



Addis Ababa University

College of Education and Behavioral Studies

School of Psychology

**The Relationship between Prosocial behavior, Self-concept and
Parenting style among Volunteers in Mekedonia Humanitarian
Association, Addis Ababa**

By

Selamawit Demesse

**A thesis submitted in partial fulfillment of the requirements for the degree
of master of art in social psychology**

December 2021

Addis Ababa, Ethiopia

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Approval of board of examiners

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ACRONYMS

PSB-prosocial behavior

PS-parenting style

SC –self concept

PTM- Prosocial tendency measure

PSS-parenting style scale

SSE-social self-esteem inventory

SPSS-Statistical package for social science

M—mean

SD—standard-deviation

ANOVA-Analysis of variance

ABSTRACT

The major purpose of this study was to examine the relationship between prosocial behavior, parenting style and self-concept. Closed-ended questionnaires of prosocial Tendencies Measure (PTM), Parenting Styles Scale (PSS), and social self-esteem inventory were used to gather data from a random sample of 105 (65 female and 40 male) volunteers. Most of the questions present in a 5-point scale format. Correlation and regression analysis, ANOVA, t test and descriptive statistics were used to analyze the quantitative data. The result indicated that volunteers have high level of prosocial behavior. Similarly, statistically significant relations were found among prosocial behavior, parenting style and self-concept. Prosocial behavior have significant positive relationship with parenting style($r = .275$, $p < .01$) and self-concept($r = .345$, $p < .01$). Regarding of gender there was no statistically significant difference between male and female volunteers in prosocial behavior. Self-concept and parenting style accounted for the 17.3 % of proportion of variance in prosocial behavior. It was concluded that self-concept and parenting style play vital roles in the development of prosocial behavior.

Key terms: *Prosocial behavior, self-concept, parenting style*

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Prosocial behavior is a common activity which is intended to help other individuals. This benefit ranges from volunteering activity to cooperation and helping others. Similarly, helpers also cost their time, money and any other resources. For instance, giving some coins to beggars, giving kidney and blood to save others' lives are some of the prosocial behaviors (Maseni & Doesum, 2017). Prosocial behavior is also a part of day to day life activity. It plays important role in different situations. Some people support their friends others even help strangers. A lot of people donate cloths and other things and give to charity. Not only in personal level but also in firms, in working support schools, mother programs, donation in the form of money, equipment or service to hospitals are prosocial behavior. Even nations and states prefer social causes and provide welfare service for developing and poor countries (Schmitz, 2013).

Additionally, prosocial behavior is a behavior of putting oneself in the place of others. It is a collection of volunteer activities like sharing, understanding, encouraging and helping others. Prosocial behavior is also designed to develop positive, empathic, cooperative and socially responsible relationships in order to benefit others (Eisenberg et al., 2006). For instance, USA is highly depending on volunteers activities in the society and altruistic behaviors have a great role for their development. Therefore most people in the USA agree that to keep the unity of the society, helping behavior is most important.

However, even though almost everyone says that helping others is crucial and that they want to take an active role, there are still many people who do not engage in any type of voluntary activity, or never donate money to charitable organizations (Szabla, ,2012). Similarly, for (Klein, 2016) prosocial behavior is fundamental need in society. Finding meaning in life is fundamental human need. Therefore, prosocial behavior can increase helper's insight of meaning in life. Individuals can bring great meaning in life through participation in voluntary activities and donation of money for others. Prosocial behavior is positive social activity. Prosocial activity is important to familiarize the individuals to the society (Quain, Yidana, Ambotumah, 2016).

The history of prosocial behavior is traced back to chimpanzee. Morality, punishment, cares and concern for others is in the behavior of other animals, especially chimpanzee. Therefore the roots of prosocial behavior are the evolution of cumulative culture and tradition (Silk... as cited in Brosnan & deWaal, 2013). Similarly, there is biological and environmental contribution to the prosocial and antisocial behavior. Prosocial behavior may originate and be motivated by concern about the welfare of others and the rights of others. It is central to human social functioning and fosters positive traits that are beneficial for children and society. Encouraging prosocial behavior may also require decreasing or eliminating unwanted social behaviors. (Gupta &Thaplryal, 2015) stated, “Helping behavior in humans ranges from generous selfless acts to ignoring real needs”. Charitable giving is one type of helping behavior. It is the act of benefiting others through denoting money often by donating to a community activism organization that works to improve the lives of poor people (Partika, 2017).

Parenting plays a wonderful role for personal and social development of children. More acceptance and autonomy in parents make children high in their prosocial behavior but high level of protection and inconsistency requirement in parents make the child stress and develop aggression. Preventing aggression means promoting prosocial behavior (Lasota, 2018). children’s positive outcomes including high Self- esteem, a satisfied life and low depression depend on the kind of parenting style followed by parents (Milevsky,Schlechter,Netter &Keehn , 2006).On the other hand, bad parenting with so much conflict as perceived by the child might result in low school achievement, anxiety, depression and low Self-concept (Smokowski, Bacallao, Cotter & Evans, 2014). When we look at the other side of parenting style, it’s not only how the parent treats the child but child’s behavior has also stronger implications than the reverse (parent to a child). Children’s behavior could impact the kind of parenting style that parents adopt (Stattin,Kerr & Ozdemir, 2012)

In the Ethiopian context, there are few studies conducted in regard to prosocial behavior. These include studies conducted by (Abel, 2015), (Gemchu, 2014), (Million and Honelign 2020), (Aleayehu, Hong, 2018), and Zebene and (Demssie, 2020), however, none of these studies have attempted to examine whether parenting style and self-concept are related in any significant way with prosocial behavior in Ethiopian context.

1.2. Statement of the problem

Prosocial behavior is a positive social behavior. It is also important for the individuals to adapt themselves to the society (Quain, Dantallah& Yidana, 2016). Almost everyone says that helping others is important and that they want to help others. However, there are still many people who do not engage in any type of prosocial activities. Most of the studies about prosocial behavior focus on gender and peer group influence (Abel, 2015) as separate sources of influence and do not take into account some important variables like self-concept and parenting style. The patterns of relationship among them were not studied well and supported by empirical research. Especially in Ethiopia prosocial behavior is very important and necessary to help others in need. But even though there is prosocial activity in the country, it is not studied well and there is no enough research regarding this topic. Thus this study was conducted to find the relationship between prosocial behavior, self-concept and parenting style. To create smooth functioning of the society and to enhance human relationships, prosocial behavior is important. Therefore the society should give attention to the positive aspects of human behavior like prosocial activity and avoid negative side of humans like substance abuse, aggression, and crime (Tsehay et al 2014).

In fact, several literature evidences showed that prosocial behavior can have a number of benefits. It insures that people who need help get the assistance they need but it can also help those performing prosocial actions feel better about themselves. While there are obstacles that sometimes prevent such actions, research suggest that act of kindness and other prosocial behaviors are contagious (Cherry, 2020). Prosocial behavior is determined to generate activities in charities or associations.

Thus, as a graduate student, the writer's observation of prosocial behavior her interest in prosocial activity and her volunteering background have led her to the present research. When she was a volunteer in Mekedonia, the writer observed that many volunteers start to help others because of their family background and their good view of themselves. This indicates that prosocial activities have linkage with parenting style and self-concept

Therefore, the present researcher initiated to study how far self-concept and parenting style determinant variables for the adolescence prosocial behavior. According to the findings of (Alemayehu, Hong, 2018) prosocial behavior is important for the school performance of students and parents should be model for their children to promote prosocial behavior. In the same manner, promoting prosocial behavior is important to eliminate the level of antisocial

behavior (Million & Honelign, 2020). Prosocial behavior is important for the emotional intelligence of students (Gemchu, 2014). Therefore, these studies indicate that prosocial behavior is important in different areas. In Makedonia Humanitarian Association, prosocial behavior commonly observed. There are many activities which are done by helpers like volunteering, donating of money, clothes, and other materials, promoting the mission of the organization, etc. According to Ashenafi, (2017) volunteers of Makedonia Humanitarian Association participated in different prosocial activities. There are many reasons that volunteers participate in this prosocial behavior. The main reasons are to get blessing, to help the organization achieve its objective and to get opportunity to develop skill. Those volunteers perform different activities ranging from simple task to professional duties, which include promoting the organization's mission. This study therefore, sought to answer the following research questions.

1.3. Research Questions

The main purpose of the study was to examine the relationship between prosocial behavior, parenting style and self-concept among volunteers of Makedonia. Accordingly, the study was designed to answer the following questions.

1. What is the level of prosocial behavior of volunteers of Makedonia Humanitarian Association?
2. Are there statistically significant interrelationships among prosocial behavior parenting style and self-concept?
3. Is there a statistically significant gender difference in prosocial behaviors of Volunteers?
4. Do self-concept and parenting style predict prosocial behavior of volunteers?

1.4. Objective of the study

1.4.1 General Objective

The main objective of the study was to examine the relationship between prosocial behaviors, self-concept and parenting style of volunteers of Mekedonia Humanitarian Association.

1.4.2 Specific Objectives

- To explore the level of prosocial behavior of volunteers
- To explore the significant interrelationships among prosocial behavior , parenting style and self-concept
- To find out the difference in prosocial behavior among male and female volunteers
- To examine the proportion of variance in prosocial behavior that is accounted for by parenting style and self-concept.

1.5. Significance of the study

Prosocial behaviors are of considerable interest for charities in particular and society in general. The present study is important for giving an insight for the families, community as well as the adolescents about how prosocial behavior is related to parenting style and self-concept. The current research is also beneficial to the development of science and the society in general through increase in awareness to the society. Since enough researches have not been done in the area, it also gives other researchers a path way to investigate more and give something of value. Thus, the writer of this paper believes that this research will provide some information regarding the interrelationship of prosocial behavior, parenting style and self-concept.

1.6. Scope of the study

The study was delimited to Mekedonia Humanitarian Association. The association is located in Addis Ababa Bole sub city around Ayat. In addition to the physical proximity, the writer of this paper had been a volunteer in Mekedonia Humanitarian Association and she assumed that this facilitates communication with concerned bodies and make data gathering easier.

