

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**THE RELATIONSHIP BETWEEN PARENTING  
STYLES AND ADOLESCENT  
AGGRESSION**

**By**

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# ACRONYMS, ABBREVIATIONS AND SYMBOLS USED

## Acronyms:

|              |                                     |
|--------------|-------------------------------------|
| <b>ANOVA</b> | Analysis of Variance                |
| <b>CYAO</b>  | Child and Use Affairs Organizations |
| <b>HSD</b>   | Honesty Significance Difference     |
| <b>MS</b>    | Mean Squares                        |
| <b>SPSS</b>  | Systems Program for Social Science  |
| <b>SS</b>    | Sum of Squared                      |

## Abbreviations:

|           |             |
|-----------|-------------|
| <b>.P</b> | Probability |
| <b>p.</b> | Page        |

## Symbols:

|                       |                                 |
|-----------------------|---------------------------------|
| <b>i.e.</b>           | That is                         |
| <b>np<sup>2</sup></b> | Strength of Association Measure |

## ABSTRACT

*Several other investigators have studied parenting style by relating it to variables like achievement, adjustment and others. Little research has been made to relate parenting style to adolescent aggression particularly in Ethiopia.*

*This research was approached with two objectives; first to investigate the relationship between parenting styles and adolescent aggression; second to examine the effect of gender on adolescent aggression. In this investigation data were gathered using systematic random sampling technique and analyzed using ANOVA and descriptive statistics methods for the 336 selected adolescent students ranging from 15 to 18 years of age. The rationale behind the selection of these grade levels was that most of the students in these grades and schools are found in the adolescence stage of development.*

*In this investigation, the adolescent students rated the perceptions of their own parents or guardians about the two dimensions of parenting styles, namely responsiveness or acceptance and demandingness or control. In the same way, the adolescent students rated themselves on how they perceived their own level of aggression.*

*Based on these dimensions, the targeted adolescents were assigned to one of parenting styles by which they were brought up and characterized as authoritative, authoritarian, indulgent and neglectful. This research found out that the adolescents from authoritarian, indulgent and neglectful parenting styles manifested significantly more physical, verbal and indirect aggression ( $F= 87.84$ .  $P<0 .001$ ) than adolescents from authoritative parenting style. However, there is no significant difference in physical aggression among adolescents from authoritarian, indulgent and neglectful parenting styles. Male adolescents are significantly more aggressive in physical aggression than female adolescents ( $F=71.50$ .  $P<0.001$ ). In contrast, female adolescents were found to be more significantly aggressive than male adolescents in indirect aggression ( $F=88.46$ .  $P<0.001$ ). However there were no significant differences in verbal aggression among male and female adolescents ( $F=1.45$ .  $P>0.05$ ). In conclusion, parenting style and gender play some role in determining adolescent aggression.*

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*Appendix A*

*Appendix B*

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1 Background of the Problem

In the history of human beings, people have lived by and died from aggression. In the years between 1820-1945, about 58 million people were killed and millions were injured due to aggression. , Now days, the world rarely hears of peace for a day due to major conflicts in the world (Forsyth and Archer, 1995). One basic question to be raised here is as to why people are so aggressive with each other.

Developmental psychologists have been developing theories which explain the developmental causes of human aggression. Some of them emphasize biological roots, heredity and hormones, as sources of aggression. Others focus on environmental factors such as parents, other adults, peers and the like (Santrock, 1999). The philosopher John Locke (cited in Forsyth and Archer, 1995) also believes that people learn to become aggressive. This means that human beings are not born with aggression but acquire it through experience.

According to Hetherington and Parke (1993) aggression is caused by cultural, psychological, and biological factors such as, biochemical (hormonal), and hereditary mechanisms. For instance, people with elevated level of testosterone hormones are found to be more aggressive than low level of this hormone.

Emphasizing the role of environmental forces on human development, Bronfenbrenner (cited in Papalia, et al, 1999) points out that we are living in the organized sets of environment which

range from immediate to remote settings. These settings may directly or indirectly affect behavior. To him the relationship between children and their immediate environment (family) may play a principal role in child development. In support of this view, Cole and Cole (1993) suggest that family environment is an important factor in the regulation of behavior during adolescence. People from disadvantaged socio-economic backgrounds are found to be more aggressive than those from advantaged ones (Forsyth and Archer, 1995). Hence, it is the social environment that shapes adolescents' behavior.

Besides, concerning the development of aggression among adolescents, Bandura (cited in Cole and Cole, 1993) argues that aggressiveness, which is often associated with adolescence, is a product of social reinforcement.

In line with this view, Patterson (Cited in Hetherington and Parke, 1993) claim that in the family circle, parents may contribute to their children's aggression. The family environments of aggressive and non-aggressive children were found to be different. According to him, parents who use harsh physical punishment are likely to have aggressive and hostile children while parents who display pro-social behavior to their children are likely to have pro-social adolescents. This idea implies that parents play a great role in providing either inhibiting or facilitating situations for child development. Developmental psychologists are interested in how parenting styles influence children's behavior.

Although different investigations have been conducted in different parts of the world in relation to parenting styles and adolescent aggression, there is no sufficient literature to be cited in

Ethiopian cultural condition. As a result, one can hardly show a clear pattern of relationship between parental styles and adolescent aggression typical of Ethiopian parents.

If at all a piece of less relevant and scanty work is found on Ethiopia, it must be on other aspects of adolescent behavior and role of parents. To mention some of these research results and report; Children and Youth Affairs Organization (CYAO, 1995) indicated that the most commonly known problem of Ethiopian adolescents were delinquency, sexual abuse, drug abuse among other things. Similarly, Cox (1967), and Ringess and Gander (1974) noted that some Ethiopian adolescents were observed manifesting antisocial and undesirable behaviors.

Regarding the source of this problem behavior, CYAO (1995) also reported its finding that the inappropriateness of parents guiding manner has resulted in the development of antisocial and undesirable behaviors among their adolescent children. In line with this view, Cox (1967), Ringess and Gander (1974) reveal that complete authoritarian discipline and inadequate supervision of Ethiopian parents produce adolescents who lack reasoning ability, who are rigid, and who exhibit unfavorable behaviors.

## **1.2 Statement of the Problem**

In this research, in the target community and schools of Arsi Zone, the aggressive behaviors of adolescents are getting worse from time to time. The frequency and, severity of aggression is increasingly observed in the community. It is assumed that parental behaviors are likely to affect their own adolescents'

behavior. The reason for this could be because parents are naturally close enough to influence their own adolescent ones who can't escape acquiring either desirable or undesirable behaviors. It is supposed that the extent to which adolescent aggressive or pro-social behavior is dependent upon the type of parenting style. In other words, the positive parent-adolescent relationship is associated with adolescents' pro-social behavior while a more negative parent -adolescent relationship is assumed to be associated with aggressive behaviors. This means that parental failure to monitor and lack of parental warmth may lead to producing aggressive behavior among adolescents.

On the ground of the above stated problems, this research was designed to answer the following research questions.

1. Is there significant difference in physical aggression among adolescents from different parenting styles (authoritative, authoritarian, indulgent and neglectful)?
2. Is there significant difference in verbal aggression among adolescents from different parenting styles (authoritative, authoritarian, indulgent and neglectful)?
3. Is there significant difference in direct aggression among adolescents from different parenting styles (authoritative, authoritarian, indulgent and neglectful)?
4. Is there significant difference in physical aggression between female and male adolescents?

5. Is there significant difference in verbal aggression between female and male adolescents?
6. Is there significant difference indirect aggression between female and male adolescents?

### **1.3 Objectives of the Research**

The main objectives of this research are to:-

1. Investigate the relationship between parenting styles and adolescent aggression.
2. Examine the relationship between sex and adolescent aggression.
3. Examine the interaction effect between parenting styles and gender on adolescent aggression.

### **1.4 Hypotheses**

Accordingly the following hypotheses were formulated as a basic guide of investigation and to be tested in the course of investigation.

1. There is no significant difference in physical aggression among adolescents from different parenting styles (authoritative authoritarian, indulgent and neglectful).
2. There is no significant difference in verbal aggression among adolescents from different parenting style, (authoritative, authoritarian, indulgent and neglectful).
3. There is no significant difference in indirect aggression among adolescents from different parenting styles (authoritative, authoritarian indulgent, and neglectful).

4. There is no significant difference in physical aggression between female and male adolescents.
5. There is no significant difference in verbal aggression between male and female adolescents.
6. There is no significant difference in indirect aggression between male and female adolescents.

### **1.5 Delimitation of the Research**

Many studies have shown that several variables such as parental status, biological and psychological factors, should be considered as sources of adolescent aggression. It is difficult, however, to include all these relevant variables in the present research. Therefore, the present investigation is delimited to parenting styles with regard to adolescent aggression.

The research was conducted in Arsi administrative zone. The variables treated are parenting styles which include the two dimensions namely responsiveness and demandingness with regard to the four parenting styles (authoritative, authoritarian, indulgent, and neglectful) and gender as independent variable. Adolescent aggression is the dependent variable with three levels namely, physical, verbal, and indirect aggressions.

## **1.6 Significance of the Study**

- The result of the investigation will be used as a source of information for concerned authorities to design intervention strategies pertaining to the adolescent group.
- The output of this inquiry may also inform parents of Arsi zone on how to rear their children and reduce adolescent aggression.
- The research product can also serve as initial reference to conduct further study on the development of adolescent aggression in the area and beyond.

## **1.7 Operational Definition of Terms**

### **Parental Warmth:**

Parental warmth refers to parental behaviors that is expressed in terms of parental supportiveness, fulfilling needs, closeness, and the like as measured on Dornbusch's, (1987) scale. The term is synonymous "involvement", "acceptance", and responsiveness.

### **Parental Control:**

Parental Control refers to parental behaviors that are expressed in the form of following up how adolescents spend their free time and money, and who their friends are as measured on Dornbusch's, (1987) scale. The term is synonymous to supervision/monitoring.

### **Parenting styles:**

Parenting style refers to adolescents' perception about their parents' behaviors with respect to parental warmth and parental control as measured on (Dornbusch, 1987) parenting style questionnaire.

- a. Authoritative Parents are parents, whose score are high on Acceptance, strictness, supervision, warmth, and helpfulness.
- b. Authoritarian Parents are parents whose score are least in acceptance, warmth, and high score on control.
- c. Indulgent parents are parents whose scores are high on acceptance/involvement but score low on strictness/supervision
- d. Neglectful parents are parents whose scores are low in acceptance/involvement and strictness /supervision.

Perception of adolescents about their own behavior with regard to verbal and physical aggressiveness and indirect aggression are measured by Bjorkqvist's (1992), Eysencka's (1997) and Perry and Buss's (1992) aggression inventory scale.

- a) Verbal aggression is behavior expressed in negative words as a way to attack, no playful verbal exchange, teasing, treating, insulting, and the like in the presence of perpetrators.
- b) Physical aggression refers to forceful actions in terms of kicking, biting, hitting, snapping, pinching, pushing and so on
- c) Indirect aggression refers to behaviors that are displayed in the form of social exclusion, gossiping, ignoring, and withdrawing a friendship and so on. Hostile aggression can be displayed by indirect aggression, verbal aggression and physical aggression.

High score on the rating scale implies that the adolescent is aggressive in physical aggression, verbal aggression, and indirect aggression. The rating will be done by self-report.

Adolescents are individuals whose ages range from 15 years to 18 years old. Parents can be biological or extended families or other caregivers/guardians.

# **CHAPTER TWO**

## **2. Review of Literature**

This chapter deals with the literature on various socialization process and their effects on adolescent behavior. More emphases are given to how the socialization process of various parenting styles affects adolescent aggression. In this part relevant theories and previous research findings are presented to have clear understanding about the problem under investigation.

### **2.1. Definition of Aggression**

Regarding the meaning and the form of aggression Vasta, et al, (1999) indicate that the concept of aggression depends on social judgment and its meaning is contextually specific to a given culture. Vasta and others define aggression as behaviors that intentionally inflict harm to other persons or property. Similarly, Berkowitz (cited in Forsyth and Archer, 1995) define aggression as actions with the intention of hurting other persons. These behaviors can be displayed by actions, which range from insulting to killing.

According to Maccoby (cited in Cole and Cole, 1989) aggression is a hurtful action, which is deliberately inflicted to harm a victim. For behavior to be considered aggressive, it has to intentionally cause suffering. To be aggressive, individuals must recognize that they can cause harm to others. Aggressive individuals may be characterized by irritation, passion, frustration,

anger, lack of self-control and end with destruction. Aggression is the action one person commits to attack though not all hurts are aggressive. For instance, dentists and surgeons can't be labeled as aggressive, because the intention of producing pain is not their goal. Furthermore, spilling hot tea incidentally on a friend is not aggression, whereas throwing a stone and missing to hit the person is aggression.

Children may become angry but do not exhibit aggression because they are too young to develop intentional ideas. When they struggle over objects and their goal is to gain possession of objects rather than to harm others, it is not termed as aggression (Shaffer, 1994).

In daily life style, individuals exhibit aggressive behavior in actions such as quarrelling, jealousy, hyperactivity, uncooperativeness, ill-temperedness, stubbornness, scolding, denial, betrayal, resentment, argumentativeness, criticizing, flattering, fighting, cruelty, disregarding, destroying, terrible insult, burst out in such outrageous way by saying "why don't you kill me?", smashing, violating rules, domination, stealing, starting fire, blocking one's promotion and so on.

## **2.2. Types of Aggression**

Aggression is often manifested in a variety of behaviors such as, physical attack, robbery, rape, homicide, alienation, gossiping, and violence. Many researchers identified different types of aggression. According to Berkowitz (cited in Forsyth and Archer, 1995) a behavior that involves quarrel simply to possess something or to protect oneself is called instrumental aggression; for example,

robbery, stealing, and the like. In line with this, Hetherington and Parke (1993) state that when individuals use force to dominate others or to gain possession, it is called proactive aggression. Crick and Dogde (cited in Papalia, et. al., 1999) indicate that people who employ instrumental aggression view force as an effective way to achieve a goal and attack deliberately. Instrumentally aggressive individuals hold distorted beliefs as if violence was legitimate and victims suffer little.

Hetherington and Parke (1993) identify another form of aggression called hostile aggression. It is an action intended to harm others. Such behaviors are displayed in terms of criticism, verbal disapproval, ridicule, tattling, etc. Furthermore, Berkowitz and Baron (cited in Forsyth and Archer, 1995) stated that hostile aggression is stimulated by strong emotion of hate and produce strong attack. It is often exhibited in the form of retaliation. In this respect, Cole, et al. (cited in Shaffer, 1994) indicated that when individuals exhibit aggression in response to being attacked, it is called reactive or retaliatory aggression, which intends to harm the provocateur.

Crick and Dogde (cited in Papalia, et al, 1999) reveal that individuals engage in hostile aggression due to their distorted perceptions. They see as if others are trying to hurt them. In this case hostile aggression is manifested in the form of retaliation. Hostile adolescents have negative attitude, which they don't try to control (Winkley, 1996).

