

Addis Ababa University
College of Education and Behavioral Studies
School of Psychology

**Parenting Style and Risky Sexual Behaviors among Adolescent
Students in selected Secondary and Preparatory Schools of
Addis Ababa**

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Behaviors on Students of Secondary and Preparatory School
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This Thesis is submitted to the School of Psychology in Partial Fulfillment of
the Requirements for MA Degree in Developmental Psychology

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Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in other university, and that all sources of materials used for the thesis have been duly acknowledged.

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Abstract

Parental involvement is believed to impact adolescents' participation in risky sexual behavior either positively or negatively. The objective of this study was to examine the current parenting styles of the parents, exposure of adolescents towards risky sexual behavior and assess if there is a significant difference among adolescents from different parenting styles in their risky sexual behavior among adolescents. The study used a lottery method to select two secondary and preparatory schools found in Addis Ababa and using simple random probability sampling technique a total of 424 adolescent students were selected for the study. 106 students from each class and equal number of 212 male and female students were selected to represent the total population as a sample. Response of 23 samples was found incomplete hence not included in the final analysis of the study. Quantitative data have been collected using structured self reporting questionnaire. Data collected were analyzed using SPSS version 20 and presented in descriptive statistics independent t-test for sex difference between male and female adolescents in their risky sexual behavior. One way ANOVA was employed to examine the effects of grade level on adolescents' risky sexual behavior and difference in risky sexual behavior among adolescents from different parenting styles followed by Scheffe's pair wise post hoc comparison. Accordingly finding revealed that 39.2% of respondents' families practice authoritative parenting style followed by neglectful, Indulgent and Authoritarian 30.2%, 15.5% and 14.2% respectively.. No significant difference between male and female adolescent students from different parenting style was observed towards risky sexual behavior on account to their gender difference. No statistical significant difference in the scores on adolescents risky sexual behavior among adolescents in different grade level ($F=2.212$, $p=0.05$); which implies adolescents' participation in risky sexual behavior does not vary on account to their grade level. Scheffe's pair wise comparison showed that there is a statistical significance among adolescents coming from different parenting styles. Those who perceive their parents as indulgent participated more in risky sexual behavior than those who perceive their parents as authoritative, authoritarian and neglectful. Similarly adolescents who perceive their parents as neglectful participated more in risky sexual behavior than those who perceive their parents as authoritative and authoritarian.

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Acronyms and Abbreviations

AIDS	Acquired Immunodeficiency Syndrome
N	Number of students who filled the questions
SPSS	Statistical Package for Social Science
US	United States

CHAPTER ONE

I. INTRODUCTION

1.1 Background

Researchers studying human development have assumed that variations in parents' disciplining style, warmth, attention to the needs of the child, and parenting attitudes and beliefs can all be characterized in terms of consistent patterns of child rearing, or parenting styles. The assumption is that these parenting styles are systematically related to children's competence and development. (Smetana, 2011).

One of the most important relationships people form over the course of life among many other relationships is the relationship between a child and a parent. As Balter & Tamis-LeMondé (2003) cited in Yekoyalem (2005) stated, parenting doesn't have a manual of what to do, when, how and why. However, in order to parent positively we need to understand what it takes to do the job well. The more we understand about a child's development and needs, the more we can be aware of what our roles should be as parents and how we can contribute to the well-being of our children and into creating a healthy environment for them to thrive in.

Parents play an integral part in the total development of the child. It has been said that parents are the 'architects' or the 'conductors' of a child's development. With many synonyms going around, it is both easy and difficult to describe the central tasks of parenting. Said simply, the central tasks of parenting are those actions parents must take to assure survival and promote optimal development in their offspring.

Parenting is defined in different books as the process of promoting and supporting the physical, emotional, social, and cognitive development of a child

from infancy to adulthood. It refers to the aspects of raising a child aside from the biological relationship. According to Salkind (2002), Parenting is conceptually related to monitoring in that it involves the parents' management of the child's access to opportunities to develop socially, emotionally, physically, and cognitively. In addition, (Matsumoto, 2009) defines parenting as all aspects of behavior by adults with children intended to protect, nurture, teach, discipline, and guide them.

Mrakustrom-Adams Cited in Yekoyealem (2005), stated at the general level, parents may be loving or rejecting; punishing or non-punishing; calm or anxious; involved or uninvolved; rigid or flexible; controlling or permissive; and all of these qualities have been found to influence their children's behavior adjustment.

Kirgu & Zabin (1993), indicated that in many sub-Saharan Africa young people between ages of 10-24 are most at risk of early child-bearing, unintended pregnancies, unsafe abortion, sexually transmitted diseases (STD's and HIV transmission), sexual exploitation and violence, substance abuse, crime, poverty, and unemployment.

Different studies show that Adolescence is the beginning of long and critical period in personality development. It is a period in which sexual thoughts, feelings and behaviors present throughout life often accentuated.

Different surveys have suggested increasing sexual experience among adolescents at younger ages each year (Kalmuss et al., 2003). Often the outcome of this behavior can have the adverse consequence of unplanned pregnancy and sexually acquired infections and their complications. Whitaker et al. (2000) tried to see the social, psychological and behavioral context by which risky sexual experience occurs across expanded typology of adolescent sexual behavior. Their finding revealed a linear relationship between level of sexual experience and several types of variables: greater sexual experience was

associated with greater risk behaviors, riskier peer norm, Poor Parenting and less involvement in school religion.

Kalamus et al. (2003) identified four key sets of factors that have been associated with risky sexual behaviors and pregnancy: race and ethnicity, socio economic status, social influence and attitudes towards contraception, condom use and pregnancy and safer sex behavioral skills. According to these authors, adolescents having parent with low educational attainment and living in single parent family are the socio economic indicators that significantly predict risky sexual behaviors and pregnancy. Yet, among peoples' social influence clearly affect their likelihood of engaging in risky sexual behaviors, particularly early sexual debut and non use of condom. For example, having friends who are sexually active or who do not use condom enhances one's own risk of these behaviors.

Although some investigations have been conducted in different parts of the world in relation to parenting styles and risky sexual behaviors, there is no sufficient literature to be cited in Ethiopian cultural condition. Those that are available dealt too much on adolescent sexual debut and experience. (Solomon, 1990; Hailu, 1997).

1.2 Statement of the Problem

The relationship of parental involvement in adolescent risky sexual behavior is the subject that has not been addressed well in previous researches. Although there are different studies on adolescents' risky sexual behavior its relationship with the parental involvement is not assessed.

Therefore, in order to examine the relationship of parenting style and adolescents risky sexual behavior the present study aims to answer the following questions.

- 1- What is the current status of parenting styles of the parents of adolescents as perceived by adolescents'?
- 2- What is the current status of exposure of risky sexual behaviors of adolescents?
- 3- Is there a significant difference among male and female adolescents in their risky sexual behavior irrespective of parenting style?
- 4- Is there a significant difference among adolescents from different parenting style (authoritative, authoritarian, neglectful and indulgent) in the risky sexual behaviors of adolescents?
- 5- Is there a significance difference among adolescents in their risky sexual behavior on account of their grade level?

1.3 Objectives

This study is to examine the relation between parenting style and adolescents' risky sexual behavior of secondary and preparatory school students in some selected schools of Addis Ababa. More specifically, it attempts to answer questions raised as a cause or a problem for this research paper and discuss the findings to see the relationship between parenting style and adolescents' risky sexual behavior.

