

Parenting Styles,
Peer Group Influence and Self-esteem
as Predictors of Adolescents'
Aggression: The case of Ambo High
School Students

By

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Abstract

The objective of the study is to investigate parenting style, peer group influence, and self esteem as predictors of adolescent aggressions' among Ambo High School students. Simple random sampling technique was used to select participants of the study. Data were collected using questionnaire. One way ANOVA was employed to examine the relationship between parenting style and adolescent aggression. Independent sample t-test was employed to see gender difference in aggression among adolescents. Multiple regression analysis was employed to evaluate the contribution of parenting style, peer group influence and self-esteem in predicting adolescents' aggression. Finally, to examine relative contributions of each predictor variable in predicting adolescents' aggression stepwise regression was employed. The findings confirmed that there were statistically significant differences in physical, verbal, and indirect aggression among different parenting styles (authoritative, authoritarian, indulgent, and neglectful). There was significant gender difference in the score of physical and indirect aggression among adolescents. However, there was no significant gender difference in verbal aggression among adolescents. Parenting style has contributed the highest variance of aggression. Self-esteem negatively predicts adolescents' aggression, yet peer group influence positively predicts adolescents' aggression. Finally, conclusions and suggestions were made in light of the findings.

CHAPTER 1

Introduction

1.1 Background of the Study

The development of normal and socially acceptable behavior in children could be influenced by home environment and community settings. These settings affect behavior of adolescent directly or indirectly. According to Damon (1983), schools are among the most pervasive socialization agents in our culture and they are among the influential ones in shaping the behaviors of human development. The degree to which an individual adapts to the school environment partly depends on the degree of support he/she receives from teachers, parents and peers (Ladd, 1998). This shows that different schools have different standards for and expectation of the behavior of their students whereas differences in reported behavior may reflect differences in degree to which difficult behavior is tolerated. Thus, behavioral problems are different in different settings.

Many researchers are interested to study behavioral problems that are seen during adolescence period. Because adolescence is a period of physical, psychological, social changes that is characterized by dramatic behavioral changes which is accompanied by the presence of special

learning or behavioral problems (Russo & Bourne, 1998). During this time, people are faced with many problems which make this period a challenging period of life. With this regard, behavioral problems in schools are increasing from time to time. Some of them are truancy, tardiness, vandalism, and aggression (Kinde & Mekonnen, 2006). A behavioral problem such as truancy, tardiness, aggression, and delinquency increase as an individual person gets adolescence (David, 1996; Haapasalo & Tremblay, 1994; Slavin, 1994).

From the above instance, aggression is one of the major problems in school which affects schooling and later life (Maundia, 2006). This means that aggressive students are at risk for negative interactions with students in school setting, creating anxiety among adolescents and distract themselves from school work. In line with this, many researchers have shown that aggression is associated with negative outcomes such as delinquency, school dropouts, social and mental problems, and less academic performance (Carnis cited in Graham, Hundley, and Williams, 1992; Cole & Cole, 2005).

In studying aggression, there are many factors related to aggression in humans. Developmentalists focus on two factors: biological (chromosomal, genetic and hormonal) and environmental (child rearing practices, parenting styles and reinforcements). Biological factors such

as genes and testosterone play a great role in adolescent aggression. However, this does not mean that there are genes for aggressive behaviors and also does not mean that testosterone directly causes aggressive behavior (Santrock, 1999; Cole & Cole, 2005; Mundia, 2006). But, Zimbardo and Gerrig (1999) suggested that some individuals have a greater genetic predisposition towards aggression than others. And people who have high level of testosterone are more aggressive than those who have low level of testosterone (Franzoi, 2000).

Behavior of an individual is influenced by the family and environment in which he/she finds himself/herself. Family environment is an important factor in the regulation of behavior during adolescence (Cole and Cole, 2005) and child socialization from early life to adolescence is directly related to types of parenting styles (Steinberg, 1989). The family is the most important and major source of influence that plays significant role in explaining the kind of personality an individual develops. According to Hiseh(1999), parenting style predicts important aspects of child development and has consistently been found to correlate with the development of normal or deviant behaviors in children and is responsible for a significant degree of variance in behavioral development of children.

According to Cole and Cole (2005), types of parenting styles differ from family to family and from society to society. Parental influences differ mainly due to the way parents discipline their children rather than differences in culture (Kaplan, 1986). That is, differences in family variables facilitate or hinder normal development of behavior. It is, therefore, crucial to examine which aspects of parenting styles predict aggression in adolescent.

Family process variables such as erratic, harsh, physical or inconsistent punishment, neglect, poor supervision, rejection, and indifference may play a crucial role in promoting aggressiveness in later life (Eron et al. cited in Haapasalo & Tremblay, 1994). To support this, Newman et al. (2008) showed that parental permissiveness increases the likelihood of aggressive behavior from early life through adolescence and negative influence of parents can be seen as a source of aggression. This shows that there is a relationship between parenting styles and adolescent aggression.

Peers provide a means of social comparison and a source of information beyond the family. This means that good relationship may be necessary for social development of adolescents. When explaining the impact of peers on adolescents' behavior, researchers have indicated that teens can be easily influenced by peer pressure to compensate for the lack of a

close parent-child relationship (Lezin et al., 2004). According to Newcomer et al. (cited in Hayes, 1987), what adolescents believe about their peers have strong influence on them. Because their behaviors and attitudes are more closely related to what they think their friends do and behave.

Research has shown that self-esteem is correlated with various social and psychological variables. Positive or high self-esteem is related to psychological well-being or adjustment, higher academic performance, and prosocial behaviors. In contrast, research has described the association of low self-esteem with loneliness, anxiety, irritability, delinquency, and depression (Stephen & Robin, 2003). Thus, self-esteem can strongly influence thoughts, moods and behaviors (Zimbardo & Gerrig, 1999).

In Ethiopia, this behavioral problem is least recognized and there is no sufficient literature or published information regarding aggression. So, it is relevant to investigate factors related to aggression because descriptive information about adolescent aggression is useful for policymakers and families in making educational choices (Pellegrini and Bartini, 2000). To this end, an attempt was made to assess factors related to adolescent aggression at Ambo High School.

1.2. Statement of the Problem

Aggression is one of the behavioral problems which is difficult for parents, teachers, and society as a whole. It is related to numerous social, economic, and societal problems including violence in school, delinquency, and substance abuse (Patten, 2000; Haapasalo & Tremblay, 1994; Grham, Hundley & Williams, 1992). In addition, teacher's rate aggressive behaviors as being more disturbing than other classroom behavioral problems (Trachtenberg & Viken, 1994).

Thus, aggression has many psychological effects and social costs on both perpetrator and victim. As a result, it disturbs the school's educational process and group and inter-group relationships in school community and serves as a powerful predictor of educational difficulties for adolescents such as low achievement, low motivation, poor adjustment and early departure from school (Powell & Harbers, 2009).

Aggression is a very serious problem that needs special attention in Ethiopian high schools in general and Ambo High School in particular. It is a visible and unacceptable adolescent' behavioral problems; it results in physical or psychological injury to persons or destruction of the school property. On the basis of the above mentioned problems, this study was designed to answer the following basic questions.

1. How are parenting styles, peer group influence, self-esteem and adolescents' aggression related?
2. Is there statistically significant gender difference in adolescents' aggression?
3. How do parenting style, peer group influence, and self-esteem predict different types of adolescents' aggression?

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study was to investigate the relative importance of parenting style, peer group influence and self-esteem in predicting different types of adolescent aggression.

1.3.2. Specific Objectives

The specific objectives of the study were:

- To examine the relationship among parenting styles, peer group influence, self-esteem and different forms of adolescents' aggression.
- To see whether or not males and females rate their aggression differently.
- To investigate combined and relative importance of parenting style, peer group influence, and self-esteem in predicting different types of aggression.

1.4. Significance of the Study

The significances of this study were based on the following rationales.

1. It may provide information for educators and parents on how parenting styles, peer group influence and self-esteem are associated with aggression.
2. It may provide relevant information to researchers regarding the extent to which these variables determine different types of adolescents' aggression.
3. It may also serve as a reference for further study in this area.

1.5. Delimitation of the Study

The study was delimited to Ambo High School. It was selected as a sample area because the existence of the problem is clearly observed. Among the variables that have been listed as a source of aggression in different studies, this study was delimited to the following independent variables. These are parenting styles, peer group influence and self-esteem and their relation with adolescent aggression. Many investigators reported these variables to be important in the development of aggression.

1.6. Operational Definitions of the Study

Some of the terms used in the study were operationally defined as follows:

Parenting styles- refers to adolescents' perception of their parents behavior on two dimensions (parental warmth/love and parental control /demandingness) as measured by the scale adapted by researcher from.

Peer group influences -refers to influence that comes from peer group of school or classmate that is related to adolescent's aggression as measure adopted by the researcher.

Self-esteem- refers to adolescents' global self-worthiness as measured by scale adapted from Rosenberg Self- esteem scale cited in Nuredin (2006).

Aggression- refers to adolescents' perception about their own behavior with regard to different types of aggression as measured by the scale adapted from Bjorkqvists (1992) and Buss and Perry's (1992) Direct and Indirect Aggression scale.

Physical aggression- refers to adolescents' actions of hitting, pushing kicking, taking things from others and so on.

Verbal aggression- refers to verbal attack of adolescents of teasing, threatening, yelling, insulting, and so on.

Indirect aggression- refers to non-physical aggression which includes gossiping, ignoring, shutting the other one out of the group and the like.

The next chapter is devoted to the literature review, specifically focused on the relation among parenting style, peer group influence and self-esteem and adolescents' aggression.

CHAPTER 2

Review of Related Literature

2.1 The Concept of Aggression

In psychological literature, there is no single kind of behavior which defines aggression or any single process which represent aggression. Different researchers define aggression in different ways, for example, Bandura (1973) defines aggression as “unacceptable ways of behaving which may result in physical or psychological injury to another person or destruction of damage property.” He also supported that, aggression is not restricted to behavior that is performed solely for the purpose of injuring others because there are a wide range of activities that are judged as aggressive including some of the most violent forms of interpersonal assault.