According to Craig (2000) aggression can be also categorized as follows:

- 1. Physical aggression:** This refers to action that inflicts harm by employing physical means such as pinching, slapping, nodding, kicking, throwing objects at, stabbing, flogging, knocking, shooting, hitting, frowning, aiming at, protruding the tongue at, and so forth.
- 2. Verbal aggression:** This is another form of aggression displayed to harm the victim's psychologically using speech or verbs of insulting, nicknaming, teasing, blaming using rude words, flattering, cursing, scolding, warning, yelling, threatening, etc.
- 3. Indirect aggression:** Indirect aggression is a kind of social manipulation: The aggressor manipulates other individuals to attack the victim. In other words the aggressor makes use of other persons in order to hurt the target person, without being personally involved in the attack (Bjorkqvist, et al 1998).

This view implies that indirect aggression is achieved through some other persons without confrontation. Here the aggressor is an unidentified one. James and Owens (2004) assert that the term indirect aggression has been adopted to encompass aggressive behaviors, which are not directly manifested to attack others. Such behaviors encompass having bad/false things behind someone (spreading rumor), being left out (exclusion from group), having nasty notes written and spread out, having secret told to others,

breaking confidentiality, giving cold shoulder, try to avoid talking (ignoring) withdrawal of friendship, gossiping (backbiting), scheming, shunning, and so on. These are different strategies of indirect aggression by which the inflicted harms are not clear to the victims. It is masked not to appear aggression without putting the aggressor to the floor.

### **3. Different Ways of Expressing Aggression**

According to Kuppuswamy (1998) there can be two ways of expressing aggression. One of them is called *externalized aggression*. It is externalized to the outer world by way of observable actions. But if the person does not express their anger on others, the aggression turns to that individual. Such form of aggression is called *internalized aggression*. For instance people beat their breast, kick their head, tear their clothes, break objects and in extreme cases may even commit suicide.

Some forms of aggression are difficult to understand and predict. When people seem charming on the surface but empty inside, they don't appear attacking others. Their hostile aggression is cool and secretly planned in such a way that they wait for convenient time and place to harm others (Feldman, 1994)

Aggression becomes bullying when it is deliberately and persistently attacking those who are weak, vulnerable and defenseless. Bullies have more friends who are engaged in with them. They can't imagine how the victims feel (Papalia et al, 1999). Tony (Cited in Levine and Havighurst, 1992) found that, bullies

tend to continue aggression into adulthood, frequently becoming spouse and child abusers.

Finally Tedeschi and Smith (cited in Forsyth and Archer, 1995) identify two forms of aggression namely, legitimate and *illegitimate aggression*. Legitimate aggression refers to actions that produce pain or harm to others which can be considered a legal action. For instance, soldiers are legally ordered to kill enemy. Actions that one takes to defend oneself against the attack from others can also be considered legal violence. If the police exercise power beyond his/her authority and inflict suffering on criminals, such action will be labeled as illegitimate aggression.

Caron, Haltman, and Stancy (cited in Lemieux, 2002) indicate that vigorous sport person's activities can be aggressive because players try to inflict damage as step to goal winning. Here players employ legitimate forces within game rules.

From the above review, it is possible to understand that aggression appears to exist in different forms, and its perception is not based on its act but more on its intention to produce harm.

Regarding age related change in aggression Hetherington and Parke (1986) suggest that aggression starts in early life of childhood and continue through adolescence. Aggression patterns appear to be moderately stable from early life up to 22 years for both males and females. Young children display more physical attack and older children show more verbal aggression. As children get older, their early instrumental aggression changes to hostile form of aggressions.

## **2.3 Sources of Aggression**

Freud (cited in Shaffer, 1994) suggests that human beings are driven by destructive instincts called Thanatos which are responsible for the production of aggression. To him Thanatos build up energy and must be released in the form of aggression. According to Shaffer (1994) ethnologists consider aggression as a fighting instinct produced by certain eliciting cues in the environment. From the above ideas it is possible to understand that both Freud and ethnologists believe that aggression is inborn behavior. Other researchers reported different sources of aggression. Krauss (cited in Forsyth and Archer, 1995) reveals that threatening people in many cases are sufficient to arouse aggression. Berkowitz, et al (cited in Forsyth and Archer, 1995) indicate that when individuals experience pain, they become more aggressive. According to Miller (cited in Forsyth and Archer, 1995) environmental stressors such as too hot or too cold temperature, noisy, crowded places, and dirty places can raise the level of aggression.

Dollard and Miller (cited in Forsyth and Archer, 1995) state that frustration can be the source of aggression. To him when people get frustrated they behave aggressively. Similarly Feirabend and Horland (cited in Forsyth and Archer, 1995) report that hate crimes, riots, terrorism and political instability have been blamed on the aggression facilitating effects of frustration. Berkowitz (cited in Sdorow, 1990) argues that, frustration does not directly provoke aggression. Rather frustration provokes anger or other unpleasant emotions such as anxiety, depression, and the like. These unpleasant emotions in turn provoke aggression.

Since 1950's, many psychologists shifted their concern away from inner determinants of aggression to external factors. Social learning theory considers aggression as a product of social environment. In contrast to the above views of inner determinants of aggression, Bandura (cited in Shaffer, 1994) argued that emotion may facilitate the occurrence of aggression, but is not the determinant factor. Similarly Bandura (cited in Sprinthal, 1994) states that children who watch adult model of pinching, kicking and hitting imitate these aggressive behaviors. He argues that frustration causes those children who are not annoyed or frustrated yet exhibit aggression.

Bandura (cited in Sdorow, 1994) indicated that aggression is the product of learning by observation. To him aggression is acquired by watching models that are rewarded for aggression. Furthermore, Bandura (cited in Crosini and Averbach, 1998) stated that aggression is acquired by the means of vicarious experience. He emphasized reinforcement in the process of learning aggression. According to him observational learning tends to stem from three types of modeling influences. First, children learn aggression through observation from their parents' behavior. Second to subcultures, adolescents learn aggression through observation from peers and other adults. The third form is vicarious symbolic modeling on television, the papers, and in comic books.

## **2.3.1. The Influence of Social Environment and Cultural Influence on the Development of Aggression**

### **2.3.1.1 Social Environment**

Bandura, Feshbach, and other theorists (cited in Shaffer, 1994) believe that the individual's level of aggression depends on the social environment in which she/he is raised. They considered two sets of social influences that help researchers to explain why some adolescents are more aggressive than others. According to them, first the family settings in which the adolescents are raised, second, norms and values are inculcated by the society in which they live in and subcultures. Patterson, et al. (cited in Shaffer, 1994) showed that parents might influence their children's aggression through management and choice of friends. Dornbusch et al. (cited in Shaffer, 1994) found that parental ability to influence their children depend on the composition of the family. For instance, they indicated that mother head only remains in charge of difficulties in managing activities of adolescents. Parental awareness and control over activities may play a determinant role in the behavior of adolescents.

Cummings, et al. (cited in Shaffer, 1994) also stated that exposing children to parents' conflict or fighting at home, increases their likelihood of behaving hostile with their peers outside and siblings at home. Similarly Patterson (cited in Shaffer, 1994) found that aggressive individuals come from family circle where family members constantly struggle against each other. He called such type of family setting coercive home confinement when some family

members make life unpleasant others will learn to whine, yell, scream, tease or hit. In this way children learn to become aggressive. Besides when parents express affection and approval to aggressive adolescents, the aggressive individuals become highly aggressive and go out of control.

According to Olweus and Cord, et al (cited in Winkely, 1996) aggression in individuals is related to negative experience they encounter during early life in the family circle. The effective ways of handling young children should remain effective during adolescence. Hence adolescents continue to need love and affection from their parents just as young children (Patten, 2000).

Water and other researchers (cited in Shaffer, 1994) state that within social class, there is apparent individual difference in aggression. Adolescents from low socio-economic status, particularly males exhibit more aggressive behavior than higher and middle classes do because of their economic derivation leading to emotional instability.

From the above findings one can understand that the flow and cycle of parental influence in the family setting have several dimensions. When family members create hostile family environment, it becomes the springboard for aggression in adolescents.

## **2.3.2 Parenting Styles**

### **2.3.2.1 The Role of Parents in Child Development**

Many investigators have different views about the role of parents in child socialization. Scart and McCartney (cited in Grusec and Kuczynski, 1997) argue that parents have little effect on child socialization in the normal developmental range.

In contrast to the position that disregards the need of parents in child socialization, there is considerable evidence that parents play special and central role in child socialization. For instance the conflict free parent-child relationship and strong bond between child and parent are associated with the child's positive outcomes (Grusec, and Kuczynski, 1997). This view implies that parents may be considered as either a hindrance or a facilitating setting for the adolescent's growth.

Confirming to the above view point, Baumrind, Maccoby and Martin, Stienberg, Dornbusch and the like (cited in Nancy, 2003) reveal that parenting is a complex activity manifested in various behaviors that work together and individually influence child outcomes. They further added that specific parenting practices are less important in predicting child behavior than is the broad pattern of parenting. In line with this view, Grusec and Kuczynski, (1997) also indicates that the socialization process has to be seen involving many people, not only the parents. Specifically peers, extended families, the school, and the media have great impact on socialization. Parenting style provides a good indication of parents' functions to predict a child's behavior, because developmental process from early life through adolescence directly related to the

type of parenting styles Steinberg (1993). It is important to question how the relationships differ from family to family and whether these differences have important consequences for the adolescents. According to Steinberg (1993) a widely accepted model of parenting styles are identified by Baumrind, Maccoby and Martin.

To Baumrind, Maccoby and Martin, Steinberg (1993) parenting styles consist of two elements. These are parental responsiveness and parental demandingness. Parental responsiveness refers to parental warmth. Parental warmth refers to affectionate relationship, responsiveness, supportiveness, accepting, monitoring, and child-centered approach of rearing children. Here parents intentionally foster self-regulation, self-assertion, and try to fulfill their child's needs. Parental demandingness refers to parental control. Here parents make emphases in supervision, and disciplinary efforts.

Maccoby and Martin, Baumrind (cited in Nancy 1999) identified different types of parenting styles. They categorized parenting styles based on whether they are low or high on parental demandingness and responsiveness. Maccoby and Martin (cited in Nancy 1999) presented four categories of parenting styles, namely authoritative, authoritarian, indulgent, and neglectful.

### **2.3.2.2 Authoritative Parenting Style**

According to Baumrind, Maccoby and Martin (cited in Nancy, 1999) authoritative parents are characterized by responsiveness and demandingness. In this parenting style, parents exercise firm control in a loving and supportive manner. They found that authoritative parental control is appropriate for the child without

negative effect. They further indicated that, authoritative parental style is a positive approach and does not deserve criticisms that attributes to, authoritarian, neglectful, and indulgent parental styles. In line with this view Horner (2001) demonstrates that adolescents with authoritative parents are most likely to foster a positive development. Parents set and enforce rules and standards for behavior and consistently monitor their children and use no punitive method of discipline.

In confirmation to Horner's view above, Collins, et al (cited in Patten, 2001) indicate that adolescents with warm, firm, and demanding parental style are less influenced by negative peer pressure. They further argue that authoritative parenting style that is effective for young children may remain effective in adolescents. This implies that in many cases, parents' view varies in handling young children and adolescents.

Authoritative parents set high goals for their children and give emotional support. They set limits for their children, but provide reason why they do (Horner, 1999). Authoritative parents are likely to encourage a child's progression, build confidence, and make self-regulation. Authoritative parents encourage autonomy and discipline. They use power and reason in raising children. These parents are warm, rational, and give positive encouragement for their offspring. Children raised by authoritative parenting style are happy, self-controlled, and pro-social in behaviors.

Similarly Baumrind (cited in Papalia et al. 1999) indicate that authoritative parents respect their children's independent decision, interest, and opinions. They love their children and maintain standards, mild spanking in the context of warm, supportive relationship. Parents set reasonable expectation and realistic

standards. In line with these ideas, Patten (2001) adolescents whose parents are authoritative (warm, firm, demanding, loving) are less influenced by negative peer pressure.

However, sometimes a mixed style is appropriate to use under certain conditions. For instance, if a child is not responsive to discipline standard, the authoritarian parenting style approach may be needed to guide children (Horner, 2001). In her cross-cultural research Baumrind (cited in Rao and others, 2003) indicate that authoritative parenting style has been considered as optimal parenting style.

### **2.3.2.3 Authoritarian Parenting Style**

This type of parenting style is characterized by manifesting high demanding and is unresponsive towards adolescents' needs. Parents are also known by rigidity, poor interpersonal warmth, and punitiveness (Langer, 1998). In line with this view, Jacobsen (cited in Horner, 2001) states that the authoritarian parenting styles set strict rules and enforce it. Parents' voice is considered as "the law" and no one in the family questions about it. Any violence against this standard will be punished (Shiflett, 2000). Similarly Langer (1998) indicates that authoritarian parents establish domination, submission and favor punitive actions. When their offspring disobey the behavior code set by them, they order their children 'do only as I told you". There is no explanation why the offsprings adhere to their rules. Here parents seem more detached and cold (Papalia et al, 1999). Furthermore,(Berk, 2002). Indicated that authoritarian parenting style appear to serve as teaching ground for aggressive behaviors in adolescents.

#### **2.3.2.4 Indulgent Parenting Style**

The indulgent, parenting style is characterized by high responsive (acceptance, supportiveness warmth relationship), and low demandingness (control, supervision), and uninvolved.

Similarly Maccoby and Martin (cited in Patten, 2000) indicated that indulgent parents are tolerant, warm, and accepting and very committed to their children but make few control and permit considerable freedom to their children. Maccoby and Martin (cited in Reaves, 1995) assert that permissive indulgent parents are highly involved in their child's life, but allow them high freedom and don't control their unwanted behavior. In this case, parents know little about their children's activities and whereabouts.

#### **2.3.2.5 Neglectful or Disengaged Parents**

Neglectful parents do not oversee the behavior of their adolescents or support their interest. These parents seem uninvolved in the parenting responsibility. Maccoby and Martin (cited in Horner, 2001) show that neglectful parents have both low demandingness and responsiveness. These parents are uninterested, disengaged and unsupportive in their children's lives. They also identified permissively indifferent parents who are less interactive and uninvolved in their adolescent children's shaping of behavior. Permissive parenting can be cold or warm towards adolescents. If the permissive style is cold, it could be considered as neglectful, but if the style is warm it can be labeled as indulgent (Shiflett, 2000). Each of these parenting styles reflects different

parental values, practice, and believes. Each of these parenting styles has their own consequences on adolescents' behavior. For instance, authoritarian, indulgent, and neglectful parents are more likely to have aggressive adolescents (Steinberg, 1993). This implies that parenting styles can affect adolescents' behavior.

## **2.4 The Relationship between Parenting Styles and Adolescent Aggression**

The relationship between parenting style and adolescent aggression is explained by different scholars. Regarding the casual relationship between parenting styles, Bandura, Petterson, and other researchers (cited in Hetherington and Parke, 1993) have found that some types of parenting styles are either positively or negatively correlated with adolescent aggression.

According to Vasta, et al, (1999) authoritarian parents may be causally related to the development of aggression among adolescents. Parents of aggressive children have been found to deal with behavior of children aggressively. In support of this view, Kandel (1992) and Hwang et al (2002) indicated that physical punishment has the major causal relationship with adolescent aggression.

