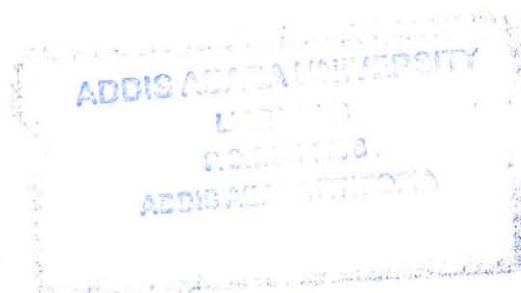


**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF PSYCHOLOGY**

**PARENT- ADOLESCENT CONFLICT: MAJOR ISSUES AND
DETERMINANTS
*THE CASE OF SODDO TOWN***

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**JULY, 2007
ADDIS ABABA**

PARENT-ADOLESCENT CONFLICT: MAJOR ISSUES AND DETERMINANTS

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ABSTRACT

There are controversial research findings about parent-adolescent conflict especially about the particular sub-stage of adolescence and sex in which high parent-adolescent conflict occurs. Hence, this research was started to examine Parent-adolescent conflict as a function of adolescent sub-stage, sex, parental education and occupation. Moreover, whether adolescent sub-stages and their sex affect conflict domains or not, was investigated on 150 parent-adolescent dyads in Wolayita Zone, Soddo Town. Mean, Standard deviations, Pearson's correlation moment and One-way ANOVA were employed for analyzing data obtained from parent-adolescent dyads. The study found that female adolescents have had high frequency and intensity of conflict with their parents ($P < .001$ in the intensity of conflict and ($P < .01$) in the frequency of conflict) than their male counterparts. Uneducated fathers had more intense conflict ($P < .01$) than educated ones. Unemployed mothers had more frequent ($P < .05$) and more intense ($P < .05$) conflict with their adolescent children than employed mothers. Adolescent stage and sex as a function of domains of conflict also revealed statistically significant difference. Hence, from parents' report, girls were found to have more conflict with their parents than boys over the domains of sex ($P < .05$), household chores ($P < .001$), appearance ($P < .05$) and family relationship ($P < .001$). From parents' report, it was found that males had more conflict than females over drinking alcohol and substance use ($P < .05$), family relationship ($P < .001$), and lying ($P < .05$). Association between adolescent stages and domains of conflict revealed that early adolescents scored higher in many of the domains than middle and late adolescents. In general, both adolescents and parents had a role for the escalation of conflict. However, parents are matured enough to resolve the problem through negotiation. Furthermore, concerned bodies such as schools, community leaders and the media have to play a role in improving adolescents' relations with their parents.

CHAPTER ONE

1. INTRODUCTION

1.1 Background

According to Montemayor (1986), Conflict between adolescents and their parents has been the subject of considerable research attention over the past several decades. It remains an important area of inquiry because of the consistent associations between conflicted family interactions and several forms of internalized and externalized family problems.

A high degree of conflict characterizes some parent-adolescent relationships. One estimate of the proportion of parents and adolescents who engage in prolonged, intense, repeated, unhealthy conflict is about one in five families (Montemayor, & Offer & Offer, cited in Papalia, Olds & Feldman, 2001). Four to five million American families encounter serious, highly stressful parent-adolescent conflict. And this prolonged intense conflict is associated with a number of adolescent problems –movement out of the home, juvenile delinquency, school dropout, pregnancy, early marriage, membership in religious cults, and drug abuse (Paikoff & Brooks-Gunn, 1991).

On the other hand, some writers argue that parent-adolescent conflict is not so intense as it might be thought. For example, in his classic studies, Offer (1969) cited in Papalia, Olds, and Feldman, 2001) found that full-fledged adolescent rebellion is an exaggeration. According to his finding, high level of conflict over minor issues exists only in adolescents between 12- and-14 year old boys and their parents. Similarly, in most recent research, only 15 to 25 percent of families with adolescents reported significant conflict, and many of these families had had problems before the children reached their teens (Collins, Hill, & Offer cited in Papalia, Olds and Feldman, 2002).

According to Aggarwal, (1994), “adolescence “and “conflict” have been considered virtually synonymous terms both in formal theory and in popular stereotypes. Conflicts occur due to the shift in role expectation associated with age-graded transition and

maturational change. Anxiety and accumulation of stress from multiple transitions may increase conflict. An adolescent comes under social pressure and faces new conditions from which he/she received little training during childhood. This in turn leads him/her into conflict with parents and other adults.

Allison (2000), explains that the changes initiated at the onset of adolescence, impact among other things, young adolescents' conceptions and feelings about themselves and their relationship with others, including parents. In terms of family life, research has substantiated that adolescence is a period in life characterized by a transformation and reorganization in family relationship (Steinberg, 1981; Younis & Smollar, 1985). The early years of adolescence in particular, encompassing the period of ages 10-15 years have been linked with the emergence and escalation of conflict between young adolescents and parents. The heightened conflict that surfaces in the families of young adolescents presents unique challenges to both young people and their parents as they attempt to deal with the changing nature of their relationship.

Conflicts may temporarily disrupt interaction between parents and adolescents. According to Shantz and Hartup (1992), both adolescents and parents feel less satisfaction with their relationships if conflict is frequent than when it is not. Conflict is a primary complaint of parents about their relationship with their adolescent children. Arguments with parents, clashes with siblings and conflict with peers are aversive and frustrating to a child (Montemayor, 1986). Some families do not successfully resolve disputes between parents and adolescents and disagreement becomes intense or long lasting. When this occurs, conflict can weaken the parent-adolescent relationship (Sabatell, 1990; Peterson & Bank, 1989; cited in Wingate, 2004) and pose a threat to a healthy adolescent development. Early researchers in this area indicated that adolescent reports of severe or unresolved disagreement with their parents have been associated with many adolescent adjustment problems including poor school performance and conduct problems (Rueger & Conger, 1995).

In light of the frequency that conflict occurs and its potentially serious consequences, parent-adolescent conflict has received much attention over the last decades (Brody&Forehand, cited in Wingate, 2004)

According to Grace, Kelly & McCain, cited in Wingate (2004), several investigators have examined the role of cognitive factors and attributions in parent-adolescent conflict. In researching the influence of attributional process on conflict in mother- adolescent dyads found that as attributions about one another become more negative, dyadic conflict increased.

Although different investigations of parent-adolescent conflict have been conducted in different parts of the world, there is no sufficient literature to be cited in Ethiopian condition. Unfortunately, the limited range of research on the topic of parent-adolescent conflict prohibited the consideration of several important moderator variables such as ethnicity, and family context on conflict behavior. Parent-adolescent conflict is attributed to different factors among which variations in adolescent age and sex are two of the most attributed ones (Galambos &Almeida, 1992).Moreover, family contexts such as parents' occupation and education have an association to the problem. The fact that parent adolescent conflict is influenced by the above factors necessitates conducting a research to identify which one has a more pronounced effect on the frequency and intensity of parent-adolescent conflict.

Looking at the above arguments and scarcity of previous local research works, the researcher thought to conduct a study to survey parent-adolescent conflict and the major attributes associated to it by targeting Parent-adolescent dyads in Wolayita zone, Soddo Town. One of the main reasons for doing this was to know whether the problem of parent adolescent conflict is a universal phenomenon that occurs to Ethiopian adolescents and their families or not. The research site was selected for the following reasons: First, the researcher has stayed in the area for about five years as a teacher and has observed problems in parent-adolescent relationships. During his stay, many adolescent students used to tell the researcher how their parents were treating them.

Even, there were occasions that some of these adolescent students drop out their schooling due to conflict with their parents. On the other hand, many of the parents of these adolescent children used to come to school and complain that they had been troubled by their adolescent children and suggested that the school has to take an action or counsel them. Second, there are many Government schools in Soddo town as compared to other surrounding Woredas. Third, being the biggest town in the zone, families of varying socioeconomic status migrate in search of better living. For these and other reasons, the researcher was initiated to investigate parents' and their adolescent children's relationship in the specified setting.

1.2 Statement of the Problem

In the target community of this research, Soddo town, parent-adolescent conflict is deteriorating from time to time. The frequency and the intensity of the problem is increasingly observed in schools and the community. Nowadays, many adolescents, especially girls, run out of home and work in hotels, bars, and as maids in other families due to the conflict with their parents. This has a severe consequence on the physical, psychological, and emotional development of the adolescents and further strains the relationship between parents and adolescents. Similarly, many adolescent boys work as day laborers and shoe shiners having left or dismissed from home despite attending schools. Moreover, the conflict that adolescents have with parents force the former to engage in anti-social acts such as stealing, breaking into houses, destroying property, physical cruelty, frequent fighting and juvenile delinquency. At present, some adolescent children, especially, males are in police custody for causing physical violence on their parents and the whole family. The consequence of parent-adolescent conflict is not always limited to a family level because, adolescents, who flee their home group themselves and commit large-scale crimes.

This is what is happening in Soddo town today. Many people are robbed, physically attacked, and women and children raped. It is common to see these adolescent gangsters chewing 'chat' in groups, riding motorbikes, and gambling. Breaking house has also become a serious crime by these gangsters even in the middle of the day.

Earlier research findings about parent-adolescent conflict were highly based on a homogenous and individualistic culture and hence could not be generalized for all cultures since different cultures have their own values, socialization process and norms for parent-child relationships. This is one of the reasons that initiated the researcher to conduct this study.

Therefore, this research is designed to answer the following questions:

1. Is there a significant difference in the intensity and frequency of parent-adolescent conflict among early, middle and late adolescents?
2. Do parents' sex differences have a significant effect on the frequency and intensity of conflict?
3. Is there a significant difference in the intensity and frequency of parent-adolescent conflict between male and female adolescents?
4. Does a difference in the educational level of parents bring about a significant difference in the frequency and intensity of parent-adolescent conflict?
5. Does parents' occupation (employment) bring a significant difference in the intensity and frequency of parent-adolescent conflict?
6. Is there a relationship between frequency and intensity of conflict?
7. Are there variations of sex and age over the issues of conflict?
8. What are the major issues of conflict between parent-adolescent dyads?

1.3 Objectives

The main objectives of this research are:

- To examine whether the frequency and intensity of parent-adolescent conflict is related to differences in age of adolescents.
- To examine whether the frequency and intensity of parent-adolescent conflict is related to sex of adolescents.
- To find whether parents' education level has relationship with the frequency and intensity of parent-adolescent conflict.
- To find whether parents' occupation has significant effect on the frequency of parent-adolescent conflict.

- To investigate about the particular parent (mother or father) with whom adolescents have more frequent and intense conflict.
- To identify the major issues of conflict between parents and their adolescent children.
- To find whether there is significant relationship between the frequency and intensity of parent-adolescent conflict.
- To find identify whether parents' sex has a significant effect on the frequency and intensity of conflict.

1.4 Delimitation

This study is delimited in terms of place and population. With regard to place, the research was delimited to Wolayita Zone, Soddo Town, which is found in Southern Nations , Nationalities and Peoples Region (SNNPR). In terms of population, it focuses on male and female adolescent students in the age range of 12 to 24 years and who had been attending their education in grades 9 and 12 and one of their parents. One of the main reasons for delimiting the study in this setting was because the researcher has stayed there for more than five years and had the opportunity to observe problems in parent-adolescent relationships.

1.5 Significance

Previous researchers attribute parent-adolescent conflict to certain adolescent and family socio-demographic characteristics (e.g. adolescent age, sex, and, family income). However, many of these findings had methodological shortcomings. These shortcomings include few longitudinal investigations; an over reliance on samples of adolescent boys; and an unsophisticated conceptualization of parent-adolescent conflict (Galambos and Almeida, 1992). Moreover, the findings were based on samples of population having different cultural values and living standards from Ethiopian society and hence may not have cross-cultural truth. Therefore, whether these findings hold true for Ethiopian parents and their adolescent children or not is one of the major focus of this study. Furthermore, methods of resolving these conflicts have to be sought before further escalation occurs and damages family relationships, because when conflicts with parents are intense, they are jeopardizing the quality of the adolescent's

child relationships not only with parents but also with other family members and peers, or may deprive the adolescents' important developmental experiences (Shantz and Hartup, 1992).

In general, the researcher has the belief that conducting this study will have the following significance to families and the society in general, adolescents, and parents in particular;

- It will help in identifying the major issues of parent-adolescent disagreements and suggest ways of resolving it;
- The study will also help in identifying which demographic variables (age, sex, parents' occupation or education level) has /have more significant relationship in the frequency and intensity of parent adolescent conflict;
- The results of the study will have a contribution in predicting the period of adolescence in which high parent-adolescent disagreement occurs and suggest ways of coping with it;
- The research result can also serve as initial reference to conduct further study on the issue of parent-adolescent conflict and beyond;
- Finally, the results of this research will provide information for concerned bodies such as psychologists and social workers so that they might intervene.

1.6 Operational Definitions

- **Adolescence:** the developmental period of an individual, which extends from 12 to 24, is called the period of adolescence in this context.
- **Adolescent:** a boy or a girl whose age is between 12 and 24 is called an adolescent in this context.
- **Early adolescent:** an individual whose age is between 12 and 15 years of age.
- **Middle adolescent:** an individual whose age is between 16 and 18 is defined to be a middle adolescent person in this context.
- **Late adolescent:** an individual whose age is between 19 and 24 is defined to be living in late adolescence in this context.

- **Parent:** father, mother, or their substitutes such as stepparents and guardians of adolescent children are considered parents in this context.
- **Education level:** this refers to the different educational qualifications that parents have. This may include parents who have no education at all (illiterate) and those who have learned to first-degree level and above in a certain field of study in this context.
- **Occupation:** the term 'occupation' in this context is used to differentiate whether parents are employed in a certain governmental or non-governmental organizations or not.
- **Conflict:** disagreement between parents and their adolescent children over different issues as measured by Prinz et. al, (1979) Issues checklist.
- **Frequency of conflict:** the rate of disagreement occurrence between parent-adolescent dyads over a given issue as measured by Prinz et.,al (1979), Issues Checklist.
- **Intensity of conflict:** refers to how angry parent-adolescent dyads were during discussion over a given issue.
- **Conflict domains (issues):** things, which cause conflict between parents and their adolescent children as measured by Prinz et al., (1979). Issues for conflict between parents and adolescents could be about questions of autonomy, curfew, sex, school, family relations, household chores, money, appearance, lying, food and religion.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Adolescence

Papalia, Olds, and Feldman (1999), defined adolescence as a long transitional period between childhood and adulthood and it entails major interrelated physical, cognitive and psychosocial changes. Before the twentieth century, children in Western cultures entered the adult world when they matured physically or when they began a vocational apprenticeship. Today, entry into adulthood takes longer and is less clear-cut. Adolescence lasts about a decade from about age 11 or 12 until the late teens or early twenties. Neither its beginning nor its end is clearly marked. Adolescence is generally marked to begin with puberty, the process that leads to sexual maturity or fertility-the ability to reproduce.

2.2 Conceptions of Adolescence

The idea of adolescent rebellion may have been born in the first formal theory of adolescence, that of the psychologist G. Stanley Hall. Hall cited in Papalia, Olds & Feldman (2001), believed that young peoples' efforts to adjust to their changing bodies and to the imminent demands of adulthood usher in a period of "storm and stress", which produces conflict between the generations. He described adolescence as a cascade of instinctual passions, a phase of growth so turbulent so that it resembled the period in which humans evolved from savages into civilized beings. Sigmund Freud and his daughter Anna Freud cited in Papalia, Olds and Feldman (2001), described "storm and stress" as a universal and inevitable, growing out of resurgence of early sexual drives toward the parents. According to Berk(2004), the widespread view of adolescence as storm and stress dates back to the writings of eighteenth century philosopher Jean-Jacques Rousseau . Rousseau believed that a biological upheaval of puberty was heightened emotionality, conflict and defiance of adults.

Eccles and others (1993), state that many people imagine an adolescent being gangly, awkward, and troublesome individual. Researchers shared this view until quite recently.

This period of life generally considered to run from age ten to twenty-five was seen as a time of "storm and stress". However, adolescence is a time of great change on many levels with rapid change comes a heightened potential for positive and negative outcomes. Most individuals pass through this developmental period without excessively high levels of "storm and stress" though a substantial number of them experience some difficulties.

2.3 Parent-adolescent Conflict

Adolescent independence is a key theme around which parent-teen conflict occurs. Disagreements about issues such as curfew, dating and, chores frequently reflect an adolescent's growing desire for individuation. Although some conflict is normal at this developmental stage, the manner in which these disputes are handled determines whether these issues resolve or escalate to clinically significant proportions. Successful treatment relies heavily on building skills in family problem solving, communication, and conflict resolution (Wingate, 2004).

Conflict is heightened when adolescents wish to obtain autonomy in decision making at a faster rate than their parents feel they are capable of handling responsibility. Problems also occur when parents give to adolescents too much autonomy in decision-making. Baltes (1994), cited in Santrock, (1995), explains that the teens or adolescents are filled with complex psychological and physical changes. When there is too much adolescent-parent conflict some young people leave home; others are asked by their parents to leave or "kicked out ". Some troubled teens often turn to drugs or even suicide.

Many parents see their adolescents changing from a compliant child to some one who is non-compliant, oppositional and persistent to parental standards (Santrock, 1995). These Parents often expect their adolescents to become mature adults overnight instead of understanding that the journey takes 10-15 years. Conflicts in adolescent relationships are precipitated when behavior by one member of dyad is incongruent with the goals, expectations, or desires of the other member, resulting in mutual opposition (Shantz, & Hartup, 1992). Parental beliefs and expectations could sometimes be rigid

and inflexible and this affects family relations. For example, rigid expectations might include beliefs that teenagers should always be obedient (Vincent, Roehling & Robin, 1986). Rigid or negative cognitions are thought to affect family conflict by promoting inflexible communication.

Conflicts are presumed to be more common in relationships with family members especially parents, on the premise that autonomy issues are central to individual development during this period, and these must be dealt with primarily in parent-adolescent relations (Hill & Steinberg, cited in Shantz, and Hartup, 1992). When the relationship of young adolescents with members of their families deteriorates as adolescence progresses, the fault usually lies on both sides (Hurlock, 1978).

Parents too often refuse to modify their concepts of their children's abilities, as they grow older. As a result, they treat their adolescent sons and daughters much as they did when they were younger especially when it comes to assuming responsibilities.

Even more important is the so-called "generation gap" between adolescents and their parents. This gap is partly the result of radical changes in values in standards of behavior that normally occur in any rapidly changing culture, and partly the result of the fact that many young people now have greater educational, social and cultural opportunities than most of their parents had when they were adolescents. Thus, it is more correctly "a cultural gap; not due entirely to differences in chronological age (Hurlock, 1978). For example, sexual behavior that is condemned today among adolescents would have been strongly condemned by their parents of that age.

However, parents could not be blamed for all the friction that develops between them and their adolescent children. For example, Hurlock, (1978) , argue that no one is more irresponsible, more difficult to live with more unpredictable or more exasperating than young adolescents- with the possible exception of pre-adolescents are. Their inability or unwillingness to communicate with their parents helps to widen the gap between them). Equally important, many adolescents also feel that their parents do not

“understand them” and that their standards of behavior are old fashioned. As adolescence progresses, the frictional relationship of adolescents with family members is gradually replaced by a more pleasant and affectionate relationship.

Hurlock (1978), elucidates that improvements in adolescent-parent relationship result first when parents begin to realize that their sons and daughters are no longer children. As a result, parents give them more privileges, while at the same time expecting more in the way of work and assumption of responsibilities. Second, parent-adolescent relationships are eased when parents try to understand adolescents and the new cultural values of the peer group even if they do not recognize that today's adolescents are living in a different world from the one in which they grow up. When parents make these adjustments, the parent adolescent relationship generally becomes more relaxed and the home becomes a pleasant place in which to live in.

2.3.1 Conflict

According to Baltes, cited in Santrock, (1995), Conflict is a clash of opposing ideas, interests or activities. Although it is realistic to expect some conflict, people generally want to avoid conflict or hope to resolve it without harm to feelings or productivity ().

Variations in conflict behavior have been studied in developmental psychology by different researchers, usually within a single speech community and in a single type of situation as a function of individual difference of the participants. Social relations, such as friendship and peer social status (Dodge, 1983; Ladd, 1983), gender, (Miller, Danahar & Forbes, 1986), age and level of socio-cognitive development (Shantz & Shantz, cited in Shantz and Hartup (1992),and parent-child interaction ,including child compliance and parental discipline techniques.

2.3.2 Theories of Parent-Adolescent Conflict

2.3.2.1 Sociobiological Theory

Steinberg cited in Ashford, Lecroy, and Lortie (2001), stated that based on sociobiological perspective, conflict during early adolescence ensures that young people will spend time separated from their family of origin and mate outside the natal (birth) group. This theory is based on the observation that conflict intensifies at puberty in other species of primates and that the underlying tension may be derived from an evolved basis. The adolescent is forced through the bickering, to search for intimate companionship outside the family.