Similarly, Tremblay (2000) stated that one of the most important problems to define aggressive behavior is to identify its different forms of expression and to differentiate them from other phenomenon's that are associated but different. For instance, Nagin and Pulkkinen cited in Tremblay (2000) revealed that hyperactivity and opposition are highly associated with physical aggression but their association is unlikely to lead to a better understanding of development of each of these types of behaviors and their association.

Stainback and Stainback (1980) also indicated that there are no clear lines of demarcation to categorize children who display aggressive behaviors such as hitting, verbal assault, teasing, and stealing as aggressive children. The reason is that that these behaviors are reflected even by non-aggressive ones. However, according to this authors the main difference is that aggressive children display aggressive behaviors at much higher rate at later age than that of non-aggressive once. The more heavily demanding the act frequently and consistently over a long period of time, the more severe the problem to be considered and seen as aggressive behaviors (Mussen et al., 1984).

Berkowitz (1990) also indicated that aggression can be produced by a remarkably broad range of unpleasant occurrences that are not intentionally or unfairly produced by human agents. According to this author foul odors, high temperatures, exposure to painfully cold water, and even disgusting scenes can also heighten the hostility displayed, or the aggression that is directed toward another person.

In this respect, there is also disagreement among psychologists of different theoretical perspectives whether aggression is defined by its observable consequence or by intention of the person showing the behavior. Franzoi, (2000) defined aggression as "behavior that hurts or

has the potential to hurt another person or an object” (p 366). According to the author whether it may be physical (hitting, kicking, biting), verbal (yelling, calling names), or violation of another (taking things by force) these all are observable behaviors, but the weakness is that it includes behaviors that should not be considered as aggressive. For instance, if one opens the door and hits another person standing behind the door, then we would not consider it as aggression unless the man knows the person was there.

In relation to this, Parke and Slably cited in Tremblay (2000) defined aggression as “behavior that is aimed at harming or injuring another person or persons” (p.550). This definition focuses on the intent of the ‘actor’ or aggressor but it may be less observable and excludes some behaviors that would be normally considered as aggressive. For example, if a child needs an object and pushes another child because he/she wants to use the object it may not be aimed at harming or injuring the other child but the behavior would be considered as aggressive behavior.

In sum, many researchers used the combination of the above definitions; (e.g. Mussen et al., 1984), that is, behavior that is harmful to others is considered as aggression particularly when an individual is aware of its potential for hurting other person.

Aggression is behavior that results in personal injury and destruction of property. The injury may be psychological as well as physical (Bandura, 1973). This shows that aggression does not always arise in the same manner. There are various types of aggression commonly found in the literature. According to Maundia (2006), aggression can be categorized as physical, verbal and indirect. Physical aggression refers to forceful action aims to cause bodily damage and includes fighting, hitting, kicking, punching, pushing and so on. Verbal aggression includes acts such as using insulting language, threatening, insulting, displaying anger, swearing, and being sarcastic. Indirect aggression is a form of social manipulation in which the aggressor attempts to harm another person with out face to face encounter. For instance, gossiping, spreading bad or false stories about someone, not to associate with a person and revealing some one's secrets (Franzoi, 2000).

2.2 Gender differences in Physical, Verbal and Indirect Aggression

Sex is biological differences between male and female and the differences are the same throughout the human race (March et al. 1999). On the other hand, gender is the experience of being male or female, which differs from culture to culture. Furthermore, the concept of gender is used to describe all socially given attributes, roles, activities and responsibilities connected to being male or female in a given society.

Boys and girls have been socialized differently due to the fact that different cultures have different views about aggression in attempting to explain gender difference in aggression and researchers have looked at different factors. These are biological, environmental, and social factors. For instance, biologically, males are more aggressive than females (Mussen et al., 1984). This is due to hormones which influence aggression (Berman et al. cited in Franzoi, 2000).

Other studies found that one of the main arguments why males have been suggested to be more aggressive than females is the link between aggression and testosterone (Bjorkqvists, 1994). But Franzoi (2000) indicated that no simple causal relationship between hormone levels and aggression. That is, testosterone level may make aggression more likely, but aggression or even non-aggressive competition may cause change in testosterone levels.

According to Coie and Whidby cited in Levine and Havighurst (1992) social influences results gender difference in aggression. They found that boys are relatively more aggressive than girls because boys' aggression is rewarded as appropriate masculine behavior while girls' aggression is never rewarded and is often overlooked. In this respect, aggression is typically male phenomenon.

A number of studies suggest that males are more likely aggressive than females (Grham et al., 1992). Similarly Eagly and Steffen (cited in Franzoi, 2000) pointed out that males and female differ in overt and indirect aggression. That is, males are more likely to engage in aggression that produces pain or physical injury whereas; girls tend to manifest indirect ones. However, research by Fry & Cook cited in Bjorkqvists (1994) revealed that this difference is not a universal truth, that is; it does not hold for all cultures.

In the Ethiopian context, studies by Kinde & Mokonnen (2006) and Adugna, (2005) pointed out that there was a significant gender difference in physical and indirect aggression. However, inconsistent results were obtained regarding indirect aggression. Adugna (2005) found that females displayed aggressive behavior more indirectly than male adolescents. In contrast, Kinde & Mokonnen (2006) indicated that males are engaged in more indirect aggression than females. This is due to cultural difference. However, research by Fry and Cook cited in Bjorkqvists (1994) stated that this difference is not universal truth, that is; it does not hold for all cultures.

2.3 The Relationship between Parenting Styles and Adolescent Aggression

2.3.1 Parenting Styles

Parenting style has two important elements: parental responsiveness and parental demandingness (Maccoby & Martin cited in Steinberg, 1989). Parental responsiveness (parental warmth or supportiveness) refers to the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being adjusted, supportive, and rewarding to children's special needs and demands. Parental demandingness (behavioral control) refers to the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys (Darling, 1999). Parental demandingness and responsiveness are more or less independent of each other, that is; it is possible for a parent to be very demanding without being responsive and vice versa (Steinberg, 1989)

These two dimensions combine to form four types of parenting styles which are widely known (Maccoby and Martin cited in Santrock, 2002). These four different parenting styles are associated with different characteristics of children. The authoritarian parenting style consists of high demandingness and low responsiveness. The authoritative style consists of both high demandingness and responsiveness. The

permissive-indulgent style consists of low demandingness and high responsiveness. The permissive-neglectful style consists of both low demandingness and responsiveness

Authoritative Parenting Style

An authoritative style consists of both high demandingness and responsiveness. According to Santrock (1999) authoritative parenting style is “a style in which the parents encourage children to be independent but still place limits and controls on their actions. Extensive verbal give –and-take is allowed and parents are warm and nurturant toward the child” (p.230). It is associated with children’s social competence.

Vrabel, Dow, Dyreng, & Samsel (2006) states that the authoritative style includes the following elements: freedom of expression, clear and explicit about position, respect child’s independence, warm and communicate well, show pleasure and support of children’s constructive behaviors, set high standards for children’s behavior and encourage the child to be independent. Authoritative parents tend to have children who are independent, self-assertive friendly cooperative with parents, high in self –esteem and achievement oriented (Dorunbusch et al., 1987; Sintayehu, 1998; and Nuredin, 2006). Cole and Cole (2005) stated that authoritative parents are less likely to use physical punishment than authoritarian

parents and less likely to stress obedience to authority as a value in itself.

Authoritarian Parenting Style

Authoritarian parenting is “restrictive, punitive style in which parent’s exhort the child to follow their directions and to respect work and offer. The authoritarian parent places firm limits and controls on the child and allows little verbal exchange” (Santrock, 1999; p. 230). According to this author parents who follow an authoritarian parenting style try to control their children’s behavior by establishing rules and regulations. They stress the importance of obedience to authority and discourage verbal give-and-take between themselves and their children (Cole & Cole, 2005).

Authoritarian parents rely more heavily on power assertive, coercive discipline and they are less warm, nurturing, affectionate and sympathetic with their children. They are highly controlling and use power freely. They discourage their children to express disagreement with parental rules or decisions (Mussen, 1984).

Children of authoritarian parents are unhappy, fearful, and anxious about comparing themselves with others, fail to initiate activity & weak in communication skills (Santrock, 2002). This is due to the fact that these parent relay on punishment and enforce rules rather than explain

them. Authoritarian parents believe that children should accept parental authority without question and tend to be harsh (Kaplan, 1986)

Indulgent Parenting Style

Indulgent parenting is a “style of parenting in which parents are highly involved with their children, but place few demands or controls on them. Indulgent parenting is associated with children’s social incompetence, especially a lack of self control” (Santrock, 1999, p. 231). Indulgent parents make few demands on their children. They are non-punishing, open to communication and do not attempt to shape the children’s behavior. Children of indulgent parents never learn to control their own behavior because their parents let them do what they want (Kaplan, 1986). Children whose parents are indulgent regulate their own activities and rarely learn respect for others and have difficulty of controlling their behaviors. Slavin (1994) states that indulgent parents give their children as much freedom as possible and place few expectations on them

Neglectful parenting style

Neglectful parenting is “a style in which the parents are involved in the child’s life; it is associated with children’s social incompetence, especially lack of self control” (Santrock, 1999, p. 231). In neglecting (uninvolved) parenting style, parents do not pay attention to their child’s needs and rarely have expectations regarding how the child should behave.

Children from neglectful parents are often immature and have psychological problems. They develop the sense that other aspects of the parents' lives are more important than they are and tend to be socially incompetent, which leads to low self esteem (Olson & DeFrain, 2000). Neglectful parents know little about their child's activities and show little interest in their child's experiences at school or with friends and also rarely consider their child's opinion when making decisions.

2.3 .2 Parenting style and Adolescent Aggression

Parents have great influence on a child social and personality development. The outcome of socialization of adolescent are highly related to home environment. The family environment is acknowledged to be of critical importance when considering the behavioral and emotional well-being of adolescents (Merrell, 2006). Therefore, researches related to parenting style and a wide variety of adolescent outcomes (such as academic achievement, aggression, and substance abuse) are special area of concern in many researchers. Barber and Rollis et al. (Cited in Barnes and Farrell, 1992) indicated that there are two aspects of parenting style: parental support (nurturance, attachment, acceptance, love) and parental control (discipline, punishment, supervision, monitoring) which have social, psychological and academic impacts on the child and also predict some aspects of adolescent behavior.