1.4 Operational Definition

- **Parenting Styles-** Refers to adolescents' perception of parental handling with respect to parental control and parental warmth.
- **Authoritative Parents:** Authoritative parents are warm but firm. They encourage their adolescent to be independent while maintaining limits and controls on their actions.
- **Authoritarian parenting:** Authoritarian Parents display little warmth and are highly controlling. They are strict disciplinarians, use a restrictive, punitive style, and insist that their adolescent follow parental directions.

- **Indulgent parents:** The Indulgent parenting style is characterized by high responsiveness (acceptance, supportiveness and warm relationship) with low demandingness (Control & supervision) and uninvolved.
- **Neglectful Parents:** Neglectful Parents do not oversee the behavior of their adolescents or support their interest. These parents seem uninvolved in the parenting responsibility.
- **Risky Sexual Behavior-** a behavior that may need to unwanted consequence, including infection, infertility, pregnancy, sexual dysfunction, interpersonal problem or other problems related to persons well being. It includes early initiation of sexual inter course, making an protected intercourse and having multiple sexual partner.

1.5 Delimitation

This study is delimited to selected secondary and preparatory school students in Addis Ababa town. This is primarily due to the convenience for the researcher as the place of work and living place is the same place as of the research site. Although similarity might exist with other population in different study site, the conclusions, generalization, recommendation of this research serves only for the population of this study.

1.6 Significance

Sexual behavior is one of the major psychosocial events and can be influenced by different factors. Among them parental involvement or interaction is one. Very little research is done on this aspect despite the importance of the issue for each person and to the society as a whole. Therefore the findings of this research expect the following contributions:

- 1- Provide an insight about the nature and extent of relationship between parenting style and risky sexual of adolescents.

- 2- Findings can be generalized to secondary and preparatory schools in Addis Ababa as the samples are more representative
- 3- Insight for future studies regarding the relationship between parental involvement and adolescents risky sexual behavior
- 4- Different factors other than parental involvement that has association for identity development for further researches

CHAPTER TWO

II. LITRATURE REVEIEW

2.1 Parenting Practices during Adolescence

There are many dimensions of the adolescent-parent relationship that might influence adolescent health and developmental outcomes, as well as the development of risky health behaviors. Such components according to Newman, et al. (2008) include parental warmth versus coldness, acceptance versus rejection, structure versus chaos, autonomy versus control, involvement versus detachment or neglect, strictness versus permissiveness, consistent versus inconsistent discipline, and connection versus distance. Specific parenting behaviors that have been found to influence adolescent health and risky health behaviors include type of discipline (consistent versus inconsistent), level of parental involvement, level of parental monitoring, type of communication, and parenting style (Newman, et al., 2008).

Researchers have tried to identify different types of parenting styles at different times. The most influential of these is Diana Baumrind's study of preschool children and their parents (Yekoyalem, 2005).

Maccoby and Martin (1983), by examining the interactive and combined effects of the two dimensions of parenting (i.e. warmth and demandingness), developed four types of parenting styles namely authoritative, authoritarian, indulgent and neglectful.

Parental control refers to the degree to which parents manage their children's behavior—from being very controlling to setting few rules and demands, emphasis on supervision, and disciplinary efforts. Parental warmth refers to affectionate relationship, responsiveness, supportiveness, accepting, monitoring and child centered approach of rearing children. Here, Parents

intentionally foster self regulation, self assertion, and try to fulfill children's needs. (Yekoyalem, 2005).

2.1.1 The Four Fold Parenting Styles

2.1.1.1 Authoritative Parents

Authoritative Parents are warm but firm. They encourage their adolescent to be independent while maintaining limits and controls on their actions. Authoritative parents do not invoke the "because I said" rule. Instead, they are willing to entertain, listen to, and take into account their teen's viewpoint (Adugna, 2005).

Authoritative parents engage in discussions and debates with their adolescent, although ultimate responsibility reside with the parent. Research demonstrates that adolescents of authoritative parents learn how to negotiate and engage in discussions. They understand that their opinions are valued. As a result, they are more likely to be socially competent, responsible, and autonomous (Yekoyalem, 2005).

2.1.1.2 Authoritarian Parents

Authoritarian Parents display little warmth and are highly controlling. They are strict disciplinarians, use a restrictive, punitive style, and insist that their adolescent follow parental directions. Authoritarian parents invoke phrases such as, "you will do this because I said," and "because I'm the parent and you are not." Authoritarian parents do not engage in discussions with their teen and family rules and standards are not debated. (Yekoyalem, 2005).

Authoritarian parents believe the adolescent should accept, without question, the rules and practices that they establish. Research reveals that adolescents of authoritarian parents learn that following parental rules and adherence to

strict discipline is valued over independent behavior. As a result, adolescents may become rebellious or dependent. Those who become rebellious might display aggressive behaviors (Yekoyalem, 2005).

Adolescents who are more submissive tend to remain dependent on their parents. Permissive Parents are very warm, but undemanding. They are indulgent and passive in their parenting, and believe that the way to demonstrate their love is to give in to their adolescent's wishes (Yekoyalem, 2005).

2.1.1.3 Indulgent parents

The Indulgent parenting style is characterized by high responsiveness (acceptance, supportiveness and warm relationship) with low demandingness (Control & supervision) and uninvolved (Adugna, 2005).

Permissive parents invoke such phrases as, "sure, you can stay up late if you want to," and "you do not need to do any chores if you don't feel like it." Permissive parents do not like to say no or disappoint their children. As a result, teens are allowed to make many important decisions without parental input. Parents do not view themselves as active participants in shaping their teen's actions; instead they view themselves as a resource, should the adolescent choose to seek their advice (Yekoyalem, 2005).

2.1.1.4 Neglectful Parents

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, (1983) Cited in Adugna, (2005) They minimize their interaction time, and, in some cases, are uninvolved to the point of being neglectful. Uninvolved parents are indifferent to their adolescent's needs, whereabouts, or experiences at school or with peers. Uninvolved parents invoke

such phrases as, "I don't care where you go," or "why should I care what you do?" (Yekoyalem, 2005).

Uninvolved parents rarely consider their teen's input in decisions and they generally do not want to be bothered by their teen. These parents may be overwhelmed by their circumstances or they may be self-centered. Parents might also engage in this style if they are tired, frustrated, or have simply "given up" in trying to maintain parental authority.

Research supports that adolescents of uninvolved parents learn that parents tend to be interested in their own lives and less likely to invest much time in parenting. As a result, teens generally show similar patterns of behavior as adolescents raised in permissive homes and they may also demonstrate impulsive behaviors due to issues with self-regulation.

2.1.2. Paternal and maternal involvement during adolescence.

As the child enters adolescence, biological, cognitive, and emotional changes transform the parent-child relationship. The child's urges for independence may challenge parents' authority. Many parents find early adolescence a difficult period. Adolescents fare best and their parents are happiest when parents can be both encouraging and accepting of the child's needs for more psychological independence.

Furthermore, Kathleen. et al, (1998) cited in Yekoyalem (2005) stated that although the value of peer relations grows during adolescence, the parent-child relationship remains crucial for the child's psychological development. Adolescence may be a time of heightened bickering and diminished closeness in the parent-child relationship, but most disagreements between parents and young teenagers are over less important matters, and most teenagers and parents agree on the essentials. By late adolescence most children report feeling as close to their parents as they did during elementary school.

