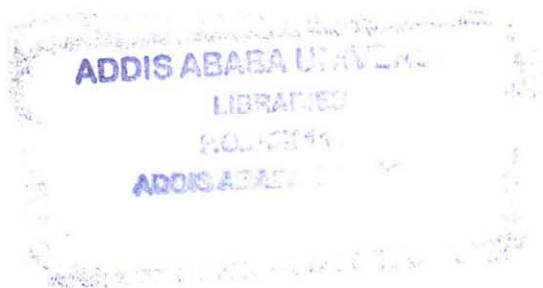


ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF PSYCHOLOGY

RESPONSIBILITY BEHAVIOUR AMONG ADOLESCENTS
AS A FUNCTION OF PARENTING STYLES:
THE CASE OF NEDJO DISTRICT

BY:

EMANA TUCHO



JUNE, 2005

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF PSYCHOLOGY

RESPONSIBILITY BEHAVIOR AMONG ADOLESCENTS
AS A FUNCTION OF PARENTING STYLES:
THE CASE OF NEDJO DISTRICT

BY:
EMANA TUCHO

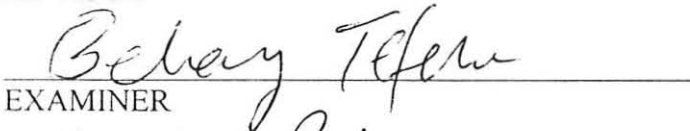
APPROVAL OF BOARD OF EXAMINERS



CHAIRMAN, DEPARTMENT GRADUATE
COMMITTEE



ADVISOR



EXAMINER




EXAMINER



SIGNATURE



SIGNATURE



SIGNATURE



SIGNATURE

Acknowledgment

I am so grateful to my advisor Dr. Seleshi Zeleke for his profound professional and brotherly guidance, comments and advice in the course of this study.

My many thanks also go to my instructors at Addis Ababa University Psychology Department who helped me in one way or another to equip me with the necessary knowledge in various courses

I wish to express thanks to teachers of respective schools for arranging classes and collaborating in the provision of required data for the study

I am also grateful to Addis Ababa University, the school of graduate studies, for founding this study.

I would like to extend my sincere thanks to my wife w/ro Hanna Tefera for her continues encouragement and keen interest on how I was progressing with my work.

My deep appreciation and many thanks also go to my mother, brothers and sisters who deserve the total credit for carrying out the responsibility of a lovely mother, sister and brother.

I would also like to thank, my friends, Duressa Mabasha, Dereje Lemessa, Fekadu Tamirat, Masara Kumera_and Yadessa Hordoffa who in one way or another rendered their help and shared my pains in the course of writing this thesis.

Table of contents

	Page
Acknowledgments -----	i
Table of contents-----	ii
List of Tables-----	v
Abstract-----	vi
Chapter One	
1 Introduction-----	1
1.1. Theoretical background-----	1
1.1.1. Responsibility behavior and parenting style: Theoretical perspectives. -----	1
1.1.2. Responsibility behavior and parenting style: Research Evidence-----	8
1.1.2.1. Parenting style and responsibility behavior-----	8
1.1.2.1.1. Potential moderators of the relationship between parenting style and responsibility -----	16
1.1.2.2. Gender differences in responsibility behavior-----	17
1.1.2.3. Age differences in responsibility behavior -----	18
1.2. Practical consideration -----	19
1.3 statement of the problem -----	20
1.4. Operational definition of terms used-----	22
1.5. Delimitation of the study-----	24

Chapter Two:

2. Methodology -----25

2.1. Design of the study -----25

2.2. Study area (site) -----25

2.3. Population and Sampling-----26

2.4. Tools of data collection -----27

 2.4.1. The parenting style scale-----27

 2.4.2. The Responsibility behavior scale -----30

2.5. Pilot Study -----32

2.6. Procedure of data collection ----- 33

2.7. Method of data analysis -----34

Chapter Three:

3. Results ----- 36

3.1. Differences in responsibility behavior as function of
 Parenting style -----36

3.2. Sex differences in responsibility behavior -----41

3.3. Relationship between age and responsibility behavior-----42

3.4. Relative contribution of parenting style, age, and sex-----43

Chapter Four:

4. Discussion ----- 45

4.1. Differences-in responsibility behavior as a functions of
 Parenting style-----45

4.2. Gender differences in responsibility behavior ----- 50

4.3. Correlation of age with responsibility behavior-----	51
4.4. Relative contribution of parenting style, age and sex-----	53
Chapter Five:	
5. Summary Conclusion and Recommendations-----	56
5.1. Summary-----	56
5.2. Conclusions-----	58
5.3. Recommendations-----	59
References-----	61
Appendices-----	65
Appendix A -----	65
Appendix B-----	71
Appendix C-----	75
Appendix D-----	76
Appendix E-----	77
Appendix F-----	78
Declaration -----	85

LIST OF TABLES

Page

Table 1. The sample distribution by age, sex and grade level.....	27
Table 2. Number of observations, means and standard deviations for personal responsibility score by parenting style	37
Table 3. Number of cases, means and standard deviation for peer responsibility scores by parenting style	38
Table 4. Number of cases, means and standard deviations for community responsibility behavior score by parenting style	39
Table 5. Independent sample t-test group statistics for responsibility score by males and females.	41
Table 6. Correlation between age and responsibility behavior	42
Table 7. T-test results Of the multiple regression analysis	43

Abstract

This study examined the influence of parenting style, sex and age on responsibility behavior of adolescents. 255 boys and 165 girls from seven randomly selected junior secondary school completed scales pertaining to parenting styles and responsibility behavior. Descriptive statistics, one way analysis of variance, Welch statistic, independent T-test, Tamhane's multiple comparison, Pearson product-moment correlation and stepwise regression analysis were used to analyze the data. Families were classified in to one of four parenting groups (authoritative, authoritarian, indulgent and neglectful) on the basis of adolescents' ratings of their parents on two parental dimensions: acceptance/ involvement and control/supervision. The students were then contrasted a long their responsibility behavior. The results indicated statistically are significant difference among adolescent from various homes in the rating of responsibility behavior. The adolescents from the authoritative homes have scored better responsibility behavior than the adolescent from others. The reverse is the case for adolescent from neglectful families. No significant differences between males and females in the scores of responsibility behavior. Age and responsibility behavior are significantly and positively related. Parenting style has contributed the highest variance of responsibility behavior. Finally, practical implications of the findings are indicated.

Chapter One

Introduction

1.1 Theoretical background

1.1.1 Responsibility Behavior and Parenting Styles: Theoretical Perspectives

In every age, there are societal expectations and responsibilities to be shouldered. Responsibility behavior is said to be a complex phenomenon that takes many dimensions and stems from a number of interacting variables. Different researchers have attempted to document the factors that contribute to responsibility behavior. Some have also focused on establishing cause-effect relationships between responsibility behavior and other factors. According to Havighurst (1965) for example the task of achieving responsible behavior seems to be entirely due to the influence of society on the individual. That is, children are not born with any cultural values or norms but their parents, teachers and others into social and cultural animals, must transform them. The general process of acquiring culture or norm is referred to as socialization.

Socialization is a very broad concept which involves the individual and the social processes by means of which the young person learns the agents of the society who intentionally or unintentionally influence the individual and the roles, attitudes, values and norms which are learned or passed down to the young. The term socialization is a neutral one, connecting positive, desirable or

problematic outcomes. The idea of any society is for all children to be socialized in positive ways. But the outcomes of the socialization process can be negative and undesirable. As a result, Hamilton (1992) stressed that the study of socialization in a given society must make reference to the norms and values of a given society as well as the norms for developmental processes derived from theories of child and adolescent development.

The norms and values of a given society represent the consensus on desirable social and cultural behaviors. However, since the norms and values of a society are continually being modified, the study of socialization must include an examination of the nature of these changes and the effects they can have on individual and group relationship.

In general, the most important agents of socialization are the family, the school, the religion, the peer group and the media (Damon, 1983). These social systems have influence through direct and indirect interaction with the young. The family is usually regarded as the most powerful socializing agent, since it is the primary source of influence during the child's formative and impressionable years and its influence continues overtime (Mussen, et al, 1990).