Parental influence on a child differs from family to family and from society to society. However, parental influence differs mainly due to the ways parents treated their children rather than differences in culture (Amoato and Booth cited in Olson and DeFrain, 2000). Research concerning parenting style relates authoritative parenting with children's academic achievement and prosocial behavior (Horner cited in Adugna 2006). Hsieh (1998) found that authoritative parenting is positively correlated with adolescent school performance. Lamborn et al (1991) pointed out that authoritative parenting style is associated with positive outcomes.

Similarly, in Ethiopia context, different researches also pointed out that authoritative parenting style is positively related with positive outcomes. For instance, Sintayehu (1998) pointed out that authoritative parenting style is positively related with academic performance. Sileshi (2000) also indicated that children's of authoritative parents reported lower level of miss behavior as compared to non-authoritative parents.

An important study of Feldaman and Weinberger cited in (Endy et al., 2001) showed that the, most powerful predictors of problem behaviors (e.g. aggression) are parents' direct rejection, lack of involvement and support, and lack of monitoring. This means that there is a relationship between parenting and adolescent aggression. Similarly, Maundia (2000)

revealed that the possible source of aggressive behavior is the negative influence of parent whose parenting style is dictatorial coercive or harsh way. Therefore, parenting styles such as inconsistent parental supervision, use of harsh punishment, failure to set limits, neglect in rewarding prosocial behavior and coercive style of parent child interaction influence aggression in children. Children who are aggressive in mid to late childhood are likely to be aggressive in adolescence (Tremblay 2000).

Bandura and Walters cited in Steinberg (1989) stated that parents who employ physical punishment (spanking, hitting, etc) are more likely have aggressive adolescents. But, we cannot deduce whether physical punishment leads to adolescence aggression found a relationship between parental use of punishment at home and aggression.

When parents engage in coercive, power assertive models of socialization, they encourage their children to behave aggressively. These kinds of family interaction patterns can be seen as a source of aggressive behaviors (Cole & Cole, 2005). Moreover, Heaven (2001) pointed out that excessive use of physical force on the child, or violence between parents may lead the child to act in an aggressive manner.

2.4 The relation between Peer Group influence Adolescent Aggression

2.4.1 Peer Group

Peers are children of about the same age or maturity level (Santrock, 2002)). Harre and Lamb (1983) defines peer group as a small group of friends or associates who share common values, interest and activities. Peer groups are an important influence throughout one's life, but they play powerful roles during the development years of child hood and adolescence.

During adolescence, the peer group plays its part in providing social support and identity and also has a powerful influence on behavior which plays an important part in adolescent socialization (Corsini & Auerbach, 1984). According to this author, although adolescents perceive parents and peers as a useful model in different experiences, the relative attractiveness of the peer group is influenced by the quality of relationships within the home parental attitudes towards it, and the mature of the adolescent problems.

A recent study has shown that peer group becomes more important when the family relationships are not close or supportive. During adolescence, or at any time of a child development, if the relationship between parents and children are largely unavailable or when conflicts occur between them, children may turn to or seeks closeness from their peer group.

However, during this situation children join the group simply because the group accepts them, though if the group is involved in illegal or negative activities (Juvonen & Graham, 2001).

2.4.2 Peer group influence and Adolescent Aggression

Peer group influence can be both positive and negative (Rubin et al., cited in Santrock, 2002). Interaction with peers provides support and opportunity to develop various skills, such as leadership, sharing or team work, and empathy (Hunter cited in Kaplan, 1986) and prosocial behaviors (Corsini & Auerbach, 1984)

The peer group, like the family group, is primary group with immediate, face-to-face close association (Kuppuswamy, 1980). Healthy peer relationships are necessary for human development and socialization. (Harre & Lamb, 1983) indicated that peers actively explain to one another how and why certain things are right and wrong, and which behaviors are appropriate and inappropriate. Furthermore, peer relationship is important for an individual in order to get information and compare what they do with the world outside the family.

Peers gradually become more influential than parents, especially during adolescence (Henderson 1981). Adolescents establish deeper and more intimate relationships. As a result, peer relationship exerts greater influence on adolescent's attitudes and behaviors than the relationship

with parents especially during adolescents. Henderson (1981) also revealed that peers were generally characterized as potentially subversive agents who may erode the positive influence of adult and lead an invading in to a life of delinquency and antisocial behavior. In relation to this, David (1996) suggested that aggressive students choose other aggressive friends and enforce one another behaviors.

During adolescence, there is often controversy about the influence of a peer group versus parental influence. During this time, peer influence is great because the amount of time spent with parent declines and the time spent with friend's increases (Berrndt cited in Kaplan, 1986). As a result, the norms of the peer group may largely determine what behavior is accepted or rejected and approved or disapproved (Kuppuswamy, 1980)

On the other hand, Levine & Havighurst (1999) indicated that influence of the peer group as compared with parental influence depends on the type of problem behavior and influence being investigated. For instance, peer behavior was relatively more important than parental behavior in predicting adolescents' preference for and use of alcohol. But parental norms were more important than peer norms in predicting achievements of students in school.

Peer groups often provide an example for negative and harmful behaviors. Aggression is one of such example. Making friendship with antisocial peers or belonging to 'deviant-oriented' peer groups whose members have antisocial attitude and behaviors can lead the development of aggressive tendencies though molding violent peers (Maundia, 2006). When parent-child interaction is problematic, adolescents are likely to withdraw from the family and rely more heavily on influence of peer subcultures. This means if adolescents or children's do not form strong family connections, they face a high risk of negative influence from peer groups (Juvonen & Graham, 2001).

2.5 The Relationship between Self-esteem and Adolescents' Aggression

2.5.1 Self-esteem

Self-esteem is the global self-worthiness of oneself. It is the value each individual places on his/her own characteristics, abilities and behaviors (Slavin, 1994). It can express positive or negative feelings and indicates the extent to which the individual believes himself/herself to be significant, capable and worthy (Santrock, 1999).

2.5.2 Self-esteem and Adolescent Aggression

Aggression is more likely to be perpetrated by people who feel badly about themselves, that is, who have low self-esteem and that their aggression toward others is a way of reinforcing their view of themselves

(Stephen & Robin, 2003). Similarly, Baumeister, (cited in Bradshaw & Hazan, 2006) indicated that aggressive individuals have low self-esteem. This shows that low self-esteem may predict externalizing problem behaviors. According to Donnellan et al. (2004), low self-esteem tended to increase aggression. In general, people with low self-esteem present themselves to the world as ambitious, aggressive risk takers.

Aggressive individuals have negative views of self or low self-esteem; however, several studies have found that some aggressive individuals have overly positive self-views. Most aggressors are people who think exceedingly well of themselves (high self-esteem).and experience an insult as a threat to their positive self-views (Webster, 2007; Webster & Kirkpatrick, 2006; Perez, Vohs & Joiner, 2005).In general, not all with high self esteem are likely to be more aggressive, the aggressors in this group are a subset of people whose positive view of themselves may be either over inflated (that is, it does not correspond to reality) or unstable (Stephen & Robin, 2003).

The next chapter deals with the research design, population, participants sampling techniques, instruments and method of data analysis.

CHAPTER 3

Method of the study

3.1 Design of the study

This study was designed to investigate the effects of some selected variables in explaining the variations in adolescents' aggression. The design of the study was descriptive and inferential in its approach. It describes the degree to which some selected variables have to be related to adolescents' aggression.

3.2 Variables in the study

The dependent variable of the study was aggression as reported by the participants in response to Aggression Questionnaire. The independent variables included in this study were parenting style, peer group influence and self-esteem.

3.3 Study Area

The study was conducted in Ambo town West Shoa, Oromiya region, located at a distance of 105km from Addis Ababa. It was restricted to grades 9 and 10 students. Ambo Secondary School was selected due to the following reasons: first, it was the researcher's place of work that creates better access of data collection and communication with participants and school officials. Secondly, the problem is clearly observed in the selected area.

3.4 Participants

A total of 4599 (3182 grade 9 and 1417 grade10) students of Ambo high school were selected as a target population of the study.

Cochran (1977) formula was used to determine the total sample size of participants from the given total population. The calculated sample size was 418 and adding 10% for non-responses and for those students who were absent during the time of administering. Thus, the total expected sample size was 459.

Cochran method was also used in order to ensure representativeness of participants from different grade levels. The total sample size from grade 9 and 10 were 318 and 141 respectively. Then, by using random number table, participants were selected through simple random sampling. However, 23 students did not complete the questionnaire correctly and were excluded from the study which reduces the total sample to 436. In addition, during analysis adolescents' who's perceived parental warmth/love and control approaches to the median were excluded from the study. Hence, the total sample of the study was 403.

Table 1 shows that the total number of male and female students participated in the study from each grade level

Table 1 Sample Size of the Study

Grade Level	Sex	N
9	Male	162
	Female	107
	Total	269
10	Male	79
	Female	55
	Total	134
Total	Male	241
	Female	162
	Total	403

3.5 Tools of Data Collection

Questionnaires were used to collect data from participants of the study. The questionnaires were first prepared in English and then translated in to Afan Oromo by post graduate students in Addis Ababa University in order to make the items clear, simple and understandable for the participants. Back translation was done by another expert from Oromoiya Education Bureau to check the consistency of meanings. To realize the objectives of the study respondents were provided with a questionnaire containing back ground information, and the following measures.

Parenting Style Questionnaire

This part consisted of 36 items. The items were adapted from existing measures used in western countries and in our context (Elias, 1999; Lamborn et al., 1991 & Dornbusch et al., 1987).

The warmth/love sub-scale consisted of 16 items which measure adolescent's perception of their parents as warm, loving, and responsive. In this subscale students were required to indicate their response on a four point scale (strongly agree to strongly disagree). The control/demandingness subscale consisted of 20 items which measure adolescent's perception of their parent's acceptance, strictness, supervision, monitoring and encouragement. In this subscale, participants rated the first 8 items by using a 3 point scale ranging from does not try to tries a lot and 8 items were given to participants to rate the statements on a 3 point scale ranging from doesn't know to knows a lot except the last four items of the scale. The last four items enforced the participants to encircle the letter that accurately reflects their parents or guardians behavior towards them (*see Appendix A*)

Aggression Questionnaire

The second part of the questionnaire administered to the respondents was adapted from Bjorkqvists et al. (1992) Direct and Indirect Aggression

Scale (DIAS) and Buss and Perry (1992) Aggression Questionnaires. Of the items included in the instruments, only 27 items measuring physical, verbal, and indirect aggression were relevant for this study. Because, some items of the instruments were found to be inappropriate to the Ethiopian secondary school context, and also the pilot study was used and some items which had less contributions to the total correlation were eliminated.