A finding of Baumrind (cited in Grusec and Kuczynski, 1997) indicates that girls from authoritarian parents tend to be dependent, whereas boys from such families tend to be aggressive. Parental control and rigidity were found to be associated with hostile aggression and provoke rebelliousness. Similarly because, both indulgent and neglectful parents are characterized by low

control and monitoring, their children show high frequency of aggressive behavior (Dornbusch, 1997). In support of the above view, Hetherington and Parke (1986 p.694) write that:

Parental permissiveness increases aggression in adolescents. To understand the development of aggression in the home, the family must be viewed not only as a social system in which all the interrelations among family members are recognized but also as a buffer or gatekeeper for outside influences. Parental awareness and control over activities in the community must be just as important in determining aggression as direct child rearing practice.

This view implies that both aspects of permissive parenting style (indulgent and indifferent) adolescents acquire aggression by the contribution of forces outside the family. This is because parents do not direct and monitor their adolescents who make excessive contact with deviant and aggressive peers outside the home. Baumrind (cited in Hwang, et al, 2002) reveals that permissive parenting style results in more adolescent aggression than authoritative parents. Children coming from home with permissive parents are more likely to display aggressive behavior than children coming from homes with extremely strict and punitive parents.

To Barnes (cited in Patten, 2000) the degree of parental monitoring influences the level of aggression in adolescents. A positive guidance to children is associated with lower levels of aggressiveness in individuals. Similarly Snyder and Sickmund (cited in Hwang, 2002) report the least level of aggression is associated with authoritative parenting style. According to Maccoby

and Martin (1993) adolescents who are from authoritative parenting have the ability to control their own aggression. In line with this view Patterson (cited in Shaffer, 1994) argues that parents who express approval and affection with highly aggressive adolescents, their adolescents become out of control and fight with peers outside home and with siblings at home. Lefkowitz et al. (cited in Hwang, 2002) report that low-punitive parents produce the least aggressive adolescents in contrast to other types of parenting styles.

Adolescents who were raised by the authoritarian parents exhibit irritation, withdrawal and rebellious behaviors against parents and become highly aggressive. Patterson (cited in Vasta, 1999) states that the authoritarian parenting style as a coercive family process which some families control adolescents' behavior through compulsive measures and other coercive means such as hostile or negative responses, scolding, berating, threatening and the like. The greatest amount of aggression was reported in boys who have very strict parents. These parents are dictatorial and harshly punitive (Patten, 2000). Also Chamberlain and Patterson (cited in Vasta et al, 1999) state that authoritarian parents have been found to deal with adolescents' behavior through power assertion methods of discipline using physical punishment than verbal explanation or reasoning. In this type of parenting style, members of the family make their adolescents learn to use aggression to stop or escape from aversive experience (Vasta, 1999). Similarly Patterson (cited in Hetherington and Parke, 1994) notifies that adolescents are not passive victims in punitive parents, but often actively elicit aggressive reactions to their parents.

Adolescents from authoritarian parents have trouble adjusting themselves in the society (Patten, 2000). Olweus and McCord, et al (cited in Winkley, 1996) states that aggression in children and adolescents are related to negative experience in early life. Specifically aggression is attributed to inconsistency in discipline, punitiveness and threats by parents. Lack of parental warmth, little positive involvement in early years is the predictors of later aggression. Furthermore, they elaborate that parents who use physical punishment teach their children that aggression as an acceptable and effective way of resolving any problem.

Similarly, Bandura (cited in Horner, 2001) notifies that harsh physical and verbal punishments by authoritarian parents promote children to imitate the punisher and consider aggressiveness as if it is an effective response to achieve goals. Hence this approach encourages children to develop aggression.

Supporting this view, Sprinthal (1994) reports that adolescents who exhibit high level of aggression are found to have parents who use physical punishment.

Gluek and Glueck, Sears, Maccoby and Levine, Bandura and Walter (cited in Hawang et al, 2002) conclude that parental punishment exhibited by authoritarian parenting style is the main factor in causing aggression more than permissive parenting style.

In contrast to the above findings, Yarrow et al, Burton, and Schuck (cited in Hwang et al, 2002) argue that permissive parenting style rather than authoritarian parenting style is responsible for adolescent aggression. Aylion and Michael, Willians, Bernal, Pruett, Aletander, and others (cited in Hwang et al, 2002 ) argue that punishment is effective in reducing aggression in youth.

If the relationship between punisher (parent) and children is positive punishment can reduce aggression. McCord (cited in Kandel, 1992) indicates that parents who threw objects, and regularly use physical force or very harsh verbal abuse with their sons, are considered as parental aggression that are significantly accounted for the cause of aggression in adolescents. Crowell and Evance (cited in Cole and Cole, 1989) suggest that aside from risking injuries to their children, any type of parental aggression promotes aggression in adolescents.

Barnes (cited in Patten, 2001) states that low level of parental monitoring or supervision factors are correlated with aggression. Consonant with this view, Winkely (1996) also indicates that difficulties in parenting such as failure to set rules and monitor the child's behavior may lead to the development of aggression in adolescents. Moreover inconsistent discipline also increases the likelihood of becoming aggressive person. Winkley (1996) argues that there are specific problems, which may result in aggressive behavior. These problems are related to difficulties in parenting such as setting up rules, and poor negotiation, insignificant compromise, and lack of rewarding appropriate adolescent behaviors. To them parents who are indulgent or tolerant towards the expression of their child's aggression, seem to encourage aggressive behavior.

Indulgent parents affect their own adolescent ones by exposing them to anti-social peer groups. Green (cited in Papalia et al, 1999) contends that indulgent parents cannot report accurately what their adolescents are doing. Steinberg (1993) shows that indulgent parenting style has risks because it can put an adolescent to be aggressive. In line with the above finding,

Hetherington and Parke, 1993) report that indulgent parents do not know if their own adolescents are hanging around on street corners or at dance room, join drug dealers and so on. This lack of parental monitoring has been found to be associated with adolescent aggression. According to them, permissive parenting style seems to play a great role in the development of aggression in their adolescent ones. This implies that parents let their adolescents seek out deviant and anti-social peers who provide further training in an anti-social behavior and create opportunities for attacking others.

McCord (cited in Hwang et al. 2002) indicates that those children who are from indulgent parents manifest aggression thirteen more times than authoritarian parents. Permissive parenting far more than punitive parenting results in adolescent aggression. This finding is consistent with Sear, Maccoby, and Levine (cited in Hwang, 2001) who claim that parental permissiveness still significantly correlates with increased aggression. Bandura and Walters (Cited in Hwang et al, 2002) also conclude that parental permissiveness causes aggression. Snyder and Sickmund (cited in Hwang et al, 2002) report that the second highest level of aggression is associated with adolescents who come from permissive parenting style.

Sear et al (cited in Hwang et al, 2001) reports that less parental control increases the possibility of exposing their adolescents to deviant peers, films, and TV programs which may inculcate unwanted behaviors.

Snyder and Sickmund, (cited in Patten, 2000) state that the greatest level of aggression was found in boys with very permissive parenting style. Consistent with the above view, Barnes (cited in

Patten, 2000) shows that parental monitoring is to know where children are, who their friends are, when they are coming in, and so on. To him low level of parental monitoring or supervision is associated with indulgent and neglectful parents. Simon and Gordon (cited in Patten, 2000) further add that low supervision, rejection, and inconsistent discipline increase the likelihood that children will involve in aggressive behavior.. Accordingly, adolescents whose parents are indulgent and neglectful are likely to develop more aggressive behavior.

Cole (cited in Horner, 2001) states that adolescents of indulgent and neglectful permissive parents are physically and verbally aggressive. Similarly, Gross (cited in Shiflett, 2000) indicates that adolescents of indulgent parents are prone to developing aggressive feelings towards others. Paulson (cited in Hwang et al, 2002) reported that permissive parenting is by far more than authoritarian parenting style could produce aggressive adolescents.

Findings by Steinberg and Darling (1993) indicate that adolescents reared by authoritative parents show the most favorable outcomes, while adolescents reared by neglectful parents have the least favorable in social conduct. The middle two parenting styles (indulgent and authoritarian have the mixed outcomes. Different types of parenting styles that consistently emerged in a lot of research work have been found to affect adolescents' behavioral manifestation (Steinberg, 1993).

Certain characteristics of parents/ guardians can directly contribute for aggressiveness in adolescents. These characteristics are: being indifferent to the needs of children, inconsistent

discipline, impulsive and harsh discipline, rejecting and dislike, being overly critical to children's needs, lack of emotional support, and being un reasonable for punishment (Harris, 1993).

## **2.5 The Influence of Culture on the Development of Aggression**

According to Grusec and Kuczynski (1997) many findings have not been consistent in the investigation of impact of various parenting styles in different cultural context. Due to cultural differences, the concept of parenting style cannot be thought to be the same across nations. Categories of parenting styles may be misleading when applied to some cultures. For instance, authoritarian style among European and American parents is viewed as harshness and domination, while among Asian parents, obedience and strictness are associated with caring, concern, involvement and maintaining family harmony. For instance, authoritarian parenting style has different meaning in Chinese culture. The warmth and supportiveness that characterize Chinese family relationship resemble Baumrind's authoritative parenting (Chao, 2003). In line with the above view, Darling and Steinberg (cited in Grusec and Kuczynski, 1997) recognize that authoritative parenting style does not have useful outcome in all cultures. For instance authoritarian parenting style is associated with negative outcomes in American and European adolescents, whereas it is associated with positive outcomes with some Asian children like in China. This finding forced Steinberg and Darling (1993) to reconsider the concept of parenting style. This condition led them

to distinguish between parenting practice and parenting style in the following way.

Parenting practice refers to specific content and socialization goals. It is the activities manifested by parents in the process of helping children to achieve socialization goals. It involves behavior such as showing interest in adolescent activities, i.e. parental practice requiring adolescent ones to do homework and other school performance. Parenting style, on the other hand, comprises behaviors that are independent components of socialization goals. In other words, it is emotional climate exhibited by parents. It encompasses behaviors such as body language, affection, warmth; respect, acceptance, control, and the like.

Regarding the relationship between culture and adolescent aggression, researchers such as Bandura, Patterson, and the like (cited in Sprinthall, (1994) argue that, the attitude of the majority of people in each culture determines whether or not aggression will be tolerated, and even accepted. They found that there are cultures in which aggression apparently exists least while in other cultures, it is found to be very common. Turnbull (cited in Shaffer, 1994) reports that some societies are more aggressive than others. For instance, New Guinea and Pygmies of central Africa are found to be non-aggressive people.

In contrast the tribes of Uganda are good examples of extremely aggressive society. He further indicated that another aggressive society is the Mundugum of New Guinea, who teaches their children to be aggressive. Sdorow (1990) demonstrates that the United States is also an aggressive society. They elaborate that the incidents of rape, homicide, and assault are higher in the USA than in any other democratic country.

For one thing, people of different cultures have very different views about aggression. People in some cultures hold positive attitude about aggression. For instance, in Simbu of New Guinea, the most admired and higher social status (respectful) individuals are the most aggressive people. In contrast Semai community in Malaysia culture is non-aggressive and hold negative attitude towards aggressive behaviors (Feldman, 1994).

Bandura (cited in Lemieux, 2000) stated that culture could produce aggressive people by valuing aggressive behavior by observing successful models and ensuring that aggressive behaviors secure rewarding effects. He argued that aggression is acquired through learning based on cultural values.

Berry et al, 1992 also shows that male adolescents commit more aggressive behaviors than do females. These behaviors are the product of culture. Sex difference in physical aggression particularly occurs as a result of training and a initiating of male adolescents by parents.

## **2.6 Gender and Aggression**

The aggressive pattern of adolescent boys and girls seem to vary in different ways. According to Craing (2000), past research on aggression had been limited on aggressive boys, exclusive of female aggression. Aggression in girls is often overlooked, because it has a different form in females. In line with this view, Cole and Cole (1999) indicate that boys are more aggressive than girls in both physical and verbal aggression. Supporting this idea, Cairns et al (cited in Vast, 1999) point out that aggression by boys towards other boys becomes increasingly physical, but aggression by girls

appears to be indirect whose purpose is to damage ones social acceptance through spreading rumor, withdrawing friendship, and making social exclusion. Why are males and females different in aggression?

From biological viewpoint, Jacklin (Cited in Shaffer, 1994) suggests that boys are more aggressive than girls because of the higher level of androgen and testosterone activating the male's sex hormones that lead to aggression. Similarly Germain (cited in Shaffer, 1994) found that there is a link between adolescent aggression and their level of androgen hormones. From social perspective, Bandura and Patterson (cited in Sprinthall, 1994) state that the difference in aggression between the sexes is not biological but environmental. Brody (Cited in Carlo, 1999) also indicates that daughters receive more positive affect than sons. Mills and Rubin (Cited in Shaffer, 1994) indicate that there are social influences that cause boys to be more aggressive than girls. To them parents play more roughly with their boys than girls thus they promote aggressive behavior in boys.

Consistent with the above views Maccoby and Jacklin (cited in Carlo et al, 1999) indicated that gender differences in aggression have been linked to gender socialization. For instance, physical aggressions in adolescent males are associated with male gender role. According to them adolescent boys are more exposed to parenting style that promote physical aggression. However Dodgel, Crick, and Cropeteg (Cited in Carlo, 1999) show that there is evidence that females are engaged in more indirect aggression than males. Thus differences in socialization practices appear to foster different forms of aggression between different sexes.

According to, Bell et al (cited in Shaffer, 1994), biological and social influences are intertwined and result in sex differences in aggression. Crick, et al (cited in Papalia et al, 1999) state that adolescent boys exhibit more overt aggressive behaviors such as physical and verbal actions than girls. On the other hand, girls tend to manifest indirect aggression such as spreading rumor, blaming, ignoring, withdrawal of friendship and the like which have an intention to damage others' social relationship and psychological well-being. Similarly, Berkowitz (cited in Craig, 2000) also indicates that boys are significantly more overtly aggressive than girls.

Hetherington and Parke (1993) note that boys are more likely to retaliate physically than girls are. Girls may use other aggressive strategies. They use indirect aggression or social sanction. The practice of alienating victims from social relation as an aggression strategy increases in girls who have entered adolescence. Similarly, Hyde, Maccoby and Whiting (cited in Shaffer, 1994) in the research they conducted all over the world, show that males are not only more physically aggressive but also more verbally aggressive than females. A fairly contrasting view has been held by Lagerspetz and Pentameter (cited in Craing 2000) who indicate that girls and boys are both aggressive in overt (physical/verbal) as well as in indirect aggression forms.

According to Carlo (1999) the U.S. Department of Justice believes that male adolescents or children at all ages are more aggressive than the girls of similar age range. Similarly, Benson (cited in Carlo, 1999) states that gender differences in physical aggression remain stable from early childhood through adolescence.

Indirect aggression is a type of hostile aggression, which is more typical to females than to males. Across a range of cultural research, regardless of class, race, or family background, indirect aggression is most used by girls than any form of aggression. For one thing the aggressor remains unidentified and for the other thing females are physically weaker and they seem to resort to verbal and indirect aggression (Ostermn, 1999). In general the review cited above makes clear that adolescent aggression is assumed to emerge from parenting styles.

