N}{1 + N(e)^2}$, Where: n- represents the sample size; N-represents population size under study; e- represents the margin error taking sample. It is often given by $e=0.05$ or 0.1) depending the nature of the research.

Therefore, for this study, the sample size total was, $n = \frac{764}{1 + 764(0.1)(0.1)} = 88$ where $e = +_10\%$. Hence, 88 respondent students was selected as sample members of the study by lottery method from respective grade levels and gender based on the existing proportion.

3.5 Procedures and Tools of Data Collection

3.5.1 Data Collection Tools

Questionnaire from Baumrind parenting styles questionnaire and that of literature about aggressive behavior indicators was adapted to our situations using support from friends, experts and lecturers of the Wolkitie University. In addition the items of the questionnaire was translated to respondents' mother tongue language by appropriate language experts.

3.5.2 Data Collection Procedure

After piloting the reliability of the questionnaire items, adequate number of papers was printed and distributed to those randomly selected respondents using my trained friends in the university. Thus, questionnaire papers was distributed as planned for those respondents identified by their codes at each stratum at planning stage of the random sampling technique.

3.5.3 Data collection instruments The instrument used for the purpose of data collection was a questionnaire. In order to evaluate research variables, two *Paper-and-pencil questionnaires* was utilized with necessary modification and adaptation: A) Baumrind parenting style questionnaire; and B) Aggressive behavior questionnaire. the validity reliability and scale reliability of Baumrind parenting style quaternary.

The items in the scale are prepared on the basis of studies of Diana Baumrind. So the scale has construct validity in relation to parenting style. Criterion related validity of the scale was found out by correlating the scores of Scale of Parenting Style with Scale of Parenting Style developed by Usha and Manjusha (2006) in a sample of thirty students. The validity coefficient is found that 0.80 for responsiveness and 0.76 for control subscale.

The reliability of the scale was established by test-retest method after an interval of one week. The test-retest coefficient of reliability of responsiveness variable in the scale is 0.81 and for control it is 0.83.

Internal consistency coefficients Internal reliability of the scale of Parenting Styles & Dimensions Questionnaire was tested with the technique of Cronbach Alpha (Cronbach Alpha: .63 $p < .01$). According to this result, the test-retest consistency of the scale were found to be relatively high. And aggressive behavior quaternary developed by Pamela(2001). Cronbach alpha values for aggressive behavior items was 0.86 validity coefficient is found.

3.6 Method of Data Analysis

First of all, the collected data was checked and numbered. Following data screening, each data category was analyzed using tables, graphs to show correlation of major variables of the study, findings was listed and interpreted accordingly.

3.7 Ethical Consideration

An ethical issue exists at any stages of the research process from the beginning to the final reporting. The researcher is in compliance with the following ethical issues, so as to maintain the neutrality of the research. These are:-

- Any information will be collected only through expressed willingness and consent of the respondents.
- Incorrect reporting regarding the findings of the study will be avoided (prohibited).
- Privacy and confidentiality will be maintained at all times.
- No personal or identifiable information was recorded.
- No name was recorded during the interviewing

CHAPTER FOUR

4. Data Analysis and Discussions

This chapter deals with the presentation of the finding obtained from instrument. The chapter has two parts. The first part focus on presentation and the second parts focus on discussing the findings of the study. Both the presentation and discussion of data was made according to the research questions.

4.1. Data Analysis

This part deals with analysis of data collected from respondents. It presents data interpretation from both quantitative and qualitative analyses. The analyses have been carried out to achieve the objective which is to assess the existed relationship between parenting styles and adolescents' aggressive behavior.

4.2 Demographic characteristics of participants

The demographic information of the respondents includes sex, age, years of course study and occupation of family number of family.

Table 4.1: distribution of respondents by sex, age, number of family members and family occupation

Characteristics	Alternative	Frequency	Percent
Sex	Male	46	52
	Female	42	48
	Total	88	100
Age range	14-16	35	39.8
	16-18	43	48.8
	18-20	7	8
	>20	3	3.4
	Total	88	100
Number of family member	3	17	19.4
	4	25	28.4
	5	30	34
	>5	16	18.2
	Total	88	100
Family occupation	Civil servant	23	26.1
	Merchant	35	39.8
	Farmer	30	34.1
	Total	88	100

The sample of the study was comprised of 88 secondary school students in agena School. Among the respondents 42 were females and 46 were male. Male participants account for about 52% of the sample while the female participants comprise 48% which shows male participants of the study comprises most of the sample. Among the sample high school students most of them (48.8%) were in the age range which is 16-18 their number is 43. The next more number of participants lies on the age range of 14-16 which accounts 35 (39.8%). 7 (8%) of the participants were in the age range 18-20. And 3 participant was above the age of 20 years. This shows that younger participants are more prevalent in the study. This is in line with the tradition of appropriate school age attendance of students.