2.3.2.2 Psychoanalytic Theory

Holmbeck and Hill cited in Steinberg (1990), explained the conflict from psychoanalytic theory. From an intrapsychic perspective, the conflict may facilitate the process of individuation. Furthermore, this intrapsychic emancipation allows the young person to develop a more realistic and mature appraisal of his or her parents. This leads to a mutual relationship with them. The function of the disagreements is that adolescents must come to term with their parents' fallibility and as a result, lessen their dependence on their parents.

2.3.2.3 Cognitive-Developmental Theory

Smetana, cited in Ashford, Lecroy, and Lortie (2001), presents a cognitive-developmental perspective suggesting that parent-adolescent conflict can be best explained by the different manner in which adolescents and parents define family rules, events, and regulations. From a cognitive-developmental perspective, conflict in adolescence is related to the development of social reasoning. For example, instead of seeing an issue as one of social convention (everyone in this family should keep his room clean), it is perceived by the adolescent as an issue of personal choice (this is my room and I should decide how clean I want to keep it).Because parents maintain a conventional stance regarding such issues, conflict is the result. Also significant is that at this early and middle adolescent period, young people tend to perceive social conventions as arbitrary.

2.4 Constructive and Destructive Conflicts

According to Shantz and Hartup (1992), conflicts can be distinguished as destructive and constructive. Destructive conflicts are characterized by high negative affect; they spread beyond the initial issue to other issues; and they escalate to intrusive and insistent coercion. Constructive conflict in contrast, focuses on the issues in hand. During constructive conflicts, affective intensity is not high. And these conflicts, unlike destructive ones, are likely to be resolved by means of negotiations in a way that is acceptable to both parties.

The impact of constructive and destructive conflicts is different. Whereas relationships are undermined by destructive conflicts especially when these conflicts accumulate overtime, most individuals believe that constructive ones enhance their relationships.

Constructive conflicts also are believed to enhance social understanding and problem solving skills, whereas destructive conflicts are not associated with these developmental outcomes (Bank, Kahan, Dunn, Shantz & Hobart, cited in Shantz & Hartup, 1992). Social scientists have come to recognize some of the positive functions of conflict. Piaget cited in Shantz & Hartup,(1992) proposed that interpersonal conflicts can foster better understanding of others and can thus serve to reduce egocentrism.

2.4.1 Developmental Factors in Destructive Conflict

There are developmental differences in the nature and frequency of conflicts that go out of control. Analyzing over 800 cases that terminated in physical abuse, Kadushin and Martin cited in Galambos and Almeida, (1992), found that most incidents involved transgression against parental rules or expectations and that the behavior was significantly related to age. With the youngest children, incidents arose in connection with nurturance and socialization (eating, crying, sleeping, and elimination). Compliance with social standards was primarily implicated in abusive incidents with children between ages 6 and 12(e.g. lying and stealing). Incidents with adolescents concerned authority, autonomy, and responsibility (e.g. social and sexual behavior, rules for coming and going and household chores). A research conducted by Collins and

Laursen, cited in Shantz and Hartup (1992), showed that there was no gender difference in child behavior, but the gender of the abusing parent was related to the child's age and mothers and fathers were equally likely to abuse children under age 13, but fathers were more likely to abuse adolescents. These researchers further indicate that mother-adolescent conflict is more common than father-adolescent conflict. However, the latter may be more intense and more likely to escalate to physical aggression. According to most reviews, approximately half the cases reported abuse occur in relation to children 5 years of age or older and over a quarter concern children ages 12 to 18.

The abuse of adolescents is a case in point. The particular issues of families at this developmental stage may precipitate first time abuse or exacerbate a persistently aggressive style of interaction. The issues reviewed by the above researchers are well known including the particular motives of the adolescent and the mismatch between the adolescent world and the realities of middle-aged parents. In that context, conflict may escalate to abuse.

2.4.2 Conflict and Development

Shantz and Hartup (1992), state that conflict can serve a number of functions for individuals, dyads, and triads a fact that creates tremendous difficulties in conceptualization and research. For example, conflict can be a means of releasing anger or relieving boredom from the perspective of the individual. From the dyadic view, conflict can have such purposes, as resolving differences or gaining autonomy .In triads, conflict can serve complex functions such as uniting opponents in their opposition against a "common enemy".

It is important to elucidate that conflict in parent-adolescent relationships serves an important developmental function, engaging in reciprocal exchanges that involve divergent and opposing points of view. This provides adolescents with opportunities to enhance interpersonal negotiation skills, think logically, abstractly, and consider alternative and/or opposing points of view. Conflictive interactions provide the context for psychosocial autonomy and identity (Rubenstein & Feldman, 1993; Steinberg, 1990).

Similarly, Santrock (2000), explains that the everyday conflicts that characterize parent-adolescent relationships may actually serve the purpose of a positive developmental function. These minor disputes and negotiations facilitate the adolescents' transition from being dependent on parents to becoming an autonomous individual. In line with this idea, Cooper and others cited in Santrock (2000), found that adolescents who expressed disagreement with their parents explored identity development more actively than those who did not.

Moreover, Berk (2004), states that adolescents' new powers of reasoning may contribute to a rise in family tensions. In addition, friction rises because children have become physically mature and demand to be treated as adults. Conflict is an integral and inevitable component of parent-adolescent relationships. On the other hand, although conflicts are typical during the period of adolescence, they are not necessarily problematic for these relationships. In fact, the majority of families with adolescents report satisfying relationships that are generally harmonious (Adams, Montemayor & Gullotta, 1989).

Likewise, Rueter and Conger (1995), remarked that the quality of an adolescent's relationship with his/her parents is a key component to healthy adolescent development. Secure bonds between parents and their adolescent children allow young people the freedom to grow and explore and knowing their home represents a safe haven to which they can return when necessary. Yet, conflict which may denote weak or weakening interpersonal bonds, often occurs within parent-adolescent relationships. In most families, however, this conflict usually amounts to little more than mild arguments and bickering (Hill & Steinberg; in Shantz and Hartup, 1992). Many researchers believe that such disputes may serve to strengthen the parent-adolescent relationship (Anderson Sabatelli, Cooper; Galatzer-Levy & Cohler, Steinberg, Rueter & Conger; cited in Wingate, 2004). These scholars stated that parents and their adolescent children raise important developmental issues during disagreements. By successfully negotiating responses to issues such as adolescents' demands for greater autonomy, parent-adolescent relations are reconstructed to allow adolescent growth while maintaining close family ties.

Unfortunately, some families do not successfully resolve the disputes and disagreements become intense or long lasting. When this occurs, conflict can weaken the parent-adolescent relationships (Patterson & Bank, cited in Shantz & Hartup, 1992) and thus, pose a threat to healthy adolescent development. In fact, adolescent reports of severe or unresolved disagreements with their parents have been associated with many adolescent adjustment problems including emotional difficulties (Montemayor, 1983), alcohol or other drug uses, poor school performance and conduct problems. However, both parents and adolescents are not genuine in exposing matters of family relationships, especially the negative ones. (Niemi , Hess ,Torney, Kohn & Carroll , cited in Jessop, 1981).

2.5 Factors that Influence Parent-adolescent Conflict

According to Wingate (2004), research has delineated that there are four major factors that are believed to affect conflict escalation between adolescents and their parents.

- Deficient communication skills
- Problem solving deficits
- Dysfunctional family structure, and
- Distorted and rigid beliefs about behavior

Foster and Robin (1997), defined communication skills as interactive behaviors that enhance family interaction and relationships. Among parents and adolescents, communication skills are believed to promote conflict resolution whereas skill deficits are thought to increase the likelihood of conflict escalation. Meanwhile, according to Gordon, cited in Wingate (2004), behaviors identified as facilitating communication include, using appropriate voice tone, making non-accusatory statements and, acknowledging each other. Meanwhile, behaviors thought to impede discussion include criticizing, accusing, and attacking.

Problem solving deficits are also thought to promote conflicts between teenagers and their parents (Foster, Robin & Prinz et al, cited in Wingate, 2004). They are typically conceptualized as a group of behaviors that include defining and clarifying problems,

and generating and evaluating solutions. Poor problem solving is thought to perpetuate conflicts between parents and their teenagers because the issues about which family members argue do not get resolved leading to recurring antagonistic interactions between teenagers and parents.

Robin and Foster (1989), explain that dysfunctional family structure theoretically contributes to parent-adolescent conflicts. In general terms, the way in which the family is structured dictates the distribution of power .For example, among contemporary American families, power is held by parents who control reinforcement, punishment, and make the majority of decisions.

However, according to family therapists, family members' alignment can produce a maladaptive redistribution of power (Aponete & Vandusen, 1989). For example, a coalition may be formed in which two members join against the third member to obtain a common outcome. Another family variable that can become maladaptive and promote conflicts are extreme forms of cohesion. Cohesion describes the closeness among family members.

At one extreme is enmeshment which involves to the over involvement between family members who are independent from one another (Aponete, Vandusen, Perosa & Perosa, cited in Wingate, 2004). In families that are enmeshed, the development of the child's individuation is impeded, thus teenagers may have to rebel in extreme terms to gain independence (Robin & Foster, 1997). Among disengaged families, supervision and parental authority is rarely exercised. Consequently, the adolescent's behavior may be chaotic and result in serious or dangerous consequences. When such consequences occur, disengaged parents may respond in an extreme and negative manner to temporarily establish control (Wingate, 2004).

On the other hand, Hurlock (1978), identifies the following common causes of family friction during adolescence time:

- Standards of behavior- Adolescents often consider their parents standards of behavior old-fashioned resent having to conform to standards different from those of their peers.

- Methods of discipline – when adolescents regard disciplinary methods used by their parents as “unfair “or “childish “, they rebel. The greatest rebellion occurs in homes where one parent is perceived as having more authority than the other. This is especially when the mother has the greater authority.
- Relationship with siblings- the adolescent may be scornful of younger siblings and resentful of older ones, leading to friction with them as well as with parents whom they accuse of “playing favorites”.
- Feeling victimized- adolescents often become resentful if the socio-economic status of their families makes it impossible for them to have the same status symbol- clothes cars, etc. their friends have; if they assume many household responsibilities, such as the care of younger siblings, or if step-parent comes into the home and tries to “ boss” them. This antagonizes parents and adds to an already strained parent – adolescent relationship.
- Immature behavior- parents often develop punitive attitudes when adolescents neglect their schoolwork, shun their responsibility, or spend their money foolishly. Adolescents resent these critical and punitive attitudes.

Moreover, the new and more active social life of adolescents may result in the breaking of family rules concerning time to return home and the people they associate with, especially members of the opposite sex.

Hill, Holmbeck and Steinberg, cited in Smetana (1988), argue that although a great deal is known about the types of issues that cause conflict between parents and adolescents, relatively little is known about its meaning to different family members. Conflict has been studied in terms of the effects of the biological changes of puberty. There have been few attempts to relate the social and cognitive changes of adolescence to changing family relations during this period.

Research on parental authority suggests that parents’ and adolescents’ conceptualizations of their relationships differ from instance based on response to hypothetical dilemmas, Selman (1980) ,asserted that family relations reflect

adolescents' desire for authority and children's desire to maintain control over their lives. Similarly, Younnis and Smollar (1985), suggested during adolescence, children seek (and parents grant) greater independence from parental authority and to reason about them as personal issues.

2.6 Issues of Conflict

Barber (1994), stated that most arguments between parents and their adolescent children concern day-to-day matters such as chores, schoolwork, dress, money, curfew, dating, and friend rather than fundamental values. However, some of these minor issues are proxies for more serious ones, such as substance abuse, safe driving and sex. Further more, an accumulation of such hassles can add up to stressful family atmosphere.

Similarly, Allison(2000); Allison and Schultz (2004), stated that issues (domains) of conflict between parents and adolescents include substance abuse, personal autonomy,/personal jurisdiction, negative personal/moral characteristics, meal choices/table manners ,room care, household responsibilities, homework /school performance, television viewing, boy-and girl-friends, and drug use . Among these issues, parent-adolescent conflict occurs less frequently, over getting into trouble in school, dress, hygiene, meals, table manners, drug, boy and girl friend.

On the other hand, Smetana (1988), found that adolescents conflict with parents over every day details of family life. Conflict rarely occurs over topics such as religion, politics, sex, and drugs but rather it occurs over issues of rule breaking and non-compliance to parental requests. For example, conflict has been reported over every day family issues such as school work, home chores, disobediencies, adolescents choice of activities, social life and friends, fighting with and teasing siblings, failure to finish tasks, and personal hygiene (Bath,Lewis, Caplow, Bahr, Chadwick, Hill ,Williamson, Douvan , Adelson, Montemayor and Offer & Offer, cited in Shantz & Hartup,1992).

In addition, Smetana (1999) conducted a research on parent-adolescent relationship and found that, among 51 African-American middle class families conflicts between parents and teenagers centered around routine issues such as chores, neatness, and bedtime.

Montemayor, cited in Shantz and Hartup (1992), indicated that conflict issues have been studied most often with respects to adolescents and their parents. Conflicts in these dyads arise in these connections with a wide variety of issues, ranging from mundane disputes over household chores and proper attire to matters of potentially greater consequences for health and well being.

Theoretical views of adolescence imply that conflicts should be most likely and most intense in connection with issues pertaining to psychosocial development, especially autonomy in parent-adolescent relationship and management of extra family affiliations (Williams & Berndt cited in Wingate, 2004; Steinberg, 1981).

In line with this idea, Shantz and Hartup (1992), indicate that the most commonly reported conflict issues involve *autonomy, authority and responsibilities*. Disputes with siblings are equally decided between interpersonal concerns and issues of authority, property, and responsibilities (Hobart & Rafaelli cited in Shantz & Hartup, 1992).

Papini and Sebbly (1988), studied conflicts over four different issues (school, household chores, self-responsibility and general matters), and found that conflicts over autonomy were most likely in families with pre-pubertal adolescents and least likely in those with post pubertal adolescents. Conflicts over house hold chores and school were unrelated to pubertal status.

Galambos and Almeida (1992), Barber (1994), found that parents of White, Black, and Hispanic living in America reported very little conflict over major issues such as sexual behavior and substance use with their adolescent children. Over 90% of White, Black and Hispanic parents reported never having an open disagreement with their child over

the child's sexual behavior and the majority of all parents reported no conflict over their children's boy-and girl friends. However, in all these three groups, parent-adolescent disagreement about helping around the house, family relations, school, dress and money were the most frequent issues of conflict.

However, frequency and intensity of parent-adolescent conflict shows difference across different cultures. For example, on the same work, Galambos and Almeida (1992), found that White parents reported more frequent clashes with teenagers than black or Hispanic parents who tend to enforce higher behavioral expectations as a means of survival. Meanwhile, consistency across these ethnic groups was seen in the topics about which parents and adolescents most frequently disagree. Very similar patterns are evident for each group, with disagreements about helping around the house most frequently for each group, and conflict about family relations, school, dress, and money in similar decreasing frequencies. The study showed that parents disagreed with their adolescents over issues that are central to the day-to-day experience of living together.

According to Collins and Smetana, (1988), normative parent-adolescent conflict results from attempts by parents to control the behavior of adolescents and adolescents' beliefs that parents' have no right to do so. Conflict occurs when parents try to control areas of adolescents' lives that adolescents consider to be outside the legitimate domain of parental authority.

Parents' and adolescents' rigid expectations about the way one another should behave are also believed to affect family conflict (Foster, Robin & Vincent-Roehling cited in Wingate, 2004). Studies have shown that discrepancies between parents' expectations about typical and desirable behavior and perceptions of their own child's behavior are greater in adolescence than in preadolescence years (Collins, 1992).

From this and other findings, one can understand that parents and adolescents quarrel little over personal issues. However, these researchers remind that the findings should not be misinterpreted to mean that parents and adolescents are necessarily in

agreement with each other on their views regarding sex, drug use, or boy-and girl friends. Rather, these are the areas that are less frequently discussed than other more mundane issues, and that there is therefore less disagreement on them. Meanwhile, Allison and Schultz (2004), found concurrence between the levels of frequency and intensity of conflict (high frequency-high intensity, low frequency-low intensity). For example, conflicts over homework, curfew and disruptive behavior were both frequent and intense.

2.7 Attributes of Parent-Adolescent Conflict

Many factors are associated to have relationship with parent-adolescent conflict. Age and sex of adolescents are just two of the variables, which were found to affect the relationship between parents and adolescents (Galambos & Almeida, 1992; Allison, 2000). Moreover, Chen and Berdan, (2006) found that parent-child relationships are influenced by other factors like education and employment of the family. Hence, parent-adolescent conflict in relation to these variables will be reviewed next.

2.7.1 Adolescent sub-stages and Parent-adolescent Conflict

There are no similar findings in different researchers about the particular period of adolescence in which high parent-adolescent conflict is manifested. Different researchers have come across with different results about the intensity and frequency of conflict between parents and adolescents across early, middle, and late adolescence; for example, a research finding by Collins, Coy and Laursen (1998) indicated that family conflict is more intense during early adolescence but most intense in mid adolescence. According to these researchers, the frequency of strife in early adolescence may be related to the strains of puberty and the need to assert autonomy. The more highly charged arguments in middle adolescence might reflect the emotional strains that occur as adolescents try their wings. Parent-adolescent conflict reduces in frequency in late adolescence and this may signify adjustment to the momentous changes of the teenage years and negotiation of the balance of power between parent and child or older adolescents may argue less with parents simply because they spend less time with them (Fulgini & Eccles, Laursen et al, Molina & Chassin, Steinberg,

cited in Wingate,(2004). The teenage years have been called a time of adolescent rebellion, involving emotional turmoil, conflict within the family, alienation from adult society, and hostility towards adults' values (Brooks-Gunn, Offer, Ostrov & Howard, cited in Papalia ,Olds and Feldman, 1999).

Meanwhile, Allison &Schultz (2004), conducted a research on adolescents of different age groups and found that early adolescents had more conflicts with their parents over nearly all of the 40 issues (Prinz et., al 1979), on average than either middle or late adolescents.

Most theoretical views hold that the likelihood and intensity of conflict are greatest in early adolescence because of the combination of pubertal changes and age graded social transitions at this time (Hull & Steinberg, cited in Shantz and Hartup, (1992). On the other hand, Comparisons of physically heterogeneous age groups like pubertal status have yielded mixed results. Offer (1969), reported that retrospective accounts of "arguments and fights" were more common for 7th and 8th grades than for high school students

Although the findings of previous research on parent-adolescent conflict during the early years of adolescence are not uniformly consistent (and despite disagreements about the role of pubertal status and or pubertal timing in parent-adolescent conflict (Laursen & Colins, 1992; Paikoff & Brooks-Gunn, 1991; Steinberg, 1990), the bulk of the studies support the contention that parent-adolescent conflict is at its highest during early adolescence (Galambos ,Almeida, 1992; Laursen, Coy & Collins, 1998; Montemayor, 1986; Offer, 1969; Steinberg, 1990) and that it declines significantly ,and possibly linearly ,through mid adolescence to its lowest levels in late adolescence. Thus, small decrease at each age period collectively produces a moderate decline in the rate of parent-child conflict from early adolescence to late adolescence. These researchers generalize that parent-adolescent conflict is less frequent, but more heated in mid-adolescence, and late adolescence brings further decline in the rate of conflict

To the contrary, Greenberger and Chen cited in Wingate (2004), found that Asian-American youngsters experience more family conflict during late adolescence than during early adolescence, and their perceptions of their parents' warmth and understanding do not seem to improve as much as in European-American families. This may be because Asian cultures stress control of emotions and expectations for respect and obedience.

Meanwhile, other studies (Douvan ,Adelson, Moure, Holtzman, and Smetana, cited in Shantz and Hartup (1992), showed that a difference across age groups is reported in frequency of disagreements. These disparities among studies are difficult to interpret because of differences in measures and small sample sizes. Moreover, scarcity of longitudinal studies, and other problems cloud our understanding of the course of parent-adolescent conflict. For example, some studies supporting increase in conflict during early adolescence were conducted on samples of boys only.

On the other hand, several researchers. For instance, Barker, Wright and Fawl, cited in Shantz and Hartup (1992), found that neither age nor pubertal status alone is unequivocally associated with intensity and incidence of conflict. To date, the strong interest in physical development as the primary correlate of changes in the incidence and intensity of adolescents, conflict had distracted researchers from examining the combined and interactive effects of age-graded social changes in the occurrence of conflict. In general, as one can see from the above research findings, it is difficult to conclude that parent-adolescent conflict is similar across all cultures, especially with regard to the period.