# **CHAPTER THREE**

## **3. Methodology**

In the present research, the investigator has made use of the quantitative descriptive research method that helps to describe the relationship between non-manipulative variables. This is so because descriptive research involves the formulation of hypothesis, careful sampling procedure, data gathering, data analysis (testing), interpretation and the development of generalization. Accordingly, this section presents the population, sample participants, and instruments that were employed to collect and analyze the data.

### **3.1 Population of the Research**

All grade 9-10 high school adolescent students in Arsi administrative zone were selected to be the target population of this research. The reason is because the majority of adolescent students were assumed to fall in grade 9-10 in actual fact.

### **3.2 Sampling Techniques**

To select the sample of this research, the investigator has employed the multiple methods and multi-stages of sampling techniques as follow:

1. Selecting schools in the zone, all the (21) high schools that have grades 9-10 were listed and six of them were selected using simple random sampling

technique (lottery method). Using the same technique, 45 sections were selected from each school.

2. Stratified sampling technique was employed to determine the proportion of samples to be selected from each school and classrooms. Roughly equal ratio of female and male adolescents was selected from the target schools because the number of the enrolled population of female adolescents was much less than that of the male adolescents from the targeted schools.
3. To select the required sample members from each classroom again, adolescent students were listed in alphabetical order and then the respondents were selected using systematic random sampling technique.

Accordingly 18,390 adolescents were included in the main research from grade 9-10 of the six high schools –namely; Sagure, Didea, Chilalo, Bikoji, Karsa, and Huruta. Out of these 440 adolescent students were selected as a sample of this research.

Initially, equivalent proportions of adolescent students were selected from each section of respective schools. However, some adolescents were absent during the time of administering the data-gathering instrument. Yet 5 of the respondents did not complete the questionnaire properly. These particular missing participants were 10 in number, which were eventually excluded from the analysis.

Furthermore, in order to increase the differences among the rated scores with reference to both parenting dimensions i.e. parental control and parental warmth removal has been applied to scores of the median itself, one score above the median one

score below the median. Thus, 84 sample members (40 from parental warmth and 44 from parental control) were excluded from the analysis. Finally 5 adolescent samples were removed to make the length of samples equal in each parenting category. Hence the total sample members included in the research were 336 in number.

**Table 1: Number of Participants by Gender and Grade Level**

| Gender | Grade Level |      | Total |
|--------|-------------|------|-------|
|        | 9th         | 10th |       |
| Male   | 115         | 105  | 220   |
| Female | 115         | 105  | 220   |
| Total  | 230         | 210  | 440   |

N=440

### 3.3 Tools of Data Collection

The following two forms of questionnaire were used for gathering data in order to measure parenting styles and adolescent aggression. The measuring instrument consists of two parts.

#### 3.3.1 The Parental Styles Questionnaire

This part of questionnaire consists of items developed to measure behaviors that parents manifest towards their adolescents. The items were adapted and directly taken from the existing Dornbusch et al, (1987) parenting style questionnaire. The questionnaire is used to measure the two dimensions of parenting styles namely parental demandingness or control and responsiveness or warmth. In general 20 items of parental warmth and 15 items of parental control were made ready for pilot study to

select the best 13 items for parental warmth and parental control. Hence the final questionnaire consists of the first 13 items of parental warmth and the last 12 items of parental control (see *appendix A/B*). The response of the questionnaire is used to categorize the four parenting styles forwarded by Maccoby and Martin (1983), namely authoritative parenting style, authoritarian parenting style, indulgent parenting style, and neglectful parenting style.

### **3.3.2 Aggression Questionnaire**

Totally, 51 items of adolescent aggression questionnaire (1—19) physical aggression, (20-35) verbal aggression, and (36-51) indirect aggression) were adapted from Buss and Perry (1992), Bjorkqvist et al (1992), and Eysenck (1997) and some items are modified based on the review of the literature and actual observation in the Ethiopian context to measure level of aggression among adolescents. In general 51 items were made ready for pilot test in order to select the best 36 items for the main research. The questionnaire has relevant and necessary information about sex, age, and grade level. The adolescents rated both the adolescent aggression questionnaire and the parental style questionnaire (see *appendix A/B*). In order to reduce rater's bias some items were negatively worded.

Finally it was believed that the respondents have difficulties in understanding the English language questionnaire, so the questionnaire was translated into Amharic by two senior graduate English teachers and two other Amharic graduate teachers.

## **3.4 Pilot Study**

### **3.4.1 Procedure of Pilot Test.**

For the pilot test from 21 high schools in the Arisi Zone, one high school namely, Chilalo High School was selected by using simple random sampling technique. Using similar technique two sections of grade 9 and three sections of grade 10 were selected for this purpose. Then by employing systematic random sampling 21 adolescents (10 females and 11 males) from grade 9 and 34 adolescents (14 Females and 20 males) were selected. A total of 55 adolescents (students) completed the pilot test questionnaire. At the convenient time and room the investigator administered the questionnaire to them to complete it within 50 minutes. Since two of them responded wrongly to aggression subscales, only responses of 53 adolescents were involved in the pilot tests analysis where as all 55 adolescents responded correctly to parenting style questionnaire. Before administering the test, the accuracy of translation of English to Amharic and Amharic to English, the inter-rater correlation was calculated among four colleagues (i.e two of them have rated the English to Amharic version and the other two raters have rated Amharic to English version. Using K.R 20 formula the coefficient of 0.86 inter-rater correlations was obtained. This indicates that the translation was accurately done and the instrument is reliable to measure the required behavior.

### 3.4.2 Analysis of Items of the Pilot Study

In the pilot test, Cronbach alpha was employed to determine the reliability of the questionnaire using SPSS. The obtained Cronbach alpha coefficient results of the present pilot test and the previously reported reliability of the questionnaire by Steinberg et al (1994), Dornbusch's (1991), and Lamborn's (1991) on parenting styles dimensions questionnaire as well as Buss and Berry's (1992) and Bjorkqvist's (1992), and Craing's (2000) aggression inventory is summarized in the following table.

**Table 2. Summary of Reliability Coefficient of Instruments in the Pilot and Previous Studies.**

| <i>Items</i>                  | <b>Cronbach alpha in previous study</b> | <b>Cronbach alpha result in the present pilot study</b> |
|-------------------------------|---|---|
| 1. Parenting styles items     |   |   |
| Parental warmth               | .72                                     | .803  |
| Parental control              | .76                                     | .71   |
| 2. Aggression inventory items |   | -   |
| Physical aggression           | .80                                     | .66   |
| Verbal aggression             | .80                                     | .88   |
| Indirect aggression           | .81                                     | .71   |
| Total                         |   | .7887   |

Similarly Markos (1996) reported the reliability coefficient of alpha 0.83 for parental acceptance and 0.82 for parental control in the Ethiopia context. On the analysis, from a total of 35 items, 8

poor items (those items that have very low or very high variance from other items) (5 from parental warmth dimension and 3 items from parental control dimension) were discarded. A totally of, 26 items (14 parental warmth and 12 parental control having coefficient of alpha 0.803, and 0.70, respectively) were made ready for the main research. Similarly from a total of 51 aggression items, 15 poor items (7 from physical, 4 from verbal, and 4 from indirect aggression) were discarded. Finally, 36 items with 0.7887 alpha coefficient (12 physical, 12 verbal, and 12 indirect aggression with alpha coefficient reliability of 0.66,.88, and 0.71, respectively) were made ready for the main research.

Regarding intercorelation of the items, statistical analysis was done to determine the intercorelation among aggression items. The following table summarizes the correlation of sub-scales to each other and to the total.

**Table 3. Summary of Item Intercorelation**

|             | 1. Physical | 2. Indirect | 3. Verbal | 4. Total |
|-------------|-------------|-------------|-----------|----------|
| 1. Physical | -           | -           | -         | -        |
| 2. Indirect | .492        | -           | -         | -        |
| 3. Verbal   | .564        | .609        | -         | -        |
| 4. Total    | .819        | 0.834       | .863      | -        |

N =53

Generally, as indicated above, the results of analysis of pilot test shows that instrument seems to be reliable to conduct the intended investigation (*see appendices A and B*).

To test the hypotheses, the investigator decided to use 0.05 (95%) level of statistical significance in data analysis. This is to

reduce the probability of committing *type I* error. It is also acceptable in most social science research.

### **3.5 Data Collection Procedure**

Before administering the data collection tool, some important rapport was established with the selected sample members. Participants were given necessary clarification to respond to the questionnaire. They were encouraged to ask questions if any thing is unclear during administration of the instrument. They were also assured that the response they provide will be confidential and any information they provide would be removed from the school site after they have completed the questionnaire.

### **3.6 Method of Data Analysis**

To investigate the impact of the four- category-parenting style (authoritative, authoritarian, indulgent, and neglectful) on the three-forms of adolescent aggression (physical, verbal, and indirect aggression) on the one hand, and the interaction effect of parenting styles and sex on adolescent aggression on the other hand, two-way ANOVA was used. Besides, test of Tukey procedure was used to compare which parenting style and sex has more effect on the three forms of adolescent aggression. The statistical package for social science (SPSS) is used to compute the two-way ANOVA and descript statistics Furthermore, the mean, the standard deviation, and the Crombach alpha was used to analyze the data. Finally, the median-split procedure was applied to categorize the parenting styles under the inquiry.

In order to identify the parenting styles that are exercised on their own adolescent ones, the investigator used the median-split procedure which is often used by researchers themselves (e.g. Steinberg et al, (1992b), and Markos, (1996). The median split procedure is used to show a clear-cut point to categorize the parenting styles. Likewise, the aforementioned researchers' scheme of grouping the parenting styles was adopted by the investigator of this research in the following way:

1. The score which the adolescent students rated about parenting style of their own parents or guardians and which lies above or equal to the sample median in both indices (i.e. in "warmth" and in "control") was assigned to the group labeled as authoritative parenting style.
2. The score which the adolescent students rated about parenting style of their own parents or guardians and which lies below the sample median on "acceptance" indices, but equal or above the sample median on "control" indices, was assigned to the group labeled as authoritarian parenting style.
3. The score which the adolescent students rated about parenting style of their own parents or guardians and which lies above or equal to the sample median on "acceptance" but below the sample median on "control" indices was categorized as indulgent parenting style.
4. The score, which the adolescent students rated about parenting style of their own parents or guardians and which lies below the sample median both on "warmth" and "control" was labeled as Indifferent parenting style. Accordingly,

adolescents were grouped into their respective categories of parents as presented below.

**Table 4: Mean and Standard Deviation Scores of the Two Parenting Dimensions**

|                    | <b>Parental warmth</b> | <b>Parental control</b> |
|--------------------|------------------------|-------------------------|
| <b>N</b>           | 414                    | 414                     |
| Mean               | 41.62                  | 34.1                    |
| Median             | 42.1                   | 35.1                    |
| Standard Deviation | 6.74                   | 6.37                    |

The minimum and maximum possible scores for parental warmth were 13 and 52, respectively, whereas the maximum and the minimum possible scores for parental control were 45 and 12, respectively.

Adolescents, who scored above median 42 in parental warmth and above median 35 in parental control, belonged to those parents or guardians who were categorized as authoritative parenting style.

Adolescents, who scored below median 42 in parental warmth but above median 35 in parental control, came from the parents or guardians who were considered as authoritarian parenting style.

Adolescents, who scored above median 42 in parental warmth but below median 35 in parental control, belonged to parents or guardians who exercised indulgent parenting style.

Adolescents, who scored below median 42 in parental warmth and below median in parental control, belonged to those parents or guardians who were characterized by neglectful parenting style.

# CHAPTER FOUR

## 4. Results

The main objective of the present research is to investigate the relationship between parenting style and adolescent aggression. The independent variables (sex and parenting style) and the dependent variable (adolescent aggression) were treated. The result of the is analyzed using ANOVA and descriptive statistics.

### 4.1. Results Obtained Using Descriptive Statistics

Descriptive analysis was used to provide an over all picture of the research problem under investigation. These descriptive statistics include means, standard deviation for each forms of aggression. It was assumed that adolescent aggression score vary as a function of parenting style along with gender. In order to examine the particular parenting style that has contributed to adolescent aggression, the mean aggression score and standard deviation of both sex and parenting style are presented in the following tables.

**Table 5: Summary of Mean and Standard Deviation for Physical Aggression.**

| Parenting Style | Mean  |        |       | Standard deviation |        |       |
|-----------------|-------|--------|-------|--------------------|--------|-------|
|                 | Male  | Female | Total | Male               | Female | Total |
| Authoritative   | 21.57 | 22.76  | 22.20 | 3.14               | 3.36   | 3.29  |
| Authoritarian   | 38.36 | 28.95  | 33.65 | 7.68               | 7.64   | 9.05  |
| Indulgent       | 38.52 | 27.98  | 33.25 | 6.33               | 7.93   | 8.89  |
| Neglectful      | 37.21 | 30.60  | 33.91 | 4.40               | 6.66   | 6.51  |
| Total           | 33.92 | 27.57  | 30.74 | 9.14               | 7.22   | 8.81  |

N=336

As shown in table 5 above, adolescents from authoritative parents have the least mean physical aggression score of 22.20 compared to other parenting styles (authoritarian, indulgent and neglectful) with mean physical aggression scores of 33.65, 33.25, and 33.91, respectively.

With regard to gender differences in physical aggression, the descriptive statistics result indicated that male adolescents obtained greater physical aggression mean score of 33.92 than that of female adolescents who obtained a mean score of 27.57.

**Table 6: Summary of Means and Standard Deviation for Verbal Aggression**

| Parenting Style | Mean  |        |       | Standard deviation |        |       |
|-----------------|-------|--------|-------|--------------------|--------|-------|
|                 | Male  | Female | Total | Male               | Female | Total |
| Authoritative   | 21.31 | 22.29  | 21.79 | 3.65               | 4.10   | 3.89  |
| Authoritarian   | 30.29 | 30.14  | 30.21 | 5.85               | 7.43   | 6.65  |
| Indulgent       | 27.59 | 27.00  | 27.29 | 4.98               | 6.95   | 6.01  |
| Neglectful      | 29.33 | 32.24  | 30.79 | 5.45               | 6.03   | 6.98  |
| Total           | 27.13 | 27.92  | 27.52 | 6.11               | 7.71   | 6.96  |

As presented in table 6 above, like physical aggression shown earlier adolescents from authoritative parents also have the least verbal aggression mean score of 21.79 compared to other parenting style (i.e., authoritarian, indulgent and neglectful) with verbal aggression mean score of 30.21, 27.29 and 30.79, respectively.

With respect to gender differences in verbal aggression, both male and female adolescents obtained similar verbal mean scores of 27.13 for males and 27.92 for females.

**Table 7: Summary of Mean and Standard Deviation for Indirect Aggression**

| Parenting Style | Mean  |        |        | Standard deviation |        |       |
|-----------------|-------|--------|--------|--------------------|--------|-------|
|                 | Male  | Female | Total  | Male               | Female | Total |
| Authoritative   | 22.98 | 21.74  | 22.36  | 4.15               | 3.63   | 3.92  |
| Authoritarian   | 25.68 | 34.09  | 29.89  | 6.67               | 7.26   | 8.12  |
| Indulgent       | 25.52 | 35.02  | 30.27  | 4.76               | 7.39   | 7.81  |
| Neglectful      | 30.74 | 38.33  | 34.54  | 7.20               | 4.78   | 7.18  |
| Total           | 26.23 | 32.30  | 29.631 | 6.44               | 8.66   | 8.20  |

N=336

From a glance at table 7 above, it is understandable that both male and female adolescents from authoritative parents again obtained the least total mean score in indirect aggression, 22.36 compared to other parenting styles (i.e. authoritarian, indulgent and neglectful) with total mean score of 29.89, 30.27, and 34.54, respectively).