From Table 4.1 number of family members of the sample also indicated. Accordingly, 30 (34%) of participants were those who have five family members, students who selected four family members account the next high number it was 25 (28.4%) of the total participants. Small number of participants responded as they came from parents who have three and above five family members it accounts 17 (19.4%) and 16 (18.2%) respectively. This shows that most participants were from parents who have five family members.

Lastly, the above table revealed the participants family occupation. Among the 88 total participants 39.8% (35) family occupation was merchant. 34.1% (30) participants' family occupation was farming. Likewise, 23 (26.1%) of respondents family occupation was civil servant. It is clearly seen in table 4.1 that, most of the participants were from family of merchant and the list participants were from civil servant parents.

4.3 Parenting Styles Students Experience at Home

Table 4.2 Parenting styles participants experience at home.

Parenting style	<i>Number</i>	Percentage
Authoritative	36	41
Authoritarian	31	35.2
Permissive	12	13.6
Neglectful	9	10.2

The result of table 4.2 show that most 36 of the respondents representing 41% of the study experience authoritative parenting style at home. 31(35.2%) of respondents their parents are authoritarian. 12(13.6%) of respondents their parents are permissive. Comparatively small number of respondents 9(10.2%), their parents follow neglectful parenting style. Based on

this analysis, it can be concluded that, majorities of participants believed they experience authoritative parenting style at home.

Table 4.3 the relationship between parenting style and men and female adolescence aggressive behavior

Parenting style	Mean			Standard division		
	Male	Female	Total	Male	Female	Total
Authoritative	24.35	25.62	24.98	6.55	4.66	56
Authoritarian	36.35	27.45	31.99	8.45	10.07	92
Permissive	38.02	27.37	32.69	6.76	9.45	81
Neglectful	42.76	33.56	38.1	9.66	9.33	9.49
Total	34.35	29.44	32	8.88	10.14	9.5

As shown in table 4.3 above, adolescents from authoritative parents have the least mean physical aggression score of 24.98 compared to other parenting styles (authoritarian, permissive and neglectful) with mean physical aggression scores of 31.99, 32.69, and 38.1, respectively. With regard to gender differences in physical aggression, the descriptive statistics result indicated that male adolescents obtained greater physical aggression mean score of 34.55 than that of female adolescents who obtained a mean score of 29.44.

4.4. Relationship between Parenting Styles and Adolescents' Aggressive Behavior

Pearson's correlation data analysis was used to identify whether there is a relationship between the four different parenting styles and adolescents' aggressive behavior

Table 4.3 the result of product moment table

No	X	Y	X Y	X	Y
1	54	37	2072	3136	1369
2	46	10	480	2304	100
3	40	14	560	1600	196
4	54	25	1400	3136	625
5	50	34	1768	2704	1156
6	43	13	585	2025	169
7	50	20	100	2500	400
8	60	33	1980	3600	1089
9	41	18	774	1849	324
10	56	32	2080	4225	1024
11	59	19	1121	3481	361
12	38	15	570	1444	225
13	43	26	1118	1849	676
14	42	16	672	1764	256
15	54	21	1134	2916	441
16	38	20	720	140	380
17	48	17	920	2300	321
18	46	30	2400	2321	320
19	75	16	1250	5426	317
20	50	18	100	2604	388
21	48	35	1800	2300	1343

22	58	17	1100	1400	400
23	41	38	1710	1749	1400
24	63	40	2630	4125	1664
25	57	35	2130	3281	1321
26	36	13	530	1344	215
27	43	19	956	175	341
28	50	60	3124	2607	3744
29	54	43	2420	3031	185
30	69	52	3805	4041	2023
31	63	30	1080	2325	930
32	40	16	674	1749	314
33	58	30	1880	3500	989
34	48	18	900	2300	360
35	42	11	575	152	196
36	50	32	1566	2604	1056
37	54	23	1300	3036	525
38	38	12	460	1500	116
39	46	8	380	2204	90
40	54	35	172	3036	1296
41	57	17	1021	3381	261
42	36	13	470	1344	125
43	41	24	1018	1749	567
44	40	14	572	1664	156