Research on Parenting in Ethiopia

Although there are some researches done in the area of child rearing practices in Ethiopia their major focus was not relationship with parenting styles and adolescents risky sexual behaviour. (Kassahun, 2005; Adugna, 2005; Abrham, 1996; Markos, 1996; Reingness and Gander, 1974; Levin, 1972; and Cox 1967). These studies have examined child rearing practice of Ethiopian People in relation to high school students' scholastic achievement. The Psychosocial adjustment of adolescents was not examined in each of the above studies though.

Although several investigations have been conducted in different parts of the world in relation to parenting styles and risky sexual behaviors, there is no sufficient literature to be cited in Ethiopian cultural condition. Those that are available dealt too much on adolescent sexual debut and experience. (Solomon, 1990; Hailu, 1997). Thus, this study aims to contribute a lot for future studies.

2.2. Risky Sexual Behavior: Theoretical Aspect

Risky sexual behaviors are defined by the increased risk of a negative outcome, which can take two pathways: risky sexual behaviors are those which increase the chance of contracting or transmitting disease, or 2) increase the chance of the occurrence of unwanted pregnancy (Hall et al., 2004).

Risky Sexual Behaviors include but not limited to having more than one sexual partner, changing sexual partners frequently, having sexual contact without a condom, using unreliable methods of birth control, or using birth control inconsistently and sexual intercourse under the influence of substances such as alcohol or cocaine (Hall et al., 2004).

Studies done in different corners of the world indicate that parent/child closeness is associated with reduced adolescent pregnancy risk through teens remaining sexually abstinent, postponing intercourse, having fewer sexual

partners, or using contraception more consistently (Sieving et al., 2000). They also revealed that teens who reported greater satisfaction in their relationships with their mothers were less likely to have sex and become pregnant (and were also more likely to use birth control during their most recent sexual experience) one year later than peers who felt less satisfied in their relationships with their parents. (Slap et al., 2003)

Many co-relational studies have identified biological family disruption/ father/ mother absence (i.e., separation/divorce of the birth parents followed by absence of the birth father/mother from the home) and low-quality parent-child relationships (e.g., harsh-conflictual parent-child relationships, low parental warmth or supportiveness, lack of parental monitoring or supervision) as risk factors for risky sexual behavior in adolescence (Ellis et al., 2013).

The evidence on parent-child communication, in general or specifically about sexual issues, is mixed. Here, the relationship may vary by the content and degree of discussion as well as other factors (Slap, et al., 2003).

Previous studies that focused on sexual debut consistently found that relationships characterized by high levels of closeness and Connectedness between parents and adolescents are related to teens' virginity status and to delays in first sexual intercourse Resnick et al., (2005) cited in Anemaw, (2009).

Miller, et al. (2009) reported that in most studies, living in other than a two-parent home (e.g., single parent, step, divorced, or other nontraditional family setting) is associated with increased risk of adolescent sexual intercourse.

Several biological factors also predict adolescent sexual behavior, including young age of menarche, high androgen levels in males and females, early pubertal development, and higher free testosterone levels (Miller et al., 2001).

Across the various studies, parent/child closeness was remarkably consistent in its inverse relationship to adolescent sexual behavior. Measures of parent/child closeness were positively related to at least one of the following outcomes: increased probability of abstinence, later sexual debut, fewer sexual partners, or increased use of contraceptives (Miller et al., 2001).

Parental control and monitoring were generally found to be related to decreased probability of sexual intercourse among teenagers. Parental rules, monitoring and presence were related to decreased and more responsible sexual activity (Anemaw, 2009).

Whitbeck, et al. (2009) found a mixed outcome by age, with parental monitoring of younger adolescents leading to decreased sexual activity and among older adolescents leading to increased sexual activity. In another study, parental monitoring was associated with lower risk sexual behavior, but parent's psychological control was related to higher risk sexual behavior.

Anemaw (2009) cited a study entitled 'Perceived parental monitoring and health risk behavior among public secondary school students in El Salvador' revealed that students reporting low parental monitoring were between 2 to 3.5 times more likely to report risk behaviors examined. The promotion of specific parenting practices such as parental monitoring may hold promise for reducing adolescent risk behaviors in El Salvador.

For males and females, increased negotiated unsupervised time was strongly associated with increased risk behavior (e.g., sexual activity alcohol and marijuana use) but also sex-related protective actions. In males, high parental monitoring was associated with less alcohol use and consistent condom use. Parental monitoring had no affect on female behavior. Perceived parental trust served as a protective factor against sexual activity, tobacco, and marijuana use in females, and alcohol use in males. Although monitoring is an important

practice for parents of older adolescents, managing their behavior through negotiation of unsupervised

Trust established between an adolescent female and her parents continues to be a strong deterrent for risky behaviors but appears to have little effect on behaviors of adolescent males (Borawski et al., 2003).

The relationship between parent/child communication and adolescent sexual activity is less well understood. Although several studies report that frequent and positive parent/child communication about sex is related to less risky adolescent sexual behavior (Brener et al., 2002).

Sexual initiation was significantly related to parent factors such as parental monitoring, family rules, communication and family bond. (Kathleen et al., 2006)

Ethiopian context: parenting and adolescent risky sexual behavior

Several studies have been made regarding risky sexual behaviors of Ethiopian Adolescents. Most studies were done in line with health programs and much focused on the controlling aspect of the problem rather than its relationship with different issues. For example a study conducted in 1999, to evaluation the impact of a Community Based Adolescent by Reproductive Health Program in Ethiopia Gebregiorgis. et al., 2000 as cited in (Anemaw 2009) showed that 56.7% of in-school males had never had sex. The median age at first sex for both males and females was 17 years. The proportion that reported at least 2 sexual partners last year was 25% males and 10.9% for females. Having discussed HIV/AIDS with family members last year was 68.3% for in-school youth and 47.1% for out-of-school youth.

A thesis by Dessalegn (2006) showed that 21.4% of high school students engaged in premarital sexual relation; Sex, living arrangement, and chat

chewing are significantly associated with premarital sexual initiation. The median age of first sexual intercourse was 16.4 years.

A study done in Dessie indicated that a substantial proportion of adolescents in preparatory school were sexually active. Parent-teen connectedness, parental monitoring and living arrangement were significant predictors of sexual activity. A greater sense of connectedness to and monitoring by parents decreased the likelihood of sexual activity regardless of living arrangement, age, gender, peer influence, khat and alcohol consumption, and parental education. Students with better family connectedness were more likely to use condom consistently (Solomon, 2004).

CHAPTER THREE

III. METHODS

In this section, the target population, the samples and sampling procedures, the instrument, data collection procedure and the statistical techniques of data analysis were presented

3.1 Population

The population of this study was preparatory and secondary students which number 4,500 students in two different selected schools in Addis Ababa namely Wondirad preparatory school and Entoto Amba secondary school. The two schools are selected among other schools in Addis Ababa using a lottery sampling technique assigning equal probability to all secondary and preparatory schools in Addis Ababa City. There are 25 sections each for ninth grade students and tenth grade students at Entoto Amba secondary school and 14 sections for eleventh grade students and 15 sections for twelve grade students at Wondirad preparatory school.

3.2 Sample and Sampling Procedure

The sample consisted of all secondary and preparatory students from the selected secondary and preparatory schools. In order to select adolescents from different grade level, two classes from each grade level (nine, ten, eleven and twelve) were selected randomly through lottery method. After that, participants in each class were stratified based on their sex, and then random probability sampling techniques were employed in selecting participants. This was done using student list obtained from home room teachers.