1.7. Limitation of the study

It is important to note that this study has some limitations. First, the population of the study only includes the volunteers of Mekidonia Humanitarian Association, and this implies that the finding of this study could be generalized to this particular population and also

generalized to members of association having similar structure or settings and group of adolescents who live in Addis Ababa. Thus, the result of the study may not be generalized to volunteers who live and participate in urban and rural areas of the country.

1.8. Operational definitions of key terms

Prosocial behavior: It is voluntary behavior of volunteers of Mekedonia intended to benefit others as measured by Prosocial Tendencies Measure (PTM). PTM developed from responses to prosocial moral reasoning interviews with college-aged students (Eisenberg, Carlo, Murphy, & Van Court, 1995) and revised by (Gustavo and Brandy, 2002).

Parenting style: It refers to the volunteers' perceptions of their parents' way of handling them with respect to parental control and parental warmth as measured by parenting style scale (PSS) which was Proposed by Baumrind's 1971 model based on high and low parental responsiveness. Later on, this parenting style scale was revised by (Maccoby and Martin, 1983). Based on this PSS was developed by Lamborn, Mounts, Steinbberg, and Dornbusch (1991).

Self-concept: is the evaluation of self in relation to social activity or acceptance. This is measured by social self-esteem inventory, which contains 30 items developed by Lawson et al, (1979).

CHAPTER TWO

LITERATURE Review

2.1 What is pro social Behavior?

Prosocial behavior is an opposite of antisocial behavior. Some people are antisocial and others are prosocial. Prosocial behavior includes sharing, helping, donating, volunteering, and cooperating.

“McDougall was the first psychologist to mention prosocial behavior in his Social Psychology textbook published in 1908. He argued that prosocial behavior was a result of tender emotions created by the parental instinct and saw these sympathetic instincts as the root of all altruism” (Fatkin, 2015 p. 19).

Prosocial behavior is a term used to explain actions which is voluntary practiced for the sole purpose of helping others. This practice is out of the expectation of reward from any external source. Prosocial behavior is invented by social psychologist to differentiate from altruism. Altruism is helping behavior without anticipation of external reward and anticipated of self-reward. Altruism is generally defined as any form of voluntary act intended to help another without expectation of reward. Similarly, prosocial behaviors are voluntary behaviors made with the intention of benefiting others. Prosocial behavior is often supplemented with psychological and social rewards for its performer. In the long run, prosocial behavior is very important for individuals who live in a society where prosocial behavior is common. Preventing the decline of individual's welfare or promoting well-being is also called prosocial behavior. This behavior ranges from taking quick physical action like helping someone move to new house and listening supportively to another person's troubles (Clark, Boothby, Polner & Reis, 2015).

Prosocial behavior is also a behavior that is planned to encourage other people. It includes sympathy, worry and approaching to help other individuals. Some people are more prosocial than other in regular day to day activity. Prosocial conduct or behavior is described in relation to emotions, and welfare of our own selves and other individuals. Prosocial behavior depends on the situation of the individual and his/her past experience (Kaur, 2019).

According to Hammond and Brownell, (2015), the voluntary action that aimed to benefit or help other peoples to improve their livelihood is called prosocial behavior. The development of this behavior in early life of humans is very important. It is related with development of cognitive competency like problem solving and moral reasoning which contribute for the positive school outcome. Therefore, prosocial behavior is related with school achievement of children. Prosocial behaviors include “helping, sharing, comforting, cooperating, and protecting others from any danger”. On the other hand persons who are engaged in prosocial behavior experience greater meaning in life and increase their self-worth and self-esteem. This prosocial behavior includes spending money and volunteering (Klein, 2016). Religiosity is related to helping strangers but negatively related to donating money and does not relate to time volunteering. Religion functioned efficiently in promoting prosocial behavior in less wealthy countries. But in developed country the religious function may be substituted by other social development factors and civilization. Therefore, the solution may be economic factors for the religion engagement inconsistency (Guo, Liu, & Tian, 2018).

The study of prosocial behavior is still growing and expanding from ones relevant to evolutionary psychology, behavioral genetics, and neuroscience to those relevant to social psychology, developmental psychology, personality theory, industrial/organizational psychology, and the study of intra- and intergroup behavior. Because of its breadth, research on prosocial behavior is able to contribute to connections between psychology and other social science disciplines and can facilitate the development of interdisciplinary and multidisciplinary collaborations and perspectives for both theory and application (Penner, Dovidio, Piliavin, Schroeder, 2014). Prosocial behavior has multifaceted nature especially for children. The children’s attachments for their caregiver determine their prosocial development. The role of parent child attachment is critical for the development of prosocial activity (Gross.et.al 2017).

To promote the discipline of adolescence to the society, prosocial tendencies may be the tool. Prosocial behavior is an influential societal signal, and becomes especially important in adolescence, when the transition to higher education traditionally takes place. Quality and peer attachment in early adolescence are predictive of relative changes in levels of prosocial nature over time (Ogunboyede &Agokei, 2015). Prosocial behavior is important for the individual and society in different ways. “The resilient adolescents had the highest scores whereas withdrawn adolescents had the lowest scores on the measure of pro social behavior. Both withdrawn and under controlled adolescents had the highest scores and resilient

adolescents had the lowest scores on the measure of aggression” (Xieabc, LiLei, Renmin 2016). Based on the finding of Furman and (Sibthorp, 2013), students experienced pro social behavior as the result of relevance to the expedition environment. This can be applied to multiple context including family, school friends and sport teams.

Types of Pro social Behavior

According to Eisenberg & Fabes, 1998 there are different types of pro social behavior

- A. Altruistic prosocial behavior is type of prosociality which is based on the needs and welfare of another motivated by sympathy responding and internalized principles consistent with helping others.
- B. Compliant prosocial behaviors in which a person helping others based on the verbal or non-verbal request.
- C. An emotional prosocial behavior is helping others under emotionally evocative Circumstances.
- D. Anonymous prosocial behavior is forth types of prosocial behavior were defined as helping performed without the knowledge of who helped (Carlo & Rondall, 2002).

2.2 Theoretical Background of Prosocial Behavior

There is a wide range of theoretical explanations of prosocial behavior. According to (UKEssys, 2018) as cited in Dovidio et al (2006) helping behavior influenced by social, environmental, biological factors. Prosocial behavior is important to create close attachment and interaction with others to have better society. There are social psychological theories examined about what factors that affect individuals engage in prosocial behavior. The socio meter theory explains why peoples engaged in prosocial behavior are to increasing their value in relation with others. People with low self-esteem also lower their value in relation with others and this lead to depression and anxiety. When people feel not accepted make distance and devalue themselves in relation with others and become low in their self-esteem.

People participate in prosocial behavior for a variety of reasons. The reason most typically raised by donors themselves is that they want to do well. Motivation theory also explains what motives an individual participate in voluntary activity. Volunteers as those who help others with no expectation of monetary rewards and volunteerism as a type of activity that is intended to improve the well-being of others (Mowen & Sujan, 2005). Both extrinsic and intrinsic motivations play an essential role in volunteerism. Intrinsic motivation refers to

engagement in an activity for the satisfaction and pleasure. Intrinsically motivated individuals participate in volunteering activity without the expectation of rewards. This activity is very satisfactory and enjoyable. But extrinsic motivation refers to the behaviors that are done to attain some outcome separate from what exists within the activity (Ryan & Deci, 2000). Different individuals may engage in volunteer service to fulfill distinct psychological functions or the same individuals may engage in volunteer service to fulfill distinct psychological functions at different times in their lives. However, all volunteers engage in volunteerism because it fulfills certain psychological functions (Widjaja, 2010). Prosocial motivation serves altruistic goals when it protects or promotes the wellbeing of other individuals without the intention of personal benefit. It serves egoistic goals when it increases positive affect boosts self-esteem.

For the purpose of this study, Social learning theory was also used. Social learning theory is formulated by Albert Bandura. According to Bandura, behavior is the result of observation, imitation and modeling. Prosocial behavior is related with social learning theory through direct exposure and observational learning. According to Michael and Graham (2010), prosocial behavior is learned not inborn. To be prosocial, the processes of classical conditioning, instrumental conditioning and observational learning have great contributions. Early behaviorists stated that children learn primarily through mechanisms such as conditioning. This perspective is reflected in some of the relatively early work on the role of reinforcement and punishment in promoting prosocial behavior (Hartmann, Gelfand, Smith, Paul, & Cromer, 1976).

Social learning theory suggests that peoples act prosaically as the result of their learning history. Children's experience and behavior is shaped by exposure to the new behavior. If the child gets parental attention or approval, then the child is likely to do the behavior but if the child is punished or ignored as the result of this behavior, he/she is less likely to do again. Child's positive behavior is the result of positive dimension of parenting (Thomas and Stephan, 2007). The theories explained above provide a good theoretical frame work for examining the relationship between parenting style, prosocial behavior and self-concept in adolescence.

2.3 Parenting style

Parenting is a specific behavior and complex activity which family works to influence their children outcome. The behavior and activity of parents may influence the Childs

development. Some behavior like speaking aloud, looking at specific behavior and isolation may be confusing for the child. Specific parenting has less influence in predicting child well-being than broad pattern of parenting. Parenting style provides a strong indicator of parenting functioning that predicts child well-being across diverse communities of children. Both parental responsiveness and parental demandingness are important components of good parenting. Authoritative parenting is balances clear, high parental demands with emotional responsiveness and recognition of child independence. It is one of the most consistent family predictors of competence from early childhood through adolescence (Darling, 2014).

2.3.1 Types of parenting styles

The Baumrind theory of parenting styles in 1971 laid the foundations for understanding the contributions that parenting styles and their influences on different aspects of children's growth. Being raised with a certain way has different implications in a child's life. There are three ways for Baumrind's parenting styles which later were divided into four through the contributions of (Maccoby and Martin, 1983).

Authoritarian parenting style- parents are very controlling for the purposes of compliance and obedience. Parents are demanding and controlling towards their children and also want a certain kind of behavior that they like to be reinforced up on their children. This results in behavioral and social problems on part of the children (Yang, Wang, Zhang, &Deckard, 2018.) Authoritarian parents may also use corporal punishments as a disciplinary method and they justify this action by saying "because I said so" (Jadon & Tripathi, 2017).