2.7.2. Sex and Parent-Adolescent Conflict

Hurlock, (1978) indicates that as a rule, the adolescents' relationship with family members of the female sex is less favorable than those with male family members. While it is true that mothers tend to be more lenient with their sons than their daughters, this is one of the few exceptions to the rule. Because girls are more restricted by their mothers than by fathers, mother-daughter friction is often intense at least until the later part of adolescence.

Similarly Montemayor and Smetana, cited in Galambos and Almeida (1992), found that mother-daughter dyad is more conflicted than other parent-adolescent combinations.

Gender is an important factor in parent-adolescent conflict. The research literature on parent-adolescent conflict has indicated that while conflict is normative during the early years of adolescence, conflict more often involves mothers than fathers and that the mother-daughter relationship may be more strained during this period. Meanwhile, other researchers (Montemayor, 1982; Smetana, 1989; Steinberg, 1987) have elaborated on this idea and indicated that there may be sex of parent and sex of adolescent differences in the way that parents and adolescents relate to each other. For example, mothers appear to have more conflict with their adolescents (particularly daughters) than do fathers. In line with this, Allison and Schultz (2004), found that parent-daughter conflict was more intense than parent-son conflict over the issues of household chores, care of room, meal choice, table manners, personal appearance, and personal autonomy.

Another research conducted on different domains of parent-adolescent conflict was found to vary across the domain age, adolescent gender, and pubertal status, with females reporting more intense conflicts than males with regard to persistent concerns (Steinberg, 1981, 1988). Overall, conflict was reported to be high between mothers and adolescents, and fathers and daughters.

Furthermore, Henderson and Taylor (1999), found differences between father-child and mother-child relationships. As compared to fathers, mothers were both more positive and negative with their children. Mothers also were more positive with girls than with boys. In addition, they took a large role in monitoring and controlling their adolescents' life than did fathers, especially for older girls.

On the other hand, other studies (Richardson, Galambos, Schunberg and Peterson (1984), Younnis & Ketterlinus, cited in Shantz and Hartup (1992), found that fathers are more involved with and sensitive to their adolescent sons than to their adolescent

daughters. Nevertheless, other studies (e.g. Crouter & Crowley, Montemayor & Brownlee, Cited in Shantz & Hartup ,1992), have not found such differences and recommended that mother' relations with sons and daughters bear further investigations.

2.7.3 Parents' Occupation and Education Level on Conflict

Papalia, Olds and Feldman (2002), explain that parents' employment and educational level are also the factors that affect parent-adolescent relationships. Most research about how parents' work affects adolescents' deals with mothers' employment. These authors further state that adolescent children of educated and working mothers tend to be better adjusted socially than other teenagers; they feel better about themselves, have more of a sense of belongingness, and get along better with families and friends. Poverty could complicate family relationships and harm children's development through its impact on parents' emotional state. Unemployed mothers, especially those without outside help and support, tend to become depressed, and depressed mothers on the other hand tend to be negative in their perception of their maternal role and punitive toward their children.

To the contrary, Montemayor (1986), found that adolescents (especially, males) had more arguments with parents, peers and siblings when their mothers worked than when they did not. However, female conflict behavior was unrelated to the work status of the mother. Adolescents of both sexes spent less time with their parents when their mothers worked especially full time, than when they were unemployed.

Poverty also has been associated with diminished expression of affection and lesser responsiveness to the socio-emotional needs explicitly expressed by the child (Mills, Rubin, Mistry, Vandwater, Huston & McLoyed, cited in Wingate, 2004). The way parents socialize their children could also be a factor in causing parent-adolescent conflict. In the face of prejudice, discrimination, and lower opportunity, minority parents may intentionally set their expectations and plan their socialization strategies to prepare their children for the difficult reality of being in a minority citizen (Taylor, Chatters, Tucker &

Lewis, cited in Wingate, 2004). This process of socialization is likely to be authoritarian, and this authoritarianism may also reflect economic factors. Meanwhile, Gecas (1979), indicates that substantial proportions of minority families are economically disadvantaged, and disadvantaged families have been shown to be more authoritarian perhaps because of the emphasis on conformity that is central to the occupational environment of low-income families.

2.8. Parental Rules and Parent-Adolescent Conflict

Research around the world has examined teenagers' relationships with their parents. For instance, Fuligini (1998), studied 1,341 female and male adolescents on the issues of parent-adolescent relationships and found that

- Adolescents agreed with their parents' right to "make rules" but more for some issues than others
- Older adolescents felt it was less appropriate for some parents' to make rules
- Girls believed their parents would "grant them autonomy" at a later age than boys did
- Overall, the study showed that there was somewhat more conflict with mothers than fathers

Smetana (1988), suggests that conflict occurs when parents try to control areas of adolescents' lives that adolescents consider to be outside the legitimate domain of parental authority. His work especially draws critical attention to the process underlying adolescent differences in parent-adolescent conflict. Earlier work by this researcher indicates that because the basis for parental authority differs by domain (and thus by issue), adolescents will feel more obliged to obey parental rules about some issues than others. When adolescents feel obliged to parental rules they disagree with, there are advantages to arguing because conflict allows them to air their protest and may result in the parent changing their minds, either now or in the future. However, when adolescents do not feel obliged to obey parental rules they disagree with, they may choose not to disclose their disagreements, leaving open the possibility of willful disobedience. Normative parent-adolescent conflict results from attempts by parents to control the behavior of adolescents and adolescents' beliefs' that parents have no right to do so.

2.9. Autonomy and Parent-Adolescent Conflict

Parent-adolescent conflict sometimes arises because parents and adolescents disagree about which of them properly exercises jurisdiction over the adolescent's behavior, thus raising issues of autonomy. Smetana (1988), for example, reported incongruence between mothers and children across ages ten to eighteen in the tendency to view issues of conventional behavior such as chores and curfew as within the realm of appropriate parental influence. Across this age range, adolescents increasingly view these issues as matters of personal choice and, thus under the jurisdiction of the adolescent alone, whereas mothers maintained that the issues carried ramifications beyond personal preference and thus were properly within parental jurisdiction. It seems likely that jurisdictional disputes vary more clearly as a function of age than disputes that arise from simple substantive disagreements.

Hurlock (1978), explains that when children no longer depend so much on their parents as they did earlier and are no longer so demonstrative in their affection, consideration and respect, they often treat their parents in such a way that the parents feel rejected. Even when children are not critical and rebellious, their changed behavior toward their parents cannot fail to contribute to deterioration in their parent-child relationships. Parents add to this deterioration by being more critical and punitive in their attitudes and treatment of the children than when they were young.

Dorunbusch, Ritter Mont-Reynaud and Chen, cited in Cobb, (2001) indicate that the biological changes that occur on adolescents have important implications for the way adolescents and their parents interact. One of the major issues confronting adolescents is to become more autonomous. Autonomy involves independence and being responsible for actions. Adolescents press for greater inclusion in decisions; they ask to be treated as more adult. The number of decisions they make by themselves increases with age from early to late adolescence, whereas those shared with parents or made by parents alone decrease with age. These trends are more pronounced for males than females and autonomy is a much larger issue for younger adolescents than for older ones.

According to Pardick and Pardick, cited in Shantz and Hartup (1992), parents can either facilitate or hinder the growth of autonomy. As adolescents strive for a say in and eventual control over the decisions that affect them, some conflict with parents may be inevitable. Meanwhile, Gavvazzi and Sabatelli, cited in Cobb (2001), indicate that not all parents react in similar ways to these demands. Some are able to turn over increasing responsibility to their children; others threatened by bids for greater autonomy react negatively.

CHAPTER THREE

3. METHODOLOGY

3.1 Participants

Adolescent students in the age range 12-24 (mean age =17) who were attending schools in grade 9 and 12 were randomly selected for this study. The total number of student population for grade 9 and 12 in the 2006/2007 academic year was 4,753 in the two schools. The number of grade 9 students was 4201 among which 2518(60 %) were males and 1683(40 %) of them were females. The total number of grade 12 students attending grade 12 in the academic year was 552 out of which 394 (71.4 %) were males and the remaining 158 (28.6%) were females. Among the total student population of the two grade levels, 2912 (61.3%) were males and 1841 (38.7%) were females. In addition to 150 parent-adolescent dyads who completed the issues checklist, an interview was also held with 5 parents (2 mothers and 3 fathers) and 3 adolescent students (1 boy and 2 girls). This was done purposefully since the researcher informally knew and also informed about the existence of friction in parent-child relationships.

3.2 Data Collection Instrument

Parent-adolescent conflict was assessed using a modified version of the issues checklist used by (Prinz et al. (1979); Arthur and Robin, (1975), Robin and Foster, (1989). A checklist consisting of 40 issues (items) representing potential areas of conflict between adolescents and their parents was presented to parent-adolescent dyads in the present study. In addition to the 40 items in the issues checklist, one open-ended item was included to enable participants state other potential areas of conflict. There were 44 issues in the checklist used by the previous researchers (Prinz et al. (1979); Arthur and Robin, (1975), Robin and Foster, (1989) in studying the same problem. However, since some of the items in the issues checklist used by these researchers were not relevant of Ethiopian families, the researcher has made modification and change of some of these items. Hence, four items were left out and six were modified. Finally, a total of 40 items were employed for the present research. Moreover, to supplement the data obtained using the Issues Checklist, five interview questions that had similar content to the issues checklist were also employed. A rapport was made with these participants before the interview session.

The issues checklist included 11 domains (issues) of conflict: These were Financial, Sexual, academic, Politeness, Alcohol and Substance use, Autonomy, Curfew, School, Lying, Religion, and Food and Appearance. Both parent and adolescent participants gave responses to the checklist independently.

Having completed different socio-demographic data of the questionnaire, each participant was asked to circle "yes" if he/she had discussed a given issue (item) and "no" for topics that have not come up to discussion in the last eight weeks. The respondent's score was coded '0' if the issue was not discussed and '1' if it was discussed. For each issue marked "yes", therefore, the participants were asked to indicate with whom they discussed (son, daughter or both in the case of parent respondents; and father, mother or both in case of adolescent respondents). For the same item, respondents were also asked to indicate "how often" that discussion occurred and the respondents rated on one of the three scales (i.e. 3=always; 2=most of the time; 1=occasionally). Moreover, they were asked to rate the intensity of their feeling (how angry they were during discussion) i.e. intensity of conflict using a 5-point scale: 5=extremely angry; 4=very angry; 3=angry; 2=a little angry and 1=calm.

3.3. Pilot Study

To check the reliability of the instrument, pilot study was carried out on two schools, namely Bodditi Secondary and Preparatory and Humbo Secondary Schools, both of which are far away from Soddo town in which the main study was conducted. This was done to avoid participants' contact effect.

Parent-adolescent conflict checklist was tested on 40 adolescents and reliability of the items was then calculated using cronbach alpha, which was found to be .619. Based on the pilot study, 6 poor items (items having very high or very low variance from other items) were discarded. These items were 2 from financial issues, 1 from sexual issues, and 2 from alcohol and substance use and 1 from religious issues. To increase the reliability of the items, 6 other items were added and hence the 40-item scale had a reliability coefficient of .898 in the main study. Moreover, to know the relationship

among the 11 domains of conflict, item inter-correlation was calculated. Similarly, to avoid language barriers, the issues checklist items were translated from English to Amharic. Therefore, before administering the questionnaire, the accuracy of translation of English to Amharic and Amharic to English inter-rater correlation was calculated among four language teachers –i.e. two of these teachers rated the English to Amharic version and the other two rated the Amharic to English version. Finally, using KR 20 formula, the coefficient of 0.82 inter-rater correlations was accurately done and the instrument is reliable to measure the intended behavior. The Issues checklist was not translated to Local language (Wolaytingna) since the community speaks and understands Amharic very well. Moreover, the Official language for the region is Amharic.

3.4 Data Collection Procedures

There are 12 senior secondary schools in Wolayita Zone. Among these schools, 2 of them (Soddo General Secondary and Preparatory school, and Bogale Walelu Secondary School) were selected for the main study .This is because the researcher has previously worked there and had friends who could facilitate the data collection process. The researcher contacted the principals and vice principals of these two schools before starting data collection so that they would facilitate the process. Hence, the officers coordinated other staff members, especially teachers and record office workers. Teachers were involved in administering and clarifying the questionnaire to the research participants after they had been trained by the researcher.

Name, sex, grade, age, role number and other relevant information of students were obtained from the record offices of the two schools. The two schools and grade levels (grade 9 and 12) were selected using purposive sampling. Moreover, focusing the target population on the two grade levels was with the expectation of the three adolescent periods (early, middle and late) would be found in these grade levels. After doing this, student participants were selected using simple random sampling. Based on the target student participants, one of the parents of these students (mother, or father) who came to attend the conference was involved in completing the questionnaires. Student

participants responded to the questionnaires during regularly scheduled class periods while parent respondents were made to respond during Parent-Teacher Association Conference, which was held at the beginning of the second semester of 2006/2007 Academic Year and this was done to minimize problems that the participating parents might face during responding if questionnaires were mailed to parents. Hence, both parents and adolescents completed the questionnaire in separate rooms at the same time. Both adolescent and parent respondents were told that their responses would remain private and would not be shared with the school staff and the community.

3.5. Data Analysis Methods

To investigate the association (effect) of the selected determinants for parent-adolescent conflict, that is, age sex, parents' educational level and occupation, the researcher employed different statistical techniques. These were Percentages, means, standard deviations, Pearson's correlation, t-test, and one-way ANOVA.

Accordingly, to investigate the effect of adolescent age and parents' educational level on the intensity and frequency of conflict, one-way ANOVA was used. Meanwhile, to test the effect of sex, and parents' occupation on the intensity and frequency of parent-adolescent conflict, T-test was applied. Similarly, Pearson's correlation was computed to know whether there is correlation between the frequency and intensity of conflict. To do all these computations, SPSS 12.0 version (Statistical Package for Social Science) was applied.

CHAPTER FOUR

4. RESULTS

The main objective of this research was to investigate the major issues and determinants of the frequency and intensity of parent-adolescent conflict. Adolescents' age, parents' and adolescents' sex, parents' occupation and their educational level, are the independent variables in this study. Hence, the effects of these variables as a function of the frequency and intensity of conflict are analyzed and presented in this chapter. Since data were collected from both parents and adolescents on this same issue, analyses of data for the two groups are done for comparison.

4.1 Socio-demographic Characteristics of Participants

Socio-demographic characteristics of parent and adolescent participants are presented in table 1 below. These data include adolescent stages, grade, parents' and adolescents' sex, parents' occupation, and their education level.

Table 1: Socio-demographic Characteristics of Participants

Adolescent stage	N (%)	Adolescent sex	N (%)
(12-15) Early	29(19.3)	Male	86(57.3)
(16-18) Middle	8(58.7)	Female	4(42.7)
(19-24) Late	33(22.0)	Total	50(100)
Total	50(100)		
Adolescent Grade level	N (%)	Parents' sex	N (%)
Grade 9	7(58)	Fathers	110(73.3)
Grade 12	63(42)	Mothers	40(26.7)
Total	150(100)	Total	150(100)
Parents' occupation			
Fathers' occupation	N (%)	Mothers' occupation	N (%)
Employed	81(73.6)	Employed	8(20)
Unemployed	29(26.4)	Unemployed	32(80)
Total	110(100)		40(100)
Parents' educational level			
Fathers' education level	N (%)	Mothers' education level	N (%)
Uneducated	27(24.5)	Uneducated	13(32.5)
Primary education	25(22.7)	Primary education	11(27.5)
Secondary education	13(11.8)	Secondary education	8(20)
Certificate	23(20.9)	Certificate	5(12.5)
Diploma	12(10.9)	Diploma	2(5)
First degree	10(9.2)	First degree	1(2.5)
Total	110(100)	Total	40(100)

Table 1 shows that there were 150 parent-adolescent dyads who participated in the study. Among the adolescent participants, 86(57.3%) of them were males and the remaining 64(42.7%) were females. Regarding adolescent sub-stages, 29(19.3%) were between the ages of 12 to 15(i.e. early adolescents); 88(58.7%) were in the age range of 16 to 18(middle adolescents), and the remaining 33 (22%) were found to be between 19 and 24 years (late adolescents).

Among parent participants, 110 (73 %) of them were fathers and 40 (27 %) of them were mothers. As far as parent respondents' education level is concerned, 27(24.5%) of fathers were uneducated; 61(55.4%) of them had education level that extends from primary education to a certificate and the remaining 22(20%) of them were those having either a diploma or first degree in a certain profession. Meanwhile, 13(32.5%) of mother respondents were uneducated; the majority of them, that is, 24(60%) had primary, secondary or certificate level of education. Few 3(7.5%) of mother participants had learned up to a diploma or first-degree level.

Regarding parent respondents' occupation, the majority of father respondents, i.e. 81(73.6 %) of fathers and the minority, (8 or 20 %) of mother respondents were employed. Meanwhile, 29(26.4%) of father respondents were unemployed whereas most, (32 or 80%) of mother respondents were unemployed.

4.2. Parent-adolescent Discussion on Domains of Conflict

The levels of communication between parents and adolescents on different domains of conflict are presented in table 2. Primarily, issues that had been topics of conflict between the majority of parent-adolescent dyads will be examined in this sub-section.

Table 2: Frequency and Percentage of Participants on Domains of Conflict

Issue	Adolescents' Report		Parents' Report	
	Yes F (%)	No F (%)	Yes F (%)	No F (%)
Financial issues	108(72)	42(28)	111(73.7)	39(36.9)
Sexual issues	80(53)	70(47)	70(37.1)	80(53.3)
Academic issues	120(79.8)	52(20.2)	129(75)	38(25)
Alcohol and substance use	84(55.8)	66(44.2)	101(67.3)	49(32.7)
Curfew	88(58.5)	62(41.5)	100(66.4)	50(33.6)
Household chores	125(83.1)	25(16.8)	129(86)	21(14)
Appearance and food	113(75.3)	37(24.6)	99(66)	50(33.5)
Autonomy	139(92.7)	11(7.3)	125(83.3)	25(16.7)
Politeness	128(85.5)	22(14.5)	130(87)	20(13.2)
Lying	123(82)	27(18)	129(86)	21(14)
Religion	127(84.7)	17(11.3)	125(83)	25(16.7)
Total	113(75.3)	37(24.7)	114(76)	36(14)

As shown in table 2, overall parent-adolescent conflicts from the two groups were almost the same. That is, 113 (75.3 %) of adolescents reported that they had conflict with each other in the last two months in all of the 11 domains. Although all issues were discussed between parent-adolescent dyads, some domains were reported to have been discussed by a large percentage of parents and adolescents than others.

From adolescents' report, autonomy was the topic of conflict for 139 (92%) of parent-adolescent dyads. Meanwhile, 128 (85.5%), of parent-adolescent dyads had conflict over politeness issues; and 108 (85%) of parent-adolescent dyads had conflict over financial issues. Similarly, religious issues were discussed by 127 (84.7%) of the participants and household chores by 125 (83%) of them.

On the other hand, parents' report indicated that most of the conflicts with their adolescent children were over the domains of politeness (fighting of adolescents with brothers and sisters, being disrespectful of parents and elders etc.) which was discussed by 130 (87%) participants, followed by household chores (helping around the house, taking care of children and the elderly) and lying which accounted 129(86 %) of

parent respondents for each. The issue of autonomy which was discussed by 125(83.3 %) of parent-adolescent dyads was the fourth top domain of conflict in the last two months from parents' report but adolescents' report showed that it was the major issue of conflict between adolescents and their parents.

4.3 Parent-adolescent Sex Combinations over the Discussion of Domains

The role of gender on parents-adolescent conflict over different domains of conflict was considered. Domains of conflict that were causes of disagreement for more parent-adolescent dyads (father-son, father-daughter, mother-son, or mother-daughter or both) pairs are examined.

Table 3: Frequency and Percentage of Parent-adolescent Dyad Discussions on Domains of Conflict

Issue	Adolescent in conflict with				Parent in conflict with			
	Mother F (%)	Father F (%)	Both F (%)	Total	Son F (%)	Daughter F(%)	Both F (%)	Total
Financial issues	36(30)	42(34.7)	43(35.5)	121	39(35.1)	28(25.2)	44(39.6)	111
Sexual issues	25(32)	24(30.4)	30(38)	79	22(32.8)	19(28.4)	26(38.8)	67
Academic issues	35(29)	38(32)	47(39)	120	41(36.6)	24(21.4)	47(42)	112
Alcohol and substance use	17(29)	28(48.3)	13(22.4)	58	35(35)	27(27)	38(38)	100
Curfew	22(25.6)	36(41.9)	30(34.9)	86	48(48.8)	26(26.3)	25(25.2)	99
Household chores	62(50.8)	27(22.1)	33(27)	122	44(34.1)	37(28.7)	48(37.2)	129
Appearance and food	58(51.33)	21(18.6)	34(30.1)	113	35(35)	27(27)	38(38)	100
Autonomy	35(25.2)	38(27.3)	66(47.5)	139	40(30.8)	32(24.6)	58(44.6)	130
Politeness	36(27.4)	34(26)	61(46)	131	45(34.4)	26(19.8)	60(45.8)	131
Lying	38(30.6)	25(20.2)	61(49.2)	124	45(45)	26(26)	60(60)	131
Religion	34(26.4)	35(27.1)	60(46.5)	129	40(30.8)	30(23.8)	56(44.4)	126
Total	36(32.5)	32(30.5)	43(37.8)	105	39(34.8)	28(25)	45(40.2)	112

As shown in table 3, both parents' and adolescents' data indicated that most of the conflicts that adolescents and parents had in the last two months involved both sexes; i.e. adolescents had conflict with both their mothers and fathers and parents with sons and daughters. Hence, 43 (37%) of adolescents and 45 (40.2%) of parents reported that conflict in the previous two months involved more than two parties (dyads).