In this study, these scale measure three types of aggression. Twenty seven items were used to measure adolescents' aggression (i.e. nine physical, nine items verbal and nine items indirect aggression). And all items were rated on a four point scales ranging from never to always (*see Appendix A*).

Peer Influence Inventory

The third part of the questionnaire was based on an instrument developed by Brawn and Clasen (1998). The participants rated the level of influence that comes from peer group that is related to adolescent's aggression on a four point scale ranging from strongly agree to strongly disagree (*see appendix A*).

Self-esteem Scale

The last part of the questionnaire composed of ten items adapted from Rosenberg's self esteem scale cited in Nuredin (2006). It measures individual's global feelings of self-worth. All the response formats of the items were the four Likert scales ranging from strongly agree to strongly disagree. In this scale, in order to reduce the effects of response bias, positively and negatively worded items were randomly distributed.

3.6 Procedures of the Study

Questionnaires prepared for pilot study was administered to 70 randomly selected participants from five sections of grade nine (3 sections) and ten (2 sections) students of the High School. Those sections included in the pilot study were excluded from the main study. Among participants participated in the pilot study only 56 students completed the questionnaires appropriately.

During the pilot Study, participants were clearly oriented about the purpose and usefulness of the study and there by creating friendly atmosphere to reduce their stress as the scales need time to be filled by respondents. In addition, some vague items asked by the participants were made clear during the try out.

Then, the data gathered from participants were scored and tabulated to compute the reliability estimates (Cronbach alphas). Accordingly, items which had less contribution to the total correlation were eliminated.

Finally, the parenting styles measure was found to be reliable with Cronbach alpha .78 for parental warmth /love and .79 for parental control/ demandingness. The aggression scale was found to be reliable with Cronbach alpha .68, .72 and .78 for physical, verbal and indirect aggression respectively. And the peer group influence inventory was found to be reliable with Cronbach alpha of .62. The last part of the questionnaire self-esteem scale, was found to be reliable with Cronbach alpha of .83.

Then, after random selection and identification of the participants from the two grade levels, all participants chosen were gathered in their respective classes in collaboration with the school principals, unit leaders and teachers and made to sit properly and separately. The participants were properly oriented by providing clear explanation on the purpose and usefulness of the study, and then provided with the questionnaires after getting verbal explanation. Further explanation was given on how to fill the questionnaires properly. All information was completely confidential. Two teachers were selected as assistants in the whole process of data collection. The assistants were oriented and trained for one day on how to manage the data collection process before the actual administration of the questionnaire.

3.7 Methods of data Analysis

The data collected were coded, analyzed, and interpreted, manually and by using SPSS program. First, each item in the parental warmth/love and control/demandingness for father and mother was averaged to obtain a single score of each item for every participant of the study. The median-split method was employed to classify perceived adolescents score on both parental warmth/love and control/demandingness in to four categories such as authoritarian, authoritative, indulgent and neglectful.

Table 2 Median Value of Perceived Parental Control and Parental Warmth

	Parental warmth	Parental Control
N	403	403
Median	56.0	45.0

Using the median-split method following pervious researchers, respondents were assigned in to the four parenting styles. According to Lamborn et al (1991), authoritative parents are those parents whose children scored above median on both parental warmth/love and control/demandingness indices. Authoritarian parents are those parents whose children scored above median on control but below the median on warmth indices. Indulgent parents are those parents whose children scored above median on warmth but below the median on control indices. Neglectful parents are those parents whose children scored below median on both parental warmth and control indices. The middle

values which are very close to the median were excluded from the analysis.

One way ANOVA was employed to see the relationship between parenting style and different types of aggression. Independent t-test was employed to see gender difference in different types of aggression. Multiple and stepwise regression was also employed to see the combined and relative contributions of each independent variable.

CHAPTER 4

Results

This chapter deals with analysis of the study. The results of the study are summarized under the following subsections: differences in aggression as a function of parenting style, gender differences in aggression, bivariate correlations of predictor variables and dependent variable and the relative contributions of independent variables in explaining the variation in aggressive behaviors.

4.1 Differences in Aggression as a function of Parenting Style

Table 3

Number of Observations, Means, and Standard Deviations for Physical Aggression scores by Parenting Styles

Parenting Style	N	Mean	Std. Deviation
Authoritative	118	15.33	2.66
Authoritarian	85	18.60	2.89
Indulgent	83	17.46	2.82
Neglectful	117	19.06	3.42

Table 3 shows that mean physical aggression scores differ from one parenting style to another among adolescents. As compared to

adolescents from non-authoritative parents, adolescents from authoritative parents have least mean physical aggression score.

Table 4

Summary of One-way ANOVA (Physical Aggression by Parenting Styles)

Source	Sum of Squares	df	Mean Square	F
Between Groups	942.381	3	314.13	35.43*
Within Groups	3537.694	399	8.87	
Total	4480.074	402		

* $P < .01$

As can be seen in Table 4, there was statistically significant mean difference among the four parenting styles in physical aggression score ($F=35.42$, $p < .01$).

In order to examine mean difference in physical aggression scores among adolescents from different parenting styles, Tukey/Kramer (TK) multiple comparison tests were employed (*See Appendix C*). Results of Tukey/Kramer multiple comparison tests revealed that there was statistically significant difference in physical aggression among adolescents from different parenting styles. That is, adolescents from authoritative parents scored significantly less mean physical aggression score than that of adolescent from authoritarian, indulgent and neglectful parents. Adolescents from neglectful parents scored

significantly more mean physical aggression score than adolescents from authoritative and indulgent parents.

Table 5

Number of Observations, Means, and Standard Deviations for Verbal Aggression scores by Parenting Style

Parenting Style	N	Mean	Std. Deviation
Authoritative	118	18.54	3.98
Authoritarian	85	21.09	3.78
Indulgent	83	22.23	3.82
Neglectful	117	22.84	3.28

*P<.01

As shown in table 5, verbal aggression among adolescents differs from one parenting style to another. Adolescents from authoritative parents, as compared to adolescents from non-authoritative parents, have least mean verbal aggression score.

Table 6

Summary of One-way ANOVA (Verbal Aggression by Parenting Styles)

Source	Sum of Squares	df	Mean Square	F
Between Groups	1228.585	3	409.53	29.72*
Within Groups	5498.546	399	13.78	
Total	6727.132	402		

*P<.01

The results of one way ANOVA in table 6 indicates that there was statistically significant difference among different parenting styles in physical aggression ($F=29.72$, $p<.01$).

Results of Tukey/Kramer (TK) multiple comparison tests (*see Appendix C*) indicated that there was statistically significant mean difference in verbal aggression among adolescents from different parenting styles. Authoritative parents scored significantly less than that of adolescent from authoritarian, indulgent and neglectful parents. Adolescents from neglectful parents scored significantly higher than adolescents from authoritative, authoritarian and indulgent parents.

Table 7

Number of observations, Means, and Standard Deviations for Indirect Aggression scores by Parenting Styles

Parenting Style	N	Mean	Std. Deviation
Authoritative	118	15.42	3.15
Authoritarian	85	17.78	3.04
Indulgent	83	18.49	4.15
Neglectful	117	19.88	4.27

Table 7 shows that indirect aggression among adolescents differs from one parenting style to another. As compared to adolescents from non-authoritative parents, adolescents from authoritative parents have least mean indirect aggression score.

Table 8

Summary of One-way ANOVA (Indirect Aggression by Parenting Styles)

Source	Sum of Squares	df	Mean Square	F
Between Groups	1211.823	3	403.94	29.51*
Within Groups	5462.638	399	13.69	
Total	6674.462	402		

* $P < .01$

As can be seen in table 8, there was statistically significant mean difference among adolescents from different parenting styles in mean indirect aggression score ($F=29.51$, $p<.01$).

Results of Tukey/Kramer (TK) multiple comparison tests (*see Appendix C*) indicated that adolescents from authoritative parents scored significantly less than that of adolescents from authoritarian, indulgent and neglectful parents in indirect aggression. Whereas adolescents from neglectful parents scored significantly higher mean indirect aggression score than adolescents from authoritative, authoritarian, and indulgent parents.

But there was no statistically significant mean difference in indirect aggression among adolescents from authoritarian and indulgent parents.

4.2 Gender Differences in Adolescents' Aggression

Independent t-test was employed to examine gender differences in physical, verbal and indirect aggression.

Table 9

Independent Sample t-test and Descriptive statistics of Aggression

Types of aggression	Sex	N	Mean	Std. Deviation	t
Physical aggression	Male	241	18.17	3.41	4.80*
	Female	162	16.59	2.99	
Verbal aggression	Male	241	21.31	4.15	1.33
	Female	162	20.75	3.99	
Indirect aggression	Male	241	18.22	4.11	2.23*
	Female	162	17.30	3.97	

*P < .05

p > 0.05

The results of table 9 shows that there was statistically significant gender difference in mean physical aggression score ($t=4.80$, $df=401$, $p<.05$) and mean indirect aggression score ($t=2.23$, $df=401$, $p<.05$) But, there is no statistically significant gender difference in verbal aggression ($t=1.33$, $df=401$, $p>.05$).

4.3 The Relationship between Predictor and Outcome

Variables

To determine the relationship between the dependent variable and independent variables bivariate correlations were computed. Table 10 shows inter-correlations among predictor variable and dependent variables.