Parents impose their own thinking by disregarding their children's opinions and requiring absolute obedience and compliance from their children. They use hard measures of punishment to correct mistakes, which usually makes children aggressive, angry, with drawn, and results in low Self-Esteem (Ronald & Elizabeth, 2011). This kind of parenting style is mostly practiced by non-western societies and very popular in minorities and low socio economic status population in the US. The living conditions of these societies are dangerous so this parenting style has its own use in terms of protection purposes. In general, it can be implied as authoritarian parenting can be cultural influences (Smenta, 2017).

Authoritarian parenting style involves psychological control that can be manifested by less privacy for the child that means the parent is always interfering in every affair of the child. The other can be withholding love, inducing guilt in the child. According to Authoritarian Parenting style, Corporal punishment is believed to promote positive or favorable social

behaviors. These punishments tend to have detrimental effects in a way that it's hard to get adults adjust in a different cultural settings. It can generally be concluded that the outcome behaviors of the children is difficulty in social competence (Smenta, 2017).

In Ethiopia, this kind of parenting style was very popular in the 70s especially in rural areas (Rigness & Gander, 1972). These days in Ethiopia, parents are getting different approaches on child rearing practices, and mostly due to the information they get from different channels like internet. They are trying to change the methods of raising their children different from how they have been raised (Gelan, 2016).

Authoritative parenting style is characterized by high expectations for achievement of goals and aims on the parents' side but accompanied by love, continuous support to reach those goals and objectives, followed by a set of defined rules agreeable to both parent and child (Yang, Wang, Zhang & Deater, 2018). Most child outcomes are associated with less engagement in antisocial behaviors, developed self-regulation skills and highly independent (Dewar, 2017). They are supportive, communicate well with a child, nurture and give a chance for independency. They are fair but firm when disciplining their children. Children who are raised in this parenting style are well matured, and possess high Self-Esteem. Additionally, they are willing to work together with parents in order to work on any concern areas or problem they face (Ronald & Elizabeth, 2011).

It is a parenting style which is known for parents being highly responsive to their children's needs in terms of love, care and support they provide. Parents are also highly expectant of their children's successful performance. They are fair in their demandingness in a way that they are affectionate and understanding (Piko & Balazs, 2011).

Permissive parenting style- parents are warm but less firm towards their approach with their children. Parents don't set rules. Children are dependent, lack self-control and regulatory skills due to less demands set by parents. Children act according to however way they think is appropriate. Children of such parenting styles are observed to be engaged in consuming drugs and alcohol (Jadon & Tripathi, 2017). It is also characterized by parents who are "nontraditional and lenient, do not require mature behavior, allow considerable self-regulation and avoid confrontation". Parents are very liberal without asking for a certain expectations with regards to goals, skills and school performances. In general, this type of parenting style involves less demandingness and high responsiveness in terms of the need of

the children for love and affection without taking in consideration the expected responsibilities of the child (Eastin, Greenberg & Hofschire, 2006).

Neglected parenting style is the last style of parenting which is low on responsiveness and low on demandingness. Such parents are disconnected and very detached, although they take care of their children's basic needs food, clothing, shelter and health.

When it comes to Ethiopia's context, unrelated results have been shown since they were conducted in different times. Studies have shown that Authoritarian parenting style was most practiced in 1960 & 1970 and Authoritative-parenting style is being practiced since 1990 onwards (Tadesse, 2015). According to a study done in 1974, Authoritarian parenting style was the predominant one in Ethiopia Rigness & Gander, (1974). But in other recent studies, authoritative parenting style has been popular in Ethiopian context. Similarly, Yekoyealem (2005) reported that the predominantly parenting style in Ethiopian adolescence is authoritative. Kassahun (2005) also reported that for daughters an authoritative parenting style was the most commonly employed parenting style. For sons neglectful parenting style was the most predominantly adopted parenting style. Similarly, (Seleshi & Sentayehu, 1998) reported that parents were authoritative for their daughters, but authoritarian for their sons.

2.4 Basic concepts of self-concept

Self-concept is the base for all beliefs a person holds about how they perceive life. All aspects of human behavior are influenced by person's self-concept (Woods, 1998). Self-concept is the most significant tool for the thought and expression of individuals. It is the way a person reacts to himself (Ahmad, 2017). In addition beliefs, perceptions, behavior and personality about the self are called self-concept. It is considered as key to success and most popular in education and psychology. Self-concept is the set of ideas about one self and it is used for health and personality of a person (Khan & Alam, 2015).

Each person has a unique self-concept and it may be shaped through regulating behavior and shaping perception of the environment. To function well, an individual needs self-related motive and upholds positive self-view, belief and behavior (Wehrle & Fasbender, 2018).

On the other hand, self-concept is defined as a hierarchically structured cognitive-motivational and multidimensional construct that is, from more limited and non-stable domains, related to the perceptions of personal behavior in specific situations, to a more general and stable domain (Inglés et.al, 2012).

For the success of the individual, positive self-view and positive evaluation of self is important. These self-concepts also used to individuals define themselves in different roles to the adaptation of the environment. Self-concept is controlled by shaping the perception of the environment and regulating the behavior to control the way of self-relevant information. In general, self-concept is an organized, dynamic and complex set of attitude and evaluation that people hold about them (Wehrle & Fasbender, 2018).

Self-concept is affected by important transformations during adolescence period, mainly caused by the progressive development of Cognitive abilities. “Thus, self-descriptions, which are more concrete and referred to external behaviors during infancy, and become more internal and abstract during adolescence”. In the developmental stage high differentiation of self-concept occurs. During adolescence, important physical and psychological, new academic and social changes occurred. These occurrences promote the new self-evaluation domains. During this stage, Cognitive Progress allows adolescents to integrate different self-descriptions in generalizations and abstractions of higher order. These changes, linked to a higher vulnerability or susceptibility of adolescents to distort their own image, determine the high interest of the study of self-concept during such life stage (Inglés, González, Agustín, Torregrosa, María, Esteban & Cecilia, 2012). Self-concept reflects how an adolescent evaluates himself or herself in areas in which he or she considers success as important (Gupta & Thapliyal, 2015).

2.5 Interrelationship between prosocial behavior, parenting style and self-concept

2.5.1 Prosocial behavior and parenting style

The behavioral outcome of late adolescence is influenced by their peer and parents. Early adolescent experiences of parental warmth also have indirect effects on the outcomes. As expected, parental warmth was positively associated with adolescent self-regulation and prosocial peer association. Parental warmth was negatively associated with deviant peer association and cigarette use (Chien and Memmott, 2016).

The perceived parental negative control would inhibit emotional development in both offenders and non-offenders. For both group of adolescent's Parental negligence would be a risk factor.

“In the non-offenders, the lack of interest in others and in the offenders it would encourage aggressive behavior. This does not encourage prosocial behavior. Similarly, Parental permissiveness would produce emotional instability in the non-offender adolescents and in the offenders a lack of interest in others” (Lorca, Richaud & Malonda 2017)

Additionally, parental involvement, self-esteem, and peer influence have relationship with prosocial behavior of adolescence (Ogunboyede & Agokei, 2015). The responsiveness of mother's gender, irritation, upset character is related to prosocial behavior of their children (McGinley, 2018).

According to Guo, (2017) parents are the critical factor in the prosocial behavior developments of children. Offering respect, honest, frank, trust, recognition and support to children not only build good parent child relationship, but also build Child's active participations in prosocial behavior. To protect children from aggressive behavior and to promote prosocial behavior perceived parental support would be important. Therefore, children who have authoritative parents (high demand, high support) have higher level of prosocial behavior than children who have authoritarian and neglectful parents. Children who have authoritative mothers are more prosocial than children whose parents show permissive parenting styles. The relationship between parenting practice and prosocial behavior occurred through the interaction with sympathy. These parenting practices were significantly related with the prosocial behavior of adolescents (Carlo, McGinley, Hayes, Batenhorst & Wilkinson 2010) Prosocial behavior of adolescence is affected by parenting style and also prosocial behaviors have contribution on the school performance (Alemayehu & Hong, 2018).

Similarly, adolescence that had authoritative parents was high level of prosocial behavior than less involved and moderately demanding adolescences. But authoritative parents have youth who exhibited high levels of prosocial behaviors (Carlo, Rebecca , Cara Geo Knight ,Katharine & Zeiders 2017).

According to some findings in Ethiopia, parenting style has relationship with prosocial behavior of the adolescence. For instance, the permissive and authoritative parenting styles are related with prosocial behavior. Especially the permissive style actually had a more powerful influence on the level of prosocial behavior development achieved. But authoritarian parenting style did not have relationship with the levels of prosocial behavior. The neglectful parenting style, is negatively related with levels of prosocial behavior achieved (Zebene & Demssie, 2020).

When it comes to Ethiopia's context, unrelated results have been shown since they were conducted in different times. Studies have shown that authoritarian parenting style was most practiced in 1960 & 1970 and authoritative parenting style is being practiced since 1990 onwards (Tadesse, 2015). According to a study done in 1974, Authoritarian parenting style was the predominant one in Ethiopia (Rigness & Gander, 1974) but in other recent studies, authoritative parenting style has been popular in Ethiopia. In Ethiopia, the common practiced parenting style is authoritative parenting style. And Ethiopian parents are not expected to practice neglectful parenting style because it has negative developmental outcomes for the children. In general, parenting style has an effect on the prosocial behaviors. "Prosocial behavior plays a vital role in mediating the effect of parenting styles on the school performance for students and the effect of pro social behavior on the school performance for students." Prosocial behavior also has mediated effect between parenting styles and school performance (Alemayehu & Hong, 2018).

2.5.2 Prosocial behavior and self-concept

The self-concept is operationalized in four different ways, drawing upon literature from social and developmental psychology. It is important for a full account of commitment to prosocial action. The social reasoning correlates of prosocial behavior generalize to other groups; as, parental identification and the integration of ideals into the self have been found to be characteristic of altruistic action in other (Hart & Fegle, 1995). Self-concept begins being much more complex and tangible than it was when they were children. Some one's self concept is increased by acting in altruistic and pro social manner (Lu & Argyle 1991).

Adolescents are very dynamic period in development stage because they can be simply influenced by peoples who are near for them. During this stage, there is an opportunity to develop social skill like sharing, leadership and empathy. Similarly, family characteristics also play great role to the development of prosocial and antisocial behavior of children. Pro social behavior includes socially responsible, emphatic and to be positive to benefit others. These foster positive traits that are important to the society and to the children. Similarly, participation in prosocial and altruistic behavior is increase self-concept of the individual (Gupa & Thapliyal, 2015). Similarly, (Gupa & Thapliyal, 2015) reported that prosocial behavior is the positive and significant predictor of high self-concept in "physical ability, parent relation, and same sex relation, opposite sex relation, verbal, school trustworthiness and self-esteem".