When the two parents are compared, conflict between adolescent-mother dyads was relatively higher than father-adolescent dyads. That is, 36(32.5%) of the conflict involved mother-adolescent dyads whereas a relatively lower proportion i.e. 32 (30.5%) of adolescents reported that they had conflict with their fathers. Moreover, some domains of conflict involved mother-adolescent dyads more than father-adolescent dyads. To cite an example, issues of household chores and appearance were reported by adolescents to be the highest domains of conflict. Hence, 58(51.33%) of adolescents had conflict over the domain of appearance with mothers while conflict with fathers on this issue was reported by only 21 (18%) of them. In addition to this, 62 (50.8%) of adolescents indicated that they had more conflict with their mothers over household chores (cooking, washing, taking care of children) whereas only 27(22.1%) responded that they had conflict over this domain with their fathers. Meanwhile, 36(41.9%) of adolescents reported that they had more conflict with fathers over curfew (time limits) and only 22(25.6%) of them reported to have conflict with mothers on this topic. Similarly, 28(48.3%) of adolescents admitted that they had conflict with their fathers over the domain of alcohol and substance use. To the contrary, only 17(29%) of adolescents indicated that they had conflict with their mothers over this issue. Meanwhile, from parents' report, it was indicated that these issues were causes of conflict with both sons and daughters.

Parents' data revealed that curfew was a topic of conflict that involved parent-son dyads more than parent-daughter or both. That is, 48 (48.8%) of parents indicated that they had more conflict with their sons than with their daughters over issues of curfew (time).

4.4. Time Interval of parent-adolescent Discussion on Different Domains

Occurrence of parent-adolescent conflict, that is, how often the conflict was taking place in the last two months, was computed using percentage and mean frequency. From adolescents' report overall duration of parent-adolescent conflict on different domains showed that 45(41.7%) of adolescents had conflict with parents *occasionally*; 33 (30.6%) of them admitted that they had conflict with parents *most of the time*, and the remaining 30(28%) were found to have *always* had conflict with their parents in general.

To the contrary, analysis of parents' response showed that large percent of parents, that is, 40(36.4 %) have *always* had conflict with their adolescent children, and 38(35 %) of them admitted to have had conflict *most of the time*. The remaining 32(29%) of them indicated that conflict was occurring *occasionally*.

The majority of both adolescent and parent respondents (45 and 46 %, respectively) indicated that they have *always* had conflict each other regarding household chores (activities). Similarly, 52(40.6%) of adolescents and 51(38.9%) of parents indicated that they *always* disagreed over the issue of autonomy (self decision, independence etc.). In other issues, the occurrence of conflict differed from parent to adolescent respondents. For example, the majority (60 or 55 %) of parent respondents admitted to have *always* had conflict concerning financial issues while it was only 18(14.5%) in adolescents' responses.

Table 4: Mean Percentage and Frequency of Conflict Occurrence in Different Domains

Issue	Adolescents' Report					Parents' report				
	Always (3)	(2) Most of The time	Occasionally (1)	Total	Mean frequency	Always (3)	(2) Most of the time	(1)Occasionally	Total	Mean frequency
	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)
Financial issues	18(14.5)	39(31.5)	67(54)	124	1.6	60(55)	28(25.7)	21(19.3)	109	2.4
Sexual issues	14(18.4)	24(31.6)	38(50)	76	1.7	35(50.7)	24(34.8)	10(9.2)	69	2.4
Academic issues	37(34.9)	25(23.6)	44(41.5)	106	1.9	39(34.8)	40(35.7)	33(29.5)	112	2.1
Alcohol and substance use	10(25.6)	9(23.1)	20(51.3)	39	1.7	38(37.2)	32(31.4)	32(31.4)	102	2.1
Curfew	21(17.9)	38(32.5)	58(49.6)	117	1.7	36(36)	38(38)	26(26)	100	2.1
Household chores	45(35.4)	42(33.1)	40(31.5)	127	2	46(35.7)	42(32.6)	41(31.8)	129	2.0
Appearance and food	21(20.2)	38(36.5)	45(43.3)	104	1.8	35(33)	43(40.6)	28(26.4)	106	2.1
Autonomy	52(40.6)	32(25)	44(34.4)	128	2.1	51(38.9)	33(25.2)	47(35.9)	131	2
Politeness	38(28.6)	37(27.8)	58(43.6)	133	1.8	44(36.7)	55(45.8)	30(25)	120	2.3
Lying	39(32.5)	20(16.7)	61(50.8)	120	1.8	34(26.6)	42(32.8)	52(40.6)	128	1.9
Religion	41(32.8)	56(44.8)	28(22.4)	125	2.1	40(32)	46(36.8)	39(31.2)	125	2.3
Total	30(27.8)	33(30.6)	45(41.7)	108	1.8	40(36.4)	38(34.5)	32(29.1)	110	2.2

As shown in table 4, the total mean frequency of conflict for all domains from adolescents' report was 1.8 while it was 2.2 for parent respondents. Meanwhile, adolescents' data revealed that politeness (M=1.8), household chores (M=2), religion (M=2.1) and academic issues (M=1.9) were the domains about which adolescents disagreed *most frequently* with their parents. Meanwhile, parents reported that they had more frequent conflict with their adolescent children over financial and sexual issues (M=2.4 for each domain), and on politeness (M=2.3) and religious (M=2.3) issues.

4.5. Intensity of Parent-adolescent Conflict over Different Domains

In order to know how angry parent-adolescent dyads were during the discussion in the last two months, mean intensity of conflict for each domain has been computed as shown in table 5.

Table 5: Descriptive Statistics for Intensity of Parent-adolescent Conflict

Issue	Adolescents' report in frequency & percentage							Parents' report in frequency & Percentage						
	Calm(1)	a little bit angry (2)	Angry (3)	Very angry (4)	Extremely angry (5)	Total	Mean intensity	Calm(1)	a little bit angry (2)	Angry (3)	Very angry (4)	Extremely angry (5)	Total	Mean intensity
Financial issues	24(19)	39(31)	33(26.2)	13(10.3)	17(13.5)	126	2.7	31(20.7)	40(26.70)	31(20.70)	7(4.7)	41(27.3)	150	2.9
Sexual issues	27(34.2)	20(25.3)	18(22.8)	8(10.10)	6(7.6)	79	2.3	14(14.6)	30(31.3)	18(18.18)	696.3)	28(29.2)	96	3.0
Academic issues	31(25.4)	38(31.1)	29(23.8)	11(9)	13(10.7)	122	2.3	22(16.7)	43(32.6)	33(25)	16(12)	18(13.6)	132	2.7
Alcohol and substance use	14(19.2)	18(24.7)	15(20.5)	12(16.4)	14(19.2)	73	2.9	12(10.2)	34(28.8)	40(33.8)	13(11)	19(16)	118	2.9
Curfew	15(13.9)	24(22.2)	26(24)	13(12.0)	30(27.8)	108	3.1	18(17.5)	35(34)	33(32)	10(9.7)	7(6.8)	103	2.5
Household chores	20(16)	31(24.8)	44(35.2)	20(16)	10(8)	125	2.8	23(17.4)	47(35.6)	42(31.8)	13(9.8)	7(5.3)	132	2.5
Appearance and food	25(22.3)	33(29.5)	34(30.4)	11(8.1)	9(8)	112	2.5	19(17)	39(34.8)	42(37.5)	6(5.4)	6(5.4)	112	2.5
Autonomy	30(22.2)	41(30.4)	31(23)	22(25)	11(8.1)	135	2.4	14(10)	48(34.3)	45(32.1)	11(7.9)	22(15.7)	140	2.9
Politeness	21(14.9)	46(32.6)	40(28.40)	25(17.7)	9(6.4)	141	2.7	20(15.7)	58(45.7)	35(27.6)	11(8.7)	3(2.4)	127	2.4
Lying	42(34.7)	47(38.8)	21(17.40)	9(7.4)	2(1.7)	121	2.0	10(7.8)	48(37.5)	48(37.5)	6(4.7)	16(12.5)	128	2.8
Religion	54(40.6)	41(30.8)	23(17.3)	12(9)	3(2.3)	133	2.0	44(33.3)	55(41.7)	20(15.2)	5(3.8)	8(6.1)	132	2.1
Total	23(20.4)	34(30.1)	29(25.7)	16(14.2)	11(9.7)	113	2.7	21(15.4)	44(32.40)	35(25.7)	10(7.4)	16(11.8)	136	2.5

As it is shown in Table 5, adolescent respondents scored higher mean intensity of conflict in curfew (M=3.1) household chores (M=2.8), and alcohol (M=2.9). These scores are higher than the overall mean intensity of conflict (M=2.7). Meanwhile, parents report revealed that conflict was more intense over the issues of sex (M=3.0), finance, autonomy, alcohol and substance use, (M=2.9 each), and lying (M=2.8) than others.

The most intense conflict from adolescents' report was over the domains of curfew (M=3.1) and alcohol and substance use (M=2.9). Meanwhile, from parents' report, sexual issues, money, alcohol, and politeness (M=2.9 each) created more intense conflict between parents and their adolescent children.

In general, the mean intensity rating ranged from 2 to 3.1(overall mean intensity =2.7) in adolescents' report. Meanwhile, mean intensity of parents' report was between 2.1 and 3. (Overall mean intensity was 2.5 in parents' report). This implies that both parent-adolescent dyads have had intense conflict in the last two months.

4.6. Adolescent Age Difference over the Domains of Conflict

To identify the particular adolescent stage over different domains of conflict, mean and standard deviations of the three adolescent stages (early, middle and late) are examined. Table 6 summarizes adolescent age differences as a function of the domains of conflict.

Table 6: Summary of Adolescent Stage as a Function of Conflict Domains.

Issue	Adolescents' Report				Parents' Report					
	Adolescent stage	Mean	SD	df	F-ratio	Adolescent stage	Mean	SD	df	F-ratio
Financial issues	Early	4.83	1.197	2	.187	Early	4.22	1.85	2	.401
	Middle	4.91	1.283			Middle	3.90	2.1		
	Late	4.76	1.226			Late	4.19	2.2		
Sexual issue	Early	2.17	1.513	2	2.82*	Early	1.55	1.61	2	3.868*
	Middle	2.10	1.661			Middle	2.12	1.49		
	Late	1.39	1.273			Late	2.44	1.7		
Academic issue	Early	4.17	1.002	2	1.236	Early	4.15	1.23	2	1.531
	Middle	4.20	.973			Middle	4.18	1.48		
	Late	3.88	1.193			Late	3.67	1.33		
Alcohol and sub	Early	.79	1.292	2	.333	Early	1.45	1.46	2	.358
	Middle	.83	1.137			Middle	1.44	1.43		
	Late	.64	1.113			Late	1.70	1.33		
Curfew	Early	3.03	1.085	2	.511	Early	3.08	1.12	2	.674
	Middle	3.19	1.049			Middle	3.16	1.15		
	Late	3.00	1.090			Late	3.37	.97		
Household cho	Early	4.41	.780	2	3.327*	Early	3.95	1.10	2	.438
	Middle	3.97	.877			Middle	4.04	.99		
	Late	4.27	1.039			Late	3.78	1.6		
Appearance	Early	1.66	.670	2	1.520	Early	1.04	.90	2	5.124**
	Middle	1.41	.768			Middle	1.50	.71		
	Late	1.33	.854			Late	1.41	.797		
Autonomy	Early	3.69	.471	2	2.585	Early	.85	.36	2	.130
	Middle	3.65	.607			Middle	.82	.39		
	Late	3.39	.659			Late	.81	.396		
politeness	Early	.90	.310	2	2.396	Early	3.34	1.33	2	1.084
	Middle	.73	.448			Middle	3.64	.75		
	Late	.67	.479			Late	3.52	1.05		
lying	Early	.79	.412	2	2.708	Early	.92	.277	2	2.377
	Middle	.88	.333			Middle	.78	.418		
	Late	.70	.467			Late	.85	.362		
Religion	Early	.577	.107	2	4.988**	Early	1.78	.559	2	9.543***
	Middle	.535	.057			Middle	1.34	.94		
	Late	.827	.144			Late	1.96	.192		
Overall conflict	Early	2.46	.73	2		Early	2.4	1.1	2	
	Middle	2.40	0.8			Middle	2.4	1.1		
	Late	2.26	0.93			Late	2.5	1.1		

* P < .05, **P < .01, ***P < .001

From adolescents' report, middle adolescents were found to have more conflict with their parents regarding financial and academic issues ($M=4.91$ and 4.2 respectively) than either from early or late adolescents. However, on the domains of household chores, early adolescents scored higher mean ($M=4.41$) followed by late adolescents ($M=4.27$). Data analysis obtained from parent respondents, on the other hand, indicated that early adolescents have had more conflict with their parents followed by late adolescents ($M=4.22$ and 4.19 respectively) over financial issues.

Parents' report indicates that the conflict was more or less similar for the three stages. ($M=2.5$, 2.43 and 2.4 for middle, late and early adolescents respectively). However, late adolescents seem to have had more conflict than from early or middle adolescents, despite the fact that the gap is not so wide.

To check whether the mean differences of domains of conflict as a function of adolescent stages (early, middle and late) are significant or not, (ANOVA) analysis of variance was computed. Hence, the ANOVA test of both adolescents' and parents' reports revealed that there were significant mean differences of domains of conflict as a function of adolescent stage. For instance, from adolescents' report, sexual issues were reported to be more causes of conflict for early adolescents than either middle or late adolescents ($F=2.82, P<.05$) and from parents' report, late adolescents had more conflict with their parents regarding sex than either from early or middle adolescents ($F=3.868, P<.05$). Similarly, statistically significant difference was found among the three stages of adolescence pertaining to household activities ($F=3.327, P<.05$). That is, early adolescents had more conflict with their parents over the domain of household activities than either middle or late adolescents. But, parents' report did not show significant difference among adolescent stages over household activities.

Concerning the domains of appearance and food, parents' report showed significant difference among the three adolescent stages ($F=5.124, P<.001$). Middle adolescents were found to be in more disagreement with their parents than early or late adolescents. Another domain of conflict that both parents' and adolescents' data revealed significant

mean difference of conflict was religion. In both reports, late adolescents had more conflict ($F=4.988$, $P < .01$ in adolescents report and $F=9.543$, $P < .001$ from parents' report) than early or middle adolescents.

4.7 Adolescent Stage (age) and Frequency and Intensity of Conflict

Adolescent stage as a factor for causing difference in frequency and intensity of conflict was investigated. Primarily, the stage of adolescence that more frequent and more intense conflict occurred is presented in table 7.

Table 7: Summary for Adolescent Stage and Frequency and Intensity of Conflict

	Adolescents' Report					Parents' report				
	Adolescent Stage	M	SD	df	F-ratio	Adolescent Stage	M	SD	df	F-ratio
Frequency Of conflict	Early	58.45	13.176	2	1.38	Early	55.93	11.74	2	.567
	Middle	54.05	15.312			Middle	54.54	16.99		
	Late	52.75	12.751			Late	52.52	15.97		
Intensity Of conflict	Early	79.48	24.191	2	.701	Early	70.40	22.18	2	.314
	Middle	74.88	21.002			Middle	68.80	22.71		
	Late	78.67	19.989			Late	73.00	21.27		

Table 7 shows that, on the frequency of conflict, both adolescents' and parents' reports revealed that early adolescents have more conflict with their parents ($M=58.45$, in adolescents' report and $M=55.93$ in parents' report) followed by middle adolescents which is $M=54.05$ in adolescents' report and 54.54 in parents' report.

On the other hand, from adolescents' report the intensity of parent-adolescent conflict in relation to adolescent stage showed that mean intensity of conflict is higher for early adolescents ($M=79.48$) but from parents' report it is late adolescents who scored higher mean intensity of conflict.

To discern whether these differences are significant or not, ANOVA test was employed because this method of analysis is more accurate to compute mean differences of more than two categories than the T-test. Accordingly, both adolescents' and parents' reports indicated that though early adolescents scored higher than both middle and late adolescents, the difference was not significant. Hence, adolescent age difference had no significant effect on the frequency and intensity of parent-adolescent conflict.

4.8. Adolescent Sex Variations over the Domains of Conflict

As it was done for stage of adolescence in affecting the domains of conflict, an investigation was done to identify whether male and female adolescents differ over the domains of conflict. Hence, results of conflict domain difference with respect to adolescent sex have been presented in table 8.

Table 8: Summary of Adolescent Sex and Domains of Conflict

Issue	Adolescents' report					Parents' report				
	Adolescent sex	Mean	SD	df	t	Adolescent sex	Mean	SD	df	t
Financial issues	Male	4.73	1.29	148	1.455	Male	4.05	2.1	148	.529
	Female	5.03	1.18			Female	4.25	1.7		
Sexual issues	Male	1.69	1.51		2.513*	Male	1.95	1.63		.570
	Female	2.33	1.6			Female	1.78	1.59		
Academic issues	Male	3.99	1.12		1.920	Male	3.99	1.45		1.250
	Female	4.31	.871			Female	4.3	.97		
Alcohol and Substance use	Male	.65	1.03		1.588	Male	1.63	1.39		1.930*
	Female	.95	1.30			Female	1.13	1.47		
Curfew	Male	3.20	.992		1.039	Male	3.18	1.05		.402
	Female	3.02	1.15			Female	3.1	1.24		
Household chores	Male	3.90	.882		3.664***	Male	3.81	1.24		2.429*
	Female	4.42	.869			Female	4.33	.859		
Appearance	Male	1.30	.869		2.577*	Male	1.25	.861		.130
	Female	1.63	.577			Female	1.27	.816		
Autonomy	Male	3.52	.646	1.824	Male	.84	.372	.164		
	Female	3.70	.525		Female	.83	.385			
Politeness	Male	.63	.486	4.060***	Male	3.67	.756	3.79**		
	Female	.91	.294		Female	2.93	.072			
Lying	Male	.83	.382	.205	Male	.90	.301	2.369*		
	Female	.81	.393		Female	.75	.439			
Religion	Male	1.66	.644	.683	Male	1.66	.720	.086		
	Female	1.73	.623		Female	1.68	.694			
Overall conflict	Male	2.4	.89			Male	2.4	1.08		
	Female	2.6	.85			Female	2.4	1.08		

*P<.05, **P<.01, ***P<.001

As shown in table 8, data obtained from adolescents pointed out that, the mean of females was greater than that of males in most of the issues with the exception of lying and curfew (M=. 81 and 3.02 respectively) in which male adolescents scored greater means than females. Out of 11 domains of conflict, females scored higher means over

9(81.8%) of them. On the other hand, data analysis of parent respondents indicated that male adolescents had more conflict over sexual (M=1.95), alcohol and substance use (M=1.63), curfew, (M=3.18), autonomy, (M=.84), politeness, (M=3.67), and lying(M=.90) than females. Meanwhile, females had more conflict with parents than males over financial (M=4.05), academic (M=4.3), household activities (M=4.33), and appearance (M=1.27).

Overall conflict from adolescents' report showed that, female adolescents had more conflict (M=2.6) than male adolescents (M=2.4).

On the other hand, analysis of data from parent respondents showed no differences between the two adolescent sexes in overall conflict; to be precise, overall conflict mean was the same (M=2.4) for both male and female adolescents. To know whether the mean differences are statistically significant, t-test was computed.

Hence, statistically significant difference was found between male and female adolescents in some domains of conflict from both adolescents and parents' reports. From adolescents' report, the two sexes significantly differed over sexual issues (t=2.513, p<.05), household chores (t=3.663, p<.001), appearance (t=2.577, p<.05) and politeness (t=4.06, p<.001). Meanwhile, data analysis of parent respondents revealed significant differences between the two sexes over the domains of alcohol and substance use (t= 1.930, p<.05), household activities (t=2.429, p<.05), politeness (t=4.060, p<.001) and lying (t=2.369, p<.05).

4.9 Adolescent Sex Variations on Frequency and Intensity of Conflict

Data gathered from parent and adolescent respondents was analyzed to see the effect of sex difference on the frequency and intensity of parent-adolescent conflict. In short, the type of adolescent sex that showed more frequent and more intense conflict.