Table 10

Bivariate Correlations among Independent and Dependent variables

Variables	1	2	3	4	5	6
1.Physical Aggression	-	.64**	.63**	-.52**	.34**	-.32**
2.Verbal Aggression		-	.61**	-.51**	.25**	-.06
3.Indirect Aggression			-	-.52**	.30**	-.17**
4.Parenting Style				-	-.29**	.27**
5.Peer group Influence					-	-.11*
6.Self-esteem						-

**p< 0.01

*p< 0.05

The results of table 10 indicate that, physical aggression is significantly related with parenting style, self-esteem score, and peer group influence. Parenting style and self-esteem are negatively correlated with adolescents' physical aggression score whereas peer group influence is positively related with adolescents' physical aggression.

Verbal aggression is significantly correlated with parenting style and peer group influence. Parenting style is negatively correlated with adolescent verbal aggression. Peer group influence is positively related with adolescents' verbal aggression.

Regarding indirect aggression, as table 9 indicates parenting style, peer group influence, and self-esteem significantly related with indirect aggression. Parenting style and self-esteem are significantly and negatively correlated with adolescents' indirect aggression score. But peer group influence is positively related with adolescents' indirect aggression.

4.4 Relative Contributions of Independent Variables in Predicting Adolescents' Aggression

Multiple regression analyses were employed to examine the predictors of physical, verbal, and indirect aggression. Before multiple regression analyses were employed, it was important to see whether there exist a linear or curvilinear relationship between self-esteem and aggression. To this end, Cohen and Cohen (1983) method cited in Perez, Vohs, and Joiner, (2005) was employed. Accordingly, self-esteem score was entered first in to the regression equation, followed by entry of the square of the self esteem score. If curvilinear effect exists, the squared self-esteem score will emerge as significant predictor of aggressive behavior.

However, table 11 indicated that non-significant relationship between squared self-esteem score and physical, verbal, and indirect aggression. Thus, there is a linear relationship between adolescent aggression and self-esteem score. It is also true for verbal and indirect aggression.

Table 11

Regression Coefficients, t-test for Self-esteem and Squared Self-esteem of Physical Aggression

Model	Unstandardized Coefficients		Standardized Coefficients	t
	B	Std. Error	Beta	
Self-esteem	-.258	.182	-.477	-1.418
Squared self-esteem	.002	.003	.154	.459

4.4.1 Relative Contributions of Independent Variables in Predicting Physical Aggression

Multiple regression analyses were employed to examine the contribution of independent variables in predicting physical aggression.

Table 12

Multiple Regression Analysis of Independent Variable on Physical Aggression

Variables	B	Std. Error	Beta	t	R ²	F(3, 399)
Parenting style	-.098	.011	-.394	-8.77*	.330	65.63**
Peer group influence	.059	.018	.144	3.67*		
Self-esteem	-.109	.022	-.201	-4.66*		

* $P < .05$

** $P < .01$

The results of multiple regression analyses indicated that parenting style, self-esteem, and peer group influence collectively accounted for a significant proportion of variance in adolescents' physical aggression by 33%. This proportion of variance was statistically significant ($F=65.63$, $p < 0.01$).

In order to see the relative contribution of each independent variable, it is important to evaluate the variables which have significant contribution with adolescents' physical aggression score. As indicated in table 11, there was statistically significant relation between parenting style and adolescents' physical aggression score ($t=-8.77$, $p < .05$); peer group influence and adolescents' physical aggression score ($t= 3.67$, $p < .05$) and self-esteem and adolescents' physical aggression score ($t= -4.66$, $p < .05$)

Table 13

Stepwise Multiple Regression Analysis of Independent Variable on Physical Aggression

Steps	F	R ²	df ₁	df ₂	ΔR ²	ΔF
Parenting style	149.067	.271	1	401	-	
Self-esteem	88.939	.308	1	400	.037	21.27*
Peer Group Influence	65.631	.330	1	399	.023	13.47*

* P<.01

As shown in table 13, parenting style alone explained about 27.1% variance in physical aggression score. The second independent variable, which was entered in the second step increase the coefficient of determination to 30.8%. In model 3 of the same table peer group influence raised the proportion of variance from 30.8% to 33% where change in R² is 2.3%, which is significant at p<.01.

4.4.2 Relative Contributions of Independent Variables on Verbal Aggression

Table 14

Multiple Regression Analysis of Independent Variables on Verbal Aggression

Variables	B	Std. Error	Beta	T	R ²	F(2,400)
Parenting style	-.148	.014	-.484	-10.350*		
Peer group influence	.031	.024	.062	1.320	.261	70.78**

*p<.05

**p<.01

Table 13 indicated that parenting style but not peer group influence has significant contribution to the prediction of adolescents' verbal aggression. The total variance accounted for by parenting style and peer group influence was 26.1%.

4.4.3 Relative Contributions of Independent Variables on Indirect Aggression

Table 15

Multiple Regression Analysis of Independent Variables in Predicting Indirect Aggression

Variables	B	Std. Error	Beta	t	R ²	F(3,399)
Parenting style	-.139	.014	-.457	-9.827*	.286	39.95**
Peer group influence	.056	.023	.111	2.408*		
Self-esteem	-.022	.029	-.033	-.753		

* P < .05

**p<.01

As indicated in table 15, parenting style and peer group influence significantly predicts physical aggression. This shows that there was statistically significant difference between parenting style and adolescents' indirect aggression ($t=-9.827$, $p<.05$), and peer group influence and indirect aggression ($t=2.408$, $p<.05$).

Table 16

Stepwise Multiple Regression Analysis of Independent Variables on Indirect Aggression

Steps	F	R ²	df1	df2	ΔR ²	ΔF
Parenting style	145.399	.266	1	401	-	-
Peer Group Influence	76.832	.278	1	400	.012	6.332*

* P<.05

As shown in table 16, parenting style alone explained about 26.6% variance in adolescents' indirect aggression score. The second independent variable, which was entered in the second step, increases the coefficient of determination to 27.8%, which was significant at .05.

The variable parenting style contributed .266, that is, it accounted 26.6% of variance in adolescents' indirect aggression score, followed by peer group influence which contributed .012, that is, peer group influence explained about 1.2% of variance in adolescents' indirect aggression score.

CHAPTER 5

Discussion

The main purpose of this study was to investigate the relative importance of parenting styles, peer group influence and self esteem in predicting adolescent aggression.

5.1 Adolescents' Aggression as a Function of Parenting Styles

In order to examine differences among the four parenting styles one way ANOVA was employed. According to the results, there is a significant mean difference in the scores of adolescents' physical, verbal, and indirect aggression among the four parenting styles. That is, adolescents from the four parenting styles were significantly different in physical, verbal, and indirect aggression. This finding is consistent with the findings of Mintz et al. (2002). They reported that there were significant differences on the levels of aggression across parenting styles.

Furthermore, results from post hoc multiple comparison tests indicated that, adolescents from authoritative parents showed significantly lower aggression than non-authoritative parents. This finding is consistent with the findings of Darling (1999). The investigator revealed that authoritative parenting style is associated with many positive outcomes in adolescent children: adaptability, competence and achievement, good social skills and low levels of antisocial or aggressive behavior.

Horner (cited in Adugna, 2005) also stated that adolescents with authoritative parents are more likely to foster a positive development. This shows that parenting style is important in the behavioral development of children.

There are various reasons why children of authoritative parents' exhibit lower aggressive behavior than authoritarian parents. Authoritative parents help their children to be responsible for themselves and to think about the consequences of their behavior. They do this by providing clear, reasonable expectations for their children and explanations for why they expect their children to behave in a particular manner. They monitor their children's behavior to make sure that they follow through rules and expectations and also reinforcing desired behaviors, rather than focusing on undesired ones. As a result, authoritative parenting style is associated with positive outcomes (Sileshi, 2000).

The present study is also consistent with the previous study by Frances (1999). They indicate that style of parenting which is playful and responsive and that takes an active role in managing child's activities may help to prevent the development of behavioral problems.

The results further indicated that adolescents from neglectful parents score significantly higher mean physical, verbal, and indirect aggression

adolescents' from neglectful parents in physical aggression as compared to indulgent parents.

Authoritarian parents always try to control and exert their control on the children. These parents set strict rules to keep order, and they usually do this without much expression of warmth and affection. They set strict standards of conduct and are usually very critical of children for not meeting those standards. They instruct children what to do, they try to make them obey and they usually do not provide children with choices or options.

Authoritarian parents do not explain why they want their children to do things. Parents tend to focus on undesired behavior, rather than positive behavior, and children are punished, often harshly, for not following the rules. Children with authoritarian parents usually do not learn to think for themselves and understand why the parent is requiring certain behaviors. Therefore, authoritarian parenting is linked to significant increase in adolescent aggression

Adolescents from neglectful parents score significantly higher than adolescents from authoritative and indulgent parents in physical aggression. They also score significantly higher verbal aggression than adolescents from authoritative and authoritarian parents. The present study also found that adolescents from neglectful parents score

significantly more indirect aggression than adolescents from authoritative, authoritarian and indulgent parents. This finding is consistent with previous research reported by Baumrid cited in Hiseh (1999). The study indicated that adolescents from neglectful families were found to be antisocial, lacking self-regulation, social responsibility, who suffers from internalizing and externalizing problem behaviors. This finding is also supported by Darling (1999) who reported that children of neglecting/uninvolved parents are likely to be impulsive, to show high levels of both externalizing problems (e.g., aggressiveness) and internalizing problems (e.g., depression).

This is due to the fact that neglectful parents make few, if any, rules and the rules that they make are usually not consistently enforced. They do not set clear boundaries or expectations for their children's behavior and do not tend to accept in a warm and loving way, whatever; the child behaves. Neglectful parents give children as many choices as possible, even when the child is not capable of making good choices. They tend to accept a child's behavior, desired or undesired, and make no comment about whether it is useful or not. They may feel unable to change misbehavior, or they may not to get involved. Thus, such type of parenting style is also responsible for adolescent aggression.

5.2 Adolescent Aggression as a Function of Sex

The result of this study indicated that there was statistically significant difference between boys and girls in physical and indirect aggression. However, there is no significant difference between boys and girls in verbal aggression. This finding is consistent with the findings of Adugna (2005) and Kinde and Mokonnen(2006). They revealed that male adolescents are more physically aggressive than female adolescents. Similarly, Brkqvist (1994) revealed that boys are more physically aggressive than girls. Men are much more likely to engage in physical aggression such as kicking, hitting shoving than women (Franzoi, 2000).