Concerning the gender difference in indirect aggression, the result of descriptive statistics shows that female adolescents

obtained more total mean score 32.30 than male adolescents who scored 26.23.

## 4.2 Results Obtained Using ANOVA

To investigate the effect of parenting style and gender on adolescent aggression, two-way analysis of variance (ANOVA) was employed.

**Table 8: A Two-way ANOVA Summary of the Effect of Parenting Style and Gender on Physical Aggression**

| Source               | SS      | df  | MS      | F      | Partial Eta Squared |
|----------------------|---------|-----|---------|--------|---------------------|
| Sex                  | 3382.01 | 1   | 3382.01 | 87.84* | .211                |
| Parenting Style      | 8258.35 | 3   | 2752.76 | 71.50* | .395                |
| Sex *parenting style | 1761.54 | 3   | 587.479 | 15.25* | .122                |
| Total                | 343616  | 336 |         |        |                     |

\*The mean difference is significant at 0.05 levels.

SS=Sum of Squares

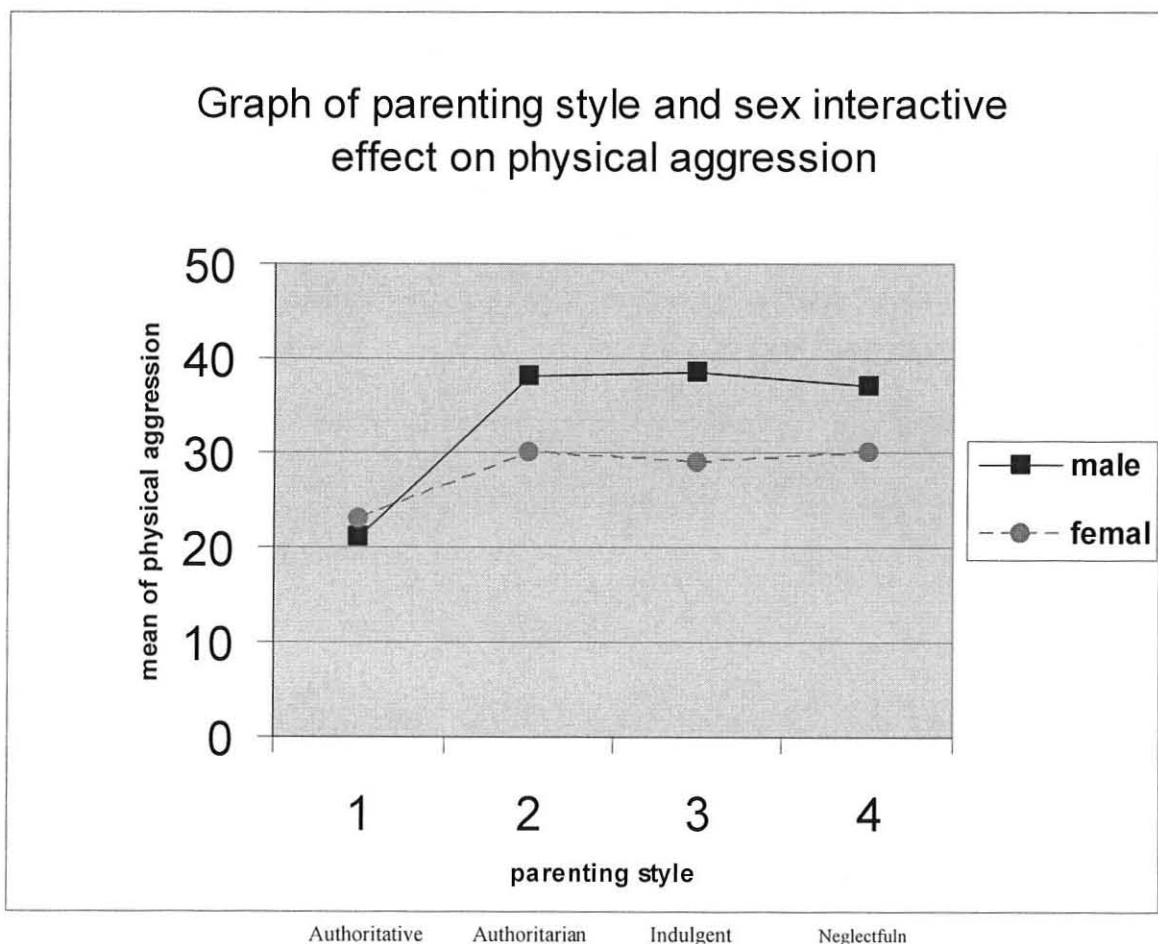
MS= Mean Squares

Table 8 above reveals that there was statistically significant difference ( $F=71.50$ ,  $P<.001$ ) among adolescents from different parenting styles in physical aggression. Therefore, the hypothesis

that there is no significant difference in physical aggression among adolescents from different parenting styles was rejected.

Similarly, there was a significant difference ( $F=87$ .  $P< .001$ ) between male and female adolescents in physical aggression. This means that there is significant difference with gender in physical aggression. Hence, the null hypothesis that there is no significant difference in physical aggression between male and female was rejected.

Moreover, parenting style and gender as interactive effect ( $F=15.25$ .  $P< 0.001$ ) was related significantly to the adolescent physical aggression.



As it can be seen from the above graph, the gap between the two lines at the point of authoritative parenting style is too close and is even intercepting. This means, the interactive effect of sex and authoritative parenting style is very low. On the other hand, the gap between the lines is wider at the point of authoritarian, indulgent and neglectful parenting styles. This indicates that there is high interactive effect between sex and these three parenting styles on indirect aggression. In short, there was a significant difference in physical aggression among male adolescents from various parenting styles. Similarly, there was a significant difference among female adolescents in physical aggression from various parenting styles. Additionally, the strength of variance of association measure ( $\eta^2$ ) in ANOVA revealed that physical aggression was accounted by gender 21.1%, parenting style 39.5% and interaction effect between gender and parenting style 12.2%. Finally, to inspect which parenting style showed the overall statistical difference in physical aggression the cell means differences were tested using Tukey/Honestly significant difference (HSD) test.

**Table 9: Multiple Comparisons of Mean Difference among Adolescents in Physical Aggression**

|   | Parenting Style | Mean difference |       |       |   |  |
|---|-----------------|-----------------|-------|-------|---|--|
|   |                 | 1               | 2     | 3     | 4 |  |
| 1 | Authoritative   | -               |       |       |   |  |
| 2 | Authoritarian   | 11.4881*        | -     |       |   |  |
| 3 | Indulgent       | 11.0833*        | -4048 | -     |   |  |
| 4 | Neglectful      | 11.74*          | -250  | .6548 | - |  |

\*The mean difference is significant at the 0.05 level.

The result presented in table 9 revealed that there was a statistically mean score significant difference in physical aggression between adolescents from different Parenting styles. The mean difference of adolescents from authoritative and authoritarian was

11.88; the mean difference of adolescents from authoritative and indulgent was 11.08, and that of authoritative and neglectful was 11.74. This means adolescents from authoritative style significantly differed from authoritarian, indulgent and neglectful parenting style. However, there is no significant difference in physical aggression among adolescents from authoritarian, indulgent, and neglectful parenting styles.

**Table 10: A Two-Way ANOVA Summary Effects of Parenting Style and Gender on Verbal Aggression**

| Source               | SS      | df  | MS      | F      | Partial Eta Squared |
|----------------------|---------|-----|---------|--------|---------------------|
| Sex                  | 51.86   | 1   | 51.86   | 1.45   | .004                |
| Parenting Style      | 4260.41 | 3   | 1420.14 | 39.59* | .266                |
| Sex *parenting style | 153.21  | 3   | 51.1    | 1.42   | .013                |
| Total                | 270770  | 336 |         |        |                     |

\*The mean difference is significant at 0.05 level.

SS=Sum of Squares

MS= Mean Squares

The results of Table 10 depicted that there was no statistically significant mean difference ( $F=1.45$ ,  $p>0.05$ ) among female and male adolescents in verbal aggression. Therefore, the null hypothesis, which says there is no significant difference in verbal aggression among adolescent from different parenting styles, is not rejected. On the other hand, there was significant mean difference ( $F= 39.59$ ,  $P<. 001$ ) among adolescents from authoritative,

authoritarian, indulgent, and neglectful parenting styles in verbal aggression. Therefore the null hypothesis that there was no significant difference in verbal aggression among adolescent from different parenting styles is rejected.

Moreover, parenting style and gender as interactive effect ( $F= 1.42, p > 0.05$ ) were not related significantly to the adolescent verbal aggression. Thus, there was no significant difference in verbal aggression among male adolescents from various parenting styles. In the same way, there was no significant difference among female adolescents in verbal aggression from various parenting styles. Thus this finding implies that there was no gender difference in verbal aggression at all. Hence the null hypothesis, which stated that, there is no significant difference in parenting style and gender as interactive effect in verbal aggression among adolescents from different parenting style, is not rejected.

Moreover the strength of association measure ( $\eta^2$ ) in ANOVA (see table 10 demonstrated that 0.4%, 39.59%, and 1.3% of the variance in verbal aggression were accounted by gender, parenting style, and the interaction effect of gender and parenting style, respectively. Furthermore, an attempt was made to examine which parenting style showed more statistical difference in overall verbal aggression by employing the post hoc Tukey procedure.

**Table 11: Multiple Comparison of Mean Difference among Adolescents in Verbal Aggression**

|   | Parenting Style | Mean difference |        |       |   |
|---|-----------------|-----------------|--------|-------|---|
|   |                 | 1               | 2      | 3     | 4 |
| 1 | Authoritative   | -               | -      | -     | - |
| 2 | Authoritarian   | 8.42*           | 1      | -     | - |
| 3 | Indulgent       | 5.50*           | -2.92* | 1     | - |
| 4 | Neglectful      | 8.99*           | .57    | 3.49* | - |

\*The mean difference is significant at the 0.05 level.

As can be seen from the table 11 above, there was statistically significant mean difference in verbal aggression among adolescents from different parenting styles. The mean difference of adolescents from authoritative and authoritarian styles was 8.42; the mean difference between authoritative and indulgent was 5.50, and that of authoritative and neglectful was 8.99. This implied that adolescents from authoritative parenting style were greatly differing in verbal aggression level than adolescents from non-authoritative parents (authoritarian, indulgent and neglectful parenting style). Moreover, there was also statistically significant mean difference in verbal aggression among adolescents from authoritarian and indulgent parenting style -2.92. Finally there was statistically significant mean difference in verbal aggression among adolescents from indulgent and neglectful parenting style 3.49.

**Table 12: A Two-Way ANOVA Summary Effect of Parenting Style and Gender on Indirect Aggression**

| Source               | SS        | df  | MS      | F      | Partial Eta Squared |
|----------------------|-----------|-----|---------|--------|---------------------|
| Sex                  | 3091.57   | 1   | 3091.57 | 88.46* | .121                |
| Parenting Style      | 6459.76   | 1   | 2153.25 | 61.62* | .312                |
| Sex *parenting style | 1532.43   | 3   | 510.8   | 14.62* | .118                |
| Total                | 310271.71 | 336 |         |        |                     |

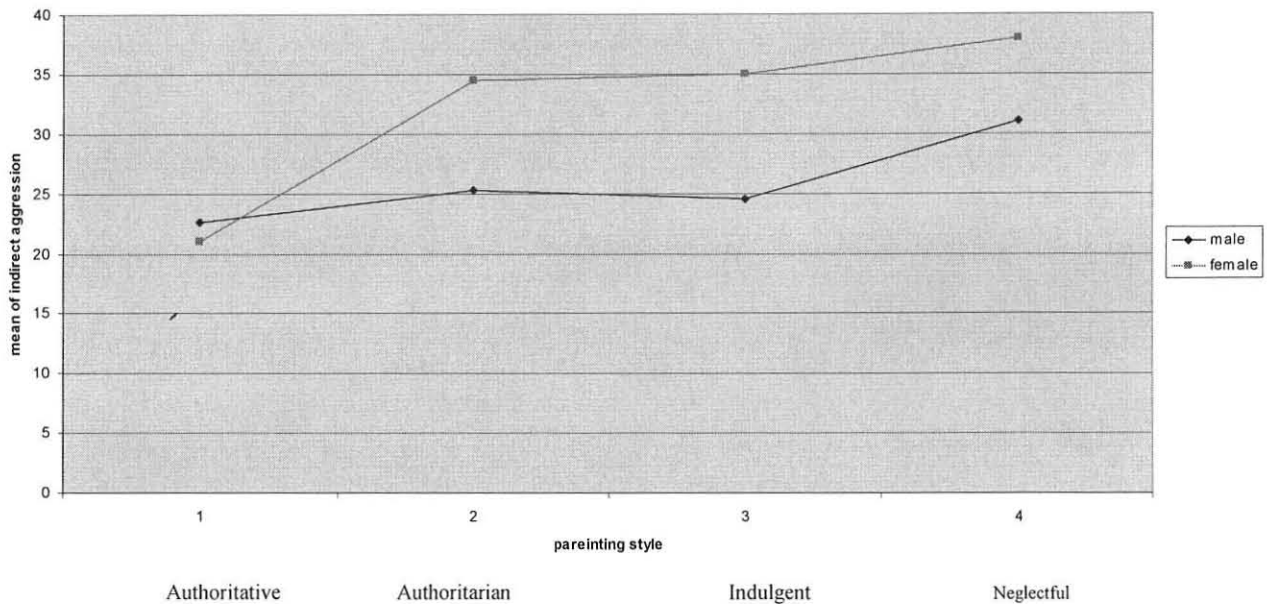
\*The mean difference is significant at 0.05 level.

SS=Sum of Squares

MS= Mean Squares

As indicated in table12, there was statistically significant difference ( $F=88.46.p<0.001$ ) in indirect aggression between male and female adolescents. This meant that there was significant gender difference in indirect aggression. Therefore the null hypothesis, which stated that there were no significant differences in indirect aggression, was rejected again. Similarly there was a statistically significant difference ( $F= 61.62. p< (0.001)$ ) among adolescents from different parenting styles in indirect aggression. Hence the null hypothesis which was formulated, as there was no significant difference in parenting style on indirect aggression is rejected.

**Graph of parenting style and sex interactive effect  
on indirect aggression**



As it can be seen from the above graph, the gap between the two lines at the point of authoritative parenting style is too close and is even intercepting. This means, the interactive effect of sex and authoritative parenting style is very low. On the other hand, the gap between the lines is wider at the point of authoritarian, indulgent and neglectful parenting styles. This indicates that there is high interactive effect between sex and these three parenting styles on indirect aggression.

Moreover, parenting style and gender as interactive effect ( $F= 61.62$   $P, 0.001$ ) were related significantly to the adolescent indirect aggression. So there was a significant difference in indirect aggression among male adolescents from various parenting styles. Likewise, there was a significant difference among female adolescents in indirect aggression from various parenting styles.