45	52	19	1034	2816	341
46	36	18	660	1344	375
47	48	17	850	2400	261
48	46	50	2396	2400	261
49	73	16	1250	5525	224
50	69	52	3805	4041	2025
51	50	18	942	2604	375
52	48	35	1750	2400	1269
53	58	18	1100	3500	356
54	41	38	1620	1749	1500
55	62	40	2630	4125	1664
56	57	37	2201	3381	1421
57	36	12	470	1344	186
58	43	19	866	167	341
59	50	60	3124	2604	3744
60	54	52	2420	3036	1960
61	63	30	1890	2325	925
62	41	16	674	1749	224
63	58	31	1880	3500	897
64	48	18	900	2400	368
65	43	11	485	1930	159
66	50	32	1666	2604	1056
67	54	23	1300	3036	525

68	38	12	460	1500	176
69	46	8	380	2204	80
70	54	35	1972	3036	1269
71	57	17	1021	3381	261
72	36	13	470	1344	125
73	41	24	1018	1749	576
74	40	14	572	1664	156
75	52	19	1034	2816	341
76	62	30	1880	2325	924
77	41	16	674	1749	234
78	58	31	1780	3500	957
79	48	18	900	2300	300
80	42	11	485	835	159
81	50	31	1658	2504	1053
82	54	23	1300	2646	425
83	36	12	460	1400	176
84	46	8	380	2104	90
85	52	32	1876	2965	1169
86	54	16	1021	3281	261
87	36	12	470	1344	125
88	41	24	1018	1649	576
N	X= 331	Y =2014	5138	113602	49017

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$SD_x = \sqrt{\frac{\sum x^2}{n}}$$

$$SD = \sqrt{\frac{233605}{88}}$$

$$SD = \sqrt{2654.60}$$

$$SD_x = 51.52$$

$$SD_y = \sqrt{\frac{\sum y^2}{n}}$$

$$SD = \sqrt{\frac{69027}{88}}$$

$$SD = \sqrt{784.39}$$

$$SD_y = 28.00$$

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$= \frac{71876}{\sqrt{(233605)(69027)}}$$

$$= \frac{71876}{\sqrt{16125052335}}$$

$$= \frac{71876}{126984.46}$$

$$r_{xy} = \underline{0.57}$$

To know the existed correlation in 5% and 1% significance the formula $df = n - nr$

df= degrees of freedom

n = total number of respondents

nr= numbers of variable (xandy)

df = n-nr= 88-2 =86

df= 86, so it used the nearest df that 88

At the degree of significance of 5% = 1.701

At the degree of significance of 1% = 2.467

The result of the above information indicates that there is a correlation between parenting style and adolescence aggressive behavior. This shows $r_{xy}=0.95$. In addition, authoritarian parenting style 17 (56.6%) is the highest score. Furthermore, Pearson's Correlation administered to investigate the existed relationship between the variables. In table 4.4 the data presented in table form.

Table 4.4 Pearson's Correlation between the Parenting Styles and Adolescents' Aggressive Behavior

Variables	M	S D	Aggressive behavior	Authoritarian	Authoritative	permissive	Neglectful
Aggressive behavior	33.3	4.89	- -				
Authoritarian	8.8	2.99	-.16**	--			
Authoritative	15.2	3.17	.44**	-.38**			
Permissive	13.4	2.31	.35**	-.29**	.51**	--	
Neglectful	11.3	3.21	.32	.31**	--		--

Note: ** Correlation is significant at the 0.01 level

Pearson's correlation model was conducted as it is a measure of the strength and direction of association that exists between two variables measured. The results have been presented in table 4.4 the result of Pearson's correlation analysis of the relationship between adolescents' aggressive behavior and the four parenting styles and also the relationships among the parenting styles is presented.

The correlation coefficient for the relationship between aggressive behavior and authoritarian parenting style is negative ($r = -0.14$, $p < 0.01$) which means, as parents are more authoritarian, it has a negative impact on adolescents' aggressive behavior.

Pearson's correlation of the relationship between adolescents' aggressive behavior and authoritative parenting style is shown in table 4.4. The correlation coefficient for this relationship was highly positive when it was compared with the other parenting styles ($r = 0.374$, $p < 0.01$) this means, when parents are more authoritative adolescents' aggressive behavior is more influenced.