Table 9: Summary of Adolescent Sex and Frequency and Intensity of Conflict

	Adolescents' Report					Parents' report				
	Adolescent's sex	Mean	SD	df	t	Adolescent's sex	Mean	SD	df	t
Frequency of Conflict	Male	51.39	15.63	146	3.211**	Male	38.37	28.92	146	1.603
	Female	58.84	11.46			Female	44.24	22.3		
Intensity of Conflict	Male	71.28	18.93		3.677***	Male	54.54	29.824		1.282
	Female	83.75	22.55			Female	61.24	43.102		

P<.01, *P<.001

From both adolescents' and parents' reports, mean for the frequency and intensity of conflict of female adolescents were found to be greater than males. Mean for the frequency of conflict for female and male adolescents are 58.84 and 51.39 ,respectively. Similarly, parents' report indicated that female adolescents had more frequent and more intense conflict (M=44.24, M=61.24 for frequency and intensity of conflict respectively) than males. Mean of frequency (M=58.84) and intensity (M=83.75) of conflict of female adolescents are by far greater than the mean of their male counterparts (M=51.39 and 71.28 for frequency and intensity for male adolescents respectively).t-test result of adolescents' data revealed that there was significant mean difference (t=3.211, p<.01) in the frequency of conflict and in the intensity of conflict (t=3.68, p<.001) between male and female adolescents. Hence, unlike adolescent stage, sex difference had a significant effect on the frequency and intensity of conflict between parents and adolescents. In both cases, girls had more frequent and more intense conflict with their parents than boys. However, from parents' report T-test result of mean differences between males and females were not significant both for frequency and intensity of conflict.

4.10. Parental Sex Variations on the Frequency and Intensity of Conflict

Parents' sex was also considered as a factor of conflict in this research problem. Particularly, which one of the parents (mother or father) did have more frequent and

intense conflict with their adolescent children was investigated and the results have been summarized in table 10.

Table 10: Summary of Parental Sex Difference on the Frequency and Intensity of Conflict

	Adolescents' Report					Parents' report				
	Parent	Mean	SD	df	t	Parent	Mean	SD	df	t
Frequency of conflict	Father	56.40	15.28	148	2.057*	Father	56.02	14.96	148	1.65
	Mother	51.57	13.08			Mother	51.65	12.38		
Intensity of Conflict	Father	71.56	21.86	148	1.739	Father	71.88	22.3	148	1.428
	Mother	65.54	21.45			Mother	66.08	21.22		

* $P < .05$

It can be observed in table 10 that the calculated means of frequency and intensity of conflict of mothers and fathers show differences in both reports. From parents' report, fathers scored greater mean in the frequency ($M=56.02$) of conflict than mothers ($M=51.65$). Similarly, fathers had more intense ($M=71.88$) conflict than mothers ($M=66.08$) in the last two months. From adolescents' report, mean for fathers is 56.40; and that of mothers is 51.57 for frequency of conflict. Concerning intensity of conflict mean of fathers is 71.56 and that of mothers is 65.54. Hence, there is an agreement in the two reports that more frequent and more intense conflict involved father-adolescent dyads more than mother-adolescent dyads.

To check whether these differences were significant or not T-test was computed and hence statistically significant difference was found in the frequency of conflict ($t=2.057$, $P<0.05$), between fathers and mothers. However, there was no significant difference in the intensity of conflict between the two sexes. From adolescents' data, however, neither the frequency nor the intensity of conflict was significant.

4.11 Parents' Educational Level and Conflict

Parents' education level was one of the variables considered by the researcher to affect parent-adolescent conflict. Hence, an attempt has been made to present whether parental educational level has an effect on the frequency of conflict between parents and their adolescent children. Accordingly, levels of parental education (i.e. uneducated, primary and secondary education, certificate, diploma and first degree and above) as a function of frequency and intensity of conflict have been shown in table 11.

Table 11: Summary of Parents' Educational Level and Frequency and Intensity of Conflict

Education level	Adolescents' report					Parents' report											
	Fathers		Mothers			Fathers		Mothers									
	Mean	SD	df	T	Mean	SD	df	T	Mean	SD	df	T					
Frequency of conflict	Uneducated	54.29	14.5	5	7.58	51	13.7	5	1.38	67	16	5	1.16	54.95	9.7	5	.841
	Primary education	54.64	15.2			56.9	14.4			50	6.5			53.45	11.7		
	Secondary education	57.5	13.5			55.7	14.8			56	14.5			56.45	16.5		
	Certificate	57	15.9			52.9	12.8			56.48	8.4			56.74	18.8		
	Diploma	50	13.9			63.7	21.4			55.83	16.9			42.25	6.1		
	Degree and above	54.6	14			53	13			52.50	16.9			53.4	22.2		
	Uneducated	84	24		3.4**	81.5	19.9		1.99	72.75	25.5		1.03	68.79	17.7		1.10
Intensity of conflict	Primary education	78	18.9			78.2	22.9			68.62	13.9			68	19.5		
	Secondary education	71	21.3			77.5	22.5			75.97	26.7			75.55	21.8		
	Certificate	81	23.9			69.8	20.4			73.31	24.4			75.71	26.3		
	Diploma	71.7	16			63.5	13.9			67.63	20.5			57.25	15.2		
	Degree and above	61.5	12.6			63.8	14.6			65.10	22.1			70.8	28.6		

**P<. 01

As shown in table 11, there are mean differences in the intensity and frequency of conflict as a variation of educational level of parents. From adolescents' report, fathers who had certificate or lower were relatively found to have more frequent conflict with their adolescent children than those who reached diploma and degree levels. For mothers, it is very unpredictable because means of frequency of conflict vary randomly rather than as a function of level of education. From parents' report it was found that uneducated fathers had more frequent conflict ($M=67$) with their adolescent children than others.

Similarly, intensity of conflict as a function of parents' education is also indicated on table 11. From adolescents' report, both uneducated fathers and mothers had moderately more intense conflict with their adolescent children ($M=84$ and 81.5 for fathers and mothers, respectively) than those fathers and mothers who had certain level of educational qualification.

ANOVA test was computed to know the significance of these mean differences and hence, from adolescents' report, it was obtained that uneducated fathers had significantly more intense conflict ($F=3.4, p<.01$), than those fathers who had certain levels of education. However, no significant difference was found in the frequency of conflict from both adolescents' and parents' reports. Meanwhile, parents' report showed no significant mean difference of frequency and intensity of conflict as a function of mothers' education level.

4.12. Parents' Occupation and Parent-Adolescent Conflict

Parents' occupation was one of the attributes considered to have a relationship with parent-adolescent conflict in this research. Results of frequency and intensity of conflict in relation to parents' occupation are presented in table 12.

Table 12: Summary of Parents' Occupation and Frequency and Intensity of Conflict

	Adolescents' report						Parents' report					
			Mean	SD	df	t			Mean	SD	df	t
Frequency Of conflict	Fathers	Employed	54.54	13.77	148	.024	Fathers	Employed	54.2	15.9	148	.600
		Unemployed	54.60	15.32				Unemployed	55.6	11.7		
	Mothers	Employed	53.36	13.625		2.117*	Mothers	Employed	54.6	14.3		.848
		Unemployed	59.53	16.54				Unemployed	60.8	16.6		
Intensity Of conflict	Fathers	Employed	74.01	19.85		1.62	Fathers	Employed	67.75	23.1		1.91
		Unemployed	79.69	22.529				Unemployed	74.5	19.8		
	Mothers	Employed	68.75	20.65		2.377*	Mothers	Employed	70.1	22.1		.374
		Unemployed	79.69	22.53				Unemployed	74.3	25.7		

*P<.05

Both mothers' and fathers' employment condition was considered in the analysis. From adolescents' report, the mean scores of frequency of conflict for employed and unemployed fathers are almost the same (M=54 for employed, and M=54.60 for unemployed fathers respectively). On the other hand, the calculated mean of frequency of conflict for unemployed mothers was found to be highly greater than employed mothers (M=53.36, for employed mothers and M=59.3 for unemployed ones respectively)

Parents' occupation in relation to intensity of conflict was also computed. Mean intensity of conflict for employed fathers (M=74.01) was found to be slightly lower than unemployed (M=76.99) ones. Meanwhile, the mean intensity of conflict for unemployed mothers (M=78.73) was quite larger than employed ones (M=68.75). In both cases, frequency and intensity of conflict were higher for unemployed fathers and mothers than employed ones, especially in the case of mothers' employment condition. This implies that parent-adolescent conflict was more frequent and intense between unemployed mother-adolescent dyads than employed mother-adolescent dyads. Of course, unemployed fathers scored higher than the employed ones in both the frequency and intensity of conflict though the gap is not as wide as mothers.

Similarly, parents' data revealed that adolescents whose parents (mothers, fathers or both) were unemployed had more frequent and more intense conflict than those adolescents whose parents were employed. Hence, the mean score of frequency of conflict from unemployed fathers and mothers is 55.6 and 60.8 respectively while this result for employed fathers (M=54.2) and mothers (M=54.6) is lower. Regarding the intensity of conflict, the mean score of intensity of conflict for unemployed fathers is 67.5 and for the unemployed, 74.5. Likewise, Unemployed mothers scored higher mean (M=74.5) than employed mothers (M=67.5).

t- Test of the mean differences revealed the following results: from adolescents' report, the mean differences of frequency and intensity of conflict between employed and unemployed fathers were not significant although the mean frequency and intensity of unemployed fathers were somehow greater than employed ones.

To the contrary, mothers' occupation was found to be significantly higher in affecting the frequency and intensity of parent-adolescent conflict ($t=2.117$, $p<.05$ for frequency of conflict and $t=2.377$, $p<.05$ for intensity of conflict). Meanwhile, fathers' occupation was not statistically significant in both the frequency and intensity of conflict.

To sum up, unemployed mothers had more frequent as well as more intense conflict with their adolescent children than employed ones.

4.13 Relations between Frequency and Intensity of Conflict

Finally, it is important to know the relationship between overall frequency and intensity of conflict. Hence, whether more frequent conflicts between parents and adolescents produced more intense conflict was investigated and the results are shown table 13.

Table 13: Summary for Correlations between Frequency and Intensity of Conflict

	Adolescents' report		Parents' report		
	Frequency	Intensity		Frequency	Intensity
Frequency	.	.564	Frequency	.	.655
Intensity	.564	.	Intensity	.655	.

** P < .01

Table 13 depicts that the relationship between frequency and intensity of conflict was found to be significant. That is, a significant positive relationship existed between the two variables from both parents' and adolescents' data ($r=.564, p<.01$, from adolescents' report and ($r=.655, p<.01$ from parents' report). Especially, parents' report indicated higher ($r=.655$) relationship than what was found from adolescents. This implies that, the more frequently parents and adolescents discussed over the domains of conflict, the angrier they were.

4.14 Results Obtained from the Interview

Besides what has been found from participants using questionnaire, interview was also held with five parents and three adolescent children. All of the interviewees admitted that they had conflict with their parents/adolescent children. Some of these issues of conflict over which they disagreed were household chores, appearance, school, autonomy and money. Unlike the information obtained using the questionnaire, religious domain was not raised as a topic of conflict by the interviewees. Wide discussion regarding the interview is presented in chapter five.

CHAPTER FIVE

5. DISCUSSION

In this chapter, the researcher attempts to discuss the results found in the previous chapter and also information obtained through the interview. Primarily, the discussion focuses on: (1) Adolescents' and parents' sex affecting the frequency and intensity of conflict (2) Adolescent stage and frequency and intensity of conflict, (3) Parents' occupation and its effect on the frequency and intensity of parent-adolescent conflict (4) Parents' educational level and frequency and intensity of parent-adolescent conflict (5) Adolescent stage difference over the domains of conflict and; (6) Adolescent sex difference as a factor for domains of conflict. (7) Moreover, with which particular parent (mother or father) do adolescents have more conflict and also with which particular adolescent (son or daughter) do parents have more frequent and intense conflict will be dealt.

In general, the researcher has made an attempt to interpret the finding in the context of previous research in the area and in the context of Ethiopian families.

5.1 Parent-adolescent Sex and Conflict

With regard to the goal of investigating sex as a factor in affecting frequency and intensity of conflict, both adolescents' and parents' sex was considered. Particularly, which parent (mothers or fathers) and which adolescent (boys, or girls) had more frequent and intense conflict was identified in the result section.

5.1.1 Adolescent Sex and Frequency and Intensity of Conflict

As the focus of the study was major attributes of parent-adolescent conflict, data collected both from parent and adolescent respondents were analyzed. Analysis of adolescents' data showed a statistically significant difference in the mean score of frequency and intensity conflict between male and female adolescents. Female adolescents scored higher both in the frequency and intensity of conflict than male

adolescents. A number of previous studies and writers have also found more parental conflict with parent-daughter dyads than parent-son dyads. (Allison and Schultz, 2004; Steinberg, 1981, 1988; Hurlock, 1978), particularly between daughters and their mothers. Therefore, the present finding is consistent with previous research works. Hence, adolescent gender is a differentiating factor as reflected in the levels of frequency and intensity of conflict.

This finding might have cultural implications. For example, in most Ethiopian families, girls have more responsibilities in carrying out daily routine than boys. Cooking, washing, taking care of children, the sick and the elderly are usually the duties of girls. Hence, the present finding that females had more conflict with parents than males could be attributed to role assignment difference between the two genders.

Similarly, the following interview, which the researcher had with one adolescent girl, agrees with the previous findings.

She is a 20-year-old girl who has been attending her preparatory education in this academic calendar. This was what she told to the researcher for the question he raised, "with which one of your parents do you have more frequent conflict?"

...We often disagree in our family ... you know. Especially, my mother is not thoughtful of me. She orders me to do many routines at home before I have to leave for school. She does not even let me go and borrow a book from my classmates unless I do this in class. I do not have time to do my homework even. I believe that both father and mother are biased against me. They are always in favor of my little brother who is in grade 8 now.

This implies that mothers are more critical about their adolescent daughters than sons. This might be because mothers have the role of socializing, and shaping their daughters more than they do for sons. However, it is not only mothers who have more conflict with daughters; father-daughter dyads have also conflicts over different issues though this may not be as common as mother-daughter dyads. The following interview with a father of 17-year-old daughter is an elaboration to this fact:

She is disobeying to me these days. She does not accept what I tell to her. She always nags about money for clothing and Shoes. She neither commits my orders nor stays at home. Last Week, I asked her why she did not wash my jacket .She murmured and went outside .we were not communicating for about three days ...

Another parent interviewee, who is an elementary school teacher, was asked to give information about his relationship with his adolescent child. He told the researcher about his 16- year-old son who is attending grade 9 in the academic year. This was what he told about his son.

...Children do not listen to you... you know...I am really tired of advising and punishing him. He is the eldest son and had to be a model for his little brothers and sisters. He never concentrates on his studies. I am really worried about his future. This was high time that he had to work hard, but all what he does is watching soccer, going to the movies, eat and sleep.

Information obtained from the second interviewee (father) is an indication that parent-adolescent conflict not only takes place between parent-daughter dyads, but also with mother-daughter and, father-son dyads, too.

5.1.2 Parental Sex Difference and Frequency and Intensity of Conflict

In the result section, fathers were found to have conflict that is more frequent with their adolescent children than mothers. However, the difference in the intensity of conflict between mothers and fathers was not significant.

This result is not consistent with what, Montemayor, (1982); Smetana,(1989); and Steinberg ,(1987) found. These researchers found that mothers have more conflict with their adolescent children than fathers. Meanwhile, the present result coincides with the findings of Richardson and others ,(1989); Younis & Keterlinus (1987); cited in Allison (2000). These scholars found that fathers have more conflict with their adolescent children especially in sensitive issues and this seems to have truth for Ethiopian families, too.

For example in Ethiopian family context, fathers have more authority in the family system than mothers in decision making, supervising and controlling children and the family is represented by fathers than mothers. Hence, the multiple roles that fathers have in the family may cause more frequent conflict with their adolescent children more than mothers. Therefore, the present finding could be attributed to these cultural and family context variations.

A 41- year-old mother interviewee gave the following information about her daughter. According to this mother, her daughter seems to have conflict with both parents than either the mother or father alone. Before the interview was conducted, the researcher was informed that her 20-year old daughter always runs away from home. The researcher asked this mother to explain the situation:

...She is the oldest of all children at home. She is troubling the whole family. My husband, (her stepfather) is tired of dealing with her .I'm afraid this could lead me to a family break. She went to Awassa without our consent. When she returned back, we asked her why she did so. She said nothing and went out of home and we have never seen her since two weeks. She does not give respect to us. She is too rude. We are paying her school fee. Even it seems that she does not know where this money comes from. We are troubled about her behaving like this. I'm just thinking of reporting this to the police.

One of the neighbors also told to the researcher that this 20-year-old girl was once pregnant and aborted. "She was dismissed from the house. I don't know how she could get back again. I think she might have gone to her boy friend again", he said.

Moreover, the researcher asked this mother if she could tell some of the causes behind this serious conflict:

...She is a liar. She tells to the neighbors that her stepfather mistreats her. This is an absolute lie. She should not have felt like that though he punished her. He is the one who brought up her. She has to respect him whatsoever.

The above interview is really an indication how frequent and intense parent-adolescent conflict is particularly in such families. The causes behind this conflict as, one can understand from the interview are multidimensional. Sexual issue, curfew, and issues of family relationship are reflected to be the push factors (domains) of this conflict. But, the fact that the conflict was with both parents instead of either with a mother or father does not verify sex of parent as a factor for the frequency and intensity of conflict.

5.2 Adolescent Stage (age) and Frequency and Intensity of Conflict

From the previous chapter, it was found that there were no significant mean differences among early, middle, and late adolescents in the frequency and intensity of conflict from both adolescents' and parents' data even if early adolescents scored relatively higher mean than either middle or late adolescents. Meanwhile, previous research findings on the issue of adolescent stage and conflict contradict each other especially on the particular adolescent stage in which high level of parent adolescent conflict is manifested. For example, Allison and Schultz (2004); Collins, Coy, Laursen, Hull and Steinberg, cited in Shantz and Hartup, (1992), found that conflict is more intense during early adolescence but most intense in mid adolescence.

To the contrary, the findings by Grenberger and Chen,(1996) on Asian-American youngsters pointed out that parent-adolescent conflict was higher during late adolescence. Of course, most of the research findings agree that parent-adolescent conflict is higher in early adolescence than either middle or late adolescence and the present finding aliens with these findings although the mean difference were not significant. The absence of significant difference in the present study could be due to cultural orientation and system of socialization. In most Ethiopian families, it is a tradition that all children, regardless of age differences, are supposed to respect parents and all elder people and this hierarchical respect continues even when the child leaves the family home to live independently and when this does not happen, it is likely that parents may be in disagreement with any one of their adolescent children younger or older.

5.3. Parents' Educational Level and Frequency and Intensity of Conflict

From data analysis of adolescents' report, it was found that there was a statistically significant difference in the intensity of conflict in fathers' educational status. That is, fathers who were uneducated and those who had lower education had more intense conflict with their adolescent children than those with high educational status (Diploma and above). Nevertheless, no statistically significant difference was found regarding the frequency of parent adolescent conflict. Previous researchers (Cheng, Simon and Powel, 1992; Cited in Wingate, (2004) found that parents' education can cause a difference in parent-child relationship. That is, parents who have higher-level education and income spend more for their children's education, and involve them in extracurricular activities. Thus, the present study agrees with past research findings. This implies that educated parents are able to negotiate, communicate, and deal with their adolescent children than those who are illiterate or have low levels of education. Moreover, educated parents are in a better position to understand developmental stages and characteristics of these stages.

5.4 Parents' Occupation and Frequency and Intensity of Conflict

Data analysis resulted in a statistically significant difference in the frequency and intensity of mother-adolescent conflict between employed and unemployed mothers from adolescents' report. That is, unemployed mothers scored higher than employed ones in the incidence and intensity of conflict. This recent finding coincides with the literature and previous research findings .For example, Papalia, Olds and Feldman (1999, 2002), stated that mother-adolescent conflict is higher with unemployed mothers, especially if these mothers do not have outside support.

Mothers, who are unemployed, turn out to be depressed and depressed mothers in turn tend to be more negative towards their children. This is because unemployed mothers spend most of their time at home and are stressed which eventually may lead frequent conflict with their adolescent children. Most mothers in Ethiopia are unemployed and hence do the housework. When mothers are at home, there might be more friction with

their adolescent children especially, with daughters since both mothers and daughters have similar responsibilities especially in doing household chores. Meanwhile, the majority of fathers spend their time outside home whether they are employed or not, and thus Fathers' occupation was not found to be statistically significant both in the frequency and intensity of conflict despite the fact that unemployed fathers scored relatively higher mean of conflict than employed ones.