From the total population in a sampling frame the researchers took 424 students from the study population. The sampling method is adapted from Krejcie & Morgan, (1970) as cited in Yekoyalem, (2005). Accordingly, 106

respondents from each grade level with equal proportion of sex were selected. Hence (male 212 and 212 female) adolescents students totally 424 adolescent students participated in the study.

However, 23 participants were not included in the final analysis because of their incomplete response in the questionnaire. Hence, the responses secured from 401 participants were analyzed.

3.3 Instruments

Self report instruments were used to measure variables of interest. The instruments had three parts. Part one comprised structured items, mainly about the participants' sex, age, grade level and family background. The second part of the instrument was an adopted test on adolescents parenting style. The last part consisted of adolescents sexual behavior scale.

3.3.1 parenting style scale

In order to assess adolescents' perceived parenting style, a adopted scale. This scale consisted of 22 questions in which students were asked to rate their parents in terms of two dimensions:

Acceptance/involvement and strictness/ supervision. The acceptance/involvement sub-scale consisted of 10 items on parental acceptance and closeness to their late adolescent children. It measures the extent to which the late adolescent and young adult children perceive their parents as loving, responsive, and involved. For this subscale, the responses were made on a four-point Likert-type scale ranging from 1 (Strongly Disagree) to 4(Strongly Agree). The strictness/supervision sub-scale consisted of 12 items assessing parental monitoring and supervision of their late adolescent and young adult children For this sub-scale, most of the responses were made using a three-point Likert-type scale ranging from 1 (Doesn't Try/Know) to 3 (Tries/Knows a Lot). In the Ethiopian context, the instrument was used by Markos (1996);

Abesha (1997); Yekoyealem (2005). Specifically, the sample median of the two indices of examination of these two parenting dimensions simultaneously was used to categorize the four parenting styles as follows:

(1) Parents who were rated by their late adolescent and young adult children with a score above or equal to the sample median on the acceptance/involvement and strictness/supervision indices were considered as authoritative parents and assigned a parenting style score of "3".

(2) Parents who were rated by their late adolescent and young adult children with a score below the sample median on the acceptance/involvement index but above or equal to the sample median on the strictness/supervision index were considered as authoritarian parents and assigned a parenting style score of "2".

(3) Parents who were rated by their late adolescent and young adult children with a score above or equal to the sample median on the acceptance/involvement index but below on the strictness/supervision index were considered as indulgent parents and assigned a parenting style score of "1".

(4) Parents who were rated by their late adolescent and young adult children with a score below the sample median on both acceptance/involvement and strictness/supervision indices were considered as neglectful (uninvolved) parents and assigned a parenting style score of "0".

3.3.2 Risky sexual behavior scale

While conducting studies about the subject of sexual behavior is challenging because of its high sensitivity and more of personal issue. But it is possible to reduce bias and increase accuracy of the data collected through careful planning and preparation (Catherine, 2010).

In order to assess adolescents' sexual behavior 10 questions were developed from a view point of five critical issues that the questions should address. These points are suggested in most researches that are related with sexual behaviors. For example (Belay & Misaye, 2010); (Seleshi, 2005); (Russian institute of Nutrition), (National Survey of Sexual Attitudes and Lifestyle Studies of Great Britain), used same parameter while conducting research related to adolescents' risky sexual behaviors.

The key issues that should be addressed while developing a questionnaire related to sexual behavior are:

- 1- Adolescents early sexual debut
- 2- Condom use
- 3- Commercial sex
- 4- Multiple sex partner
- 5- Forced sex and rape.

All these issues are raised in the questions developed to conduct this study and there are 10 questions developed in a self reporting questionnaire method.

3.4 Pilot testing

In order to check the feasibility of the study and the adequacy of the questionnaire, a pilot study was conducted. Pilot testing is found to be crucial after preparation of the instruments. The test is required to make sure that the clarity, specificity, relevance, appropriateness and validity of the items in line with the purpose of the study.

Before trying out the instruments the researcher checked the language preference of participants of the study by moving around some selected classes of grade nine and ten students. Almost all randomly selected students preferred Amharic language to another language as a means of communication. Before administering questionnaire for participants, the instruments of data

collection were translated from English to Amharic with the help of a PhD student in the Department of Teaching English as a foreign language (TEFL). The translation was done with utmost care and comparison especially for questions related to risky sexual behaviors as the questions are self developed. Backward translation of these instruments was done by an MA student in the Department of TEFL. Some differences that appeared in the forward and backward translations were corrected by the two translators jointly.

Finally, the Amharic version of the instruments was pilot tested on a randomly selected sample of forty students (20 males and 20 females) from different grade level by taking equal number of participants from each grade level. The responses of the respondents were scored and the reliability of the two scales i.e., parenting style self report inventory and adolescents sexual behavior measurement scale was computed using the SPSS software package, version 20. Subjects who participated on the pilot test were excluded in the final study to prevent contamination. Based on the response of the pilot group the internal reliability was assessed by Chronbach alpha on the parenting style and adolescents sexual Behavior scales after omitting five items because of their ambiguity.

The overall internal reliability (Cronbach alpha) of the sexual behavior scale self report inventory was 0.76. Following this ten items were used in the final study.

Regarding reliabilities of acceptance/involvement sub-scale and strictness/supervision sub-scale, Cronbac alpha = .84 and . 87 were achieved respectively; hence, all twenty two items were used in the final study.

De Vellis (1991), recommends that an alpha below 0.60 is unacceptable; 0.60-0.65 undesirable; 0.65-0.70 minimally acceptable; .070-.80 respectable; 0.80-0.90 very good and if above 0.90 are excellent. As it is shown above the values of Chronbach alpha for the parenting styles and risky sexual behavior

questions are above 0.70. Thus, according to DeVilles explanation, the value of the instrument used for this study are found to be acceptable.

3.5. Administration

Following the selection of the school, the school administration was asked for permission. Permission was obtained to conduct the research on condition that it would not affect the teaching learning process. Orientation on how to respond to the questions was provided by the researcher for participants. In addition, the respondents were encouraged to respond honestly to all items as the personal information they provided was going to be used only for the purpose of this study.

3.6 Methods of Data analysis

First the responses of the participants of the study were coded and interpreted using descriptive statistical methods. In order to see Prevalence of risky Sexual Behavior in Adolescents and prevalence of adolescents parenting style descriptive statistical methods such as mean standard deviation and percent was employed. In addition in order to see sex difference between Male and Female Adolescents in their Risky sexual behavior and difference between Age groups in their Risky Sexual Behavior in dependent t test was employed.

One way ANOVA was employed to see the effects of Grade Level on Adolescents' Risky Sexual Behavior and Differences in Risky Sexual Behavior among Adolescents from Different parenting styles followed by Scheffe's pair wise comparison. Following statistical significance of the results, Scheffe's post hoc comparisons were made.

The completed data was analyzed using a statistical package for social science (SPSS) Version 20. Alpha =0 .05 was used for testing statistical significance in all tests.

3.7 Ethical Consideration

While doing this research the researcher gives a great emphasis to the ethical issues involved in doing a research. The results of this research will not be used against the respondents in any given way. The respondent's full consent was asked before handing the questionnaire to fill in. The researcher will also believe this specific research will contribute to further studies which will be conducted in future.

CHAPTER FOUR

IV. RESULTS

In this chapter findings of the study are presented and analyzed. The first part of the chapter discusses demographic characteristics' of respondents. The remaining sections of the chapter are organized on sequences of objectives for which the study was conducted, thus descriptive; independent sample t-test and ANOVA procedure analysis were used based on the data obtained from respondents.