Similarly the Pearson's correlation analysis of the relationship between adolescents' aggressive behavior and permissive parenting style is shown in table 4.4. The correlation coefficient of this relationship is positive ($r = 0.253$, $p < 0.01$) which means, when parents are more permissive, the adolescents' aggressive behavior is positively influenced.

The correlation of relationship between adolescents aggressive behavior and neglectful parenting styles is shown in table 4.4 the correlation coefficient for this relationship was

highly negative when it compared with other parenting styles ($r = -0.87, p < 0.01$ which means when parents are more neglectful, the adolescents aggressive behavior negatively influenced).

Generally, it can be observed that there is a significant relationship between the four parenting styles and adolescents' aggressive behavior. Authoritarian and neglectful parenting style were correlated negatively with aggressive behavior; and authoritative and permissive parenting styles were correlated positively.

CHAPTER FIVE

DISCUSSION

5. Discussions

In this section of the study the researcher tried to integrate the major findings of the study with the relevant literatures. The discussion mainly emphasized on the major findings of the study that related to the basic research questions.

The purpose of this study was to identify the types of parenting style experienced by adolescent students of the agena Secondary school and examine the influence of parenting styles on the aggressive behavior of students. Gender difference in aggression men engage in more direct and physical aggression, and women engage in more indirect and relational aggression, Adolescents from authoritative parents have the least mean physical aggression compared to other parenting styles (authoritarian, indulgent and neglectful), With regard to gender differences in physical aggression , male adolescents obtained greater physical aggression than that of female adolescents ,

The study revealed that, authoritative parenting styles were the most predominantly practiced parenting styles. One reason for the predominance of an authoritative parenting style, particularly in the Ethiopian cultural context, might be because parents are required to give special attention and care when their children leave the childhood period and enter the adolescence period. If they are not treated well and supervised by their parents, they may be exposed to different harmful cultural and traditional practices (Seblework, 2004).

Another possible explanation could be the increasing awareness of parents about the influence of child rearing methods on children's all aspects of development. Here, the role of both electronic and print media played a great role. The information regarding parenting methods and associated outcomes transmitted through the FM radios, TV shows, books, magazines and newspapers may have helped.

The findings of the study also shows that there is a significant relationship between the four parenting styles and adolescents' aggressive behavior. Authoritarian parenting style was correlated negatively with aggressive behavior; and authoritative and permissive parenting styles were correlated positively.

Similar to this finding, a study conducted by Lam (2012) showed that parents play an important role in promoting and fostering prosocially involvement in their children and in adolescents. On the other hand, Hastings et al. (2007) found an authoritative parenting style to be associated with more aggressive behavior. These analyses showed that parenting styles make great contribution to aggressive behavior.

Contrary to these findings, study conducted in Ethiopian Red Cross Society by Tafetu (2007) showed no significant correlation between helping behavior and parental modeling. In addition, the result partly is inconsistent with a research result by Carlo and colleague (2010). These researchers showed parent's strict control as relatively, weakly and generally not linked to aggressive behaviors. However, in comparison of the study result with previous contrary results, one should consider that, socialization research on these broad parenting styles has its limits (Hastings et al., 2007). Grusec and colleague (as cited in Hastings et al., 2007) argued that parenting actions may differ widely across contexts and depend on parent's goals. Parents will not always behave in ways that match with a single defined style. In addition, the complexity of parenting styles and the many of its aspects require measuring parenting behavior with parental attitudes and emotions, such that it can be difficult to infer the likely processes or mechanisms that explain association between parenting styles and aggressive behaviors of children or adolescents.

CHAPTER SIX

6. SUMMARY, CONCLUSION AND RECOMMENDATION

6.1 Summary

The major objective of this study was to assess the types of parenting styles adolescents experienced at home and to examine the existed relationship between four parenting styles and adolescents aggressive behavior in the case of agena Secondary School. In the process of the investigation an attempt has been made to find out possible answers for the following basic question:-

1. Which type of parenting style most students in Agena secondary and preparatory school experience at home?
2. Is there a statistically significant difference in the aggressive behavior of adolescents from different parenting style backgrounds?
3. What is the relationship between parenting style and men and female adolescence aggressive behavior?

In order to accomplish the study 88 students who learn in agena secondary school was selected by using simple random sampling techniques by using lottery method. Both close ended and opened questionnaires were distributed to collect data from the sample of population. Both descriptive and inferential statistics were used for the analysis of data gathered. Independent t-test and bivariate correlation were employed to analyze the obtained data.

Finally, the study found that; there is significant relationship between parenting style and adolescence aggressive behavior. Again, the study investigated that authoritative style has been the dominant parenting style experienced by participants of the study, the next more experienced style is authoritarian parenting style.