2.5.3 Parenting style and self-concept

According to the researches that were seen so far, it can be understood that there is a generational gap, lack of parental bonds and peer support that is seen which contributes to the misunderstanding of parents and adolescents. Teenagers these days face lots of problems that parents don't understand unless they form close relationship with their children.

In a study which assessed parent's attitude and its effect on Self-Esteem, it was found that adolescents perceiving parental acceptance attitude have higher self-esteem than the adolescents perceiving rejection attitude of parents. The findings showed that adolescents who received parental acceptance attitude have a higher self-esteem than the adolescents getting rejection attitude of parents. And therefore, adolescents who got more parental acceptance scored higher level of self-esteem than those who didn't, so rejection contributes to low self-esteem on adolescents. So it can be reported that accepting attitudes of parents can contribute to high self-esteem in adolescents while rejection attitudes bring about low-Self-esteem(Deshpande,A.& Chhabriya,M.).

In a study conducted comprising of children whose parents followed authoritative parenting and permissive parenting style, children whose parents were authoritative scored high Self Esteem while one participant whose parent was permissive scored low level of self Esteem. (Lynn & Ting, 2018) On the contrary, in a study done in Spain proved that self-concept measured with respect to academic and family dimensions on all the four parenting style was highest for the children whose parents followed the indulgent parenting styles and lower for authoritative, The worst result was for children with authoritarian parents (Martinez &Garcia ,2007).Even gender and number of family does not bring significant difference in the development of self-concept, adolescents live in urban have better self-concept than those who live in rural. Fathers work and profession may contribute for the self-concept of adolescence (Rashid, Iqbal & Khalid, 2015).

In another study conducted in India, when it comes to their self-concept, students whose parents adopted the authoritative parenting style didn't show significant differences in comparison with those whose parents are permissive. But both parenting styles showed children with high self-concept as compared to authoritarian parenting style (Sharma &Pandey, 2015).A research done in Malaysia shows how authoritarian parenting style has a negative impact on self-esteem of students. The most practiced parenting style was permissive, and most of the students were characterized as having high self-esteem (Hong,

Long& Rahman, 2015). In a study conducted in Iran, it was found that Authoritarian Parenting style was a cause for low academic performance of Iranian girls. It also has an impact on their average score as was pointed out in the results of the study (Rahimpour, Moghadam & Hashemian, 2015).

Based on the other findings, parenting style has positive and negative outcomes in the adolescence academic achievement. Except neglectful parenting style, the other three parenting styles have significantly related with academic achievement. Authoritative style had a positive and significant influence on academic achievement means that students who had parents with the authoritative style were more successful in school. Even though the authoritative parenting style was positively and significantly related to academic motivation, it never related to self-concept (Asrat 2018). Authoritative parenting style has positive causal effect on self-concept but on aggression, the effect was negative. Similarly, the effect of self-concept on aggression was negative. Therefore, it is possible to say that self-concept can play mediating role in the relationships of aggression and authoritative parenting style (Khatoon, Hesari & Hejazi, 2011). According to Ahmadi, Afsharinia & Kakabaraei (2014) there is interdependence between self-concept and parenting style of students. Similarly, there is also interdependence between self-concept and social maturity.

2.6 Gender Differences and pro social behavior

Some studies show that there is a gender difference on prosocial behavior. In terms of mother and teacher rating girls tend to show more pro sociality than boys (Carlo, McGinley, Hayes, Batenhorst & Wilkinson ,2010) Similarly, girls are more prosocial than boys, especially children whose mother show authoritative parenting are more prosocial than children whose mothers show permissive parenting style (Güre, Basak& Altay, 2012).

In other study related to gender and prosocial behavior, gender was found to have an influence on prosocial behavior. In environmental context, female are higher in altruism and empathy than males and males are higher than females in aggression (Baudinet, 2013). But according to Zebene & Demssie, (2020) there was no difference between male and female adolescent regarding the overall prosocial behavior. Males were found to be high in both emotional intelligence and pro social behavior (Gemchu ,2014). Females are more involved in emotional, altruism, anonymous prosocial behaviors than males and in general on prosocial activity, females are more participants (Tsehay, Mulatie, sellakumar & Begashaw,2014). But on other study, there is no gender difference in overall prosocial activity even though there is

significant gender difference in parenting style. The gender difference is seen in the prosocial behavior of the adolescence as the result of positive and negative peer pressure (Abel, 2015).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Description of the study area

The site of the study is Mekedonia Humanitarian Association which is found in Addis Ababa Bole sub city around Ayat. The association is a non-governmental, non-profit making and independent organization. Mekedonia is a home for mentally ill and elderly people and provides their basic needs like shelter, food, cloth, medical and others. The association involves volunteers from different, religious, ethnic, language, culture, political backgrounds.

3.2 Research Design

This study employed correlational research design. According to Dulock, (1993) this correlational research design is used to describe how one variable is related with other variable. In this study, prosocial behavior is used as dependent variable while parenting style and self-concept are regarded as independent variable.

3.3 Population, Sample Size and Sampling Method

The population of the current study is all volunteers of Mekedonia. From the total of 150 volunteers, 85 volunteers are females. The researcher selected the participants using probability sampling which is simple random sampling technique. The reason for using random sampling is that the populations in the study are found in the same characteristics. In probability sampling, specifically, simple random sampling every member of the population has an equal chance of being selected. There are different kinds of formulas to determine the appropriate sample size from the population when different technique of sampling are used. When simple random sampling technique used it is possible to use Yamane formula for calculating sample size. Simple random sampling is the most common and each unit of the population has equal chance of being drawn in the sample. Therefore, it is a method of selecting n units of a population of size N by giving equal probability to all units. The population of the current study is 150 volunteers of Mekedonia. The samples size is determined by the formula of Yamane formula for calculating sample size Yamane (1967). According to him, for 95% of confidence level and p —

0.5 Size of the sample should be calculated. Therefore, 109 volunteers were selected from the total of 150 volunteers and questionnaire was distributed for them. But due to different reason, data were collected from 105 volunteers. The other four volunteers did not return the paper.

3.4 Data collection instruments

3.4.1 Questionnaire

The data collection materials to measure variables of the present study are questionnaires which have four parts. The first set consisted of volunteers background characteristics (i.e., demographic variables). The next two sets of items were adapted from the work of previous researchers and consisted of prosocial Tendencies Measure (PTM) and Parenting Styles Scale (PSS). The other is social self-esteem inventory which is used to measure self-concept of volunteers. The instrument used to measure prosocial behavior is prosocial Tendency Measure (PTM). The instrument was originally developed from responses to prosocial moral reasoning interviews with college- aged students (Eisenberg, Carlo, Murphy, & Van Court, 1995) and was revised by (Gustavo & Brandy, 2002). The tool was developed on likert scale type statement on five-point scales ranging between strongly agree (5) to strongly disagree (1). It contains 16 items. Those items are divided into each dimensions of prosocial behavior in which for altruistic prosocial behavior 5 items , for compliant prosocial behavior 2 items ,for emotional prosocial behavior 4 items and 5 of them anonymous prosocial behavior. Then the volunteers were ranging from low 16($16 \times 1=16$) to a high of 80($16 \times 5=80$) on pro social behavior. Expected mean is the midpoint between the minimum and maximum scores on Likert scale. Then in this research the midpoint for prosocial behavior is ($16 \times 3=48$).

The other instrument was Parenting styles scale (PSS): parenting style, namely authoritarian, authoritative, permissive and negligent proposed by Baumrind's 1971 based on high and low parental responsiveness and parenting style scale suggested by (Maccoby and Martin's, 1983). Based on this, PSS was developed by (Lamborn, Mounts, Steinbberg, & Dornbusch, 1991). This scale has 27 items in which volunteers were asked to rate their parents in terms of the two parenting dimensions: love/warmth (15items) and control/demanding (12 items).The last instrument was the social self-esteem inventory, which consists of 30 items and developed by Lawson et al, 1979. The original reliability of this scale was 0.88 and it is highly reliable. Similarly, it has five point likert scales from strongly agree to strongly disagree.

The researcher of the study collected questionnaire from prosocial Tendencies Measure (PTM), Parenting Styles Scale (PSS), and social self-esteem inventory. Then, translated the social self-esteem inventory English version questions into Amharic version to make the question local and easy for the respondents. The researcher then took the letter of cooperation from the school of psychology and started to collect the information from volunteers of Mekedonia.

3.5 Method of data Analysis

3.5.1 Descriptive statistics

Descriptive statistics was used to analyses the data. According to Will Kenton, (2019) descriptive statistics is used to show a given data that represent the sample of a population. Descriptive statistics used to measure central tendency (mean, median, mode) of a given data and measure of variability like standard deviation, variance, range of the variable. The statistical calculation was performed by using statistical package for social science (SPSS) software version 25n.

3.5.2 Inferential statistics

Inferential statistics is used to make prediction and inference based on the sample which is used in this research.

Correlational Analysis

This analysis was used to determine the statistically significant relationships among prosocial behavior, parenting style and self-concept. Pearson's correlation coefficient is the test statistics used to measure the statistical relationship, or association, between prosocial behavior, parenting style and self-concept. It was used in order to get information about the magnitude of the association, or correlation, as well as the direction of the relationship (Chee, 2015)

Regression Analysis

Regression analysis was used to examine the proportion of variance in prosocial behavior that was explained by parenting style and self-concept. Regression analysis is the most important and widely used types of analysis. The benefit of using this analysis is to indicate the significant relationship of prosocial behavior, parenting style and self-concept, to indicate the effect of parenting style and self-concept, on PSB and to make prediction.

Independent sample t-test

This test was used to examine mean difference of male and female students score in prosocial behavior and its dimensions (altruism, compliant, emotional and anonymous).

One sample t test

One sample t-test is a statistical procedure often performed for testing the mean value of a distribution. It is also used to show the level of prosocial behavior of participants.