4.1 Background Characteristics

Table 1

Demographic characteristics of respondents

Demographic characteristics		N	%
Gender	Male	182	54.6
	Female	219	45.4
	Total	401	100
Grade Level	9 th	100	24.9
	10 th	100	24.9
	11 th	100	24.9
	12 th	101	25.2
	Total	401	100
Age groups	13 -17	219	54.61
	Above 18	182	45.38
Family Structure	Intact	314	78.3
	Non intact	85	21.7
	Total	401	100

As shown in the above table, 54.61% of the participants were found between 13 & 17 years old. The second age group 18 and above covers 16-18 (45.38%). Regarding the gender of the respondents, the proportion of males and females were 54.6% and 45.4 %percent. This implies that there is no huge difference between the frequency of males and females.

Participants of the study were from grades 9(24.9%), 10(24.9%), 11(24.9%) and 12(25.2%). That means sampling of respondents was almost balanced. Pertaining to family structure from which adolescents came from 78.3% of them were from intact family and the rest 21.7% of them were from non intact family

4.2 Percentage of adolescent Parenting Style

Table 2

Percentage of adolescent parenting style

Parenting style	N	%
Authoritative	157	39.2
Authoritarian	57	14.2
Indulgent	62	15.5
Neglect	121	30.2

As can be observed from Table 2, Parents of adolescents practice an authoritative parenting style which accounts 39.2% followed by neglectful, indulgent and authoritarian 30.2%, 15.5% and 14.2% respectively.

4.3 Magnitude of risky Sexual Behavior in Adolescents

Table 3

Percentage of risky Sexual Behavior in Adolescents

Items	Yes	%	No	%	Sometimes
Have you ever made sex	217	54.1%	184	45.90%	
Do you use condom	53	13.20%	133	33.20%	215(53.6%)
While having sex has the condom tore or come out	98	24.40%	303	75.60%	
Have you ever gone out with prostitute	9	2.24%	392	97.75%	
Have you ever made sex to get money	6	1.49%	395	98.50%	
Do you have more than one sexual partner	47	11%	354	88.3%	
Have you ever been forced to make sex or raped	83	20.70%	318	79.30%	
Do you know about contraceptive methods	293	73.10%	108	26.90%	

The above table depicted the risky sexual behavior of adolescents from different parenting style. For instance, question concerning if they ever had made sex, among participants of the study 54.1% of them were responded as had sexual experiences. Similarly regarding question about have you ever gone out with prostitute, only 2.24% of them responded yes. In addition, pertaining to the

question, have you ever made sex to get money, among participants of the study only 1.49% of them have had made sex to get money .

However concerning questions about having more than one sexual partner, among participants of the study 11% of them reported as they have more than one sexual partner. Generally from the above table we can infer that participants of the study are not at risk of participating in activities which are great impact on their health.

4.4 Independent T test Result on the Difference between Male and Female Adolescents in their Risky sexual behavior

Table 4

Independent T test result on sex difference of adolescents in their risky sexual behavior

Variable	Category	N	Mean	SD	Df	T	Sig
Risky sexual behavior	Male	182	13.8	1.78	399	2.69	0.08
	Female	219	14.3	1.62			

As depicted in the table above, statistically significant difference between male and female adolescents from different parenting style in participating risky sexual behavior was not observed ($t = 2.69, P > .05$). This implies that adolescents' participating in risky sexual behavior does not vary on account their sex differences.

4.5 ANOVA Summary of the Effects of Grade Level on Adolescents' Risky Sexual Behavior

Table 5

ANOVA Summary of the Effects of Grade Level on Adolescents' Risky Sexual Behavior

Source	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	19.197	3	6.399	2.212	0.086
Within Groups	1148.249	398	2.892		
Total	1167.446	401			

As Table 5 shows, there is no a statistically significant difference in the scores on risky sexual behavior among adolescents of different grade level ($F= 2.212$, $p =.05$). This tells us that adolescents' participating in risky sexual behavior does not vary on account their grade level differences.

4.6 Independent T test Result between Age groups in their Risky Sexual Behavior

Table 6

Independent T test Result on the Difference between Age groups in their Risky Sexual Behavior

Variable	Category	N	Mean	SD	Df	T	Sig
Risky sexual behavior	13 – 17	212	14.17	1.71	399	-1.77	0.24
	18 and above	189	13.97	1.70			

As indicated in the table above, statistically significant difference age groups among adolescents of different age group in participating risky sexual behavior was not observed ($t = -1.77$, $P = .05$). This implies that adolescents' participating in risky sexual behavior does not vary on account their age differences.

4.7 Summary of One Way ANOVA on the Differences in Risky Sexual Behavior among Adolescents from Different parenting styles

Table 7

Summary of One Way ANOVA on the Differences in Risky Sexual Behavior among Adolescents from Different parenting styles

Source	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	9.321	3	233.11	79.9	0
Within Groups	1149.26	398	2.917		
Total	1158.59	401			

As Table 7 shows, there is a statistically significant difference in the scores on sexually risky behavior among adolescents from different parenting style ($F=79.91$, $p = .05$). Scheffe's pair wise test further showed the following.

4.8 Scheffe's Pair Wise Comparison of risky sexual behavior scores of adolescents from Different parenting style

Table 8

Scheffe's Pair Wise Comparison

(I) parenting style	(J) parenting styles	Mean Difference (I-J)	Std. Error	Sig.
Indulgent	Authoritarian	16.05	2.7	0.001
	Authoritative	18.63	2.0	0.000
	Neglect	2.91	2.1	0.023
Authoritarian	Indulgent	-.16.05	2.7	0.001
	Authoritative	-2.34	2.6	0.041
	Neglect	-14.81	3.1	0.002
Authoritative	Indulgent	-18.63	2.0	0.000
	Authoritarian	-.2.34	2.6	0.003
	Neglect	-15.802	2.5	0.003
Neglect	Indulgent	-2.91	2.6	0.004
	Authoritarian	14.81	3.1	0.000
	Authoritative	15.802	2.5	0.000

As illustrated in Table, all pair wise comparisons resulted in statistical significance. Adolescents those who perceived their parents as indulgent were more participated in risky sexual behavior than adolescents those who perceived their parents as authoritative, authoritarian and neglectful. Similarly adolescents those who perceived their parents as neglectful were more

participated in risky sexual behavior than adolescents those who perceived their parents as authoritative and authoritarian.

Furthermore post hoc result illustrates those adolescents those who perceived their parents as authoritarian were more involved in risky sexual behavior than adolescents those who perceived their parents as authoritative

Generally from the above table we can infer that adolescents those who perceived their parents as indulgent were more prone to participate in risky sexual behavior followed by adolescents those who perceived their parents as neglectful, authoritarian and authoritative respectively.

CHAPTER FIVE

V. DISCUSSION

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

5.1 The Prevalence of Adolescents Parenting Style

The study revealed that an authoritative parenting style was found to be the most commonly practiced parenting style, followed by a neglectful parenting style. In addition, it was found that all four parenting styles (authoritative, authoritarian, indulgent, and neglectful parenting styles) were reported by participants. Consistent with this findings Abesha (2013) by conducting his study on Ethiopian higher institution adolescents reported that authoritative parenting style is the dominant parenting style in Ethiopia followed by neglectful parenting style.