6.2. Conclusion

The results of this descriptive study conducted at Agena School in grade nine and ten with 46 grade nine students and 42 grade ten students. The research questions were designed to collect information on which type of parenting style do most students in agena School experience at home, and is there a statistically significant difference in the aggressive

behavior of adolescents from different parenting style backgrounds. There is relationship between parenting style and men and female adolescence aggressive behavior. Are examined and discussed.

Based on the findings and discussions made, the following conclusions are drawn.

- ✓ Authoritative parenting style was the most commonly practiced parenting styles students in agena School experience at home. Following authoritative parenting style, authoritarian parenting style was the second predominantly employed parenting style for respondents.
- ✓ There was significant difference found in adolescents' aggressive behavior of the agena School students experiencing different parenting styles at home.
- ✓ Gender difference in aggression men engage in more direct and physical aggression, and women engage in more indirect and relational aggression, Adolescents from authoritative parents have the least mean physical aggression compared to other parenting styles (authoritarian, indulgent and neglectful), With regard to gender differences in physical aggression , male adolescents obtained greater physical aggression than that of female adolescents

6.3. Recommendation

The researcher recommended the concerned body to the following action to be taken in ordered to minimizing the adolescence aggressive behaviors:

- ✓ Parents or care givers should nurture a child by providing encouragement, showing live, support, concern and understanding.
- ✓ Parents should not use physical punishment to their adolescence in order to shape aggressive behavior.
- ✓ It is recommended that a similar study should be conducted focusing on how adolescents aggressive behavior improve
- ✓ Children from families who use authoritative parenting style are tend to be less aggressive as a result it is recommended and better to use this parenting style.

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Appendix A

The purpose of the questionnaires is to investigate parenting styles and shaping aggressive behavior of their adolescents.

Dear respondents, to achieve the intended goal your honest answer is much important.

Notice:-

- This questionnaire is prepared only for academic purpose.
- Give your answer honestly /genuinely
- Ask the data collector if there is any sort of ambiguity

Thank you!

I. General Information.

1. Sex: Male Female
2. Age= 14-16 16-18 18-20 > 20
3. Family member = < 3 3 4 5 >
4. Family income = civil servant Trader Farmer

Questions related to parenting style inventory

Instruction: Please mark '√' on the number that best represents your opinion about each of the statements. Please attempt to answer each question

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

No	Item				
	Asses to authoritative family parenting style				
1	My parents believes I have a right tomy own point of view				
2	Ma parents respects my privacy				
3	My parents sometimes orders me to go to school				
4	As I growing up my parents allowed me to decide most things for my self without any direction from them				
5	My parents spends time just talking to me				
6	My parents pushes me to do my best in whatever I do				

	Asses to authoritarian family parenting style				
1	I would describe my parents as a strict parents				
2	As I growing up my parents did not allow me to participate in any decision that they had made				
3	My parents really expects me to follow family rules				
4	My parents tells me that there ideas are correct and I shouldn't question them				
5	As I growing up my parents often told me exactly that they wanted to do them only				
6	My parents handle me by more strict punishment				
	Asses to permissive family parenting style				
1	I live with my parents they did not direct me in different activities				
2	When I do something wrong my parents does not punish me				
3	My parents did not view themselves as responsible for directing and guiding me				
4	My parents gives me a lot of freedom				
5	My parents never guide me to independent				
6	I always make so many mistakes but my parents punish me rarely				
7	My parents only support me in food and shelter but they can't help me to be good student				
	Asses to neglectful family parenting style				
1	My family does not monitor my academic results				
2	Their families don't get angry when I do something wrong				
3	Their families do not express their love to me				
4	My family does not know what is happening in my life				
5	My family doesn't monitor or control my actions				
6	My family doesn't know about my behaviour and thoughts				

II Questions related to aggressive behavior.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

No	Item					
1	I got angry very easily with someone when makes wrong					
2	I fought back when someone hit me first					
3	I encouraged other student to fight					
4	I pushed or shoved other students to fight each other					
5	I was angry most of the day					
6	I got in to a physical fight when I was angry					
7	L called other students bad names					
8	I threatened to hurt or to hit someone without any reason					
9	I slap or kick some one when I am angry					