5.5 Relations between Frequency and Intensity of Conflict

The frequency and intensity of parent-adolescent conflict revealed statistically significant positive correlation with each other in both adolescents and parents' report. This shows that the more frequent the disagreement was between parents and adolescents, the more intense it was, too. However, this finding is based on the overall relationship of frequency and intensity of conflict regardless of specific domains. But previous researchers (eg.Allison and Schultz, 2004) found the concurrence between the levels of frequency and intensity of conflict for a number of domains (high frequency-high intensity, high frequency-low intensity, low frequency-low intensity and low frequency-high intensity) depending upon the domain of conflict.

5.6 Adolescent Stage (age) and Domains of Conflict

In addition to providing information on the total frequency and intensity of parent-adolescent conflict, this study offered a detailed portrait of specific issues generating conflict. Therefore, a statistically significant difference was found among adolescent stage and domains of conflict in sexual, household chores (helping around the house), appearance and food and religious issues. But adolescent stage was not significantly related to the remaining issues. However, from the mean description, considerable levels of conflict were reported by early adolescents than by middle or late adolescents over, autonomy, politeness, and appearance. There is a substantial body of research indicating that the assignment of household responsibilities to children is common in many societies, and thus normative reflecting parental beliefs that doing chores will foster responsibility. It is not surprising therefore, that tensions and conflicts over household responsibilities are most prevalent during early adolescence since this is the

period during which increasingly autonomous youths challenge parental attempts to assert unilateral authority over their behaviors and activities at home. Meanwhile, middle adolescents had more conflict with parents on the topics of money, education (academic issues), and lying than early or late adolescents.

From parents' report, however, it can be observed that middle adolescents had more conflict with their parents over the domains of household activities, sex, autonomy, and academic and politeness more than early or late adolescents and late adolescents had significant mean differences over sexual issues from parents report. Both parents' and adolescents' data revealed significant mean differences for late adolescents over religious issues.

What has been found from adolescents' data is comparable to the findings of Coy, Collins and Laursen (1998), and Allison and Schultz (2004). These researchers came across with the finding that conflict is higher during early adolescence regarding issues such as autonomy and household chores. In this research, parent-adolescent conflict of the three stages of adolescence indicated that early adolescents had more argument than either middle or late adolescents in the majority of domains.

This might be because early adolescence is the first stride in which an adolescent child leaves his childhood world and start the long way to adulthood. While early adolescents may consider themselves as full-grown, independent, and capable of doing things independently, parents may still consider them to be immature to accomplish things by self and hence conflict may arise due to this. Meanwhile, the finding that late adolescents had less conflict with their parents could be an indication of their maturity, and wisdom in negotiating their divergence with parents than early or middle adolescents. For example many Ethiopian parents are confident about their late adolescent children and grant them responsibilities such as disciplining of siblings, decision-making, and doing things independently, because they assume that late adolescents are matured enough to fully functioning independently.

5.7 Adolescent Sex and Domains of Conflict

Adolescents' report indicated females' mean score to be higher than males in all the issues of conflict apart from curfew, politeness, and lying in which males scored higher. Moreover, females mean scores on sexual issues, household chores, appearance and was by far greater than males. This shows the incidence of more parent-daughter argument than parent-son.

Similarly, parents' report is in harmony with that of adolescents'. Parents revealed that they had more conflict with their daughters over financial, educational, house hold chores, appearance, and religion whereas male adolescents scored higher in sexual, alcohol and substance use, curfew, autonomy, politeness, and lying.

This appears to be true in Ethiopian context, because, it is common to see adolescent boys involved in drinking, chewing, smoking and defy curfew. However, Overall conflict of male and female adolescents from parents' data showed no difference between the two sexes. This implies that both male and female adolescents had conflict with parents though they differ over the particular issue of conflict. To sum up, both parents' and adolescents' data showed that females had more conflict in educational, house hold chores, appearance, and religious issues with their parents than males; and males had more conflict than females about lying(dishonesty)and curfew. Difference (disagreement) between the two reports was found in financial, academic, alcohol and substance use, autonomy, and politeness.

Meanwhile, much of the literature and research work on parent- adolescent conflict agrees that females in general have more disagreement than males and adolescent relationship with family members of the female sex is in general less favorable than those with male family members (Hurlock, 1978). This is the belief of most traditional Ethiopian families, too. For example it is girls who are supposed to do most of the house work including cooking, washing, taking care of children, shopping, and collecting firewood. Similarly, the present research finding is in line with what has been found by Steinberg (1981). In his finding, females reported more intense conflicts than males with regard to persistent concerns (matters).

5.8 Parent-adolescent dyads on Domains of Conflict

Analysis of adolescents' data revealed that adolescents had more conflict with the majority of issues with both parents (mother and father) except a few of the issues (household activities, appearance, alcohol and substance use, appearance and curfew). For instance, in house hold activities and appearance issues, adolescents reported that they had more conflict with their mothers than their fathers or both; and had more conflict with their fathers over the domains of alcohol and curfew.

The present finding that some issues of conflict are common to a particular parent-adolescent dyad coincides with previous research works. For example, Steinberg (1981); Allison and Schultz, (2004). These researchers found that parent-adolescent conflict varies across the gender, age, and domains of conflict.

The interview that the researcher had with two adolescents (a boy and a girl) substantiates this idea.

One of the interviewees was a 15-year-old student who attends her education in a certain private school. The researcher asked her if she had a sort of conflict with her parents. This was what she informed to him:

I am the only girl in the family and it's me who do all the house routine...cooking, washing, and going to shopping and so on. Mother gets hot in case I forget to do this. But, my elder brother is always encouraged to concentrate on his studies while I am obliged to serve the family.

Another interviewee that the researcher met was 16-year-old boy. The researcher asked him about his relationship at home especially with parents. This was what he commented:

I usually disagree with father. He is critical of my relationship with my friends. He does not like my association with them. He calls them "bad fellows". He does not let me play or study with them. Mother gets sad when he nags me.

From these interviews, one can understand that domains of conflict differ as a function of sex of the adolescent and parent. Mothers disagree with their daughters and fathers with sons on particular domains of conflict most of the time. For example, as a disciplinarian in the family, fathers want their children to have good manners and avoid bad companionship. Mothers on the other hand, emphasize on their adolescent daughters to learn household responsibilities and refusal to do so by adolescents may lead to conflict.

To sum up, many of the issues of conflict involved both parents implies that mothers and fathers have common responsibilities in managing the family. On the other hand, more conflict of adolescents with either parent (on house hold activities and appearance with mothers; and curfew, and alcohol and substance use with fathers) implies the division of responsibility between parents in upbringing their children.

But, the result that more parent-adolescent conflict on most issues involved an adolescent and two of the parents rather than either mother-adolescent or father-adolescent dyad may be due to cultural variation and this has to be researched in the future.

5.9 Incidence of Parent-Adolescent Conflict over Different Domains

How often parents and adolescents disagree on different domains of conflict was also one of the objectives of this research. Hence, “which issue was discussed” and “how often” was analyzed using both data from adolescent and parent respondents.

Most adolescent respondents reported that there had *always* been argument with their parents regarding household activities such as helping around the house, cooking, washing, and taking care of children. Meanwhile, as compared to adolescent respondents, many parent respondents admitted to have *always* had conflict with their adolescent children over financial, sexual issues, alcohol and substance use, household activities, and politeness.

In the same way, the majority of adolescents reported to have occasionally had clashes with their parents over financial, academic, and sexual domains. To the contrary, the majority of parent respondents reported that these were *frequent* topics of disagreement with their adolescent children. Regarding the domains of household chores, most parents approved that they have *always* had conflict with their adolescent children and most adolescent respondents indicated that this issue was frequent cause of conflict with their parents. Concerning the issue of autonomy, most adolescent respondents indicated it to be a rare issue of conflict while the majority of parents admitted it to be one of the most frequent topic of conflict.

In line with this, earlier research by Montemayor (1983), Smetana (1999), Galambos and Almeida (1992), found that conflicts between parents and adolescents focused on routine issues such as household chores, and family relations. Predominantly, Galambos and Almeida (1992), on their research conducted on White, Black, and Hispanic American mothers found that all the three groups had more frequent conflict with their adolescent children about household chores, and family relationship (politeness) but, they had less frequent conflict on sexual issues, drug use, and boy-or girl-friend (sexual issues).

This is also true in Ethiopian context. Families always disagree on household chores (cooking, taking care of children, family relationship) than less objective issues such as boy/girl-friend and other sexual issues. Parents do not openly discuss sexual issues with their adolescent children in round table since such matters are considered to be taboo. Hence, these are rare topics that could occasionally lead parent-adolescent dyads into conflict.

5.10 Conflict Domains and Intensity of Conflict

The mean intensity of each domain of conflict and also the overall mean intensity were found both for parent and adolescent respondents. Overall mean intensity of conflict for the two groups showed that both adolescents and parents have had equal mean intensity of conflict without considering of each specific issue. This implies that both parties got angry during their discussion of different issues in the last two months.

However, parents and adolescents differed in the level of anger per domain of conflict. Hence, adolescents were more emotional over the domains of alcohol and substance use, curfew, and household chores. Meanwhile, parents had more intense conflict with their adolescent children over financial, sexual, academic, alcohol and substance use, autonomy, and lying issues. The peak of conflict of adolescents on some issues in the one hand and parents over other issues on the other hand testifies differences in interest and persistent concerns between the two groups. For example, most Ethiopian adolescents usually like to spend their spare time with a friend outside home chatting, chewing, drinking or some sort of play and parents do not like such behaviors. Parents worry about the future of their children. They understand that children have to do well in their schooling; develop positive relationship with family members; should not be extravagant and be trustworthy. These might be some of the reasons that parents disagree over the specified domains more than others.

In general, both parents and adolescents have had intense conflict in almost all of the issues. Previous researchers (Robin & Foster, 1989) recommend that if respondents scored mean intensity of 1.7 or higher, it is an indication that there is conflict between the two dyads.

5.11 Major Issues of Conflict between Parents and Adolescents

Among the 11 domains of conflict, reported to have been discussed most by both parent-adolescent respondents, were identified. There was no topic of conflict that parent-adolescent dyads did not clash over in the previous two months. More than 75% of the participants in both adolescents' and parents' reports confessed to have had disagreements in the overall domains. Regarding particular domains of conflict, some issues were reported to have been discussed by more participants than others.

Issues of autonomy (right to make decision independently), family relationship (fighting with brothers and sisters, being disrespectful of parents and the elderly), religion (which religion to follow, how often to attend church programs), and house hold chores (helping around the house, taking care of children) were some of the major domains of conflict

that both groups reported to have more disagreed over. Sexual issue (having a boy/girl-friend, having sex etc) was found to be the most ignored topic of conflict reported by both parents and adolescents. That is, only, 80(53%) of adolescents and even a lesser proportion, 70(37.1%) of parents admitted that they had conflict with each other about sexual issues. Comparatively, adolescents reported better about conflict over this issue than parents.

The present finding is analogous to previous research results (Williams & Berndt, 1992, cited in Wingate, 2004; Shantz & Hartup, 1992; Papini & Seby, 1988; Smetana, 1988; Cobb, 2001). Most of these issues are related to theoretical views of adolescence. These researchers found that conflict was most likely and most intense in connection with issues pertaining to psychosocial development especially autonomy.

Adolescence is a transitional stage in which an individual leaves childhood (mere dependence on parents) and mixes himself/herself with adults and he/she challenges parents about power sharing in decision making. On the other hand, religious identity (which religion to follow) is logical to be issue of disagreement between parents and adolescents. Especially in the area where this research was conducted, there are numerous religious beliefs and Churches and thus there is high competition among them in preaching for membership. For this reason, adolescents could be in dilemma about which religion to follow. Moreover, in Wolayita and its surroundings, it is common to find the same family members to be of different religious followers. Even, fathers and mothers could be of different religion followers and hence the adolescent child will be troubled about which parent's faith to follow. Meanwhile, some domains of conflict, such as sex (having a boy/girl-friend, sexual intercourse and related issues) were the least reported topics of discussion by both groups. Both Participants (especially parents) were found to be more resistant to admit this issue as antecedent for their conflict. This is similar to the previous research findings of Galambos and Almeida, (1992); Barber, (1994); Smetana (1999); Allison, (2000).

CHAPTER SIX

6. SUMMARY, CONCLUSION, AND RECOMMENDATION

6.1 Summary and Conclusion

The main objectives of this research paper were to:

- Examine whether the frequency and intensity of Parent-adolescent conflict is related to differences in age of adolescents.
- Examine whether the frequency and intensity of parent –adolescent conflict is related to sex of adolescents.
- Find whether parental education has a relationship in the frequency and intensity of parent adolescent conflict.
- Investigate whether parents' occupation affects parent-adolescent conflict.
- Investigate about the particular parent (mother or father) with whom adolescents have more frequent and intense conflict.
- Identify the major issues that cause conflict between parents and adolescents.
- Suggest some mechanisms of intervention that enable the dyads (Parent-adolescent dyads) resolve conflict in peaceful ways before their relationship is worsening.

At the beginning of this research work, the following basic questions were raised as a theme of investigating the problem of parent-adolescent conflict.

1. Is there a significant difference in the intensity and frequency of Parent- adolescent conflict among early, middle and late adolescents?
2. Do parents' sex differences have a significant effect on the frequency and intensity of conflict?
3. Is there a significant difference in the intensity and frequency of Parent-adolescent conflict between male and female adolescents?
4. Does a difference in the educational level of parents bring about a significant difference in the frequency and intensity of Parent-adolescent conflict?
5. Does parents' occupation affect the frequency and intensity of conflict?
6. Is there a relationship between frequency and intensity of conflict?
7. Are there variations of sex and age over the issues of conflict?
8. What are the major issues that cause more frequent and intense conflict between parents and adolescents?

Based on these basic questions, literature review was made critically.

In order to answer the basic questions of the research, sufficient and necessary data was gathered using the issues checklist (IC) as main instrument and interview was also used with some adolescents and parents. The major investigation was carried out on a sample of 150 parent-adolescent dyads. Selected participants were those male and female adolescents whose age range is 12-24 to represent early, middle, and late adolescence periods.

Issues Checklist (IC) which was employed to collect data from adolescent and parent dyads in the present research was repeatedly used by earlier researchers like Arthur & Robin,(1975), and Prinz, Foster, Kent & O'Leary,(1979) to investigate the same problem.

Modifications were made on the issues checklist to make it appropriate and contextual to the Ethiopian family. Hence, among the 44 issues of conflict, four items were left out based on the pilot study, and the other six were modified. The issues checklist was also adapted in such a way that participants could respond with which parent /adolescent they have had conflict, and how often did that conflict occur since the last two months, and how intense it was.

Adolescent students were selected from the two high schools of Soddo town using random sampling techniques. One of the parents of these adolescent students was in turn selected to participate in the study. This was with aim of making the study more valid. Both parents and adolescents were made to complete the same questionnaire. Moreover, interview was also held with 5 parents (2 mothers and 3 fathers) and 3 adolescents (a boy and 2 girls).

All the 40 items were grouped into 11 domains based on their purpose and were analyzed using descriptive statistics (mean, percentage), T-test, one-way ANOVA, and Pearson's correlations. Using these data analysis methods, the following results were obtained:

- It was found that there was no significant difference in the frequency and intensity of conflict among the three (early, middle, and late) adolescent stages although the mean score of early adolescents was relatively higher than middle and late adolescents.
- From adolescents' report, girls were found to have more frequent and more intense conflict with their parents than boys. The mean difference was also statistically significant to attribute that sex difference had a significant effect on the frequency and intensity of conflict.
- From data analysis of parents' report, the mean differences of frequency and intensity of conflict of female adolescents were higher than males though these differences were not significant.
- Data analysis of parents' report confirmed that parents' sex difference had a significant effect on the frequency of conflict between parents and adolescents. Hence, fathers were found to have had more frequent conflict with their adolescent children than mothers. However, from the adolescents' report, parents' sex was found to have no significant effect on the frequency and intensity of conflict.
- From adolescents' data, it was found that fathers' education had a significant effect on the frequency of parent-adolescent conflict. That is, uneducated fathers have had more frequent conflict with their adolescent children than those fathers who are educated. On the other hand, mothers' educational status was not significantly related to the frequency and intensity of conflict. From parents' report, neither the frequency nor intensity of conflict showed significant difference as a function of parents' education.
- Unemployed mothers had significantly higher mean score of frequency and intensity of conflict than employed ones. However, father's occupation was not significant enough to affect the frequency and intensity of conflict.
- Frequency and intensity of conflict were found to have significant positive relationship to each other. The positive relationship is an indication that when frequency of conflict increased, its intensity also increased.
- Domains of conflict as a function of adolescent stage revealed a statistically significant difference between boys and girls. Hence:

- a. From adolescents' report, early adolescents had more conflict with their parents over the domains of sex and household chores than the other two stages while late adolescents had more conflict with their parents regarding religious issues.
 - b. Parents' report revealed that late adolescents had more conflict with their parents on sexual and religious issues, while middle adolescents scored higher on issues of appearance and food.
 - c. In general, Parents and adolescents' reports did not reveal similar results regarding adolescent stage as a factor for domains of conflict. Hence, the researcher would like to suggest that further research need to be done to clear the fog.
- Investigation of the effect of adolescent sex on the domains of conflict showed a statistically significant difference between male and female adolescents on some domains of conflict.
 - a. From adolescents' report, it was found that females scored higher in all of the four domains of conflict (sexual issues, house hold chores, appearance, and politeness) than males. This indicates that female adolescents had more conflict with their parents over the topics of sex, household chores, politeness (family relationship), and appearance (dressing) than males.
 - b. Similarly, from parents' report, significant differences were found between males and females over four domains of conflict (alcohol and substance use, household chores, politeness, and lying). Accordingly, boys had more conflict with their parents on the topics of drinking alcohol and substance use, and politeness than girls; and girls had more conflict with their parents concerning household chores than boys.
 - c. Both parents' and adolescents' data commonly indicated that girls had conflict about household chores with their parents more than boys. Agreement of the two reports on this issue implies that girls are more responsible for most of the family routine (cooking, taking care of children, washing,) than boys. But there is a gap between the two reports about adolescent sex and domains of conflict and this needs further investigation.

In general, Conflict is socially undesirable behavior and most families do not like to acknowledge that they are practicing it. This was witnessed in the present research investigation. Both parents and adolescents gave genuine responses on some domains of conflict and on some other issues they were subject to their own role specific social desirability biases. For example, both parents and adolescents responded genuinely to items such as financial issues, educational, household chores and family relationships. Meanwhile, most of the participants did not like to admit conflict over less objective issues such as sex, and alcohol and substance use. This may be because these issues are more taboo and less socially desirable than others. Similarly, previous researchers found this divergence and biases towards socially desirable behavior in reporting conflict by parent-adolescent dyads. For example, Niemi (1968); Hess and Torney (1965); Kohn and Carroll (1960); all cited in Jessop (1981), indicated that parent-child agreement on family conflict was poor. These researchers reported that they had almost unanimous suspicion of participants about giving genuine responses. Hence, the reports of most aspects of family life were biased in a socially desirable direction and this bias occurs in parents' reports more than their children's and that children are therefore better reporters of family conflict than parents. Similarly, Larson (1974), cited in the same author, found systematic response biases on the issues of conflict-a tendency (especially, on the part of parents) to choose non-extreme responses, and settle on one or two general response categories.

On the other hand, Niemi (1968), Cited in Jessop (1981), reminds that neither parents nor adolescents can be relied upon for objectively accurate accounts of conflict and this seems the reality in the present research finding. Therefore the researcher believes that further investigation of the problem has to be sought using methods that could minimize response bias.

6.2 Recommendation

Adolescence is a transitional phase towards independence from parents. Therefore, parents should be aware of the fact that it is normal for adolescent children to show behavioral characteristics that had not been common during childhood. But, it would be unfair to blame parents alone for all the disagreement that occurs between the two

dyads. Nevertheless, parents play a great role in this conflict process than their premature adolescent children. Being matured adults, parents should recall their time of adolescence and treat their teenagers accordingly. Most parents, however, blame today's adolescents to be more conflict-prone, arrogant, and rebellious than their time of adolescence. These parents do not seem to understand the socio-historical differences between the new and old generations. Hence, to alleviate this problem, the researcher would like to recommend some solutions to parents, Families, Community leaders and other responsible social workers to help adolescents adjust to the newly emerging behaviors especially with regard to their relationship to parents and other family members.