Regarding indirect aggression, the present finding indicated that male adolescents' displayed higher indirect aggression than female adolescents'. This finding is consistent with the previous finding reported by Kinde and Mokonnen (2006). They found that males engaged in more indirect aggression than females. In contrast to this finding, Adugna (2005) found that female adolescents' displayed more indirect aggression than male. This shows that male and female experience aggression differently.

In addition, with regard to verbal aggression there is no gender difference in verbal aggression between male and female adolescents'. This is

consistent with the findings of Franzoi (2000), Adugna (2005), and Kinde and Mokonnen (2006).

5.3 The Relative Contributions of Predictor Variables in Predicting Different Types of Aggression

Results of multiple regression indicated that parenting style, self esteem and peer group influence predict physical aggression. The stepwise multiple regression analysis indicated that among the predictor variables parenting style explained 27.1% of the variance in adolescent physical aggression; 26.1% verbal aggression; 26.6% indirect aggression. This shows that parenting style is the most influential variable that affects adolescents' aggression. Therefore, the results indicate that parenting style is a significant predictor of physical, verbal, and indirect aggression. This finding is consistent with the finding of Larid and Pettit (2000). According to the researchers, parenting style affect adolescent's behaviors. Sileshi (2000) also stated that parenting style predicts a child's behavior.

Self-esteem score negatively predict adolescent physical aggression. This finding is consistent with the findings which relate low self esteem to adolescent aggression (e.g. Donnellan, 2004, Gjerde, cited in Prez et al., 2005). Similarly, Webster and Kirkpatrick (2002) pointed out that low self-esteem is responsible for adolescent aggression. they indicated that

high self-esteem help people to defense the impact of negative self-evaluation where as people with lower levels of self-esteem lack such self-evaluation and choose to aggress against their victims. Webster (2007) also indicated that the relationship between self-esteem and aggression depends on the type of aggression assessed.

Nevertheless, peer group influence positively predicts both physical and indirect aggression. This finding is consistent with other findings Hemphill, Toumbourou and Cathalano (2005) and Larid and Pettit (2000). Heaven (2001) stated that peers may elicit aggression, or may serve as a role model to children who have a predisposition to act aggressively. He further reported that peers may reinforce aggressive behaviors. Levine and Havighurst (1992) also indicated that peer group influence is important in predicting behavioral problems (aggressiveness) and preference for use of alcohol. According to their findings, the impact of peer group influence is higher than that of parental influence during adolescence. In general, peer group influence has its own contribution for the development of aggression in adolescents.

CHAPTER 6

6. Summary, Conclusions and Recommendations

6.1 Summary

The objective of this study was to investigate the relative importance of parenting style, peer group influence and self-esteem in predicting different types of adolescent aggression. To achieve this objective the following basic questions were raised.

- How are parenting styles, peer group influence, self-esteem and adolescents' aggression related?
- Is there statistically significant gender difference in adolescents' aggression?
- How do parenting style, peer group influence, and self-esteem predict different types of adolescents' aggression?

A total of 403 grade 9 and 10 students of Ambo High School were participated in the study. Simple random sampling technique was employed to select participants of the study.

The relevant data of the study were collected using Parenting Style Questionnaire, Aggression Questionnaire, Peer Group Influence Inventory and Self-esteem Scale which were adapted from existing instruments.

Descriptive statistics, ANOVA, t-test, correlation, multiple and stepwise regression analyses were employed to analyze the data.

Based on the results of this study the following findings are made.

- There were statistically significant differences in physical, verbal, and indirect aggression among the four parenting styles (authoritative, authoritarian, indulgent, and neglectful).
- It was found that authoritative parenting style displayed less aggressive behaviors than adolescents' from authoritarian, authoritative and indulgent parenting style.
- It was found that neglectful parenting style displayed more aggressive behaviors than adolescents' from authoritative and indulgent parents.
- It was found that there was no statistically significant difference in physical, verbal, and indirect aggression among adolescents' from the authoritarian and indulgent parents.
- There was a statistically significant gender difference in physical and indirect aggression among adolescents. Male adolescents displayed more physical and indirect aggression than female adolescents.
- There was no statistically significant gender difference in verbal aggression among adolescents.
- The amount of variance explained in this study was 27.1%, 26.1% 26.6% for physical, verbal, and indirect aggression respectively.

Therefore, parenting style is strong factor in the development of aggression.

- It was found that linear relationship between global self-esteem and adolescents' aggression. Self-esteem significantly and negatively predicts physical aggression.
- It was found that peer group influence significantly and positively predicts physical and indirect aggression.

6.2 Conclusions

This study has evidence that parenting styles of parents are important variables in the development of aggression. The results of this study indicate that parents should be aware of the fact that their way of rearing children may affect the behavior of their children. If parents are neglectful (low warmth and low control), authoritarian (high control and low warmth) and indulgent (high warmth and low control), then they are responsible for adolescent aggression. If parents are authoritative (both high warmth and control), then they direct and monitor their children, which might promote teenagers to acquire positive behaviors.

There is gender difference in the development of physical and indirect aggression. Males and females are different in aggressive behaviors (physical and indirect).

Self-esteem significantly and negatively predicts physical aggression.

Peer group influence significantly and positively predicts physical and indirect aggression.

6.3 Recommendations

Based on the findings of the study the following recommendations were forwarded:

- Educational intervention program could help for the enhancement of parental support and control in adolescent education in order to reduce aggressive behaviors of the adolescents. Thus, the community of the school might arrange educational intervention programs to minimize the problem.
- The school might secure effective educational strategies for adolescents especially for boys that help them developing prosocial behaviors which are useful for their life in general and academic achievement in particular.
- It is suggested that and peer group influence are important in the behavioral development of adolescents' so that educators should give attention to help adolescents' in order to establish positive peer relations.
- Aggression is related to various variables. A research including other factors and covering a wide area of the school is recommended.

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Appendix A

**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF PSYCHOLOGY
MEASUREMENT AND EVALUATION**

Questionnaire

Dear Students

The objective of this questionnaire is to identify different types of parenting styles and to measure the levels of aggression among adolescents; gather information regarding to peer group influence and to measure self-esteem and its relation between them

As a result, the information to be collected is highly valuable and determines the effectiveness of this research. The success of this study to a great extent depends on your genuine responses. However, you are kindly requested to be honest and give responses to all items provided in this questionnaire.

Note:

- *All questions raised here are of equal importance to attain the objectives of the study, however; failure to complete any of them will affect the study.*
- *you are not required to write your name*
- *All your response will be kept confidential and used only for research purposes*
- *This is not an exam and there is no right or wrong answer. So it is not necessary to be afraid to answer all items and copy from others.*

Thank you for your cooperation!

General Direction: This questionnaire has four parts. Each part has its own directions. The first part is on your own perception about your parents or guardians styles of parenting; the second part is about your perception on your own levels of aggression; the third part about peer group influence and the last one is about your self-esteem.

Background Information

1. Sex Male ☐ Female ☐
2. Grade level 9 ☐ 10 ☐
3. Age _____

Parenting Styles Questionnaire

Direction I: Please read each of the following items carefully and indicate "✓" mark based on your perception about your parents' or guardians' styles of parenting by using four point scales indicated below

Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

	Statements describing parents/ guardians behavior	<i>Father or Male guardian</i>				<i>Mother or female guardian</i>			
		SA	A	D	SD	SA	A	D	SD
1	Do not take part in my difficulties								
2	Speak to me in rough and hostile voice								
3	When he/she wants me to do something he/she explains why								
4	Advices me to do my best in whatever I do								
5	Believes that punishment can shape conduct of behavior								
6	Most of the time he/she is aggressive and quarrelsome								
7	When I get poor grade in school he/she encourages me to try harder								
8	Doesn't fulfill whatever I ask for								
9	Try to knows who my friends are								
10	Give me a little attention								
11	He/she enjoys going out with his/her friends rather than staying at home and chatting with me								
12	He/she wants me to do everything according to his/her will rather than independently								
13	When I get good grade in school he/she praises me								
14	He/she doesn't insult me								
15	Give me a lot of freedom								
16	Give me a guidelines								
17	Spends a lot of time to talk with me								
18	Punish me when do something wrong								

- Please read each of the following items carefully and indicate "✓" mark based on your perception about your parents/guardians control by using scales indicated in the table below. Form question 17-20 encircle the letter that accurately reflects your parents or guardians behavior towards you

Items		Mother/Female guardian			Father/ male guardian		
How much do your parents/ guardians TRY TO KNOW		Doesn't try	Tries a little	Tries a lot	Doesn't try	Tries a little	Tries a lot
1	Whether you go to school or not						
2	What you do with your free time						
3	Where you go at night						
4	Where you are most afternoon after school						
5	What you do with your money						
6	Exactly where you are and what you are doing						
7	Who your friends are						
8	Exactly about your school work						
How much do your parents/ guardians REALLY TRY TO KNOW		Doesn't know	Knows a little	Knows a lot	Doesn't know	Knows a little	Knows a lot
9	Where you go to school or not						
10	What you do with your free time						
11	Where you are most afternoon after school						
12	Where you go at night						
13	What you do with your money						
14	Exactly where you are and what you are doing						
15	Who your friends are						
16	Exactly about your school work						

17. In a typical week (from **Monday-Friday**), what is the latest time your father or male guardian allows you to stay out during the night?
A Doesn't allow me out **B** 8:00-9:00pm **C** 9:00-10:00pm **D** As late as I want
- 18 In a typical week (from **Monday-Friday**), what is the latest time your mother or female guardians allows you to stay out during the night?
A Doesn't allow me out **B** 8:00-9:00pm **C** 9:00-10:00pm **D** As late as I want
- 19 In a typical weekend (**Saturday and Sunday**), what is the latest time your father or male guardian can allows you to stay out during the night?
A Doesn't allow me out **B** 8:00-9pm **C** 9:00-10pm **D** As late as I want
20. In a typical weekend (**Saturday and Sunday**), what is the latest time your mother or female guardians can allows you to stay out during the night?
A Doesn't allow me out **B** 8:00-9:00pm **C** 9 pm-11pm **D** As late as I want

DIRECTION I: Please read each item separately and based on your self- perceptions indicate “√” mark to the right of the statement that reflects your own behavior by using the four point scales indicated below.