Appendix B

ጥያቄ አንድ

የወላጆችን የልጅ አስተዳደር ግንዛቤ ነት መለኪያ

መመሪያ-

ከዚህ በታች የተዘረዘሩት ዓረፍተኛ ግንዛቤ ስርዓቶች/የአንተን/የገንዘብ/አሳዳጊዎች የልጅ አስተዳደር ግንዛቤ ነት ምን እንደሚመስልህ ወቅት የቀረቡ ሲሆን የአንተ/የገንዘብ

ወላጆች አንተን/የገንዘብ ሰላም ጥላቻ ስርዓቶች የልጅ አስተዳደር ግንዛቤ ነት በሚገባ ይገልጻል የምትለውን/ይውን የስምምነት ደረጃ የ (✓) ምልክት ንበማድረግ መልስ/ሽ።

1 ያታወንድሱት ሴት

2 እድሜ 14-16 16-18 >20

3 የቤተሰብ ቁጥር 3 5 >5

- መግለጫ:-
- 1 = በጣም አልስማማም
 - 2 = አልስማማም
 - 3 = መውሰን ያስቸግረኛል
 - 4 = እስማማለሁ 5= በጣም እስማማለሁ

ተ ቁ	ያቄ					
	ዲሞክራሲዊ አተዳደግ					
1	ቤተሰቦቻ የራሴ የፈለኩትን ሃሳብ የማንጸባረቅ መብት እንዳለኝ ያምናሉ					
2	ቤተሰቦቻ ብቸኝነቴን ያከብሩልኛል					
3	ቤተሰቦቻ አንዳንዴ ወደ ትምህርት ቤት እንድሃድ ያዙኛል					
4	እያደኩ ስመ ቤተሰቦቻ ብዙ ነገር በራሴ እንድወስን ይፈቅዱልኛል ያለምንም የነሱ ተጽኖ					
5	ቤተሰቦቻ ከኔ ጋር በማወራት ጊዜአቸውን ያሳልፋሉ					
6	ቤተሰቦቻ በማደርገው በማንኛውም ነገር በደንብ እንድሰራ ይገፋኛል					
	አምባገነናዊ አተዳደግ					
1	ቤተሰቦቻ በም አባቂዎች ናቸው					
2	እያደኩ ስመ ቤተሰቦቻ በማንኛውም የቤተሰብ ወሳኔ ላይ አያካቱኝም					
3	ቤተሰቦቼ የቤተሰቡን ህግ እንድከተል በም ይብቃሉ					
4	ቤተሰቦቻ የነሱ ሃሳብ ትክክል እንደሆነ እና ያቄ ማንሳት እንደሌለብኝ ይነግሩኛል					
5	እያደኩ ስመ ቤተሰቦቻ እነሱ ሚሬልጉትን ብቻ እንዳደርግ ብዙ ጊዜ ይነግሩኛል					
6	ቤተሰቦቻ ቅት በማብዛት ነው ሚቆሩኝ					
	ልቅ የቤተሰብ አስተዳደግ					
1	ከቤተሰቦቻ ጋር ነው ምኖረው ግን የተለያየ ስራ እንድሰራ አያዙኝም					
2	ቤተሰቦቻ ስተት ስሠራ አይቆኝም					
3	ፋት ሳፋ ቤተሰቦቻ አይቆኝም					
4	ቤተሰቦቻ በም ነጻነት ይሰኛል					
5	ሁል ጊዜ ፋት አፋላሁ ግን ቤተሰቦቻ ብዙ ጊዜ አይቆኝም					
6	ቤተሰቦቻ ምንም ስራ እንድሰራ አይኑኝም					
7	ቤተሰቦቻ በማደርጋቸው ድርጊቶች አይከታተሉኝም ወይም አይቆሩኝም					
	ቸልተኛ የቤተሰብ አስተዳደግ					
1	ቤተሰቦቻ እኔን ለማዘዝ እና ለመደገፍ ሀላፊነት አለብን ብለው አይሰቡም					
2	ቤተሰቦቻ እራሴን እንድችል ደግፈውኝ አያወቁም					
3	ቤተሰቦቻ ምግብ እና ምኞታ ብቻ ነው ሚያቀርቡልኝ እንጅ ፋ ተማሪ እንድሆን አያገዙኝም					
4	ቤተሰቦቻ ፍቅራቸውን አይገልጹኝም					
5	ቤተሰቦቻ በሂወቴ የሚከሰቱ ነገሮች አያውቁም					
6	ቤተሰቦቻ ስለባህሪዎ እና ስለ አስተሳሰቤ አያወቁም					

7	ቤተሰቦች የትምህርት					
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