Furthermore, the strength of association measure (Partial Eta Squared) demonstrated that 21.2%, 31.2% and 11.80% of the variance in indirect aggression were accounted for gender,

parenting style and the interaction effect between gender and parenting style, respectively. Finally to examine which parenting style showed statistically more significant difference in indirect aggression, post hoc Tukey test procedure was employed.

**Table 13: Multiple Comparisons of Mean difference among Adolescents in Indirect Aggression among different parenting style**

|   | Parenting Style | Mean difference |       |       |   |
|---|-----------------|-----------------|-------|-------|---|
|   |                 | 1               | 2     | 3     | 4 |
| 1 | Authoritative   | -               |       |       |   |
| 2 | Authoritarian   | 73.53*          | -     |       |   |
| 3 | Indulgent       | 7.92*           | .39   | -     |   |
| 4 | Neglectful      | 12.18*          | 4.65* | 4.26* |   |

\*The mean difference is significant at the 0.05 level

As can be seen from table 13 above, there was a significant difference of mean score in indirect aggression between adolescents from authoritative and authoritarian mean -7.53, authoritative and indulgent mean -7.92, authoritative and neglectful mean -12.18, authoritarian and neglectful mean -4.26, indulgent and neglectful mean -4.28. This implied that there was significant difference in indirect aggression among adolescents from different parenting styles.

# **CHAPTER FIVE**

## **5. Discussion**

This chapter attempts to present the discussion of the data presented in the previous chapter. In so doing it attempts to discuss the relationships found among parenting styles, sex and adolescent aggression. First the relationship between parenting styles and adolescent aggression is discussed. Then the relationship between sex and adolescent aggression is discussed.

### **5.1 Relationship between Parenting Style and Adolescent Aggression**

The evidence from the result of the investigation that had been presented earlier indicated that the adolescents were found to be different in their aggressive behaviors as the result of parenting style.

#### **5.1.1 Authoritative Parenting Style**

It was found that there is a statistically significant difference in mean score in physical, verbal, and indirect aggression between adolescents from authoritative parenting style on the one hand and non-authoritative parenting styles (authoritarian, indulgent, and neglectful) on the other (see table 8).

In other words, adolescents from authoritative parents scored less on aggressive behaviors (physical, verbal and indirect). This finding is consistent with Snyder and Sickmund (cited in Hawang, 2002). These scholars reported that the least level of aggressive behaviors (physical, verbal, and indirect) were attributed to authoritative parenting style. Similarly, Maccoby and Martin (1993)

also found that adolescents from authoritative parents are able to control their own aggression. Furthermore, Baumrind (cited in Nancy, 1999) reported that authoritative parenting style does not have negative effect on adolescent's behavior.

In the present finding, it is possible to suggest reasons for the low level of association between adolescents' aggressive behaviors (physical, verbal, indirect) and authoritative parenting style. According to the researchers view, parents might have shown affection, love, exercising reasonable measures, consistent monitoring and the like are characteristics that are manifested by authoritative parents which might promote adolescents to acquire positive behaviors. These situations in turn promote positive outcomes and discourage the development of aggression in adolescents. Hence, adolescents from authoritative family are found to manifest less aggressive behaviors (physical, verbal, and indirect) than their counter-part adolescents from other parenting styles.

### **5.1.2. Authoritarian Parenting Style**

As mentioned earlier, it was found that there is significant difference in aggressive behaviors between adolescents from authoritative parenting style and their counter-part adolescents from authoritarian parenting styles. However, there is no significant difference in physical aggression between adolescents from authoritarian parenting style on the one hand and their counter-part adolescents from indulgent and neglectful parenting styles on the other hand (see table 8). This indicates that there is no variation among adolescents from authoritarian, indulgent, and neglectful parenting style in manifesting physical aggression. This finding goes in line with Bandura and Walter (cited in Hawang,

2002) who reported that there was no significant difference in aggressive behaviors between adolescents from both permissive and authoritarian parenting styles.

Moreover, findings obtained in this investigation showed that adolescents from authoritarian parenting style scored higher on verbal aggression test than their counter-part adolescents from indulgent parenting style. However adolescents from authoritarian parenting style displayed significantly lower mean score on indirect aggression than their counter-part adolescents from neglectful parenting style. This finding is consistent with Paulson and Nye (cited in Hawang, 2002) who found that permissive parenting style (indulgent and neglectful) produces far more aggressive adolescents than authoritative parenting style does.

However, the present finding is inconsistent with some recent research results reported by Chao (2003), which stated that authoritarian parenting style is associated with positive outcome with some Asian cases as in China.

In the opinion of the researcher, the major possible reasons for adolescents to become more aggressive by authoritarian parenting style could be physical and verbal coercive measures that parents take. Parents apply both harsh words and physical punishment upon their adolescents thinking that this would teach their adolescents order and positive behavior. Parents express their irritation verbally to their adolescents. However, this rather encourages their adolescents to acquire the unwanted aggressive behavior. In this process, adolescents seem to react verbally to their parents and to others. Hence adolescents seem to learn verbal and physical aggression.

### **5.1.3. Indulgent Parenting Style**

The current findings indicated that there is significant difference in verbal aggression between adolescents from indulgent parents on the one hand and their counter-part adolescents from authoritative, authoritarian and neglectful parenting styles on the other hand. It can be seen from table 10 that adolescents from indulgent parenting style manifested more verbal aggression than authoritative parenting style.

However, they exhibited lower verbal aggression compared to their counter-part adolescents from authoritarian and neglectful parenting styles. In other words adolescents from both authoritarian and neglectful parenting style manifested more verbal aggression than adolescents from both authoritative and indulgent parenting styles did.

Therefore, indulgent parenting style was found to be one of the major factors that contributed to adolescent aggression. In the investigator's opinion, this can be attributed to lack of proper monitoring by parents. Unless parents involve in correcting and guiding their adolescents, they can't teach proper codes of behavior and smooth human relationships. This may result in producing adolescents who are not aware of the limits of their verbal and physical behavior that may in turn lead them to develop aggressiveness. If parents show affection and praise in response to every thing that their adolescents acquire, they must be encouraging their adolescents to acquire unwanted aggressive behaviors outside home.

#### **5.1.4 Neglectful Parenting Style**

The findings (in table 8) revealed that there was no statistically significant difference between adolescents from neglectful parenting style and their counter part adolescents from authoritarian, and indulgent parenting style in physical aggression. However, there is significant difference between adolescents from neglectful parenting style compared to other adolescents from both authoritarian and indulgent parenting style in verbal aggression. It was found that (see table12) adolescents from neglectful parenting style displayed more indirect aggression than adolescents from non-neglectful parenting styles (authoritative, authoritarian, and indulgent).

Findings (in table 12) indicated that adolescents from neglectful parenting style scored highest on the indirect aggression as compared to adolescents from other parenting styles. To the view of the researcher neglectful parents, who are neither responsive nor monitoring, let their adolescents involve themselves in all evil or good behaviors and hence make their adolescents to learn unwanted behaviors that may lead them to acquire aggressive behaviors (physical, verbal, and indirect). If adolescents don't enjoy love and affection with their parents they may become hopeless and dissatisfied. Besides, if they are not monitored they may feel rejected and unwanted. Furthermore, these adolescents are unable to get a good model of the desired behaviors. This impact of parenting style, therefore, plays a considerable role in making adolescents aggressive.

## **5.2 The Relationship between Gender and Adolescent Aggression**

### **5.2.1 Gender and Physical Aggression**

The findings obtained in the present investigation demonstrated that there is significant difference between male and female adolescents in physical aggression (see table 8). Evidence showed that male adolescents were significantly more aggressive than their counter-part female adolescents. Results of descriptive statistics (table 5) demonstrated that male adolescents are more aggressive than female adolescents. Furthermore, it can be believed that sex contributed as high strength of association measure as 21.1% of variance, among other extraneous variables in physical aggression.

There was also significant interaction effect between sex and parenting style that evolve variation between male and female adolescents in manifesting physical aggression. In other words both independent variables (sex and parenting style) jointly played great role in producing more aggressive boys than girls. Hence male adolescents are more physically aggressive than female adolescents. This finding conforms to Mills and Rubin (cited in Shaffer, 1994), and Hetherington and Parke (1993) who reported that boys are physically more aggressive than girls.

Some possible reasons can be suggested that might be accountable for the disparity in forms of aggression between female and male adolescents. It seems that parents treat their sons and daughters differently, depending on their socio-cultural values. In

the researcher's opinion and the target traditional context, females are encouraged to be more passive, submissive and highly monitored than are boys. Females receive fairly harsh physical punishment whereas boys receive rather harsh physical punishment. This harsh punishment might foster physical aggression in boys. Such a situation in turn may play a considerable role in male adolescents' being physically more aggressive than female adolescents. Parents influence their adolescents to perceive boys as muscular and involve in tasks that demand physical fitness. Thus parents intentionally teach and encourage their adolescent sons to be physically strong and defensive. Furthermore, the cultural setup discourages females not to be involved in physical aggression though boys are encouraged to do so. Hence male adolescents are found to be more physically aggressive than female adolescents.

### **5.2.2. Gender and Adolescent Verbal Aggression**

As presented in table10, there is no significant difference between male and female adolescents in verbal aggression. This means both male and female adolescents manifest verbal aggression. Results of descriptive statistics (table 6) demonstrated that female and male adolescents had more or less similar verbal aggressive behaviors such as insulting, teasing and the like. This implies that both female and male adolescents have similar verbal aggression.

Here gender has contributed very low strength of association measure of variance (0.4%) in verbal aggression. There was also no statistically significant interaction effect between gender and parenting style in verbal aggression. In other words both sexes and parenting style together do not contribute any role for the variation of verbal aggression between male and female adolescents.

Thus this result is found to be inconsistent with Hyde, Macoby and Whiting (cited in Shaffer, (1994) and Crick, et al (cited in Papalia, 1999) who found that male adolescents are more verbally aggressive than female adolescents. Regarding to reasons for the present findings, to view of the investigator parents in this cultural context do not treat differently their male and female adolescents verbally. This means as far as the experiences of the researcher is concerned the community is not seen encouraging either of the gender to involved in verbal aggression.

### **5.2.3. Gender and Adolescent Indirect Aggression**

As it is presented in (table12) the present finding indicated that there was statistically significant difference between male and female adolescents in indirect aggression. Results of Descriptive Statistics (table 7) demonstrated that female adolescents are more aggressive in indirect aggression behaviors such as gossiping, spreading rumors, spoiling name, ignoring, and the like. This implies that gender or sex has played a great role in the variance of association measure in indirect aggression. Besides, it was found that there was a significant interaction effect between sex and parenting style which could produce variation between male and female adolescents in indirect aggression. It was also found that

6. Is there significant difference in direct aggression between female and male adolescents?

The main objectives of this research are

- to investigate the relationship between parenting style and adolescent aggression.
- to examine whether or not there exist gender difference in aggression behaviors (physical, verbal, and indirect) among adolescents from authoritative, authoritarian, indulgent and neglectful parenting styles.

The hypotheses formulated to conduct the research work were

1. There is no significant difference in physical aggression among adolescents from different parenting styles (authoritative authoritarian, indulgent and neglectful).
2. There is no significant difference in verbal aggression among adolescents from different parenting style, (authoritative, authoritarian, indulgent and neglectful).
3. There is no significant difference in indirect aggression among adolescents from different parenting styles (authoritative, authoritarian indulgent, and neglectful).
4. There is no significant difference in physical aggression between female and male adolescents.
5. There is no significant difference in verbal aggression between male and female adolescents.
6. There is no significant difference in indirect aggression between male and female adolescents.

In order to deal with leading questions and hypothesis stated above, the literature related to the problem was critically reviewed.

To answer these basic questions and to test the hypotheses, necessary data were gathered using aggression inventory questionnaire and parenting style questionnaire. The investigation was carried out on a sample size of 336 adolescent students. The selected sample was those adolescents between normative age range 15-18, while keeping male and female ratio roughly equal in all the targeted schools. This questionnaire was repeatedly used by many researchers who conducted investigations regarding the relationship between parenting style and some other dependent variables. Adapting the scale to fit the existing situation in the Ethiopian context was found to be necessary. This was done through pilot study. In this investigation some items of the questionnaire were adapted and others were directly taken from the existing measures (example, Dornbush (1997); Marikos (1996)).

Participant adolescent students who were selected by different types of sampling techniques from six Arsi zonal high schools have completed the seven-page questionnaire with regard to parenting style dimension and the three forms of aggression (physical, verbal, and indirect).

The data collected were analyzed using descriptive statistics (mean, median) and two-way ANOVA, Partial Eta Squared ( $\eta^2$ ) and Test of Tukey procedure / HSD). From the inspection of data analysis, the following findings are obtained:

1. It was found that adolescents from authoritative parenting style demonstrated significantly less aggressive behaviors (physical, verbal, and indirect) than their counter-part adolescents from authoritarian, indulgent, and neglectful

parenting styles. Therefore it may be possible to say authoritative parenting style plays little role in producing aggressive adolescents.

2. Adolescents from authoritarian, indulgent, and neglectful parenting styles are found to be more aggressive (physically, verbally and indirectly) than authoritative parenting style. Hence it can be said authoritarian, indulgent, and neglectful parenting styles can be considered as the source of adolescent aggression.
3. By conducting comparison among authoritarian, indulgent and neglectful parenting styles some differences were observed regarding forms of adolescent aggression.
  - A. There were no significant differences in physical aggression among the adolescent from the authoritarian, indulgent and neglectful parenting styles.
  - B. Adolescents from neglectful parenting style significantly differ in indirect aggressiveness from the adolescent of all the other parenting styles (namely authoritative, authoritarian and indulgent). Moreover the adolescents from the neglectful parenting style are found to manifest the highest score in indirect aggression.
4. Regarding gender differences in adolescent aggression, the findings obtained were:
  - A. Significantly, male adolescents are found to be more physically aggressive than female adolescents.
  - B. Notably, both male and female adolescents are found to display similar verbal aggression, though not the same.

Hence there was no significant difference between male and female adolescents in verbal aggression as such.

C. Considerably, female adolescents are found to be more indirectly aggressive than male adolescents.

## **6.2 RECOMMENDATION**

It can be stated that parents appear to play a great role in causing adolescent aggression. A variety of solutions have to be offered in order to reduce adolescent aggression. Hence it would be imperative to recommend some solutions for parents, schools, community and other concerned bodies so as to minimize adolescent aggression through designing policies, parenting behaviors, and educational practices. Even though it is difficult to change the parenting style of parents and of guardians, the investigator would like to recommend some solutions that may help to reduce adolescent aggression in its practical application.

1. Providing awareness about the problem of aggression to parents, teachers, administrators, and the community is indispensable.
2. It is essential to design school, parent, and community based intervention programs to reduce adolescent aggression by different bodies (teachers, counselors, and other relevant professionals who can deal with the problem).
3. Facilitate cooperative involvement and communication among parents, schools, adolescents, youth association, and other concerned bodies to reduce adolescent aggression.
4. Provide education for parents or guardians on such issues as parental affection, warmth, rational explanation, approval and negotiation that can effectively control adolescent aggression.
5. Parents or guardians must be taught that parental rejection, lack of control, being indifferent, being punitive are major source of aggression.