- Parents should have awareness about the physical, cognitive, and psychosocial changes of adolescence time to deal positively with their adolescent children. They should also be taught that adolescence is the period of growing up and leaving behind the protective phase of childhood, and moving towards independence.
- Parents should not set and follow too strict discipline regarding how adolescents have to behave, play or spend their time. Adolescents need autonomy and independence and these are signs of positive development.
- Families should develop the habit of resolving conflict with their adolescent boys and girls. They should understand that the same child could behave differently to the same situation at different stages of development and this is quite normal sign of development.
- Schools should advice to adolescent students about positive interpersonal relationship, coping with stress and emotion and family issues.
- The mini media at school level, and the mass media at regional and national levels should address the problem of parent-adolescent conflict by arranging programs in which psychologists and social workers could share professional knowledge about adolescent behavioral characteristics for the promotion of positive parent-adolescent relationships, so that both parents and adolescents could be beneficiaries.
- Life skills education that could help adolescents in coping with their emotions and promote positive family relationships has to be designed and given to students in Secondary Schools where adolescents could benefit.

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Appendix A

Inter -Item Correlation of Domains of Conflict

	Fin.	Sex.	Aca d.	Cur.	Chor.	App.	Auto.	Polit.	Lyin g	Relig .	Alcoh.
Fin.	1	.360	.372	.349	.729	.709	.304	.694	.154	.711	.349
Sex.	.360	1	.807	.595		.227		.369	.334	.242	.595
Acad.	.372	.807	1	.541		.510		.205	.630	.402	.541
Cur.	.349	.595	.541	1		.269		.247	.225		1.00*
Chor	.729				1	.668	.482	.494		.775	
App.	.709	.227	.510	.269	.668	1	.430	.308		.695	.269
Auto	.364				.482	.430	1	.210		.515	
Polit.	.694	.369	.205	.247	.494	.308	.210	1		.454	.247
Lying		.334	.630	.225					1	.454	.247
Relig	.711	.247	.402		.775	.695	.515	.454	.296	1	
Alcoh	.349	.595	.541	1.00*		.269		.247	.225		1

Appendix B

Reliability coefficient of instruments for the main study

N o	Domain of conflict	Chronbach alpha
1	Financial issues	.576
2	Sexual issues	.768
3	Academic issues	.687
4	Drinking alcohol and substance use	.519
5	Curfew	.538
6	House hold chores	.527
7	Appearance and food	.659
8	politeness	.658
9	Religion	.726
10	Autonomy	
11	Lying	
	Total	.898

Appendix C

Addis Ababa University Faculty of Education School of Graduate Studies Department of Psychology

Questionnaire for Measuring Parent-Adolescent Conflict (To be filled by adolescents)

The main objective of this questionnaire is to assess parent-adolescent conflict in relation to sex and age of adolescent children, parental education and employment. Therefore, your genuine response is very detrimental to the validity of the research.

Thank you in advance!

N.B There is no need of writing your Name!

PART ONE - GENERAL DIRECTION

Complete the Following Questionnaires by Circling for those that have Alternatives and by filling the Correct Information for Items that do not have Alternatives.

1. Sex 1.male 2.female

2. Grade 1.9 2.12

3. Age 1.12-15 years old 2.16-18 years old 3.19-24 years old

6. Parents' occupation

1. Fathers' occupation 2. Employed 3. Unemployed

B. Mother's occupation 1. Employed 2. Unemployed

7. Parents' educational status

No.	Your father's educational status	No.	Your mother's educational status
1	Uneducated	1	Uneducated
2	Primary education	2	Primary education
3	Secondary education	3	Secondary education
4	Certificate	4	Certificate
5	Diploma holder	5	Diploma holder
6	First degree and above	6	First degree and above

Part Two - Issues for Parent-Adolescent Conflict when Attributed by Adolescents.

Objective: The main objective of this checklist is to know the kind of issue/s that lead/s parents and adolescents into conflict. Therefore, you are requested to provide genuine responses for each item.

Direction: The following topics are some of the issues of conflict between parents and adolescents. Therefore,

1. Circle “yes” for topics you have discussed with your parents during the last 2 months and “no” for topics that have not come up. For each issue answered “yes”,

Indicate:-

A. Whether you have discussed it with your father, mother or both;

B. How often you have discussed that topic by circling

3=always

2=most of the time

1= Occasionally

D. How you felt when you discussed that topic by circling

5= extremely angry

4=very angry

3=angry

2=a little bit angry

1=Calm

No	Have you discussed?	Yes	No	With whom did you discuss?			How often did you discuss?			How did you feel when you discussed this topic?				
				Mother	Father	Both	3	2	1	5	4	3	2	1
1	How money should Be spent ✓						3	2	1	5	4	3	2	1
2	Being extravagant ✓						3	2	1	5	4	3	2	1
3	Money to spent on clothing, jewelries cosmetics etc ✓						3	2	1	5	4	3	2	1
4	Getting money outside home						3	2	1	5	4	3	2	1
5	Getting money for recreation						3	2	1	5	4	3	2	1
6	Having a boy/girl friend						3	2	1	5	4	3	2	1
7	Going out with a boy/girl friend						3	2	1	5	4	3	2	1
8	Having sex and related issues						3	2	1	5	4	3	2	1
9	About marriage proposals						3	2	1	5	4	3	2	1
10	Doing a homework/assignment						3	2	1	5	4	3	2	1
11	Scoring low grades in school						3	2	1	5	4	3	2	1
12	Getting trouble in school						3	2	1	5	4	3	2	1
13	Attending tutorial or make up classes						3	2	1	5	4	3	2	1
14	Drinking alcoholic beverages (beer, 'tej 'etc),						3	2	1	5	4	3	2	1
15	Smoking cigarettes, 'shisha',						3	2	1	5	4	3	2	1
16	Chewing chat						3	2	1	5	4	3	2	1
17	Coming home late						3	2	1	5	4	3	2	1
18	How and with whom to spend free time						3	2	1	5	4	3	2	1
19	Going out places without getting permission						3	2	1	5	4	3	2	1
20	Spending a night in a friend's house						3	2	1	5	4	3	2	1

21	Going to the movies and coming back late to home						3	2	1	5	4	3	2	1
22	Shopping						3	2	1	5	4	3	2	1
23	Cooking						3	2	1	5	4	3	2	1
24	Washing clothes, cleaning the house etc						3	2	1	5	4	3	2	1
25	Doing an assigned task on time						3	2	1	5	4	3	2	1
26	Taking care of children at home						3	2	1	5	4	3	2	1
27	Helping/taking care of aged family members at home						3	2	1	5	4	3	2	1
28	Going out in shorts/miniskirt						3	2	1	5	4	3	2	1
29	Hair dressing and cutting style						3	2	1	5	4	3	2	1
30	Respecting parents and the elderly						3	2	1	5	4	3	2	1
31	Autonomy to do things by self						3	2	1	5	4	3	2	1
32	Obeying to parents' order						3	2	1	5	4	3	2	1
33	Fighting with brothers and sisters						3	2	1	5	4	3	2	1
34	Bothering parents when they want to be left alone						3	2	1	5	4	3	2	1
35	Talking/laughing while eating						3	2	1	5	4	3	2	1
36	What adolescent eats						3	2	1	5	4	3	2	1
37	What time to have meals						3	2	1	5	4	3	2	1
38	Lying						3	2	1	5	4	3	2	1
39	Which religion to follow						3	2	1	5	4	3	2	1
40	How often to attend church programs						3	2	1	5	4	3	2	1

PART THREE-

Please mention additional issues (if any), which were causes of conflict between you and your parents.

Appendix D
Addis Ababa University Education Faculty
School of Graduate Studies
Department of Psychology

Questionnaire for Measuring Parent-Adolescent Conflict
(To be filled by parents)

The main objective of this questionnaire to assess parent-adolescent conflict in relation to sex and age of adolescent children, and socio-economic status of the family. Therefore, your genuine response is very detrimental to the validity of the research.

Thank you in advance!

N.B There is no need of writing your Name!

PART ONE - GENERAL DIRECTION

Complete the Following Questionnaires by Circling for those that have Alternatives and by filling the Correct Information for Items that do not have Alternatives.

1. Sex A. Male B. Female
2. Your adolescent child's sex A. Male B. Female
3. Age range of your adolescent child/children
A.12-15 years old B.16-18 years old C.19-24 years old
4. Your marital status
A. Married B. Unmarried C. Divorced D. Separated
5. Your relationship to the adolescent child
A. Father B. Stepfather C. Mother D. Stepmother E. Other (please state)
6. Occupation
 1. Your occupation A. Employed B. Unemployed
 2. Your spouse's occupation A. Employed B. Unemployed
7. Educational status

No.	Your educational status	No.	Your spouse's educational status
1	Uneducated	1	Uneducated
2	Primary education	2	Primary education
3	Secondary education	3	Secondary education
4	Certificate	4	Certificate
5	Diploma holder	5	Diploma holder
6	First degree and above	6	First degree and above

Part Two - Issues for Parent-Adolescent Conflict when attributed by adolescents.
Part Two - Issues for Parent-Adolescent Conflict when Attributed by Adolescents.

Objective: The main objective of this checklist is to know the kind of issue/s that leads parents and adolescents into conflict. Therefore, you are requested to provide genuine responses for each item.

Direction: The following topics are some of the issues of conflict between parents and adolescents. Therefore,

1. Circle “yes” for topics you have discussed with your adolescent child/children during the last 2 months and “no” for topics that have not come up. For each issue answered “yes”,

Indicate:-

A Whether you have discussed it with your son, daughter or both;

B. How often you have discussed that topic by circling

3=always

2=most of the time

1= Occasionally

C. How you felt when you discussed that topic by circling

5= extremely angry

4=very angry

3=angry

2=a little bit angry

1=Calm

No	Have you discussed?	Yes	No	With whom did you discuss?			How often did you discuss?			How did you feel when you discussed this topic?				
				Son	Daughter	Both	3	2	1	5	4	3	2	1
1	How money should Be spent						3	2	1	5	4	3	2	1
2	Being extravagant						3	2	1	5	4	3	2	1
3	Money to spent on clothing, jewelries cosmetics etc						3	2	1	5	4	3	2	1
4	Getting money outside home						3	2	1	5	4	3	2	1

5	Getting money for recreation						3	2	1	5	4	3	2	1
6	Having a boy/girl friend						3	2	1	5	4	3	2	1
7	Going out with a boy/girl friend						3	2	1	5	4	3	2	1
8	Having sex and related issues						3	2	1	5	4	3	2	1
9	About marriage proposals						3	2	1	5	4	3	2	1
10	Doing a homework/assignment						3	2	1	5	4	3	2	1
11	Scoring low grades in school						3	2	1	5	4	3	2	1
12	Getting trouble in school						3	2	1	5	4	3	2	1
13	Attending tutorial or make up classes						3	2	1	5	4	3	2	1
14	Drinking alcoholic beverages (beer, 'tej' etc),						3	2	1	5	4	3	2	1
15	Smoking cigarettes, 'shisha',						3	2	1	5	4	3	2	1
16	Chewing chat						3	2	1	5	4	3	2	1
17	Coming home late						3	2	1	5	4	3	2	1
18	How and with whom to spend free time						3	2	1	5	4	3	2	1
19	Going out places without Getting Permission						3	2	1	5	4	3	2	1
20	Spending a night in a friend's house						3	2	1	5	4	3	2	1
21	Going to the movies and coming back late to home						3	2	1	5	4	3	2	1
22	Shopping						3	2	1	5	4	3	2	1
23	Cooking						3	2	1	5	4	3	2	1
24	Washing clothes, cleaning the house etc						3	2	1	5	4	3	2	1
25	Doing an assigned task on time						3	2	1	5	4	3	2	1
26	Taking care of children at home						3	2	1	5	4	3	2	1

27	Helping/taking care of aged family members at home						3	2	1	5	4	3	2	1
28	Going out in shorts/miniskirt						3	2	1	5	4	3	2	1
29	Hair dressing and cutting style						3	2	1	5	4	3	2	1
30	Respecting parents and the elderly						3	2	1	5	4	3	2	1
31	Autonomy to do things by self						3	2	1	5	4	3	2	1
32	Obeying to parents' order						3	2	1	5	4	3	2	1
33	Fighting with brothers and sisters						3	2	1	5	4	3	2	1
34	Bothering parents when they want to be left alone						3	2	1	5	4	3	2	1
35	Talking/laughing while eating						3	2	1	5	4	3	2	1
36	What adolescent eats						3	2	1	5	4	3	2	1
37	What time to have meals						3	2	1	5	4	3	2	1
38	Lying						3	2	1	5	4	3	2	1
39	Which religion to follow						3	2	1	5	4	3	2	1
40	How often to attend church programs						3	2	1	5	4	3	2	1

PART THREE-

PART THREE-

Please mention additional issues (if any), which were causes of conflict between you and your parents in the last two months.

Appendix E

በአዲስ አበባ ዩኒቨርሲቲ የትምህርት ፋኩልቲ የድህረ ምረቃ ትምህርት ቤት የሳይኮሎጂ ትምህርት ክፍል

በወላጆችና ወጣት ልጆች መካከል የሚፈጠር ግጭትን አስመልክቶ ለሚደረግ ጥናት የተዘጋጀ መጠይቅ

(በልጆች የሚሞላ)

የዚህ መጠይቅ ዋና ዓላማ ወጣት ልጆች ከወላጆቻቸው (ከአሳዳጊዎቻቸው) ጋር ያለመስማማትን (ግጭትን) በተመለከተ የወጣት ልጆች ድምፅ፣ የታ እንዲሁም የቤተሰብ ኢኮኖሚና ማህበራዊ ሁኔታዎች ሊኖራቸው ስለሚችለው ተፅዕኖ (ሚና) ለማጥናት ነው። ስለሆነም፣ የአንተ/ቺ ትክክለኛ ምላሽ ለጥናቱ ዋጋማነት ከፍተኛ አስተዋጽኦን ያደርጋል ተገንዝበህ/ሽ መጠይቁን በትክክል እንድትሞላ/ይ እጠይቃለሁ።

በቅድሚያ አመሠግናለሁ።

ማሳሰቢያ:- ስም መጻፍ አያስፈልገም

ክፍል አንድ:- አጠቃላይ መረጃ

ከዚህ በታች ለቀረቡት መጠይቆች ትክክለኛውን ምላሽ በክፍት ቦታው በመጻፍ ምርጫ ለተሠጣቸው ደግሞ በማክበብ መልስ/ሽ።

- | | | |
|--------|--------------|--------------|
| 1. የታ | 1. ወንድ | 2. ሴት |
| 2. ክፍል | 1.9ኛ | 2.12ኛ |
| 3. እድሜ | 1. 12-15 ዓመት | 3. 19-24 ዓመት |
| | 2. 16-18 ዓመት | |

6. የወላጆች የስራ ሁኔታ

6.1 የአባት የስራ ሁኔታ

(1) በመንግሥት/በግል መሥሪያ ቤት ተቀጣሪ

(2) በግል ሥራ የሚተዳደር (ያልተቀጠረ/ች)

6.2 የእናት የስራ ሁኔታ

(1) በመንግሥት/በግል ድርጅት ተቀጣሪ

(2) በግል ሥራ የሚተዳደር /ያልተቀጠረ/ች/

8. የወላጆች የትምህርት ደረጃ

	ሀ. የአባት የትምህርት ደረጃ		ለ. የእናት የትምህርት ደረጃ
1	ምንም ያልተማረ/ች	1	ምንም ያልተማረ/ች
2	የአንደኛ ደረጃ ትምህርት (1-8) ያጠናቀቀ/ች	2	የአንደኛ ደረጃ ትምህርት (1-8) ያጠናቀቀ/ች
3	የሁለተኛ ደረጃ ትምህርት (10ኛ ወይም 12ኛ) ክፍል ያጠናቀቀ	3	የ2ኛ ደረጃ ትምህርት (10ኛ ወይም 12ኛ) ያጠናቀቀ/ች
4	በተወሰነ ሙያ ሠርተፊኬት ያለው (ያላት)	4	በተወሰነ ሙያ ሠርተፊኬት ያለው/ያላት
5	በዲግሎማ የተመረቀ(ች)	5	በዲግሎማ የተመረቀ/ች
6	የመጀመሪያ ዲግሪ ያለው/ያላት	6	የመጀመሪያ ዲግሪ ያለው/ያላት

ክፍል ሁለት፡ በወላጆችና ወጣት ልጆች መካከል ያለመስማማት (ግጭት) ሊያስነሱ የሚችሉ ጉዳዮች በልጆች ሲገለፁ፡፡

ዓላማ፡- የዚህ መጠይቅ ዋና ዓላማ በወላጆችና ወጣት ልጆች መካከል ያለመግባባትን (ግጭት) ሊያስከትሉ የሚችሉ ጉዳዮችን ለይቶ ለማወቅ ነው፡፡ ስለዚህ ለእያንዳንዱ መጠይቅ ትክክለኛ ምላሽምን ይሰጡ፡፡ መልስ ከመስጠትም በፊት መመሪያውን በጥንቃቄ ያንብቡ፡፡

መመሪያ፡- ከዚህ በታች የተዘረዘሩት አርእስተ ጉዳዮች በወላጆችና ወጣት ልጆች መካከል ያለመግባባት (ግጭት) ሊያስከትሉ ከሚችሉ ምክንያቶች ጥቂቶቹ ናቸው፡፡

ስለዚህ

እያንዳንዱን አርዕስት ጉዳይ ካነበቡ በኋላ፤

- 1. በተጠቀሰው ጉዳይ ላይ አንተ/ችና ወላጆችህ/ሽ ባለፉት ሁለት ወራት ውስጥ ተወያይታችሁ ከሆነ «ተወያይተን ነበር» ከልተወያያችሁ ደግሞ «አልተወያየንም» የሚለውን አክብብ/ቢ፡፡ መቁስህ/ሽ «ተወያይተን ነበር» ከሆነ ሀ. ከየትው ወላጅህ/ሽ ጋር ማለትም «ከአባት ጋር» «ከእናት ጋር» ወይም «ከሁለቱም ጋር» ከሚሉት አንዱን በመምረጥ አክብብ/ቢ፡፡
- ለ. መቼ መቼ እንደተወያያችሁ ለመግለፅ
3=ሁል ጊዜ፣ 2=አብዛኛውን ጊዜ 3=አልፎ አልፎ ከሚሉት አማራጮች አንዱን በመምረጥ አክብብ/ቢ፡፡
- ሐ. በመጨረሻም በውይይቱ ጊዜ

የነበረህን/ህን ስሜት ለመግለፅ ከ1-5 ከተጠቀሱት ቁጥሮች አንዱን በመምረጥ ማለትም፡- 5. እጅግ በጣም ተናድጄ ነበር 4. በጣም ተናድጄ ነበር 3. ተናድጄ ነበር 2. በመጠኑ ተናድጄ ነበር 1. በጭራሽ አልተናድጄኩም በማለት አንዱን በማክበብ መልስ/ሽ።

የመወያያ አርእስት

ተ. ቁ	በእነዚህ ጉዳዮች ተወያይታችሁ ታውቃላችሁን?	የተወያየው ተናፊ	የተወያየው አልተወያየም	ውይይቱን ያደረጉት ከየትኛው ወጣት ለጅም ጋር ነበር?			በዚህ ጉዳይ ዙሪያ ላይ መቼ መቼ ነበር የተወያየችሁት?			በምትወያዩበት ጊዜ የተሰማዎት ስሜት ምን ነበር?				
				ከእናት ጋር	ከአባት ጋር	ከሁለቱም ጋር	3	2	1	5	4	3	2	1
1	ስለገንዘብ አያያዝና አጠቃቀም						3	2	1	5	4	3	2	1
2	ገንዘብ ያለአግባብ ስለማውጣት (ስለ ብኩንነት)						3	2	1	5	4	3	2	1
3	ለአልባላት፣ ለጌጣጌጦችና ቅባቶች ወዘተ መግገፍ የሚሆን ገንዘብን በተመለከተ						3	2	1	5	4	3	2	1
4	ከቤተሰብ እውቅና ውጪ ከሌላ ሰታ ገንዘብ ስለማግኘት						3	2	1	5	4	3	2	1
5	ለመዝናኛ የሚሆን ገንዘብ አስመልክቶ						3	2	1	5	4	3	2	1
6	የወንድ ወይም የሴት ጓደኛ ስለመያዝ						3	2	1	5	4	3	2	1
7	ከወንድ/ሴት ጓደኛ ጋር ስለመሄድ/ስለመውጣት						3	2	1	5	4	3	2	1
8	ወሲባዊ ግንኙነት ስለመፈፀምና ሌሎች ተዘማጅ ጉዳዮች						3	2	1	5	4	3	2	1
9	የጋብቻ ጥያቄን አስመልክቶ						3	2	1	5	4	3	2	1
10	የቤት ሥራ ሥለመሥራት						3	2	1	5	4	3	2	1
11	በትምህርት ዝቅተኛ ውጤት ስለማስመዝገብ (ስለማግኘት)						3	2	1	5	4	3	2	1
12	በትምህርት ቤት ውስጥ የዲሲኒሊን ችግር ስለመፍጠር						3	2	1	5	4	3	2	1
13	የማጠናከሪያ/የማካከሻ ትምህርት ስለመከተል						3	2	1	5	4	3	2	1