However in contrast to the present findings Kasahun (2005) reported that an authoritative parenting style is the most predominantly practiced parenting style echoes the results of some previous studies conducted with a sample of elementary, junior secondary, and high school students in Ethiopia. Generally parenting style followed by parents of adolescents participated in the present study an authoritative parenting style in raising their adolescents followed by neglectful parenting

5.2 Prevalence of risky Sexual Behavior in Adolescents

The results of descriptive analysis indicated that among participants of the study only 54.1% of them responded as had sexual experiences. Similarly regarding question about have you ever gone out with prostitute, only 2.24% of them responded had gone out with prostitute. In addition, pertaining to the

question, have you ever made sex to get money, among participants of the study only 1.49% of them have had made sex to get money.

However concerning questions about do you have more than one sexual partner, among participants of the study 11% of them reported that they have more than one sexual partner.

In general participants of the study are not at risk of participating in activities which are great impact on their health. However compare to other sexually risky behaviors, participants of the study more involved in having more than one sexual partner

5.3 Difference between Male and Female Adolescents in their Risky sexual Behavior

Independent T test result illustrated that there is no statistically significant difference between male and female adolescents from different parenting style in participating risky sexual behavior. This implies that adolescents' participating in risky sexual behavior does not vary on account their sex differences. Similar to this findings (Anemaw , 2009) reported that males and females, increased negotiated unsupervised time was strongly associated with increased risk behavior (e.g., sexual activity alcohol and marijuana use) irrespective of their sex differences.

5.4 The Effects of Grade Level on Adolescents' Risky Sexual Behavior

The results of ANOVA indicated that there is no statistically significant difference in the scores on risky sexual behavior among adolescents of different grade levels. This tells us that adolescents' participating in risky sexual behavior does not vary on account of their grade level differences.

5.5 The Difference between Age groups in their Risky Sexual Behavior

Independent T test result indicates that, statistically significant difference age group among adolescents of different age group in participating risky sexual behavior was not observed. This tells us that adolescents' participating in risky sexual behavior does not vary on account their age differences.

5.6 The Differences in Risky Sexual Behavior among Adolescents from Different parenting styles

The One way ANOVA result revealed that there is a statistically significant difference in the scores on sexually risky behavior among adolescents from different parenting style. This implies that adolescents participation in risky sexual behavior vary on account of their perceived parenting style.

Post hoc comparison showed that risky sexual behavior mean scores of adolescents those who perceived their parents as indulgent were more participated in risky sexual behavior than adolescents those who perceived their parents as authoritative, authoritarian and neglectful.

Similarly adolescents those who perceived their parents as neglectful were more participated in risky sexual behavior than adolescents those who perceived their parents as authoritative and authoritarian.

Furthermore post hoc result illustrates those adolescents those who perceived their parents as authoritarian were more involved in risky sexual behavior than adolescents those who perceived their parents as authoritative.

Similar to the present findings Studies done in different corners of the world indicate that parent/child closeness is associated with reduced adolescent pregnancy risk through teens remaining sexually abstinent, postponing intercourse, having fewer sexual partners, or using contraception more consistently (Renee E. Sieving et al., 2000). They also revealed that teens who

reported greater satisfaction in their relationships with their mothers were less likely to have sex and become pregnant (and were also more likely to use birth control during their most recent sexual experience) one year later than peers who felt less satisfied in their relationships with their parents. (Gail. et al., 2003). Consistent with this idea Resnick. et al., (2000) as cited in Anemaw, (2009) reported that relationships characterized by high levels of closeness and Connectedness between parents and adolescents are related to teens' virginity status and to delays in first sexual intercourse.

In addition, Anemaw, (2009) by conducting his study among public secondary school students in El Salvador' revealed that students reporting low parental monitoring were between 2 to 3.5 times more likely to report risk behaviors examined. The promotion of specific parenting practices such as parental monitoring may hold promise for reducing adolescent risk behaviors in El Salvador. Consistent with this idea Dessalegne, (2006) by conducting his study in Dessie indicated that a substantial proportion of adolescents in preparatory school were sexually active. Parent-teen connectedness, parental monitoring and living arrangement were significant predictors of sexual activity and a greater sense of connectedness to and monitoring by parents decreased the likelihood of sexual activity regardless of living arrangement, age, gender, peer influence, khat and alcohol consumption, and parental education.

CHAPTER SIX

VI. SUMMARY AND RECOMMENDATIONS

In this chapter major finding of the study was summarized, draws conclusions, and makes relevant recommendations for designing intervention strategies to reduce adolescents' risky sexual behavior in line with the findings of the study.

6.1 Summary

The main purpose of this study is to examine the relation between parenting style and adolescents' risky sexual behavior of secondary and preparatory school students in some selected schools of Addis Ababa. In line with the general objectives of the study, the study also aims to answer research questions raised as a problem statement in chapter one of this thesis paper.

Four hundred and one (219 female and male 182) students were recruited and completed a self report questionnaire consisting of adolescents perceived their parenting style and risky sexual behavior scale form. Based on pilot study item analysis was carried out and the instruments were improved.

Following data collection the results of the study were coded and interpreted using descriptive statistical methods. To investigate the prevalence of students perceived their parenting style and risky sexual behavior of participants of the present study descriptive statistical methods such as mean , Sd and percent were employed. In order to examine whether or not statistically significant difference between male and female adolescents in their risky sexual behavior irrespective of parenting style they came from and whether or not statistically a significant age group difference in their risky sexual behavior independent T-test was utilized. similarly to examine whether or not there a significant difference among adolescents from different parenting style (authoritative, authoritarian, neglectful and indulgent) in the risky sexual behaviors of adolescents and whether or not statistically significance difference among

adolescents in their risky sexual behavior on account of their grade level One way ANOVA procedure was utilized .

Based on the result of the study the following findings were drawn

- An authoritative parenting style was found to be the most commonly practiced parenting style in the families of adolescents participated in this study followed by a neglectful parenting style.
- Participants of the study are not at risk of participating in activities which are great impact on their health. However compare to other sexually risky behaviors, participants of the study more involved in having more than one sexual partner
- Statistically significant difference between male and female adolescents from different parenting style in participating risky sexual behavior was not observed. This implies that adolescents' participating in risky sexual behavior does not vary on account their sex differences.
- A statistically significant difference in the scores on risky sexual behavior among adolescents of different grade level. This tells us that adolescents' participating in risky sexual behavior does not vary on account their grade level differences.
- A statistically significant difference among adolescents of different age group in participating risky sexual behavior was not observed. This implies that adolescents' participating in risky sexual behavior does not vary on account their age differences.
- There is a statistically significant difference in the scores on sexually risky behavior among adolescents from different parenting style. Following statistical significance post hoc result illustrated that adolescents those who perceived their parents as indulgent were more prone to participate in risky sexual behavior followed by

adolescents those who perceived their parents as neglect full, authoritarian and authoritative respectively.

6.2 Recommendations

It can be stated that adolescents perceived parenting style appear to play a great role in influencing students risky sexual behavior. Hence a variety of suggestions have to be offered in order to eliminate adolescents' risky sexual behavior. For this reason it would be important to recommend some suggestion for parents of adolescents, schools and other concerned bodies so as to reduce adolescents' risky sexual behavior. Hence in line with the result found the investigator would like to recommend some suggestion

- ✓ Concerned bodies should provide awareness about the importance of authoritative parenting style in their child-rearing practices and facilitate the conditions which are essential to reduce risky sexual behavior
- ✓ It is imperative to design school, parent and community based intervention program to eliminate the situation which give way for adolescents participation in risky sexual behavior especially for adolescents those who perceived their parents as indulgent and neglectful.
- ✓ School administrator should facilitate cooperative involvement and communication among parents, schools, and other concerned bodies for the purpose of reducing risky sexual behaviors in adolescents which in turn increases healthy life in adolescents
- ✓ Since research findings on the effects of parenting style on adolescents' risky sexual behavior of secondary and preparatory school students in our context is scanty, further studies need be to conduct in the area of concern.