	Items	Never	Seldom (rarely)	Some times	Alway s
1	If somebody hits me, I hit back				
2	when I disagree with my friends, I tell them openly				
3	My friends says that I am somewhat argumentative				
4	If somebody fight with me, I tell his/her secretes to every body				
5	I push and trip others				
6	I purposely use bad words to spoil name of the other one				
7	I do not like to take things from the other one				
8	If some quarrel with me, I become friend with another as a revenge				
9	I am always looking for a fight				
10	I don not get others in to trouble				
11	Given any provocation, I may hit another person				
12	I threatened to hit or throw something at somebody				
13	I calls somebody by using nicknames or bad names				
14	I say bad things behind the other ones back				
15	I like to insult people for their doing wrong				
16	I and my friends gossiping about someone who treat me unfairly				
17	I have no good reason for ever hitting a person				
18	I usually like to shove somebody when I pass by them				
19	When people annoy me, I may tell them what I think of them				
20	I kick and punch others				
21	when I disagree with my friends, I tell them openly				
22	I shut the other one out of the group				
23	I plan secretly to bother the other one				
24	I would like to show my power to be respected				
25	I am yelling or arguing with the other one				
26	If someone feels bad at me, I like to ignore him or her				
27	If I get angry with somebody, I try to make others to dislike the person I am angry with				

PEER INFLUENCE INVENTORY

Below are items that indicate peer influence. Please read each item carefully and based on your self-perception put "✓"mark to the right side options by using four point scales indicated below

Strongly Angry (SA) Agree (A) Disagree (D) Strongly Disagree (SA)

	Items	SA	A	D	SD
1	I spend most of my free time with my friends				
2	My friends try to be "tough," picks fights, etc.				
3	My friends are too social and do things with other people				
4	I don't like to involve in a group of gangs who are organized to attack other opponents				
6	I am not better than any of my friends at something				
7	I try to be friends with the popular once				
8	I talk or act the same way as my friends do				
9	I spend my free time with my friends				
10	My friends do lots of things with their family rather than with me				
11	My friends criticize me by bringing up my past mistakes				
12	My friends discourage my behavior				
13	I hate people who insult my friends				
14	My friends think or feel that I am argumentative				
15	I choose my friends on the basis of similarities I have with him/her				
16	My friends tell to his/her parents here we go and what we do				
17	I trash or vandalize on things (write on walls, break windows, etc.)				

SELF-ESTEEM SCALE

The following statements are designed to assess how you feel about yourself. Based on your self-perception put "✓"mark to the right side options by using four point scales indicated below

Strongly Angry (SA) Agree (A) Disagree (D) Strongly Disagree (SA)

	Items	SD	D	A	SA
1	All in all I am inclined to feel that I am a failure				
2	I take a positive attitude towards myself				
3	On the whole, I am satisfied with my self				
4	I wish I could have more respect for my self				
5	I certainty feels unless at times				
6	At times I think I am not good at all				
7	I feel that I have a number of good qualities				
8	I feel that I am a person of worth, at least an equal plan with the others				
9	I often feel ashamed of my self				
10	I am able to do things as well as most other people				

Appendix B

YUUNIVERSITII FINFINNEE COLLEEJII BARNOOTAATTI SAGANTAA DIGIRII LAMMAFFAA MUMMEE SAAYIKOLOJII (XINSAMMUU) GAAFANNO

Jaalatamtoota Barattootaa

Kaayyoon gaaffii barreeffamaa kanaa, wa'ee adeemsa warrumma adda addaa gargar basuu, sadarkaa lola kasuu dargaggoota gidduu jiru safaruu, odeeffannoo dhiibbaa hiryaan (michuun) fidu ilaalchisee guuruu fi amala ykn dandeettii ofii irratti yaada gaarii qabaachuu (self-esteem) fi walitti dhufeenya(hariiroo) giddu jiru ilaaluu dha.

Kanaafuu, oddeeffannoon walitti qabamu qorannoo kanaaf sirritti bu'aa barbaadamu akka agarsiisuuf gatii qabeessaa fi murteessaa dha. Milkaa'inni qu'annoo kanaa harki guddaan kan hunda'u deebii isin amanamummaan deebistan irratti ta'a. Kanaafu deebii dhugaa ta'e akka naaf deebistaan kabajaan isin gaafadha.

Hubachiisa

- *Gaaffileen armaan gaditti tarreeffaman kaayyoo qu'annoo kanaa galmaan ga'uuf barbaachisummaa walqixa qabu. Kanaafuu, gaaffii tokkollee osso hin guutiin dhiisuun qu'annaa kana baalleessa (booreessa).*
- *Maqaa keessan barreessuun hin barbaachisu.*
- *Odeeffannoon nama dhunfaa iccittiidhaan kan eegamuu fi barnoota qofaaf kan oolu ta'a.*
- *Kun qoormata waan hin tanneef kun ammoo deebiin sirrii ykn dogoggora jedhamu waan hin jirreef gaaffilee jiran hundumaa deebisuuf sodaachuun ykn ammoo deebii nama biraa garaagalchuun barbaachisaa miti.*

Gargaarsa keessaniif bay'ee Galatooma!

Qajeelcha waliigalaa: Gaaffileen kun kutaa afur qaba. Kutaan tokkoon tokkoon isaa ajaja mataa isaa qaba. kutaan tokkooffaan warra keessan ykn kan isin guddisse ilaalchisee ilaalcha mataa keessan akka laattan gaafata; kutaan lamaffaan waa'ee sadarkaa lola kaasuu dargaggoota gidduu jiruuf ilaalcha mataa keessan akka laattan gaafata; kutaan sadaffaan waa'ee dhiibbaa hiryaan (michuun) fidu safara. Kutaan inni dhumaa kan gaafatu waa'ee amala ykn dandeettii keessan irratti ilaalcha maal akka qabdan(self-esteem) madaaluuf kan qopho'ee dha.

Odeeffannoo Waliigala

Saala	Dhiira	☐	Dhalaa	☐
Kuta	9	☐	10	☐
Umurii				

Qajeelcha II: Tokkoon tokkoon gaaffilee jiran dubbissaati waa'ee warra keessanii ykn isinguddisee ilaalchisee himoota ilaalcha mata keessanii akka laattan gafatan fulduratti iskeellii (safartuu) afran keenamerratti hundaa'uun mallattoo"√" kaa'uun deebii kenna.

BIWG - Baayyiseen Itti Waliigalla

IWG -Ittin Walii galla

IWH -Itti Walii Hingallu

BIWH - Baayyissee Itti Walii

Hingallu

	Akaakuu gaaffilee	Abbaa ykn kan isin guddisse				Haadha ykn kan isin guddiste			
		BIWG	IWG	IWH	BIWH	BIWG	IWG	IWH	BIWH
1	Rakkoon yeroo namudatu qooda hin fudhata/tti								
2	Sagalee jibbaa fi nama naasisuun naatti haasa'a/ hasofti								
3	Hoji tokko akkan hojjedhu yoo barbaade/dde maaliif akkan hojjedhu naaf ibsa/ti								
4	Hangan danda'etti hojii koo akkan fiixaan baasu na gorsa/tti								
5	Adabbiin amala ijoollee sirreessa jedhee/ttee amana/ti								
6	Yeroo baay'ee lola hin kaasu/tu ykn of hin nyaatu/ttu								
7	Mana barumsaatti qabxii gaarii hintaane yeroon argadhu akkan jabaadhee hojedhuuf najabeessa/ti								
8	Waantan gaafadhu huundumaa naa guutuuf fedha hinqabu/ hinqabdu								
9	Hiriyoonna koo eenyu faa akka ta'an nibeeka/ti								
10	Ilaalcha xiqqaa anaaf kenna/kenniti								
11	Hoojii hundumaa akka fedha isaa/isheetti malee akkan barbaadetti of danda'ee akkan hojjedhu hin fedhu/tu								
12	Ana hin arrabsu/arrabsitu								
13	Mirga guddaa anaaf kenna /kenniti								
14	Qajeelfama naaf hin kennu/tu								
15	Yeroon balleessaa balessu na adaba/adabdi								
16	Mana keessatti wa'ee siyaasa akkan dubbaadhu ana hin hayyamu								

-Armaan gaditti himoota to'annoo warra/gudistoota ibsaan jiru. Karaa harka mirgaa himoota ilaalcha mata keessanii akka laattan gafatan fulduratti iskeellii (safartuu) keenamerratti hundaa'uun mallattoo"√" kaa'uun deebii kenna. Gaffilee 17-20 jiraan dubbisaatii deebii amala keessan ibsu irratti ittamaruudhaan deebii sirrii ta'ee kenna.

Akaakuu gaaffilee		Abbaa ykn kan isin gudiisee			Haadha ykn kan isin guddiste		
	laati keessan carraaqii hangam tassisu	Carraaqii hin taasissani	Xiqqoo carraaqu	Guddaa carraaqu	Carraaqii hin tasissan	Xiqqoo carraaqu	Guddaa carraaqu
1	Ma barumsaa dhaquu fi dhiisu keessaan						
2	Yoo boqonnaa keessanitti maal akka hojjettan beekuuf						
3	Gala eessa akka isin deemtan beekuuf						
4	Yoo mana barumsaa booda eessa akka ta'u beekuuf						
5	Mallaqa(qarshii) keessaniin maal akka hojjettan beekuuf						
6	Eessa akka jirtanii fi maal akka hojjettan beekuuf						
7	Hiryaan keessan eenyu akka ta'e beekuuf						
8	Hoo mana barumsaa keessan beekuuf						
Abbaa haangaa laati keessan dhugummatti (sirritti) beeka/ti		Hinbeekaan	Xiqqoo Beeku	Guddaa Beeku	Hin Beekaan	Xiqqoo Beeku	Guddaa Beeku
9	Ma barumsa dhaqu fi dhisu keessan						
10	Yero boqonnaa keessantti maal akka hojjettan						
11	Gala eessa akka deemtan						
12	Yero mana barumsaa booda eessa akka ta'u beekuuf						
13	Mallaqa (qarshii) keessaniin maal akka hojjettan beekuuf						
14	Eessa akka jirtanii fi maal akka hojjettan beekuuf						
15	Hiryaan keessan eenyu akka ta'e beekuuf						
16	Hoo mana barumsaa keessan beekuuf						