3.6. Pilot Test

Pre testing of questionnaire was conducted before the final questionnaire was administered, in order to check the appropriateness of the questionnaire to the volunteers. And the main purpose of pilot test was to improve the data collection instrument which was adopted from the previous studies. It is used to check the proper way of administering the questioner of the main study. The three questionnaire means parenting style scale (PSS), social self-esteem inventory and prosocial tendency measure were tested on a sample of 40 (16 males and 24 females) volunteers of Mary Joy Development Association. The responses of the respondents were scored and the reliabilities were found to be good. Based on the result of the pilot study, the alpha values obtained in ranges from $\alpha=0.764$ to $\alpha=0.769$.

Scoring and Analysis

The response given for each statement was changed into numeric value and then scores of the data gathered was made to be encoded into SPSS. First, the items measure the same components of the construct were identified and encoded consecutively. Accordingly, the person responded strongly disagree gets 1 point, disagree 2, undecided 3, agree 4 and strongly agree 5 point. For 16 items, prosocial behavior measuring scale, scores were ranging from a low of 16 ($16 \times 1 = 16$) to a high of 80 ($16 \times 5 = 80$). According to Chyung, Roberts, Swanson & Hankinson (2017), Undecided is used for the midpoint on the Likert Scale. Therefore in this research ($16 \times 3 = 48$). For prosocial behavior volunteers scored above 48 is considered as high in prosocial behavior. A volunteer scored below 48 is considered as low in prosocial behavior.

After checking for the skewness of the distribution of responses, the median split method was used and the four parenting styles were derived as follows:

Authoritative parents were those whose children scored above or equal to the sample median on both love/warmth and control/demanding. Authoritarian parents were those whose children scored above or equal to the sample median on the control/demanding but below the sample median on the love/warmth index. Permissive/indulgent parents were those whose children scored below the sample median on the control/demanding but above or equal to the sample median on the love /warmth index. Neglectful parents were those whose children scored below the sample median on both Love/warmth and control/demanding indices. For the analysis, the four parenting styles were coded as 1=authoritative, 2=authoritarian, 3=indulgent and 4=neglectful.

Validity

The content validity of the scales was checked by professionals who checked it and gave opinions on whether it can be used to measure as proposed in this study. The researcher believes that the content validity can be measured by taking the opinions of professionals who are familiar with the construct to be measured. For this reason, two experts, one who teaches psychology in Jimma University and one who has MA in Social psychology were involved to check the validity of the instruments. The role of the experts was to comment on relevance, and appropriateness of each item based on the topic under investigation. The social self-esteem inventory questionnaires were translated into Amharic by the researcher with the assistance of language professionals. Accordingly, the experts reviewed and approved the validity of the items to measure the constructs under the study. After the content validity was reviewed and approved by the experts the instruments were distributed to volunteers of Mary Joy Development Association for Pilot test.

Reliability

The reliability was done by the researcher through pilot test after the validity was checked and approved. The reliability was checked after translating the instruments to the local language (Amharic) and taking samples of the population to test. The data was fed to the latest SPSS version to get information of the instruments about their reliability. Therefore, the reliability of

PSB .674, PS.787, (love/warmth.781, control/demanding .772) and SC .761 and it indicates that the scales are reliable.

3.7. Ethical consideration

This section contains details of what ethical considerations were made in the process of conducting the research. Before beginning the data collection, the project was explained to the volunteers of the association. To this end, the objectives and the description of the procedure to be followed were presented. It was explained that participation was voluntary. After obtaining permission from the participants, the volunteers were invited to participate in the project. The objectives of the project were explained, and the volunteers were informed that their participation was voluntary and that not participating would not have any consequences for them. They were also told that there was no compensation of any kind for participating in this study and the confidentiality of the information to be kept. The right to withdrawal was ensured and other person's interference during the collection was avoided. The purpose of the study and the benefits that would accrue from it was explained, Avoiding harm; preventing any intentional harm either physically or psychologically and involving vulnerable groups/ special populations were the ethics considered in this research.

CHAPTER FOUR

RESULTS

This chapter presents the results of the study. The findings are presented sequentially based on the research questions. First, the demographic characteristics of the study sample are described. Next, the level of prosocial behavior of the volunteers, the interrelationship between prosocial behavior, parenting style and self-concept are presented, Gender differences in prosocial behaviors of volunteers and proportion of the variance in prosocial behavior that was explained by parenting style and self-concept are presented. Data gathered for this study were analyzed using descriptive statistics and inferential statistics.

4.1. Demographic characteristics of the Study Sample

The demographic characteristics of the study sample are presented by using descriptive frequency in the Table below.

Table 1: Frequencies and percentage of demographic variables (N=105)

Variable	category	No	%
Sex	Male	45	42.9
	Female	60	57.1
	5-10	35	33.3
Educational Level	10-diploma	35	33.3
	Degree or above	35	33.3

As Table 1 indicates, male volunteers were 45(42.9%) and female participants were 60(57.1%). The table also depicts that all of the respondents are literate. Most of the participants are from grade 5 to 10 which is 33.3%. The other 33.3% are above grade 10 and have diploma. Similarly, 33.3% of respondents have degree or above.

4.1.1 Difference in prosocial behavior as a function of education

Series of ANOVA tests were computed to look into mean differences in prosocial behavior based on education. Summaries of the computations are presented in Table 3 below

Table 2: ANOVA test scores for respondents' based on education (N=105)

Variable	category	N	Mean	SD	F	p
PSB	5-10	35	67.66	5.749	2.931	0.058
	10-diploma	35	67.29	5.437		
	Degree	35	64.71	5.421		
	or above			.		

Table 2 above portrays that there is no statistically significant difference in the overall prosocial behaviour in relation to educational background ($F= 2.931$, $p =0.058$).

4.2 The level of prosocial behavior of volunteers

To examine the levels of volunteer's prosocial behavior; one sample t test was employed and presented below.

Table 3 One-Sample Statistics

	N	Mean	SD	test value
PSB	105	66.55	5.640	48

Table 3 above shows that the mean of volunteers on overall prosocial behavior is ($M=66.55$ with $SD=5.640$) which is greater than the expected mean (48). The prosocial behavior of volunteers are ranging from low 16($16 \times 1=16$) to a high of 80($16 \times 5=80$) on prosocial behavior. Expected mean is the midpoint between the minimum and maximum scores on Likert scale. In this research, the midpoint for prosocial behavior is ($16 \times 3=48$). Therefore, the volunteers scored

below 48 are low in PSB and 48 and above are high in PSB. Therefore majority of the volunteers are high in prosocial behavior. Similarly, in descriptive statistics result commonly observed prosocial behavior is identified below.

Table 4 Descriptive Statistics of the Prosocial Subscales

PSB subscale	N	Mini	Maxi	Mean	SD
Altruistic	105	16	25	21.81	2.029
Compliant	105	5	10	8.22	1.587
Emotional	105	11	20	15.70	2.266
Anonymous	105	15	25	20.83	2.577

Table 4 shows means and standard deviations for the prosocial behavior subscales. In this regard the above table depicts altruistic mean of (M =21.81, SD=2.029), anonymous (M =20.83, SD =2.577), Emotional (M=15.70, SD =2.266) and Compliant (M=8.22, SD=1.587). In other words, the table indicates altruism prosocial behaviors as commonly observed type of prosocial behavior followed by anonymous prosocial behaviors. Emotional prosocial behaviors are found as the third commonly observed types of prosocial behaviors. A compliant prosocial behavior is the type of prosocial behavior rarely observed among volunteers.

4.3 Interrelation among pro social behavior, parenting style and self-concept

In order to investigate relationships among parenting style, prosocial behavior, and self-concept of the volunteers, Pearson Product Moment Correlation was used and presented in Table 7 below.

Table 5: Correlation among the component of prosocial behavior, age and independent variables of the study

	Correlations							
	1	2	3	4	5	6	7	8
1. Age								
2. PSB	.312**							
3. SC	.079	.345**						
4.PS	-.153	.275**	.131					
5.altruistic	.280**	.641**	.220*	-.079				
6.compliant	.050	.548**	.105	.226*	.264**			
7.emotional	.140	.693**	.299**	.127	.224*	.211*		
8.anonymous	.308**	.736**	.254**	.289**	.257**	.190	.332**	

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

* . Correlation is significant at the 0.05 level (2-tailed).

According to the table above, there is significant correlation between age and prosocial behavior. It implies that when age increases the tendency of becoming prosocial increases. Correlations among the components of prosocial behavior are all significant except anonymous and compliant prosocial behavior. As shown in the above table, compliant and altruistic pro social behavior have significant positive relationship ($r = .264$, $p < .01$). Emotional and altruistic pro social behavior also have significant positive relationship ($r = .224$, $p < .05$). Similarly anonymous PSB have strong positive relationship with altruistic PSB and emotional PSB ($r = .257$, $p < .01$) and ($r = .332$, $p < .01$) respectively. Emotional PSB and compliant PSB also have strong positive relationship at ($r = .211$, $p < .05$). The table above also shows that parenting style has positive relation with compliant and anonymous prosocial behavior ($r = .226$, $p < .05$) and ($r = .289$, $p < .01$) respectively. On the other hand self-concept has positive relationship with altruistic ($r = .220$, $p < .05$) and emotional ($r = .299$, $p < .01$) prosocial behavior. Similarly anonymous prosocial behaviors also have significant positive relation with self-concept ($r = .254$, $p < .01$). Similarly

prosocial behavior have significant positive relationship with parenting style($r = .275$, $p < .01$) and self-concept($r = .345$, $p < .01$).

4.4 Gender differences in pro social behavior

Independent t-test was used to examine the comparison of male and female volunteers on PSB and its components.

Table 6: gender difference in prosocial behavior

Variable	Category	N	Mean	SD	t	sig. (2- tailed)
PSB	Male	45	67.27	5.425	1.125	.263
	Female	60	66.02	5.783		

As indicated above there is no statistically significant gender difference ($t=1.125$, $p=0.263$) in overall prosocial behavior of volunteers.