14	ስለ አልኮል መጠጦች (ለምሳሌ ቢራ፣ ጠጅ ወዘተ ስለመጠጣት)						3	2	1	5	4	3	2	1
15	ሲጋራ፣ ትምባሆና፣ የመሳሰሉትን ነገሮች ስለማጨስ						3	2	1	5	4	3	2	1
16	ጫት ስለመቃም						3	2	1	5	4	3	2	1
17	ዘግይቶ/አምሽቶ ወደ ቤት መገባትን በተመለከተ						3	2	1	5	4	3	2	1
18	የረእፍት ጊዜን ከማን ጋር እና እንዴት ማሳለፍ እንደሚገባ						3	2	1	5	4	3	2	1
19	ከወላጅ ፈቃድ ሳያገኙ ከቤት መውጣትን አስመልክቶ						3	2	1	5	4	3	2	1
20	ከቤት ውጭ (ከጓደኛ ቤት) ስለማደር						3	2	1	5	4	3	2	1
21	ፊልምና የተለያዩ ጫዋታዎችን ለማየት ከቤት ስለመውጣትና ዘግይቶ ወደ ቤት ስለመመለስ						3	2	1	5	4	3	2	1
22	ሱቅ (ገበያ) ስለመሄድ (ስለመለክ)						3	2	1	5	4	3	2	1
23	ምግብ መሥራት? (ማብሰልን) በተመለከተ						3	2	1	5	4	3	2	1
24	ልብስ ማጠብና ቤት ማጽዳትን ወዘተ በሚመለከት						3	2	1	5	4	3	2	1
25	የታዘዙትን ሥራ በአግባቡ ስለማከናወን						3	2	1	5	4	3	2	1
26	ቤት ውስጥ ህፃናትንና ልጆችን ስለመጠበቅ (ስለመንከባከብ)						3	2	1	5	4	3	2	1
27	አዛውንት (አረጋውያን) የቤተሰብ አባላትን ስለመንከባከብ						3	2	1	5	4	3	2	1

28	ቁምጣ አጭር ቀሚስ ወይም ያልተለመዱ አልባሳትን ለብስ ክቤት ስለመውጣት					3	2	1	5	4	3	2	1
29	ለየት ያለ የፀጉር አሠራርን/አቆራረጥን በተመለከተ					3	2	1	5	4	3	2	1
30	ወላጅንና በዕድሜ ታላቆችን ስለማክበር					3	2	1	5	4	3	2	1
31	አንዳንድ ነገሮችን በራስ የማከናወን ጥያቄን በተመለከተ					3	2	1	5	4	3	2	1
32	የወላጅ ተዕዛዝ ማክበርን (መታዘዝን) በተመለከተ					3	2	1	5	4	3	2	1
33	በቤት ውስጥ ክልጆች (ወንድሞችና እህቶች) ጋር ስለመጣላት ወይም ስለመደባደብ					3	2	1	5	4	3	2	1
34	አንዳንድ ነገሮች ይደረጉልኝ በማለት ወላጆችን አዘውትሮ መጠየቅን (አረፍት መንሳትን) በሚመለከት					3	2	1	5	4	3	2	1
35	ምግብ በሚበላበት ሰዓት ወሬ ስለማውራት/ስለመሳቅ					3	2	1	5	4	3	2	1
36	መበላት ስላለበት የምግብ ዓይነት					3	2	1	5	4	3	2	1
37	የምግብ ሰዓትን በተመለከተ					3	2	1	5	4	3	2	1
38	መዋሽትን (ሐሰት መናገርን) በተመለከተ					3	2	1	5	4	3	2	1
39	ስለ ቤተክርስቲያን አምልኮት					3	2	1	5	4	3	2	1
40	ወደ ቤተ ክርስቲያን የመሄጃ ቀናትን/ጊዜያትን አስመልክቶ					3	2	1	5	4	3	2	1

ማሳሰቢያ:- ክላይ ከተዘረዘሩት ጉዳዮች በተጨማሪ ሌሎች አወዛጋቢ (አጨቃጫቂ) ጉዳዮች ገጥሞህ/ሽ ከሆነ
ዘርዘር/ራ:: -----

Appendix F

በአዲስ አበባ ዩኒቨርሲቲ የትምህርት ፋኩልቲ የድህረ ምረቃ ትምህርት ቤት የሳይኮሎጂ ትምህርት ክፍል

በወላጆችና ወጣት ልጆች መካከል የሚፈጠር ግጭትን አስመልክቶ ለሚደረግ ጥናት የተዘጋጀ መጠይቅ

(በወላጆች የሚሞላ)

የዚህ መጠይቅ ዋና ዓላማ ወጣት ልጆች ከወላጆቻቸው (ከአሳዳጊዎቻቸው) ጋር ያለመስማማትን (ግጭትን) በተመለከተ የወጣት ልጆች እድሜ፣ የታ እንዲሁም የቤተሰብ ኢኮኖሚና ማህበራዊ ሁኔታዎች ሊኖራቸው ስለሚችለው ተፅዕኖ (ሚና) ለማጥናት ነው። ስለሆነም፣ የእርስዎ ትክክለኛ ምላሽ ለጥናቱ ዋጋማነት ከፍተኛ አስተዋጽኦ እንዳለው ተገንዝበው መጠይቁን በትክክል እንዲሞሉ እጠይቃለሁ።

በቅድሚያ አመሠግናለሁ።

ማሳሰቢያ:- ስም መጻፍ አያስፈልግም

ክፍል አንድ:- አጠቃላይ መረጃ

ከዚህ በታች ለቀረቡት መጠይቆች ትክክለኛውን ምላሽ በክፍት ቦታው በመጻፍና ምርጫ ለተሠጣቸው ደግሞ በማክበብ መልስዎን ይሰጡ።

1. የእርስዎ የታ 1. ወንድ 2. ሴት
2. የወጣት ልጅዎ ጾታ 1. ወንድ 2. ሴት
3. የወጣት ልጅዎ እድሜ
 1. 12-15 ዓመት 3. 19-24 ዓመት
 2. 16-18 ዓመት
4. የእርስዎ የጋብቻ ሁኔታ
 1. ያገባ/ች 2. ያላገባ/ች 3. አግብቶ/ታ የፈታ/የፈታች
5. እርስዎ ቤት ካሉት ወጣት ልጆች ጋር ያለውት የዝምድና ዓይነት
 1. ወላጅ አባት 2. የእንጆራ አባት 3. ወላጅ እናት
 4. የእንጆራ እናት 5. አያት 6. ሌላ ካለ ይጥቀሱ -----
6. የስራ ሁኔታ
 - 6.1 የእርስዎ የስራ ሁኔታ
 - (1) በመንግሥት/በግል መስሪያ ቤት ተቀጣሪ
 - (2) በግል ሥራ የሚተዳደር (ያልተቀጠረ/ች)
 - 6.2 የባለቤትዎ የስራ ሁኔታ
 - (1) በመንግሥት/በግል ድርጅት ተቀጣሪ
 - (2) በግል ሥራ የሚተዳደር /ያልተቀጠረ/ች/
8. የእርስዎና የባለቤትዎ የትምህርት ደረጃ

	ሀ. የእርስዎ የትምህርት ደረጃ		ለ. የባለቤትዎ የትምህርት ደረጃ
1	ምንም ያልተማረ/ች	1	ምንም ያልተማረ/ች
2	የአንደኛ ደረጃ ትምህርት (1-8) ያጠናቀቀ/ች	2	የአንደኛ ደረጃ ትምህርት (1-8) ያጠናቀቀ/ች
3	የሁለተኛ ደረጃ ትምህርት (10ኛ ወይም 12ኛ) ክፍል ያጠናቀቀ	3	የ2ኛ ደረጃ ትምህርት (10ኛ ወይም 12ኛ) ያጠናቀቀ/ች
4	በተወሰነ ሙያ ሠርተፊኬት ያለው (ያላት)	4	በተወሰነ ሙያ ሠርተፊኬት ያለው/ያላት
5	በዲፕሎማ የተመረቀ(ች)	5	በዲፕሎማ የተመረቀ/ች
6	የመጀመሪያ ዲግሪ ያለው/ያላት	6	የመጀመሪያ ዲግሪ ያለው/ያላት

ክፍል ሁለት: በወላጆችና ወጣት ልጆች መካከል ያለመስማማት (ግጭት) ሊያስነሱ የሚችሉ ጉዳዮች በወላጆች (አሳዳጊዎች) ሲገለጹ::

ዓላማ:- የዚህ መጠይቅ ዋና ግላማ በወላጆችና ወጣት ልጆች መካከል ያለመግባባትን (ግጭት) ሊያስከትሉ የሚችሉ ጉዳዮችን ለይቶ ለማወኔ ነው:: ስለዚህ ለእያንዳንዱ መጠይቅ ትክክለኛ ምቁሽዎን ይሥጡ:: መልስ ከመሰጠትዎ በፊት መመሪያውን በጥንቃቄ ያንብቡ::

መመሪያ:- ከዚህ በታች የተዘረዘሩት አርእስተ ጉዳዮች በወላጆችና ወጣት ልጆች መካከል ያለመግባባት (ግጭት) ሊያስከትሉ ከሚችሉ ምክንያቶች ጥቂቶቹ ናቸው::

ስለዚህ

እያንዳንዱን አርዕስት ጉዳይ ካነበቡ በኋላ፣

1. በተጠቀሰው ጉዳይ ላይ እርስዎና ወጣት ልጅዎ/ልጆችዎ ባለፉት ሁለት ወራት ውስጥ ተወያይታችሁ ከሆነ «ተወያይተን ነበር» ከልተወያያችሁ ደግሞ «አልተወያየንም» የሚለውን ያክብቡ:: መልስዎ «ተወያይተን ነበር» ከሆነ
- ሀ. ከየትኛው ልጅዎ ጋር ማለትም «ከወንድ ልጅ»፣ «ከሴት ልጅ ጋር» ወይንም «ከሁለቱም ጋር» ከሚሉት አንዱን በመምረጥ ያክብቡ::
- ለ. መቼ መቼ እንደተወያያችሁ ለመግለፅ 3=ሁል ጊዜ፣ 2=አብዛኛውን ጊዜ ወይም 1=አልፎ አልፎ ከሚሉት አማራጮች አንዱን በመምረጥ ያክብቡ::
- ሐ. ጉዳዩን በምትወያዩበት ጊዜ የነበረዎትን ስሜት ለመግለፅ ደግሞ ከ1-5 ከተጠቀሱት ቁጥሮች አንዱን በመምረጥ ማለትም:- 5.እ ጅግ በጣም ተናድጄ ነበር 4. በጣም ተናድጄ ነበር 3. ተናድጄ ነበር 2. በመጠኑ ተናድጄ ነበር 1. በጭራሽ አልተናድድኩም በማለት አንዱን ያክብቡ::

የመወያያ አርስኦት

ተ.ቁ	በእነዚህ ጉዳዮች ተወያይቶታውቃላችሁ?	ተወያይተን ነበር	አልተወያየም	ውይይቱን ያደረጉት ከየትኛው ወጣት ለጅም ጋር ነበር?			በዚህ ጉዳይ ዙሪያ ላይ መቼ መቼ ነበር የተወያየችሁት?			በምትወያዩበት ጊዜ የተሰማዎት ስሜት ምን ነበር?				
				ከወንድ ልጅ ጋር	ከሴት ልጅ ጋር	ከሁለቱም ጋር	3	2	1	5	4	3	2	1
1	ስለገንዘብ አያያዝና አጠቃቀም						3	2	1	5	4	3	2	1
2	ገንዘብ ያለአግባብ ስለማውጣት (ስለ ብኩንነት)						3	2	1	5	4	3	2	1
3	ለአልባሳት፣ ለጌጣጌጦችና ቅባቶች ወዘተ መግዣ የሚሆን ገንዘብን በተመለከተ						3	2	1	5	4	3	2	1
4	ከቤተሰብ እውቅና ውጪ ከሌላ ቦታ ገንዘብ ስለማግኘት						3	2	1	5	4	3	2	1
5	ለመዝናኛ የሚሆን ገንዘብ አስመልክቶ						3	2	1	5	4	3	2	1
6	የወንድ ወይም የሴት ጓደኛ ስለመያዝ						3	2	1	5	4	3	2	1
7	ከወንድ/ሴት ጓደኛ ጋር ስለመሄድ/ስለመውጣት						3	2	1	5	4	3	2	1
8	ወሲባዊ ግንኙነት ስለመፈጸምና ሌሎች ተዘማጅ ጉዳዮች						3	2	1	5	4	3	2	1
9	የጋብቻ ጥያቄን አስመልክቶ						3	2	1	5	4	3	2	1
10	የቤት ሥራ ሥለመሥራት						3	2	1	5	4	3	2	1
11	በትምህርት ዝቅተኛ ውጤት ስለማስመዝገብ (ስለማግኘት)						3	2	1	5	4	3	2	1
12	በትምህርት ቤት ውስጥ የዲሲፕሊን ችግር ስለመፍጠር						3	2	1	5	4	3	2	1
13	የማጠናከሪያ/የማካከሻ ትምህርት ስለመከታተል						3	2	1	5	4	3	2	1
14	ስለ አልኮል መጠጦች (ለምሳሌ ቢራ፣ ጠጅ ወዘተ ስለመጠጣት)						3	2	1	5	4	3	2	1
15	ሲጋራ፣ ትምባሆና፣ የመሳሰሉትን ነገሮች ስለማጨስ						3	2	1	5	4	3	2	1
16	ጫት ስለመቃም						3	2	1	5	4	3	2	1
17	ዘግይቶ/አምሸቶ ወደ ቤት መገባትን በተመለከተ						3	2	1	5	4	3	2	1
18	የአረፍት ጊዜን ከማን ጋር እና እንዴት ማሳለፍ እንደሚገባ						3	2	1	5	4	3	2	1
19	ከወላጅ ፈቃድ ሳያገኙ ከቤት መውጣትን አስመልክቶ						3	2	1	5	4	3	2	1
20	ከቤት ውጭ (ከጓደኛ ቤት) ስለማደር						3	2	1	5	4	3	2	1

21	ፊልምና የተለያዩ ጫዋታዎችን ለማየት ከቤት ስለመውጣትና ዘግይቶ ወደ ቤት ስለመመለስ						3	2	1	5	4	3	2	1
22	ሱቅ (ገበያ) ስለመሄድ (ስለመላክ)						3	2	1	5	4	3	2	1
23	ምግብ መሥራት (ማብሰልን) በተመለከተ						3	2	1	5	4	3	2	1
24	ልብስ ማጠብና ቤት ማጽዳትን ወዘተ በሚመለከት						3	2	1	5	4	3	2	1
25	የታዘዙትን ሥራ በአግባቡ ስለማከናወን						3	2	1	5	4	3	2	1
26	ቤት ውስጥ ህፃናትንና ልጆችን ስለመጠበቅ (ስለመንከባከብ)						3	2	1	5	4	3	2	1
27	አዛውንት (አረጋውያን) የቤተሰብ አባላትን ስለመንከባከብ						3	2	1	5	4	3	2	1
28	ቁምጣ አጭር ቀሚስ ወይም ያልተለመዱ አልባሳትን ለብሶ ከቤት ስለመውጣት						3	2	1	5	4	3	2	1
29	ለየት ያለ የፀጉር አሠራርን/አቆራረጥን በተመለከተ						3	2	1	5	4	3	2	1
30	ወላጅና በዕድሜ ታላቆችን ስለማክበር						3	2	1	5	4	3	2	1
31	አንዳንድ ነገሮችን በራስ የማከናወን ጥያቄን በተመለከተ						3	2	1	5	4	3	2	1
32	የወላጅ ትዕዛዝ ማክበርን (መታዘዝን) በተመለከተ						3	2	1	5	4	3	2	1
33	በቤት ውስጥ ከልጆች (ወንድሞችና እህቶች) ጋር ስለመጣላት ወይም ስለመደባደብ						3	2	1	5	4	3	2	1
34	አንዳንድ ነገሮች ይደረጉልኝ በማለት ወላጆችን አዘውትሮ መጠየቅን እረፍት መንሳትን) በሚመለከት						3	2	1	5	4	3	2	1
35	ምግብ በሚበላበት ሰዓት ወሬ ስለማውራት/ስለመሳቅ						3	2	1	5	4	3	2	1
36	መበላት ስላለበት የምግብ ዓይነት						3	2	1	5	4	3	2	1
37	የምግብ ሰዓትን በተመለከተ						3	2	1	5	4	3	2	1
38	መዋሸትን (ሐሰት መናገርን) በተመለከተ						3	2	1	5	4	3	2	1
39	ስለ ቤተክርስቲያን አምልኮት						3	2	1	5	4	3	2	1
40	ወደ ቤተ ክርስቲያን የመሄጃ ቀናትን/ጊዜያትን አስመልክቶ						3	2	1	5	4	3	2	1

ማሳሰቢያ:- ከላይ ከተዘረዘሩት ጉዳዮች በተጨማሪ ሌሎች አወዛጋቢ (አጨቃጫቂ) ጉዳዮች ገጥሞዎት ከሆነ ይዘርዘሩ:: -----

Appendix G

Interview Questions with parents

Sex _____ Occupation _____ Educational status _____

Sex of adolescent _____ adolescent age _____

1. Do you have an adolescent child (adolescent children) in your family?
2. Have you ever had any conflict with him/her/them in the last two months?
3. What are the issues of disagreement between your adolescent child and you?
4. How often did you discuss (disagree) in the last two months?
5. How did you feel when you discussed these issues?

Interview Questions with adolescents

Age _____ Sex _____ Grade _____

Parent's Occupation

A. Father's occupation _____ B. Mother's occupation _____

Parent's Educational level

A. Father's educational level _____ B. Mother's educational level _____

_____ Sex _____ Age _____ Grade _____

1 Parents' occupation

Father's occupation _____ Mother's occupation _____

2. Parent's educational status

Father's educational status _____ Mother's educational status _____

1. Have you had any conflict with your parents in the last two months?
2. With which parent did you disagree?
3. What were the topics that you disagreed?
4. Could you tell me how often you disagreed over these issues in the last two months?
5. How did you feel then?



Appendix H

ወጣት ልጆች ከወላጆቻቸው ጋር ያለመስማማትን በተመለከተ ከወላጆች ጋር የተደረገ ቃለ-ምልልስ ጸታ----- ስራዎ-----የትምህርት ደረጃ-----

የወጣት ልጅዎ ጸታ----- እድሜ-----

የቃለ-ምልልሱ መነሻ ጥያቄዎች

1. ወጣት ልጅ/ጆች አሉዎት?
2. ባለፉት ሁለት ወራት ከወጣት ልጅዎ/ልጆችዎ ጋር በአንዳንድ ጉዳዮች ያለመግባባት ተፈጥሮ ነበር?
3. ከተወያየችሁባቸው ጉዳዮች መካከል በየትኞቹ ላይ ነበር ያልተግባባችሁት?
4. በእነዚህ ጉዳዮች ላይ ባለፉት ሁለት ወራት ዘወትር ወይም አልፎ አልፎ ትወያዩባቸው ጉዳዮች ነበሩ? (ድግግሞሹን ቢገልጹልኝ)።
5. በእነዚህ ጉዳዮች ላይ ልዩነት በነበራችሁ ወቅት የእርስዎ ስሜት ምን ነበር?

ወጣት ልጆች ከወላጆቻቸው ጋር ያለመስማማትን በተመለከተ ከልጆች ጋር የተደረገ ቃለ-ምልልስ ጸታ-----እድሜ-----የክፍል ደረጃ-----

1.የወላጆች የስራ ሁኔታ

የአባት የስራ ሁኔታ----- የእናት የስራ ሁኔታ-----

2.የወላጆች የትምህርት ደረጃ

የአባት የትምህርት ደረጃ----- የእናት የትምህርት ደረጃ-----


የቃለ-ምልልሱ መነሻ ጥያቄዎች

1. ባለፉት ሁለት ወራት ከወላጆችህ/ሽ ጋር በአንዳንድ ጉዳዮች ላይ ያለመግባባት ተፈጥሮ ነበር?
2. ያለመግባባቱ የተፈጠረው ከአባት ጋር ወይንስ ከእናት ጋር ነበር?
3. ከተወያየችሁባቸው ጉዳዮች መካከል ያልተግባባችሁባቸውን ጉዳዮች ልትነግረኝ/ሪኝ ትችላለህ/ሽ?
4. በእነዚህ ጉዳዮች ትነጋገሩ የነበራችሁት ሁለጊዜ ወይንስ አልፎ አልፎ ነበር?
5. በእነዚህ ጉዳዮች ልዩነት በነበራችሁ ወቅት የአንተ/ቺ ስሜት ምን ነበር?

DECLARATION

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

Wohabie Birhan Bitew

 09/08/2007