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Questionnaire for Secondary and Preparatory School Students

General Objective

The purpose of this questionnaire is to get information about students' perception of their parents (Guardians) parenting style and its relationship between the risky sexual behavior of students. The questionnaire has three main parts ; the first part contains some items about students and parents background ; second parts deals about students attitude towards their parents or guardians and the third part of the questionnaire contains items used to measure issues related to risky sexual behaviors of secondary and preparatory school students .

Dear students; the study can be successfully accomplished only when you complete all items honestly and openly please feel free and be genuine. Your response will be kept confidential. Do not write your name at any place in the questionnaire.

THANK YOU FOR YOUR KIND COOPERATION!!!

Part I Background Information

Direction- Here are some items about students background information and family characteristics. In some of the items you are required to write the necessary information in the blank space provided. When the items are in the form of choices, you are required to indicate your response by encircling the number of appropriate answer(s).

1) Gender A) male B) Female

2) Age _____

3) Grade level _____

4) With whom are you living now?

A) With both father and mother

B) With mother only

C) With father only

D) With mother and step father

E) With father and step mother

F) With my siblings

G) With other relatives (grand parents, aunts, uncle etc...)

H) Other (Please specify)_____

5) What is the high west level of education completed by your parents' or guardian'?

A) Fathers or male guardian's highest education level

B) Mothers or female guardian's highest education level

Part II Items about parenting

Direction;- Please read each of the following statements carefully and for each items, think about your parents or guardian attitude and behaviors in treating and Handling you and then check whether you

- 1) Strongly disagree 3) Agree
 2) Disagree 4) Strongly agree

Please indicate you response by putting a check mark /✓/ in the column that shows how you agree or disagree with each item.

No	Items	SA	A	D	SD
1	I can count on my parents gradient to help me out if I have some kind of problems.				
2	My parents or guardian push me to do my best in whatever I do				
3	My parents or guardians allow me to tell them if I think my ideas are better than theirs				
4	My parents or guardians always speak to me with or warm and friendly voice				
5	When my parents or guardians want me to do something they explain why.				
6	When I get poor marks in school my parents or guardians encourage me to fly harder				
7	My parents or guardian know who my friends are				
8	My parents or guardians spend time just talking with me				
9	My parents or guardians enjoy staying home with me more than going out with friends.				
10	My parents or guardian give me a lot of care and attention.				

Please encircle the Level that Indicates the Alternative Which Best describes you Parents or Guardians' Behavior.

11) In a typical week, what is the latest time your parents (guardians) allow you to stay out during the night (from Monday to Friday)?

- A. They do not allow me
- B. 6:00 PM
- C) 7:00PM
- D) 8:00 Pm
- E) 9:00PM
- F) 10:00 Pm
- H) As late as I want

12) In a typical weekend what is the latest time you can stay out during the night (Saturday and Sunday night)?

- A. They do not allow me
- B. 6:00 PM
- C) 7:00PM
- D) 8:00 Pm
- E) 9:00PM
- F) 10:00 Pm
- H) As late as I want

13) Do your parents/guardians allow you to go out of the house during holidays?

- 1) Yes they allow me
- 2) No they don't allow me

14) If your question is yes in question 13, please indicate till what time you can stay out.

- A. 6:00 PM
- B. 7:00 PM
- C) 8:00PM
- D) 9:00 Pm
- E) 10:00PM
- F) As late as I want

15) How much do your parents (guardians) try to know whether you go to school or not?

- A) Do not Try
- B) try a little
- C) try a lot

16) How much do your parents (guardians) try to know what you do with you free time?

- A) Do not Try
- B) try a little
- C) try a lot

17) How much do your parents or guardians try to know where you are most afternoons after school?

A) Do not Try

B) try a little

C) try a lot

18) How much do you parents (Guardians) try to know what you do with you money?

A) Do not know

B) Know a little

C) know a lot

19) How much do your parents know that you are for sure in the school?

A) Don't' know

B) Know a little

C) know a lot

20) How much do you parents (Guardians') know what you do with your free time?

A) Don't' know

B) Know a little

C) know a lot

21) How much do your parents (Guardians) know what you do in your rest time in the school?

A) Don't' know

B) Know a little

C) know a lot

22) Do you parents (Guardians) really know what you do with your money?

A) Don't' know

B) Know a little

C) know a lot

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ለ2ኛ ደረጃ እና የመሰናዶ ትምህርት ቤት ተማሪዎች የቀረበ መጠይቅ

የመጠይቁ አጠቃላይ ዓላማ

የዚህ መጠይቅ ዋና ዓላማ በሁለተኛ ደረጃ እና በመሰናዶ ትምህርት ቤት በሚማሩ ተማሪዎች ላይ በወላጆች ወይም በአሳዳጊዎች የልጅ አስተዳደግ ባህሪ ወይም ስልት (Parenting Style)፣ እና በተማሪዎች እና አደገኛ የወሲብ ባህሪዎች መካከል ያለውን ግንኙነት ለማጥናት የሚያስችል መረጃ መስጠት ነው። መጠይቁ Zef ዋና ዋና ክፍሎች ሲኖሩት የመጀመሪያው ክፍል ስለተማሪዎች እና ወላጆቻቸው አጠቃላይ መረጃ (Background) ማግኘት የሚያስችሉ ጥያቄዎችን ያያዘ ነው። ሁለተኛው የመጠይቅ ክፍል ደግሞ ስለ ወላጆች ወይም አሳዳጊዎች የልጅ አስተዳደግ ባህሪ ወይም አመለካከት ጥያቄዎችን ይዟል። ርስተኛው እና የመጨረሻው ፣ ማጠቃለያ ጥያቄዎችን ያያዘ ክፍል ነው።

ውድ ተማሪዎች:- የዚህ ጥናት አስተማማኝነት የሚወሰነው እናንተ ለእያንዳንዱ ጥያቄ በምትሰጡት ምላሽ በመሆኑ በእያንዳንዱ ክፍል ውስጥ ያሉትን መመሪያዎች በጥሞና በማንበብ ለጥያቄዎቹ ሁኔታዎችን እንዲያስተማሩ ለመስጠት የበኩላችሁን አስተዋጽኦ ታደርጉ ዘንድ በትህትና እጠይቃለሁ። በዚህ መሰረት

- 1ኛ. በመጠይቁ በየትኛውም ቦታ ላይ ስም መጻፍ አያስፈልግም።
- 2ኛ. እያንዳንዱ ጥያቄ የራስን ሀሳብ እና የስምምነት ደረጃን የሚገልጽ እንጂ አንድ ትክክለኛ መልስ ስለሌለው የሌላን ሰው መልስ በማየት ወይም ተወያይቶ መስራት የመጠይቁን ዓላማ ስለሚያዛባ የየራሳችሁን መልስ በመስጠት እንድትተባበሩኝ።
- 3ኛ. ለመጠይቁ የምትሰጡት ምላሽ በሚስጥር ተጠብቆ ለጥናቱ ውጤት ብቻ የሚውል መሆኑን እያገለጸኩ ስለምታደርጉልኝ ቀና ትብብር ከወዲሁ አመሰግናለሁ።