Table 7: Independents sample t-test scores for respondents' based on Gender ($N=105$)

Group Statistics

Variables	Category	N	Mean	S D	t	p
Anonymous	Male	45	20.76	2.542	.250	.803
	Female	60	20.88	2.624		
Emotional	Male	45	16.02	2.200	1.284	.202
	Female	60	15.45	2.303		
Compliant	Male	45	8.22	1.491	.018	.986
	Female	60	8.22	1.668		
Altruistic	Male	45	22.27	2.005	2.029	.045
	Female	60	21.47	1.995		

The t-test value reveals that there is no statistically significant difference in the mean value of female and male participants in the components of PSB except in altruism prosocial behavior. In altruism PSB ($t=2.029$, $p=.045$) male adolescents scored higher on altruism prosocial behavior with mean of ($M= 22.27$) than female adolescents ($M =21.47$).

4.5 proportion of variance in prosocial behavior that is explained by parenting style and self-concept

In this section the research question addresses the value of dependent variable from independent variables. Besides, change in prosocial behavior due to parenting style and self-concept are presented.

Table 8: Linear regression analysis of independent variables to the dependent variables

	B	β	T	p	R ²	R ² Change	F value
Model 1					.173	.173	10.654
PS	-1.074	-.234	-2.575	.024			
SC	.145	.314	3.461	.001			
Model2							
Ps only	-1.264	-.275	-2.904	0.005	0.076	0.076	8.433
SC only	0.159	.345	3.731	.000	0.119	0.119	13.918

In the first set of regression analysis, parenting style and self-concept were entered in the equation to determine the proportion of the variance in prosocial behavior. The model is found to be statistically significant ($f= 10.65$, $p<.05$) and accounts for 17.3% of the variance in prosocial behavior. Therefore it is possible to say that self-concept and parenting style predict the prosocial behavior of volunteers. In the next set of regression parenting style and self-concept was entered separately. The table also shows the variable parenting style explained (R square value 0.076) 7.6% of the variance in prosocial behavior of volunteers. Similarly, self-concept is also explained by 11.9% of the variance in prosocial behavior. The results also show that self-concept is relatively more powerful in predicting prosocial behavior of the volunteers than parenting style.

CHAPTER FIVE

DISCUSSIONS

The main objective of this chapter is to discuss the result of the analysis in line with other related findings and objective of the study. The main purpose of this study was to examine the relationship between prosocial behavior, parenting style and self-concept of volunteers of Mekedonia Humanitarian Association. First, discussion is made about the result obtained in relation to level of prosocial behavior of volunteers of Mekedonia Humanitarian Association. Next, the relationship between prosocial behavior, parenting style and self-concept of volunteers are addressed, gender differences in prosocial behavior of volunteers are discussed and finally, the predictions of value of independent variable to dependent variable are considered.

5.1. Level of prosocial behavior of volunteers

Describing the level of prosocial behavior of volunteers was one of the principal objectives of this study. The current study revealed that majority of the volunteers are high in prosocial behavior for the reason that the volunteers scored above the expected mean (48), which is ($M=66.66$, $SD= 5.640$). Prosocial behavior is higher as the result of high interdependency of the individuals as Ethiopia has diverse nations, nationalities, and Collectivist culture, which is a culture of eating, drinking, celebrating events together with others. This culture of interdependency and collective social life style is mainly observed with kinship. Not only culture religiosity also plays a great role for the high level of prosocial behavior. Most Ethiopians are religious (Christians or Muslims) which promotes prosocial behavior and most the religious organizations promotes prosocial behavior. Individuals involve in prosocial behavior to get blessing and as the result of religious teaching. Bonner, Koven, and Patrick (2003) stated that PSB are positively correlated with religiosity. This finding is similar with the findings of (Gemchu, 2014) on emotional intelligence; prosocial behavior and academic achievement of undergraduate students in Addis Ababa University. The result shows that the respondents have high prosocial behavior.

5.2 The relationship between prosocial behavior, parenting style and self-concept

According to this study a positive and significant association is found between prosocial behaviors and parenting style. The finding indicates that the way of parenting style has high contribution for the development of pro social behavior of children. Most Ethiopian parents shape children to follow their way of life and activity. In this manner, parents are main role models for children. This indicates that if parents are prosocial, the probability of their children become prosocial is very high. Similarly, most parents in Ethiopia work on their children to have good boys and good girls to be accepted by the society. Thus to get this acceptance and appreciation from others, parents shape their children to follow acceptable behavior like prosocial behavior and avoid unacceptable behavior like aggression. Moreover, Children are under their family even though they are above age of 18 and they have close relationship. These interrelationships help parents to guide their children properly.

The present study also indicates that most of volunteers have authoritative parenting and this parenting style also has wonderful role for the development of prosocial behavior of children. This idea is supported by (Carlo. G,et.al ,2018) who found that youth who had authoritative parents were more likely to have high levels of prosocial behaviors than those who were less involved and moderately demanding. According to Carlo s finding Mothers who were moderately demanding and mothers and fathers who were less involved were less likely than authoritative parents to have adolescents who showed high levels of prosocial behaviors. According to Mesurado and Richaud (2016), for the development of prosocial behavior the combination of parental support and parental challenge has an important influence. In general parental styles are important for the overall prosocial development (Mesurado & Richaud 2016 as cited in Eisenberg et al. 2006).

Another possible explanation for the significant relationship found between parenting style and prosocial behavior, is that when parents should properly control their children the child become positive and more prosocial than antisocial. Parents have responsibility to follow their children and give support if things are important also challenge them if things are not important. These kinds of parenting help the child to develop prosocial behavior. The above explanation could get support from the study that was conducted in our country by (Zebene and Demssie, 2020) who

found significant correlation between prosocial behaviors and the permissive as well as the authoritative parenting style. But adolescents who have authoritarian mothers reported low level of prosocial behavior. Similarly, parenting styles have a direct impact on behavior of children. Authoritative parenting styles play a positive role in prosocial behavior in children (Masud et al., 2019) In contrast; other finding by (Tafetu, 2007) showed no significant correlation between helping behavior and parental modeling.

The present study showed positive and significant relationship between self-concept and prosocial behavior of adolescents. This implies that more participation of the volunteers in prosocial activity increases their self-concept. This result is similar to that of other investigators (Cauley & Tyler, 1989) for example; found that there is significant correlation between helping behavior and self-concept over and above the effects of sex, age, number of siblings, and number of years in school. In addition, “prosocial behavior that was self-initiated was more effective than pro social behavior that was other-initiated”. Similarly, there is positive correlation between Self-concept/Self-esteem and pro social behavior (Calvo, Gonzalez & Martorell, 2001).

Furthermore Gupta & Thapliyal (2015) found that adolescents are influenced by their peers and family characteristics. In this stage, there is an opportunity to develop social skills such as empathy, sharing, and leadership and prosocial behavior. PSB is aimed to establish helpful, empathic, co-operative and socially responsible relationships in order to benefit others. It fosters positive traits that are beneficial for children and society. Similarly, self-concept during adolescence is being more complex than when they were children. In general it was found that significant relationship between prosocial behavior and self-concept of adolescents. There is positive relationship between self-concept and prosocial behavior (gupta & thapliyal, 2015)

This study also revealed that there is a positive relationship between self-concept and parenting style. In contrast, the finding of (Othman, Rahman & kamaruzaman, 2017) shows that there is no correlation between authoritarian parenting style and self-concept but, there is a positive relationship between parenting style and self-concept. Sasikala & Relton, (2017) reported positive relationship between perceived parental bonding and self-concept of students. Similarly, researches have shown that parental bonding has an affective role in children's over all self Esteem. In a study conducted Among 482 adolescents of which, 246 of them are females, it was shown that parental bonding and care has affected self-Esteem (Bahreini et.al ,2011).

In a study that aimed to examine the relationship between parental bonding and self-esteem of children with a confounding factor of genetic relatedness, it was reported that parental bonding was positively associated with self-esteem. The study used a data base from twin and offspring study in Sweden, which consisted of 909 children whose parents were twins. Structure equation model was used to determine if there were still some relationships even after considering similar traits or genes were passed. Additionally, it was showed that an affectionate relationship, which could explain the strength of the parental bond, could account greatly for the positive feeling of Self Worth (McAdams, 2016).

The research conducted to see the importance of parenting styles on self- esteem of teenagers in Addis Ababa among students of American Mission School showed that there was no significant correlation between parenting styles and self-esteem except for the influence of fathers who practice authoritarian parenting styles. Results of the study showed that, children whose parents were authoritarian showed high self-Esteem. These results are in contradiction with other research findings like (Martinez & Garcia, 2008) who found out that authoritarianism in parenting style leads to low Self Esteem. It was also found that there was significant relationship between age and self- esteem but school grades, living arrangement, parent's level of education and income of the family didn't have significant relationship with self-esteem of the students. The most practiced parenting style was also found to be authoritative parenting style (Lensa Tesfaye, 2015). According to (Gregory, J.2007) there was no relationship between permissive parenting style and self- esteem.

5.3 Gender differences in pro social behavior of the volunteers

This section discusses the result of gender difference in prosocial behavior. As the result of this study shows, no significant gender difference is found in the overall score of prosocial behavior. But the analysis of gender difference in the component of prosocial behavior showed that male volunteers have significantly higher score in the altruistic prosocial behavior than female volunteers. This finding probably implies that male and female volunteers are equally engaged in prosocial behavior. But males are more participating in altruistic prosocial activity. Now a days the society and the government support females to participate not only in household activity but also in other public area. The gender role stereotypes do not exist as compared with last decades. Therefore, male and female have equal participation. Males are more altruistic than female as

males are risk-taker but females do not want to take risk. The above results are consistent with the existing literature which indicates that there is no significant gender difference in prosocial behavior (Abel, 2015).

The above results are inconsistent with the findings of (Gemchu, 2014) who found that there is significant difference between male and female in prosocial behavior. The result indicates that male students behave in more prosocial manner than female students. Abel as cited in Tafetu (2007) found that, there was significant mean difference in prosocial behavior between males and females that female scored more on overall prosocial behavior than male students. (Carlo, Crocetti, Koot & Branje, 2018) also found clear gender difference in prosocial behavior of males and females. (Zhang, 2017) also show the existence of gender difference, as women are much higher in prosocial behavior than men. Similarly, females are more participants than males in prosocial behavior specially in emotional, altruism, anonymous and public prosocial behaviors (Tsehay,et al 2014) .

5.4 The proportion of the variance in pro social behavior that is explained by parenting style and self-concept

Having looked at the relationship among prosocial behavior, parenting style and self-concept, the next step was determine the variance in prosocial behavior these parenting style and self-concept accounts for.