6. It would be imperative to provide training for adolescents to be empathetic and sensitive to the suffering of others that may help adolescents to control their own aggression. This takes encouraging adolescents to put themselves in place of victims and help them recognize the negative consequence of their aggressive inclination for themselves and upon others.
7. Since this investigation cannot claim to be perfect and lasting answer to the adolescent aggression problem under treatment, more in-depth research should follow on the steps this investigation has reached.

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## APPENDIX - A

Dear respondent,

The objective of this research questionnaire is mainly to investigate the relationship between parenting style and adolescent aggression. Besides, it is also meant to solve some of the prevalent problems of adolescence stage behavior, particularly different forms of aggression.

Therefore, you are respectfully wanted to respond with care. The questionnaire has two different parts; the first part is on your perceptions about your parents' or guardians' styles of parenting and the second is about your perceptions of your own aggression level. So please fill in the two parts completely and carefully. After all, your personal rights are highly protected by keeping away your the information from anyone including your school.

Thank you for your concern.

The Researcher

# Parental Style Questionnaire

**Objective:** *The main objective of this questionnaire is to identify the type of parenting style to which adolescents belong and its relationship with adolescent aggression.*

*The accurate information you give is highly valuable and determines the effectiveness of this research. From the outset, the investigator would like to assure you that your responses will be used only to assess the level of aggression and are kept confidential. There is no right or wrong answer; so don't spend a lot of time on any item. Please be confident and honest enough while filling this questionnaire. Note also that you don't need to write your name.*

*Thank you for your cooperation!*

## **Direction i:**

Try to think and read each statement that accurately reflects your own parents'/guardians' behavior. Please *think* sharply which one of your family (father or mother or female guardian) was *more responsible* in shaping your behaviors (particularly *physical aggression, verbal aggression and indirect aggression*) that you manifest now, then respond to the following questionnaire accordingly.

Some possible statements are listed below. Please read each item separately and respond as more appropriately as to your parents' or guardians' views and behaviors (characteristics) using the four-point scale presented below. Based on your own perceptions, put your tick mark ( ✓ ) in the respective space.

Thank you for your cooperation!

Age \_\_\_\_\_ Gender \_\_\_\_\_ Grade level \_\_\_\_\_

### **Key:**

1=strongly disagree

2= disagree

3= agree

4= strongly agree

| No. | Items   | 1<br>strongly<br>disagree | 2<br>disagree | 3<br>agree | 4<br>strongly<br>agree |
|-----|---|---------------------------|---------------|------------|------------------------|
| 1   | My parents or guardians refuse to help me, if I have some kind of problem   |                           |               |            |                        |
| 2   | My parents or guardians keep pushing me to my best in what ever I do.   |                           |               |            |                        |
| 3   | My parents or guardians always speak to me with rough and unfriendly voice.   |                           |               |            |                        |
| 4   | When my parents or guardians want me to do something, they refrain to explain why.  |                           |               |            |                        |
| 5   | My parents or guardians like to encourage verbal-give and- take whenever I have felt that family rules and restriction were unreasonable. |                           |               |            |                        |
| 6   | My parents or guardians are indifferent at about what learning at school.   |                           |               |            |                        |
| 7   | My parents or guardians allow me to question any decision they have made.   |                           |               |            |                        |
| 8   | My parents or guardians avoid spending time to talking with me  |                           |               |            |                        |
| 9   | My parents or guardians enjoy more going out with friends than staying home with me.  |                           |               |            |                        |
| 10  | My parents or guardians allow me to freely express my choice and needs.   |                           |               |            |                        |
| 11  | My parents or guardians believe that reprimand and punishment can shape conducts of children.   |                           |               |            |                        |
| 12  | My parents or guardians have the attitude children should be controlled but not listen to.  |                           |               |            |                        |
| 13  | My parents or guardians give a lot of care add attention.   |                           |               |            |                        |
| 14  | My parents or guardians give me a lot of affection and love   |                           |               |            |                        |

**Direction ii:**

Encircle the number that accurately reflects your parents' or guardians' behavior towards you. Don't omit any item that describes the behavior/view your father or male guardian or mother or female guardian manifests towards you.

15. In a typical week, what is the latest time your parents or guardians allow you to stay out at school night (Monday-Friday)?

1. Do not allow me out
2. 8:00 P.M
3. 9:00P.M
4. 10:00 P.M
5. 11:00 P.M
6. Mid night
7. As later as I want

16. In a typical weekend, what is the latest time your parents or guardians can allow you to stay out during the night (Friday, Saturday or Sunday night)?

1. Do not allow me out
2. 8:00 P.M.
3. 9:00P.M.
4. 10:00 P.M.
5. 11:00 P.M.
6. Mid night
7. 7:00 A.M.
8. 8:00 A.M.

17. How much do your parents or guardians **try to know** where you are and What you are doing?

1. Doesn't try
2. Tries a little
3. Tries a lot

18. How much do your parents or guardians **try to know** whether you go to school or not?

1. Doesn't try
2. Tries a little
3. Tries a lot

19. How much do your parents or guardians **try to know** what you do with your free time?
1. Doesn't try      2. Tries a little      3. Tries a lot
20. How much do your parents or guardians **try to know** what you do in the after noon after school?
1. Doesn't try      2. Tries a little      3. Tries a lot
21. How much do your parents or guardian **try to know** what you do with your money?
1. Doesn't try      2. Tries a little      3. Tries a lot
22. How much **surely** do your parents or guardians **know exactly** where you are and what you are doing?
1. Doesn't know      2. Knows a little      3. Knows a lot
23. How much **surely** do your parents or guardians **know exactly** whether you go to school or not?
1. Knows a lot      2. Knows a little      3. Doesn't know
24. How much **surely** do your parents or guardians **know exactly** what you do with your free time?
1. Doesn't know      2. Knows a little      3. Knows a lot
25. Do your parents or guardian **surely know exactly** where you are most of the afternoon after school?
1. Knows a lot      2. Knows a little      3. Doesn't know
26. Do your parents or guardians **surely know exactly** what you do with your moneys?
1. Doesn't know      2. Knows a little      3. Knows a lot

## Aggression Inventory Questionnaire

**Objectives:** The major objective of the questionnaire is to measure the level of aggression among adolescents.

The precision of the information you provide is highly valuable and critical for the effectiveness of this research undertaking. The investigator would like to assure you that your response will be kept confidential and used only to assess the level of aggression. There is no right or wrong answer; so don't spend a lot of time on any one item. Thus, please be confident and honest enough while filling this questionnaire through out. Also note that you don't need to write your name.

Thank you for your cooperation!

### **Direction:**

Try to think and read each statement that accurately reflects your own behavior. Some possible statements are listed below. Please read each item separately and respond as more appropriately as to your own behaviors (characteristics) using the five-point scale indicated below. Based on your self-perception, put your tick mark ( ✓ ) in the respective space.

Thank you for your cooperation!

Age \_\_\_\_\_ gender \_\_\_\_\_ grade \_\_\_\_\_

### **Key:**

- 1= strongly disagree
- 2= disagree
- 3= undecided
- 4= agree
- 5= strongly agree

| No. | List of Items   | 1<br>strongly disagree | 2<br>disagree | 3<br>Undecided | 4<br>agree | 5<br>strongly agree |
|-----|---|------------------------|---------------|----------------|------------|---------------------|
| 1   | I like to snatch some materials from my classmates                                      |                        |               |                |            |                     |
| 2   | I stamp my feet and kick things when I am angry   |                        |               |                |            |                     |
| 3   | I usually start fighting with some body just for pleasure                               |                        |               |                |            |                     |
| 4   | If some body hits me, I like to hitting back  |                        |               |                |            |                     |
| 5   | I often grind my teeth when I get angry   |                        |               |                |            |                     |
| 6   | I often like to watch war (horror) moves  |                        |               |                |            |                     |
| 7   | I like to avoid involving in group of gangs who are organized to attack their opponents |                        |               |                |            |                     |
| 8   | I would like to show my power to be respected   |                        |               |                |            |                     |
| 9   | When I suspect some one's plan to harm me, I would like to take the first quick action  |                        |               |                |            |                     |
| 10  | I usually like to push away my friends when I pass by them                              |                        |               |                |            |                     |
| 11  | To satisfy my needs I would like to negotiate with people rather than using force       |                        |               |                |            |                     |
| 12  | I like watching boxing games  |                        |               |                |            |                     |
| 13  | I like to tease at my classmates who fail examinations                                  |                        |               |                |            |                     |
| 14  | I like to avoid criticizing my teachers when they do wrong things                       |                        |               |                |            |                     |
| 15  | People say that I am rude in my speech  |                        |               |                |            |                     |
| 16  | I get into arguments when people disagree with me                                       |                        |               |                |            |                     |
| 17  | I reserve my self from insulting people for their wrong doing                           |                        |               |                |            |                     |
| 18  | I usually threaten people when I quarrel with them                                      |                        |               |                |            |                     |
| 19  | When I get so angry with people, I yell and swart at them                               |                        |               |                |            |                     |

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
| 20 | I laugh at people when they fail in the mud  |  |  |  |  |  |
| 21 | I usually give nicknames to people   |  |  |  |  |  |
| 22 | For no good reason, I often like to terrorize people   |  |  |  |  |  |
| 23 | I often accept orders given to me by my parents  |  |  |  |  |  |
| 24 | When I make dialogues with people, I like to use harsh words   |  |  |  |  |  |
| 25 | If someone treats me unfairly, I and my friends gossip about him/her                                   |  |  |  |  |  |
| 26 | When a friend cheats me, I agitate my other friends to hate and alienate him/her from your group       |  |  |  |  |  |
| 27 | If someone disappoints me, I usually build a friendship to whom he/she has conflict                    |  |  |  |  |  |
| 28 | I am happy and welcoming to someone who has just treated me bad  |  |  |  |  |  |
| 29 | If I fight with someone who I can't win, I purposely spoil his/her name by talking false about him/her |  |  |  |  |  |
| 30 | Once I am cheated by friends that I am loyal to, it is easy for me to be obedient as I was             |  |  |  |  |  |
| 31 | I like to continue the normal relationship even though someone goes against me                         |  |  |  |  |  |
| 32 | Once I fight with someone, I tell all his/her secrets to every body                                    |  |  |  |  |  |
| 33 | When I quarrel with someone I write small notes where the other one is criticized                      |  |  |  |  |  |
| 34 | If somebody does rude to me, I like to enjoy when he/she entertains hard time                          |  |  |  |  |  |
| 35 | If somebody attacks me, I try to criticize the other one's hair or clothing                            |  |  |  |  |  |
| 36 | By working hard, I enjoy being the best person in the middle of my enemies                             |  |  |  |  |  |

**የወላጅ የአስተዳደግ ስልት መጠይቅ**

ወላጅ ሲባል እናት፣ አባት ወይም አሳዳጊዎችን ያጠቃልላል።

**የመጠይቁ ዓላማ:** የወላጆችን ወይም የአሳዳጊዎችን የአስተዳደግ ስልት ለማወቅና ከወጣት ጠባጫሪነት ጋር ያለውን ተዛምዶ ለማጥናት ነው።

**መመሪያ 1**

መጠይቁ በሚስጥር ተጠብቆ ሙሉ በሙሉ ለጥናትና ምርምር ብቻ የሚውል መሆኑን አረጋግጣለሁ። መጠይቁ የተዘጋጀው የመልሶችን ጥቅል ግንዛቤ ለማወቅ በመሆኑ በተናጥል አንዱ መጠይቅ ላይ ብዙ ጊዜ ሳታጠፋ/ሬ መልስህ/ሽ አኑር/ሪ። የሚሰጠው ምላሽ ለጥናቱና ምርምሩ ውጤታማነት ወሳኝና ከፍተኛ አስተዋፆ ያለው በመሆኑን አውቀህ/ሽ በታማኝነት፣ በጥንቃቄና በግልጽ መልስ/ሽ።

ከዚህ በታች የወላጅ ወይም የአሳዳጊን የአስተዳደግ ስልት የሚገልጹ አራት አማራጮች ቀርበዋል። በዚህ መሰረት ከቤተሰቦችህ/ችሽ ወላጆች ወይም ከሳደጊህ/ጊሽ መሃል በአንተ/ቺ በተለይም ጠባጫሪነት ባህሪ/ሽ ላይ ከፍተኛ ተፅእኖ/አስተዋፅኦ የሚያደርገው ማን እንደሆነ በማሰብ የነርሱን ባህሪ በትክክል የሚገልጸውን ዓ/ነገር በጥንቃቄ በማንበብ በዚህ ምልክት ( ) ግለጽ/ጭ።

መፍቻ:

- 1 = በጭራሽ አልስማማም
- 2 = በመጠኑ አልስማማም
- 3 = በመጠኑ እስማማለሁ
- 4 = በጣም አስማማለሁ በሚሉ አማራጮች የአንተን/ቺን ባህሪ በሚገልጸው መጠን (ደረጃ) እንድትመልስ/ሽ በትህትና እጠይቃለሁ።

ስለትብብርህ/ሽ አመሰግናለሁ !

ዕድሜ-----የታ ----- የክፍል ደረጃ -----

|    |  | 1<br>በጭራሽ<br>አልስማማ<br>ም | 2<br>አልስማ<br>ማም | 3<br>እስማማለ<br>ሁ | 4<br>በጣም<br>እስማ<br>ማለሀ |
|----|--|-------------------------|-----------------|-----------------|------------------------|
| 1  | የሆነ ችግር ቢያጋጥመኝ ወላጆቼ ወይም- አሳደጊዎቼ እርዳታን ይነፍጉኛል።  |                         |                 |                 |                        |
| 2  | ወላጆቼ ወይም- አሳደጊዎቼ በምችለው መንገድ ሁሉ ስራዬን እንድወጣ ይገፋፋኛል።  |                         |                 |                 |                        |
| 3  | ወላጆቼ ወይም- አሳደጊዎቼ ሁል ጊዜ በኃይል ቃል እና በጥላቻ መንፈስ ያነጋግሩኛል።   |                         | -               |                 |                        |
| 4  | ወላጆቼ ወይም- አሳደጊዎቼ አንድን ነገር እንዳደርግ ሲፈልጉ ምክንያቱን ከመግለጽ ይቆጠባሉ።                                      |                         |                 |                 |                        |
| 5  | የቤተሰብ ህጉችና ገደቦች ምክንያታዊ እንዳልሆኑ በተሰማኝ ወቅት ዘወትር ወላጆቼወይም- አሳደጊዎቼ በንግግራዊ/ቃል/መስጠትና- መውሰድ ስልት ያበረታቱኛል |                         |                 |                 |                        |
| 6  | ወላጆቼ ወይም- አሳደጊዎቼ ስለምሚረው ነገር አይገዳቸውም።   |                         |                 |                 |                        |
| 7  | ወላጆቼ ወይም- አሳደጊዎቼ የሚወስኑትን ሁሉ አገናዝቤ እራሴን እንድጠይቅ ያደርጉኛል።  |                         |                 |                 |                        |
| 8  | ወላጆቼ ወላጆቼወይም- አሳደጊዎቼ ከኔ ጋር ለመነጋገር ጊዜ ይነፍጉኛል።   |                         |                 |                 |                        |
| 9  | ወላጆቼ ወይም- አሳደጊዎቼ ከኔ ጋር እቤት ከመቆየት ይልቅ ከጓደኞቻቸው ጋር መሆን ያስደስታቸዋል።                                  |                         |                 |                 |                        |
| 10 | ወላጆቼ ወይም- አሳደጊዎቼ ጓደኞቼ እነማን እንደሆኑ ያውቃሉ።   |                         |                 |                 |                        |
| 11 | ወላጆቼ ወይም- አሳደጊዎቼ ምርጫዬንና ፍላጎቴን በነፃነት እንድገልፅ ይፈቅዱልኛል።  |                         |                 |                 |                        |
| 12 | ወላጆቼ ወይም- አሳደጊዎቼ ቤተሰቦቼ ቁጣና ቅጣት የልጆችን ባህሪ ይገራል ብለው ያምናሉ።  |                         |                 |                 |                        |
| 13 | ወላጆቼ ወይም- አሳደጊዎቼ ቤተሰቦቼ ልጆችን ተቆጣጠር እንጂ አትስማው የሚል አመለካከት አላቸው።                                   |                         |                 |                 |                        |
| 14 | ወላጆቼ ወይም- አሳደጊዎቼ ቤተሰቦቼ ፍቅርና ናፍቆታቸውን ይገልፁልኛል።   |                         |                 |                 |                        |

መመሪያ 2

የሚከተሉትን ዓ.ነገሮች በጥንቃቄ በማንበብ የወላጅህ/ሽ ወይም የአሳዳጊህ/ሽ ባህሪ ወይም በትክክል የሚገልጸውን በመክበብ መልስ/ሽ።

15. በሳምንቱ ቀናት ውስጥ ከሰኞ - አርብ ጊዜ ወላጅህ/ሽ ወይም አሳዳጊዎችህ/ሽ ለትምህርት ወጥተህ/ሽ እስከ ስንት ሰዓት ውጪ ብትቆይ ይፈቀዱልሃል/ሻል?