ክፍል ሁለት፡ ስለወላጆች የልጅ አስተዳደግ ባህሪ እና አመለካከት የቀረበ መጠይቅ

መመሪያ፡ የሚከተሉትን ጥያቄዎች በጥምና ካነበባችሁ በኋላ የወላጆቻችሁን ወይም የአሳዳጊዎቻችሁን የልጅ አስተዳደግ ባህሪ እና አመለካከት ይበልጥ የሚገልፀው ደረጃ ላይ የ(✓) ምልክት በማስቀመጥ መልሱ። ደረጃዎቹም

1. በጣም አልስማማም
2. አልስማማም
3. እ`ዕዕ- > ሸሸገገ
4. እስማማለሁ
5. በጣም እስማማለሁ ናቸው።

ተ.ቁ	የወላጅ ወይም የአሳዳጊዎቻ የልጅ አስተዳደግ ባህሪ SKY-Ä	በጣም አልስማማም	አልስማማም	እ`ዕዕ- > ሸሸገገ	እስማማለሁ	በጣም እስማማለሁ
1	ችግር ሲገጥመኝ ወላጆቼ/አሳዳጊዎቼ እንዲረዱኝ እጠይቃቸዋለሁ					
2	በምሰራቸው ስራዎች ሁሉ የበለጠ እንድሰራ ወላጆቼ/አሳዳጊዎቼ ይገፋፋኛል					
3	የእኔ ሀሳብ የተሻለ ነው ብዬ ካሰብኩ ቤተሰቦቼ/አሳዳጊዎቼ ሀሳቤን እንድገልጽ ይፈቅዱልኛል					
4	ወላጆቼ/አሳዳጊዎቼ ሁል ጊዜም በፍቅር በጓደኝነት ስሜት ያወሩኛል					
5	ወላጆቼ/አሳዳጊዎቼ አንድ ስራ እንድሰራ ሲያዙኝ ምክንያቱንም አብረው ይገልፁልኛል					
6	ዝቅተኛ ውጤት ሳመጣ ቤተሰቦቼ/አሳዳጊዎቼ በርትቼ እንድሰራ ያበረታቱኛል					
7	ወላጆቼ/አሳዳጊዎቼ ጓደኞቼ እነማን እንደሆኑ ያውቃሉ					
8	ወላጆቼ/አሳዳጊዎቼ ከእኔ ጋር በመወያየት ጊዜያቸውን ያሳልፋሉ					
9	ወላጆቼ/አሳዳጊዎቼ ከጓደኞቻቸው ጋር ከቤት ውጭ ጊዜያቸውን ከሚያሳልፉ ይልቅ ከእኔ ጋር በቤት ቢቆዩ ይደሰታሉ					
10	ወላጆቼ/አሳዳጊዎቼ ብዙ ፍቅር እና እንክብካቤ ያደርጉልኛል					

17. ወላጆችሽ/ህ አሳዳጊዎችሽ/ህ ከትምህርት ቤት ፈረቃ ውጪ የት እንዳለህ/ሽ ለማወቅ ምን ያህል መከራ ያደርጋሉ?

1. ምንም መከራ አያደርጉም 2. ትንሽ መከራ ያደርጋሉ 3. ብዙ መከራ ያደርጋሉ

18. ወላጆችሽ/ህ አሳዳጊዎችሽ/ህ ባለህ/ሽ ገንዘብ ምን እንደምታደርገበት/ግበት ለማወቅ ምን ያህል መከራ ያደርጋሉ?

1. ምንም መከራ አያደርጉም 2. ትንሽ መከራ ያደርጋሉ 3. ብዙ መከራ ያደርጋሉ

19. ወላጆችሽ/ህ አሳዳጊዎችሽ/ህ ትምህርት ቤት መሄድሽን/ህን ምን ያህል በእርግጠኝነት ያውቃሉ?

1. ምንም አያውቁም 2. ትንሽ ያውቃሉ 3. በደንብ ያውቃሉ

20. ወላጆችሽ/ህ አሳዳጊዎችሽ/ህ በትርፍ ጊዜሽ/ህ ምን እንደምትሰራ/ሉ ምን ያህል በእርግጠኝነት ያውቃሉ?

1. ምንም አያውቁም 2. ትንሽ ያውቃሉ 3. በደንብ ያውቃሉ

21. ወላጆችሽ/ህ አሳዳጊዎችሽ/ህ ከትምህርት ቤት ፈቃድህ/ሽ ውጪ የት እንዳለህ/ሽ ምን ያህል በእርግጠኝነት ያውቃሉ?

1. ምንም አያውቁም 2. ትንሽ ያውቃሉ 3. በደንብ ያውቃሉ

22. ወላጆችሽ/ህ አሳዳጊዎችሽ/ህ ባለህ/ሽ ገንዘብ ምን እንደምትሰራ/ሉ ምን ያህል በእርግጠኝነት ያውቃሉ?

1. ምንም አያውቁም 2. ትንሽ ያውቃሉ 3. በደንብ ያውቃሉ

ክፍል 3: ሃይለማርያም ሕግ ብሔራዊ የተደያዙ ጥቂዎች

በዚህ ክፍል ውስጥ የቀረቡትን ጥያቄዎች በጥምና ካነበባችሁ በኋላ ሃይለማርያም ጥያቄዎች ላይ ከቀረቡት ምርጫዎች ውስጥ የእናንተን የስምምነት ደረጃ ይበልጥ ይገልጻል ብላችሁ ምታስቡት ህግ ህግ መልሱ።

1. ሰው [eð ó" -' f ðî S I /i ታታ" <nKI /ታ" mÁKi ;
1. > L' <pU 2. አዎን አውቃለሁ

2. ለተራ ቁጥር 1 መልስህ/ሽ አዎን ከሆነ ለመጀመሪያ ጊዜ ግብረ ስጋ ግን -' f ¼ ðì Uj u f /i u f
እ° É T @ e" f ' ' <

3. ሰው [eð ó" -' f u U f ð ì U u è / T x u f " p f ¢ " Ê U f Ö K T K I / T Á K i ;
1. አዎን እÖKT KG< 2. > " Ç " É Ñ ? ! እÖKT KG< 3. > MÖKU U

4. Ów[eð Ó"–'f uUfðîUuê/Txf "pf €"ÊU } kÊw/wi " ÅU " Mqw/wi
Á" <nM;

1. >Á" <pU

2. አዎን ያውቃል

5. Ýc?} – አዳሪዎች ጋር ግብረ ስጋ ግን–'f ðîS I ታ" <nKI ;

1. >L" <pU

2. አዎን አውቃለሁ

6. Ñ"²w KT Ó–f efÀ Ów[eð Ó"–'f ðîS i ታ" <mÁKi ;

1. >L" <pU

2. አዎን አውቃለሁ

7. Ý> "É uLÃ ¼Ów[eð Ó"–'f ðÅ– •aI/i Á" <nM;

1. >Á" <pU

2. አዎን ያውቃል

8. ðeÿ>G<" É[e Ýe" f c" < ð` Ów[eð Ó"–'f ðîS I/i ታ" <nKI /mÁKi ;

9. Ów[eð Ó"–'f uGÃM } ÑÅI/i " ÅU } Åõ[I/i ðîS I/i ጎታ" <nKI /mÁKi ;

1. >L" <pU

2. አዎን አውቃለሁ

10. ስለ ወሊድ መቆጣጠሪያ ዘዴዎች ታውቃለህ/ታ" <mÁKi ?

1. አ" <nKG<

2. አላውቅም