As shown earlier, the regression model for parenting style was able to explain a variance $R^2 = 0.076$ in prosocial behavior followed by self-concept $R^2 = 0.119$. This result indicates that parenting style has high contribution for the development of prosocial behavior of volunteers. Similarly, volunteer's self-concept has contribution to participate in prosocial manner. So parenting style predicts the prosocial behavior of children's. This finding is related with the finding of (Fatima,Dawod & Munir,2020) on parenting style ,moral identity and prosocial behavior in adolescence. The results showed that parenting styles are likely to predict the moral identity and prosocial behavior of children. Similarly, the mothers and fathers influence adolescents' prosocial behavior. Since parenting style has key role in the social and personal development of their children. Studies also show that parental warmth and support have been

positively associated with children prosocial behavior (Gupta & Thapliyal, 2015 as cited in Yarmurly & Sanson, 2009).

Children can develop aggressive and antisocial behavior as the result of Parental control combined with strict verbal and physical disciplining practices (Maccoby and Martin, 1983; Hoffman, 2000; Eisenberg and Valiente, **2002**).

“There was a relationship between authoritative parenting and empathy together towards prosocial behavior. Authoritative parenting have positive correlations with adolescent prosocial behavior because children who get attention, discipline, sincere affection from parents and family will have good social behavior (Syahril, Yusuf, Ilfiandra, & Adiputra, 2020).”

The regression analysis also shows that the model for parenting style and self-concept was able to explain 17.3 percent of the variance in prosocial behavior. This result indicates that parenting style and self-concept are important factors contributing to prosocial behavior. It would also imply that if volunteers have grown in good parenting style and have good self-concept they would be more effective in prosocial behavior.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATION

The main objective of the present study was to examine the interrelationship among prosocial behavior, parenting style and self-concept. Accordingly the following questions were formulated as the basic target of the study

1. What is the level of pro social behavior of volunteers of Makedonia Humanitarian Association?
2. Are there statistically significant interrelationships among prosocial behavior, parenting style and self-concept?
3. Is there a statistically significant gender difference in prosocial behavior of volunteers?
4. Do self-concept and parenting style predict prosocial behavior of volunteers?

In order to find answer for the above questions, the study was conducted on volunteers of Makedonia Humanitarian Association. There were 150 volunteers from those 109 volunteers were randomly selected for the main study from those data were collected only from 105 volunteers (45 males and 60 females) the other four volunteers did not return the paper.

Questionnaire, which consists of three scales of prosocial tendency measure, social self-esteem inventory, and the parenting style scale, were used to collect data. The PSS and PSB scale were adopted from previous findings. Initially, the questionnaire was administered to a pilot sample. Based on this, items analysis were carried out and instrument was improved.

To analyze quantitative data, one sample t test, independent sample t test, correlation, regression analysis, and descriptive frequency were used. The analysis revealed that volunteers have high level of prosocial behavior, there is positive relationship among prosocial behavior, parenting style and self-concept. Likewise, mostly statistically significant association was found between parenting style and prosocial behavior and prosocial behavior and self-concept. Parenting style and prosocial behavior accounted for respectively 7% and 11% proportion of the variance in prosocial behavior. Together they explain 17.3% of the variance.

In addition, there is no significant gender difference in prosocial behavior, but there is a difference in gender in altruism prosocial behavior. This indicates that males are higher in altruism than females.

From the above findings, volunteers have high level of prosocial behavior. There is significant positive relationship between prosocial behavior self-concept and parenting style. No significant difference in prosocial behavior between male and female volunteers was observed but males are more altruistic than female volunteer is and finally Comparing in proportion of variance, prosocial behavior that were independently accounted for by parenting style is 7% and self-concept 11% and, proportion of variance explained by both is 17.3%. It implies that parenting style and self-concept in (general and in particular) contribute more for prosocial behavior.

Recommendations

It is recommended that parents need to work on the development of prosocial behavior of their children and should be model to promote prosocial acts.

To increase prosocial behavior, more research needs to be conducted in Ethiopia

Charitable organizations needs to facilitate prosocial actions and voluntarism to become more effective

Parents show how children can be community minded citizens. Parents also need to tell the importance of prosocial behavior for individual and community as a whole

Policies should be planned and implement on the development of prosocial behavior

It is good to include the importance of prosocial behavior in education policies and implementation

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Appendix

አዲስ አበባ ዩንቨርሲቲ

የሥነ ባሕሪ ጥናት ኮሌጅ

የሳይኮሎጂ ትምህርት ቤት

አጠቃላይ መረጃ

የዚህ መጠይቅ ዓላማ በሥነ ልቦና የትምህርት ዘርፍ የማስተራተር ዲግሪ መርሐ ግብር ለሚሠራ ጥናት መረጃ ለማሰባሰብ የተዘጋጀ ነው። ይህንን መሠረታዊ መረጃ ጨምሮ 4 ልዩ ልዩ መጠይቆች ተዘጋጅተዋል። አንተ/አንቺ የምትሰጠው/ጪው መረጃ ለጥናቱ ስኬታማነት በእጅጉ ጠቃሚ ነው። ስለዚህ በዚህ መጠይቅ ላይ ከዚህ በታች ለቀረቡት ጥያቄዎች ግልጽ በመሆን (እውነተኛውን) ምላሽ እንድትሰጥ/ጪ በትኩረት እጠይቃለሁ። የሚሞላው መረጃ በሙሉ ምስጢራዊነቱ የተጠበቀ ይሆናል። ስምህን/ሽን መፃፍ አያስፈልግልህም።

ክፍል 1

ስነ-ማህበራዊ መረጃ (Demographic Information)

1. ዕድሜ (Age)_____
2. ፆታ (Sex)_____
4. የክፍል ደረጃ (Grade)? _____

ክፍል 2: ሌሎችን የመርዳት ጠባይ መለኪያ

የሚከተሉት ጥያቄዎች ሌሎችን የመርዳት ጠባይ መለኪያዎች ናቸው። ጥያቄዎቹን ካነበቡ በላይ ምርጫዎት ላይ

✓ ምልክት ያስቀምጡ።

ተ/ቁ	ጥያቄዎች	በጣም እስማማለሁ	እስማማለሁ	መውሰን እችላለሁ	አልስማማም	በጣም አልስማማም
1	በጭንቀት ውስጥ ያለውን ሰው ዘና እንዲል ማድረግ ስችል በጣም እደሰታለሁ					
2	ሌሎችን መርዳት ለራሴ ጥሩ አመለካከት እንዲኖረኝ ያደርጋል ብዬ አስባለሁ።					
3	በትክክል ችግር ወይም ቀውስ ውስጥ ያሉ ሰዎችን ለመርዳት ዝንባሌ አለኝ					
4	ሰዎች ለዕርዳታ ሲጠይቁኝ ያለምንም ማቅማማት እረዳቸዋለሁ					
5	የገንዘብ ዕርዳታ ሳደርግ በስውር ቢሆን እመርጣለሁ					
6	ራሳቸውን በከፍተኛ ደረጃ የጎዱሰዎችን የመርዳት ዝንባሌ አለኝ					
7	በገንዘብም ሆነ በሌላ ዓይነት ለሌሎች የሚሠጥ ድጋፍ ከግብር ነፃ ሲሆን ነው ብዬ አምናለሁ					
8	ድጋፍ ያደርገላቸውን ሰው ማንነት የማያውቁ ችግረኞችን ይበልጥ የመርዳት ዝንባሌ አለኝ					
9	በስሜት ቀውስ ውስጥ ያሉ ሰዎችን በተለየ መልኩ የመርዳት ዝንባሌ አለኝ					
10	በአስከፊ ሁኔታ ውስጥ ያለ ሰዎችን መርዳት ለኔ ቀላል ነው					
11	አብዛኛውን ጊዜ የረዳቸውን ሰው ማንነት ሳያውቁ ሰዎችን እረዳለሁ					
12	ሌሎችን ለመርዳት የተሻለ ምላሽ የምስጠው ሁኔታው በጣም በከፍተኛ ሁኔታ ስሜትን የሚነካ ከሆነ ነው።					
13	እርዳታ የሚጠይቁኝን ለመርዳት አላቅማማም					
14	ሰዎች የረጁውን ማንነት ሳያውቁ እርዳታ ማድረግ በጣም የተሻለው የእርዳታ አይነት ነው ብዬ አስባለሁ					
15	ስሜትን የሚነኩ ሁኔታዎችን ሲገጥሙኝ እርዳታ የማድረግ ፍላጎቴን ይጨምረዋል					
16	በስውር ሰዎችን መርዳት ጥሩ ስሜት ስለሚያሳድርብኝ ብዙ ጊዜ አደርገዋለሁ					

ክፍል3. የወላጆች/አሳዳጊዎች/ የልጅ አስተዳደግ ልምዶች መለኪያ

የሚከተሉትን ጥያቄዎች በጥንቃቄ አንብቦ/ሽ ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) አንተን/ቺን ሲያሳድጉ ስለአንተ/ቺ አስተዳደግ ያላቸው አመለካከትና ጠባይ አስቦ/ሽ ምን ያህል ትስማማበት/ሚበት እንደሆነ ከታች ከተሰጡት አማራጮች ወላጆችህ/ሽ(አሳዳጊዎችህ/ሽ) ለአንተ/ቺ የሚያሳዩህን/ሽን አመለካከትና ጠባይ በሚገባ ይገልጻል የምትለው/ይው ላይ

✓ ምልክት ያስቀምጡ::