17. Guyyoota torbee (Dafinoo hanga Jimaataatti) jiran keessatti, abbaan keessan ykn kan isin guddise yeroo beekaman galgala akka ala (bakkee) turuuf isiniif hayyamu hanga sa'a meeqatti ?
A. Akkan bakkee ba'uuf naa hin hayyaman B. Sa'a 12:00-2:00 C. Sa'a 2:00 -4:00
D. Hangan barbaade dhiisifachu nan danda'a
18. Guyyoota torbee (Dafinoo hanga Jimaataatii) jiran keessatti, haati keessan kan isin guddiste yeroo beekaman galagala akka ala (bakkee) turuuf isiniif hayyamtuu hanga sa'a meeqatti ?
A. Akkan bakkee ba'uuf na hin hayyamamu B. Sa'a 12:00-2:00 C. Sa'a 2:00-4:00
D. Hangan barbade dhiisifachuu nan danda'a
19. Guyyoota torbee (Sanbata fi Dilbata) abbaan keessan kan isin guddise yeroo beekaman galagala akka ala (bakkee) turuuf isiniif hayyamu hanga sa'a meeqatti ?
A. Akkan bakkee ba'uuf na hin hayyamamu B. Sa'a 12:00-2:00 C. Sa'a 2:00-4:00
D. Hangan barbade dhiisifachuu nan danda'a
20. Guyyoota torbee (Sanbata fi Dilbata) haati keessan kan isin guddiste yeroo beekaman galagala akka isin ala (bakkee) turuuf isiniif hayyamtuu hanga sa'a meeqatti ?
A. Akkan bakkee ba'uuf na hin hayyamamu B. Sa'a 12:00-2:00
C. Sa'a 2:00-4:00 D. Hangan barbade dhiisifachuu nan danda'a

Qajeelcha I. Tokkoon tokkoon gaaffilee jiran erga dubbistanii booda wa'ee amala isin qabdan ilaalchisee himoota ilaalcha mata keessanii akka laattan gaafatan fuulduratti iskeellii (safartuu) afraan keenamerratti hundaa'un mallatto"√" kaa'uun deebii kennaa.

Gonkummaa Darbee Darbee Al tokko tokko Yeroo Hundumaa

	Akaakuu gaaffilee	Gonkumaa	Darbee Darbee	Al tokko tokko	Yeroo Hundumaa
1	Yoo namni tokko na rukute anis deebiseen rukuta				
2	Yeroon hiryoota kiyya faana walii galtee dhabu ifaan ifattin itti hima				
3	Hiryoonna koo xiqqoo xiqqo nu falma nan jedhu				
4	Namni tokko yoo ana wajjiin wal-lolee iccitii isaa/ishee dabaarseen odeessa				
5	Ani namoota dhiibeen bira darba ykn nangufachisa				
6	Ani beekeetan maqaa namaa baleessuuf jedhee jecha badaatti fayyadama				
7	Namoota jalaa waa fudhachuu hin barbaadu				
8	Namni tokko yoo anaan wal-lolu aarsuuf, nama biraa hiriyaan taasifadha				
9	Yeroo baay'ee namoota faana walittin bu'un barbaada				
10	Nammoni akka goolaman(cinqaman) hin tasiisu				
11	Lola kakaasuun yoo jiraate ani nama biraa nan rukuta				
12	Namoota rukutuuf nan sodaachisa ykn waan itti darbaadha				
13	Namoota maqaa masoo ykn maqaa hintaneen (badaadhaanan) waama				
14	Nama duuba waanta gadheen jedha				
15	Ani dogoggora namni hojjetuuf arrabsuun barbaada				
16	Aniifi hiriyaan koo nama haqarratti hundaa'ee ana hin keessummeessine waliin hamanna				
17	Yeroo hunda itti qabata tokko maleen nama rukuta				
18	Namoota bira yeroon darbu yeroo bay'ee dhiibee bira darbuun barbaada				
19	Yeroo namni tokko na aarsu ani waa'ee isaa wantan yaade ittin hima				
20	Ani namoota nan dhiita ykn abootteedhaanan rukuta				
21	Yeroon hiryoota kiyya faana waliigaltee dhabuu ifaan ifa itti hima				
22	Namoonni biraa akka garee keenya keessa hin gallen dhoorka				
23	Ani iccitiidhaanan namoota rakkisuuf karoora bafaadha				
24	Ani humna-qabeessa ta'uu koo argisiisuun kabajamuun barbaada				
25	Ani namoota waliin nan falma ykn nan waca (iyya)				
26	Yeroo nama tokkotti hammeenya koo itti dhaga'ame jalaan callisa ykn nan cufaan				
27	Namni tokko yoo natti dhekkame, namoonni biraa akka isaa/ishee jibbanin godha				

Qajeelcha III: Armaan gaditti gaaffileen dhiibbaa hiryaan (michuun) fiduu danda'u kan mul'isani dha. Tokkoon tokkoon gaaffilee jiran dubbisaatii himoota ilaalcha mata keessanii akka laattan gaafatan fuulduratti iskeelii (safartuu) afran keennamerratti hundaa'uun mallattoo"√" kaa'uun deebii kennaa. **BIWG** - Baayyiseen Itti Waliigalla **IWG** -Ittin Walii galla **IWH** -Itti Walii Hingallu **BIWH**-Baayyissee Itti Walii Hingallu

	Akaakuu gaaffilee	BIWG	IWG	IWH	BIWH
1	Yeroo baay'ee hiryoota kiyyaa waliinan dabarsa				
2	Hiryoonna koo jaboo fi loluuf yaalii taasisu				
3	Hiryoonna kiyya abbaa hundaa fi namoota kaan waliin hojjechuu ykn taphachuu kan danda'ani dha				
4	Ani garee nu mormu midhuuf tuuta midhaa geessisuuf gurmaa'e keessatti hirmaannaa hin taasisu				
	Hiryoonna kiyya hojii bay'ee ana waliin osoo hin ta'iin maatii isaanii waliin hojjetu				
5	Ani wanta tokko tokko irratti hiriyoota kiyya jiran hundumaa irraa kanan fooya'ee miti				
6	Ani nama jalatamaa ykn beekamaa ta'e hiriya taasifachuuf yaaliin taasisa				
7	Wayyaa (huccuu) hiriyaan koo uffatu fakkaatu uffachuuf yaalii hin taasisu				
8	Haala hiriyaan koo itti hasaa'utti ykn dalagutti fakkeessee haasaa'uu/dalaguuf yaaliin taasisa				
9	Hiryoonna koo dogoggora koo durii kassuudhaan ana irratti qeequ (ccephe'u)				
10	Hiryoonna koo amala kiyya hin jajjabeessan (fashaleessu)				
11	Namoota hiriyoota kiyya arrabsaan naan jibba				
12	Hiryoonna koo ani akkan namootaan falmutti yaadu				
13	Ani yaada ykn miiraa koo hiriyoota kiyyatti nan hima				
14	Ani hiriyoota koo faanan Televijinii ilaala				
15	Ani hiryaa(michuu) kanan filadhu walfakkaatina isaa/ishee wajjiin qabuun ta'a				
16	Hiryoona koo warra isaanitti eessa akka dhaqnuu fi maal akka hojjennu itti hin himaani				
17	Hiryoonna koo sababii tokko malee waa caccabsuu/rukutuu jaallatu (gidaaraa/'girgidda' irratti barreessu, fodda cabsufi k.k.f.)				

Qajeelcha IV: Himoonni asii gadditti tarreefaman waa'ee mataa keessanii ilaalcha maal akka qabdan madaaluuf kan qophaa'ee dha. Himoota ilaalcha mataa keessan akka laattan gafaatan fuulduratti iskeelii (safaartuu) afran jiraan irratti hundaa'uun mallattoo"√" kaa'uun deebii kenna **BIWG** - Baayyiseen Itti Waliigalla **IWG** -Ittin Walii galla **IWH** -Itti Walii Hingallu **BIWH**-aayyissee Itti Walii Hingallu

	Akaakuu gaaffilee	BIWG	IWG	IWH	BIWH
1	Hunda caalatti ani kufaa ta'uun koo natti dhaga'ama				
2	Ani ofii kiyyaaf ilaalcha gaariin qaba				
3	Hundumaafuu ani ofitti gamadaa dha				
4	Ani hawwiin koo kabaja(ulfina) baayyee qabachuudha				
5	Ani dhugumatti fayidaa kanan hin qabne ta'uun koo natti dhaga'ama				
6	Yeroo tokko tokko ani hunda caala gaarii akkan hin taane natti dhaga'ama				
7	Ani gaarummaa(akaakuu filatamummaa)baay'ee qabachuun koo natti dhaga'ama				
8	Ani nama gatii qabu ta'uun koo natti dhaga'ama yoo xiqqaate nama kan biraa faana karoora walqixa kanan qabu dha				
9	Ani namoota kaanirra caala hojii hojjechuu nan danda'a				
10	Ani yeroo baay'ee qaana'aa(leeyya'aa) ta'uun koo natti dhaga'ama				

Appendix C

Tukey/Kramer (TK) Multiple Comparison Tests

Types of aggression	Tukey/Kramer Test				
	Parenting Style	1	2	3	4
Physical Aggression	1. Authoritative	-			
	2. Authoritarian	10.91*	-		
	3. Indulgent	8.72*	-1.97	-	
	4. Neglectful	13.57*	1.53	3.64*	-
Verbal Aggression	1. Authoritative	-			
	2. Authoritarian	6.83*	-		
	3. Indulgent	9.81*	2.54	-	
	4. Neglectful	10.34*	4.48*	1.62	-
Indirect Aggression	1. Authoritative	-			
	2. Authoritarian	6.83*	-		
	3. Indulgent	8.19*	1.78	-	
	4. Neglectful	13.07*	5.63*	3.70*	-

Declaration

I, the undersigned, declare that this thesis is my original work and that all sources used for the thesis have been dully acknowledged.

Name Tekalign Deksissa
Sign. [Signature]
Date 15/06/09

This thesis has been submitted for examination with my approval as university advisor.

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