ሀ. አባትህ /ሽ ወንድ አሳዳጊህ/ሽ

- 1. አይፈቀዱልኝም
- 2. ከምሽቱ እስከ ሁለት ሰዓት
- 3. ከምሽቱ እስከ ሶስት ሰዓት
- 4. ከምሽቱ እስከ አራት ሰዓት
- 5. ከምሽቱ እስከ አምስት ሰዓት
- 6. እስከ እኩለ ለሊት
- 7. እስከፈለኩት ሰዓት ይፈቀድልኛል

16. በሳምንቱ የመጨረሻ ቀናት / ቅዳሜ እና እሁድ ምሽቶች/ ከምሽቱ ስንት ሰዓት ውጪ መቆየት ይፈቀድልሃል/ሻል?

ሀ. አባትህ /ሽ ወንድ አሳዳጊህ/ሽ

- 1. አይፈቀዱልኝም
- 2. ከምሽቱ እስከ ሁለት ሰዓት
- 3. ከምሽቱ እስከ ሶስት ሰዓት
- 4. ከምሽቱ እስከ አራት ሰዓት
- 5. ከምሽቱ እስከ አምስት ሰዓት
- 6. እስከ እኩለ ለሊት
- 7. እስከ ጧቱ 1 ሰዓት
- 8. እስከ ጧቱ 2 ሰዓት

17. ቤተሰቦችህ/ሽ አሳዳጊህ/ሽ የት እንደምትውል/ይ እና ምን እያዳረግህ/ሽ እንዳለህ/ሽ ለማወቅ ምን ያህል ይጥራሉ?

- 1. አይጥሩም
- 2. በትንሹ ይጥራሉ
- 3. በጣም ይጥራሉ

18. ቤተሰቦችህ /ሽ አሳዳጊህ/ሽ ትምህርትቤት መሄድ አለመሄድህን/ሽን ለማወቅ ምን ያህል ጥረት ያደርጋሉ

- 1. አያደርጉም
- 2. በትንሹ ያደርጋሉ
- 3. በጣም ያደርጋሉ

19. ቤተሰቦችህ ሽ አሳዳጊህ/ ሽ/ ከሰዓት በኋላ ያለውን ትርፍ ጊዜ ከት.ቤት ውጭ የት እንደምታሳልፍ/ ፊ/ ለማወቅ ምን ያህል ይጥራሉ

- 1 አይጥሩም      2 በትንሹ ይጥራሉ      3 በጣም ይጥራሉ

20. ቤተሰቦችህ /ሽ አሳዳጊህ/ሽ በትርፍ ጊዜህ /ሽ ምን እንደምትሰራ /ሪ ምን ያህል ለማወቅ ይጥራሉ?

1. አይጥሩም      2. በትንሹ ይጥራሉ      3. በጣም ይጥራሉ

21. ቤተሰቦችህ /ሽ አሳዳጊህ/ሽ ገንዘብህን/ሽን ምን እንደምታደርግበት/ጊበት ለማወቅ ምን ያህል ይጥራሉ?

1. አይጥሩም      2. በትንሹ ይጥራሉ      3. በጣም ይጥራሉ

22. ቤተሰቦችህ /ሽ አሳዳጊህ/ሽ በእርግጠኝነት ምን ያህል የት እንደምትውል/ውይ ምን እንደምትሠራ/ሰሪ ያውቃሉ?

- 1 አያውቁም      2. በትንሹ ያውቃሉ      3. ብዙ ያውቃሉ

23. ቤተሰቦችህ /ሽ አሳዳጊህ/ሽ ት/ቤት መሄድህን/ሽንና አለመሄድህን/ሽን በእርግጠኝነት ምን ያህል ያውቃሉ?

1. ብዙ ያውቃሉ      2. በትንሹ ያውቃሉ      3. አያውቁም

24. ቤተሰቦችህ /ሽ አሳዳጊህ/ሽ በትርፍ ሰዓትህ/ሽ ምን እንደሚታደርግ/ጊ በእርግጠኝነት ምን ያህል ያውቃሉ?

1. አያውቁም      2. በትንሹ ያውቃሉ      3. ብዙ ያውቃሉ

25. ቤተሰቦችህ /ሽ አሳዳጊህ/ሽ በእርግጠኝነት ከት/ቤት መልስ ከሰዓት በኋላ የት እንደለህ/ሽ ያውቃሉ?

1. ብዙ ያውቃሉ      2. በትንሹ ያውቃሉ      3. አያውቁም

26. ቤተሰቦችህ /ሽ አሳዳጊህ/ሽ በእርግጠኝነት በገንዘብህ/ሽ ምን እንደሚታደርግ/ጊ ያውቃሉ?

1. ብዙ ያውቃሉ      2. በትንሹ ያውቃሉ      3. አያውቁም

27. ቤተሰቦችህ/ሽ ወይም አሳዳጊህ/ሽ በእርግጠኝነት ከእነማን ጋር ጊዜህን/ሽን እንደምታሳልፍ/ፊ ያውቃሉ ?

1. አያውቁም      2. በትንሹ ያውቃሉ      3. በጣም ያውቃሉ

## የወጣት ጠባራሪነት መጠይቅ

የመጣይቁ ዓላማ፡ የዚህ መጠይቅ አቢይ ዓላማ የወጣት ጠባሪነትን ደረጃ (መጠን) ለመለካት ነው።

መጠይቁ በምስጢር ተጠብቆ ሙሉ በሙሉ ለጥናትና ምርምር ብቻ የሚውል መሆኑን አረጋግጧል። መጠይቁ የተዘጋጀው የመልሶችን ጥቅል ግንዛቤ ለማወቅ በመሆኑ በተናጠል አንዱ መጠይቅ ላይ ብዙ ጊዜ ሳታጠፋ/ፊ መልስህ/ሽን አኑር/ሪ። የሚሰጠው መልስ ለጥናቱና ምርምሩ ውጤታማነት ወሳኝና ከፍተኛ አስተዋጾ ያለው መሆኑን አውቀህ/ሽ በታማኝነት፣ በጥንቃቄና በግልጽ መልስ/ሽ።

ማሳሰቢያ፡- ስም መጻፍ አያስፈልግም።

የጠባሪነቱን መጠን ለመለካት ከዚህ በታች ባለ አራት አማራጮች ቀርቦዎል ስለዚህ ያንተን/ችን ባህሪ በትክክል የሚገልጻውን ዓ/ነገር በጥንቃቄ በማንበብ በዚህ ምልክት (✓) ግለጽ/ጭ።

መፍቻ፡

- 1 = በጭራሽ አልስማማም
- 2 = አልስማማም
- 3 = አልወሰንኩም
- 4 = እስማማለሁ
- 5 = በጣም እስማማለሁ በሚሉ አማራጮች ያንተን/ችን ባህሪ በሚገልጸው መጠን (ደረጃ) እንድትመልስ/ሽ በትህትና እጠይቃለሁ።

ስለትብብርህ/ሽ አመሰግናለሁ !

ዕድሜ-----ጾታ-----የክፍል ደረጃ-----

| ቁ. | መጠይቆች  | 1<br>በጭራሽ<br>አልስማማም | 2<br>አልስማማም | 3<br>አልወሰንኩም | 4<br>እስማማለሁ | 5<br>በጣም<br>እስማማለሁ |
|----|--|---------------------|-------------|--------------|-------------|--------------------|
| 1  | ከክፍል ጓደኞቼ እቃን መንጠቅ እወዳለሁ።                    |                     |             |              |             |                    |
| 2  | ስናደድ ባካባቢው ያሉትን ነገሮች እረጋግጣለሁ።                |                     |             |              |             |                    |
| 3  | አንዳንዴ የምማታው ለመደሰት ያህል ነው።                    |                     |             |              |             |                    |
| 4  | ሰው ከመታኝ እኔም መልሼ ከመምታት እቆጠባለሁ።                |                     |             |              |             |                    |
| 5  | ስናደድ ጥርሱን እንክሳለሁ።                            |                     |             |              |             |                    |
| 6  | የድብድብና ግርግር ያለበት ፊልሞችን ማየት ያስደስተኛል።          |                     |             |              |             |                    |
| 7  | በቡድን በተደራጁና ተደባዳቢ ጎረቤቶች ጋር ከመሳተፍ ራሴን አገላለሁ።  |                     |             |              |             |                    |
| 8  | እንደክበር ሀይልን መጠቀም እወዳለሁ።                      |                     |             |              |             |                    |
| 9  | አንድ ሰው ሊያጠቃኝ ማሰቡን ካወቅሁ አስቀድሜ አጠቃዋለሁ።         |                     |             |              |             |                    |
| 10 | ብዙውን ጊዜ በጓደኞቼ ጎን ሳልፍ ገፍተር አርጌ መሄድ ያስደስተል።    |                     |             |              |             |                    |
| 11 | ፍላጎቴን ለማሟላት ማንኛውንም የኃይል አማራጮችን ከመጠቀም እቆጠባለሁ። |                     |             |              |             |                    |
| 12 | የቦክስ ውድድሮችን ማየት እወዳለሁ።                       |                     |             |              |             |                    |
|    |  |                     |             |              |             |                    |
| 13 | የክፍል ጓደኞቼ ፈተና ሲወድቁ አሾፍባቸዋለሁ።                 |                     |             |              |             |                    |
| 14 | ብዙን ጊዜ መምህሮቼ ስህተት ሲፈጽሙ ከመተቸት እቆጠባለሁ።         |                     |             |              |             |                    |
| 15 | ሰዎች በንግግራ ልቅ እንደሆንኩ ይናገራሉ።                   |                     |             |              |             |                    |
| 16 | ከሰዎች ጋር በሀሳብ ካልተግባባን መከራከር እወዳለሁ።            |                     |             |              |             |                    |
| 17 | ሰዎች የተሳሳተ ነገር ሲሰሩ ከመሳደብ ይልቅ መምከር ይቀናኛል።      |                     |             |              |             |                    |
| 18 | ሰዎች ሲጣሉኝ አስፈራራችኋለሁ።                          |                     |             |              |             |                    |
| 19 | በሰዎች ስናደድ እየጮሁኩባቸው እንደረደርባቸዋለሁ።              |                     |             |              |             |                    |
| 20 | ሰዎች በጭቃ ውስጥ ሲወድቁ እስቅባቸዋለሁ።                   |                     |             |              |             |                    |
| 21 | አንዳንዴ ለሰዎች የቅጽል ስም መስጠት እወዳለሁ።               |                     |             |              |             |                    |
| 22 | ያለበቂ ምክንያት ሰዎችን ማሸበር ያስደስተኛል።                |                     |             |              |             |                    |
| 23 | ብዙውን ጊዜ የወላጆቼን ትዕዛዝ እቀበላለሁ።                  |                     |             |              |             |                    |
| 24 | ከሰዎች ጋር ስክራክር አስከፊ ቃላትን እጠቀማለሁ።              |                     |             |              |             |                    |

|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
| 25 | ሰው ከጉዳዩን እኔና ጉዳዮቼ ያንን /ያቼን ሰው እናማዋለን/እናማታለን።                  |  |  |  |  |  |
| 26 | አንድ ሰው ከጉዳዩን ለጓደኞቹ ነግራ እንዲጠሉት/እንዲጠሏት በማድረግ ከቡድናችን አገለግለሁ/ታለሁ። |  |  |  |  |  |
| 27 | አንድ ሰው ካስቀየመኝ ከሚጠላቸው/ከምትጠላቸው ሰዎች ጋር ጓደኝነትን አመሠርታለሁ።           |  |  |  |  |  |
| 28 | በመጥፎ ሁኔታ ያስተናገዱኝን ሰዎች ከልብ በሆነ ጥሩ ፊት እያሳየኋቸው በሚገባ አስተናግጃቸዋለሁ።  |  |  |  |  |  |
| 29 | የተጣላሁትና የማልችለውን ሰው ውሸት አውርቼ ስሙን/ስሜን አጠፋለሁ።                    |  |  |  |  |  |
| 30 | ጓደኛዬ ቢያጭበረበረኝም እንኳን ካሁን በፊት ታማኝ እንደነበርኩለት/ላት አቀጥላለሁ።          |  |  |  |  |  |
| 31 | ብዙን ጊዜ ሰዎች ጥቃት ቢያደርሱብኝም ከነርሱ ጋር የነበረኝን ጓደኝነትን አቋርጣለሁ።         |  |  |  |  |  |
| 32 | ከአንድ ሰው ጋር ስጣላ ሚስጥሩን /ሚስጥሯን ለሌሎች አበትናለሁ።                      |  |  |  |  |  |
| 33 | አንድ ሰው ካስቀየመኝ የተኮነነበትን/ችበትን ደካማ ጎነን በጽሁፍ ለብዙ ሰዎች አዳርሳለሁ።      |  |  |  |  |  |
| 34 | መጥፎ ያደረጉብኝ መክራ ሲያዩ በጣም አረካለሁ።                                 |  |  |  |  |  |
| 35 | ቀና በማያስብልኝ መሃል ጥሩ በመስራትና የተሻለ ሆኖ መገኘትና ማስቀናት ደስ ይለኛል።         |  |  |  |  |  |
| 36 | አንድ ሰው ካጠቃኝ አለባበሱንና የፀጉር አሰራሩን/ሯን በሰዎች ፊት አንቋሽሽበታለሁ/ባታለሁ።     |  |  |  |  |  |