ተ. ቁ	ጥያቄዎች	በጣም እስማማለሁ	እስማማለሁ	መወሰን እችላለሁ	አልስማማም	በጣም አልስማማም
1	ችግር ሲገጥመኝ ወላጆቼ/ አሳዳጊዎቼ እንደሚረዱኝ አምናለሁ::					
2	ወላጆቼ/አሳዳጊዎቼ በምሠራው ሥራ ሁሉ የተሻለ እንደሠራ ዘወትር ያበረታቱኛል::					
3	ወላጆቼ/አሳዳጊዎቼ የእኔ ሀሳብ ከእነርሱ የተሻለ መሆኑን ለመግለጽ ስፈልግ ይፈቅዱልኛል::					
4	ወላጆቼ/አሳዳጊዎቼ ከእኔ ጋር የሚነጋገሩት በፍቅርና በጓደኝነት ስሜት ነው::					
5	ወላጆቼ/አሳዳጊዎቼ አንድን ሥራ እንደሠራ ሲፈልጉ ለምን መሥራት እንዳለብኝ ይገልፁልኛል::					
6	ወላጆቼ/አሳዳጊዎቼ በትምህርቴ ጥሩ ውጤት ሳገኝ ያሞግሱኛል/ይሸልሙኛል::					
7	ወላጆቼ/አሳዳጊዎቼ በትምህርቴ መጥፎ ውጤት ሳገኝ የተሻለ ለማግኘት ጠንክራ እንደሠራ ያበረታቱኛል::					
8	ወላጆቼ/አሳዳጊዎቼ በእኔ ትምህርት ይሳተፋሉ (ለምሳሌ: ያልገባኝን ስጠይቅ ያስረዱኛል)					
9	ወላጆቼ/አሳዳጊዎቼ ጓደኞቼ እነማን እንደሆኑ ያውቋቸዋል::					
10	ወላጆቼ/አሳዳጊዎቼ ከእኔ ጋር ለመነጋገር/ ለመወያየት ጊዜ ይሰጣሉ::					
11	ወላጆቼ/አሳዳጊዎቼ ብዙውን ጊዜ ከጓደኞቻቸው ጋር ወደ ውጪ ወጣ ብለው ከመዝናናት ይልቅ ከእኔ ጋር ቤት በመቆየት ይደሰታሉ::					
12	ወላጆቼ/አሳዳጊዎቼ ለእኔ ከፍተኛ እንክብካቤና ትኩረት ይሰጡኛል::					
13	ወላጆቼ/ አሳዳጊዎቼ ሁሉም የቤተሰቡ አባል በቤተሰብ ውሳኔዎች ላይ የተወሰነ ተሳትፎና ድርሻ እንዲኖረው ትኩረት ያደርጋሉ::					
14	ወላጆቼ/አሳዳጊዎቼ ከፍተኛ የሆነ ድጋፍ ያደርጉልኛል፤ በሕይወቴ በምወስናቸው ነገሮችም ላይ ይሳተፋሉ::					
15	ልጆች አንዳንድ ነገሮችን ከአዋቂ ሰዎች የበለጠ እንደሚያውቁ ወላጆቼ ወይም አሳዳጊዎቼ ያምናሉ::					

ከቁጥር 16 እስከ 27 ባሉት ጥያቄዎች ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) ስለ አንተ/ስለ አንቺ ያላቸውን አመለካከትና ጠባይ በሚገባ የሚገልጸውን አማራጭ የያዘውን ቁጥር በመክበብ መልስ/ሺ።

16 ከሰኞ እስከ አርብ ባሉት ቀናት ማታ አምሽተህ/ሽ እንድትገባ/ሊ ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) የሚፈቅዱል/ሽ እስከ ስንት ሰዓት ነው?

1. እስከ ፈለግሁት ሰዓት)
2. ከምሽቱ ሦስት ሰዓት እስከ ስድስት ሰዓት
3. ከምሽቱ 1 ሰዓት እስከ ሦስት ሰዓት
4. እንዳመሽ አይፈቀድልኝም

17 ቅዳሜ እና እሁድ ለማምሽት ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) የሚፈቅዱል/ሽ እስከ ስንት ሰዓት ነው?

1. እስከ ፈለግሁት ሰዓት)
2. ከምሽቱ ሦስት ሰዓት እስከ ስድስት ሰዓት
3. ከምሽቱ አንድ ሰዓት እስከ ሦስት ሰዓት
4. እንዳመሽ አይፈቀድልኝም

18 ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) የት እንዳለህ/ሽና ምን እንደምትሠራ/ሪ ለማወቅ ምን ያህል ይሞክራሉ/ይጥራሉ?

1. አይሞክሩም/አይጥሩም
2. ትንሽ ትንሽ ይጥራሉ/ይሞክራሉ
3. ብዙ ይጥራሉ/ይሞክራሉ

19 ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) በትርፍ ጊዜህ/ሽ ምን እንደምትሠራ/ሪ ለማወቅ ምን ያህል ይሞክራሉ/ይጥራሉ?

1. አይሞክሩም/አይጥሩም

2. ትንሽ ትንሽ ይጥራሉ/ይሞክራሉ

3. ብዙ ይጥራሉ/ይሞክራሉ

20 ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) በአብዛኛው ከሰዓት በኋላ (ከትምህርት በኋላ) የት እንዳለህ/ሽ ለማወቅ ምን ያህል ይሞክራሉ/ይጥራሉ?

1. አይሞክሩም/አይጥሩም

2. ትንሽ ትንሽ ይጥራሉ/ይሞክራሉ

3. ብዙ ይጥራሉ/ይሞክራሉ

21 ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) ባለህ/ሽ ገንዘብ ምን እንደምታደርግበት/ጊበት ለማወቅ ምን ያህል ሞክራሉ/ይጥራሉ?

1. አይሞክሩም/አይጥሩም

2. ትንሽ ትንሽ ይጥራሉ/ይሞክራሉ

3. ብዙ ይጥራሉ/ይሞክራሉ

22 ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) የት እንዳለህ/ሽ እና እንደምትሠምን ራ/ሪ በእርግጠኝነት ምን ያህል ያውቃሉ?

1. ምንም አያውቁም

2. ትንሽ ትንሽ ያውቃሉ

3. ብዙ ያውቃሉ

23 ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) ትምህርት ቤት መሔድህን/ሽን በእርግጠኝነት ምን ያህል ያውቃሉ?

1. ምንም አያውቁም

2. ትንሽ ትንሽ ያውቃሉ

3. ብዙ ያውቃሉ

24 ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) በትርፍ ጊዜህ/ሽ የምታደርገውን/ጊወን በእርግጠኝነት ምን ያህል ያውቃሉ?

1. ምንም አያውቁም
2. ትንሽ ትንሽ ያውቃሉ
3. ብዙ ያውቃሉ

25 ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) በአብዛኛው ከሰዓት በኋላ (ከትምህርት ሰዓት በኋላ) የት እንዳለህ/ሽ በእርግጠኝነት ምን ያህል ያውቃሉ?

1. ምንም አያውቁም
2. ትንሽ ትንሽ ያውቃሉ
3. ብዙ ያውቃሉ

26 ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) ባለህ/ሽ ገንዘብ ምን እንደምታደርግበት/ጊበት በእርግጠኝነት ምን ያህል ያውቃሉ?

1. ምንም አያውቁም
2. ትንሽ ትንሽ ያውቃሉ
3. ብዙ ያውቃሉ

27 ወላጆችህ/ሽ(አሳዳጊዎችህ/ሽ) ምን ያህል ይቆጣጠሩሃል/ሻል(ይከታተሉሃል/ሻል)

1. ምንም
2. አንድ አንድ ጊዜ
3. ሁል ጊዜ

ክፍል 4

ስለራስ ማህበራዊ ማንነት የሚሰጥ ግምት (social Self-esteem) መጠይቅ

ከዚህ በታች ስለራስዎ ማህበራዊ ማንነት የሚሰማዎትን አጠቃላይ ስሜት የሚገልጹበት መጠይቅ የቀረበ ሲሆን ትክክል የሚመስልዎትን በመምረጥ

✓ ምልክት ያስቀምጡ

ተ/ቁ	ጥያቄዎች	በጣም እስማማለሁ	እስማማለሁ	መወሰን እቸገራለሁ	አልስማማም	በጣም አልስማማም
1	ከማለውቀው ሰው ጋር መነጋገር ይከብደኛል ::					
2	በሰዎች ላይ እምነት የለኝም::					
3	እኔ በማህበራዊ ህይወት ውጤታማ ነኝ::					
4	በማኅበራዊ ሁኔታዎች ውስጥ በራስ የመተማመን ስሜት ይሰማኛል::					
5	እኔ ለመውደድ ቀላል ነኝ::					
6	ከሌሎች ሰዎች ጋር በጥሩ ሁኔታ እገኛለሁ::					
7	ጓደኞችን በቀላሉ አገኛለሁ::					
8	እኔ በማኅበራዊ ሁኔታዎች ውስጥ ሕያው እና ብልህ ነኝ::					
9	ከሌሎች ሰዎች ጋር ስሆን በራስ መተማመን አጣለሁ::					
10	ጓደኛ ማፍራት ይከብደኛል::					
11	እኔ ከማህበራዊ እይታ አንጻር በጭራሽ ጥሩ አይደለሁም::					
12	እኔ ጥሩ ውይይት ማድረግ የምችል ነኝ::					
13	እኔ በገዛ ዕድሜዬ ባሉ ሰዎች ዘንድ ተወዳጅ ነኝ::					
14	ትላልቅ ድግሶችን እፈራለሁ::					
15	በማኅበራዊ ተግባራት ላይ በእውነት እደሰታለሁ ::					
16	ብዙውን ጊዜ ከሰዎች ጋር ሳወራ የተሳሳተ ነገር እላለሁ::					

17	በተለያዩ ስብሰባዎች ላይ የራስ መተማመን አለኝ።					
18	ብዙውን ጊዜ ለሰዎች የምናገረውን አስደሳች ነገር ማሰብ አልችልም።					
19	እኔ ከብዙ ሰዎች ጋር የማልስማማ ነኝ።					
20	ሰዎች አስደሳች ሆኖ አላገኙኝም።					
21	የቅርብ ጓደኛዬ ካልሆኑ ሰዎች ጋር ስሆን እጨነቃለሁ።					
22	ሰዎች ከእኔ ጋር ምቹት እንዲሰማቸው ለማድረግ በጣም እችላለሁ።					
23	እኔ ከብዙ ሰዎች የበለጠ ዓይናፋር ነኝ።					
24	እኔ ተግባቢ ሰው ነኝ።					
25	የሰዎችን ፍላጎት በቀላሉ መያዝ እችላለሁ።					
26	ብዙም “ስብዕና” የለኝም።					
27	እኔ በጣም አስደሳች ነኝ					
28	እንደ ሰው በራሴ እርካታ የለኝም					
29	እኔ በማህበራዊ ሁኔታዎች ውስጥ በጣም ግራ የተጋባሁ ነኝ።					
30	ከሌሎች ሰዎች ጋር ስሆን ምቹት አይሰማኝም።					