Many researchers (Baumrind, 1967, in Damon, 1983; Butko & Dachler, 1992) stated that the development of normal and socially acceptable behavior in children could be fostered or hindered by the home and social environment of the child. Home environment is the most significant among other factors, which hindered or fostered this acceptable behavior in children. According to these researchers, home environment includes such important variables as

parenting style,, occupations, and educational level of parents, and family structure. Among these elements, the way parents discipline their children plays a considerable role in the development of responsible behavior.

Over the years, an extensive amount of research has been done to examine how parents influence the development of children's social competence. Many researchers have examined different kinds of parenting techniques. In this regard, one of the controversial issues before the 1960's (Damon, 1983) was whether parents should be restrictive or permissive in rearing their children.

Particularly, between the 1910s and 1930s behaviorist's advocated restrictive child rearing method, i.e. behaviorists of this era believed that desirable social behavior could be attained if the child's antisocial behaviors were punished and positive behaviors were carefully conditioned and rewarded (Hetherington and Parke, 1986).

However, between 1930's and 1960's psychoanalysts strongly opposed the behaviorists' position of restrictive method and advocated permissive child rearing practices, (i.e. a more permissive attitude in which the parent was advised to be concerned with the feelings and capacities of the child (Damon, 1983). As a result, socialization and developmental psychologists have been concerned with the theoretical model of parenting style by examining and analyzing the specific dimensions of parents' child rearing practices.

Schaefer (1965), for example, has identified two major dimensions by which parenting style can influence children's social competence. The first

dimension describes autonomy versus control or permissiveness versus restrictiveness. In this dimension, “restrictive” or “controlling” refers to parental behaviors that involve strict enforcement of demands including orderliness, obedience, and inhibition of aggression towards parents, siblings or peers and “autonomy” refers to the democratic and encouraging nature of parents.

The second dimension describes the degree of love versus hostility (or acceptance versus rejection, or loving versus rejecting). At its positive end, this dimension refers to parenting behavior which is characterized by acceptance, affection, approval, understanding, frequent use of explanations, extensive use of reasons in discipline and limited use of physical punishment; and at its negative end, it refers to the opposite parenting behaviors such as hostility, rejection, or punitiveness (Conger, 1977; Schaefer, 1965).

Another prominent researcher Baumrind (1966) in Steinberg (1993) thoroughly analyzed thirty four previous research findings specifically focusing on the positive and negative implications of five conceptual terms: punishment, firm control, supervision, restriction and permissiveness. On the basis of her analysis, Baumrind conceptualized parental discipline as being composed of two dimensions: warm and control and finally developed a three-fold typology.

- . Authoritative- characterized by affection and control.
- . Authoritarian – characterized by little affection and high control.
- . Permissive- characterized by affection and little control.

The theoretical model developed by Baumrind in her series of studies is named a three-fold typology of parenting styles. Since 1967, Baumrind's classification of behavior patterns has been accepted as a theoretical model for child rearing practices. However, this model was later embellished by (Maccoby & Martin, 1983, cited in Steinberg, 1993), who broke the third permissive style of parenting in to two separate styles, one being indulgent and the other neglectful. Since then, parenting styles have most commonly been classified into four: authoritative, authoritarian, indulgent and neglectful. Several researchers (E.g., Mussen, et al 1990; Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994; Steinberg, 1993) have presented descriptions of each style of parenting as summarized below:

Authoritative parenting style: Parents have high levels of both responsiveness and demandingness. This pattern contains the following elements: an expectation of mature behavior from the child and clear setting of standards by the parents, firm enforcement of rules and standards, using commands and sanctions when necessary; encouragement of the child's independence and individuality; open communication between parents and children, with encouragement of verbal give and take, and recognition of the rights of both parents and children. Parents deal with their child in a rational, issue-oriented manner, frequently engaging in discussion and explanation with their children over matters of discipline.

Authoritarian parenting style: Parents are high in demandingness but low in warmth and responsiveness. This pattern contains the following

elements: parents place a high value on obedience and conformity. They tend to favor more punitive, absolute, and forceful disciplinary measures. Verbal give and take is not common in this family, because the underlying belief of authoritarian parents is that the child should accept without question the rules and standards established by the parents. They tend not to encourage independent behavior and instead, place a good deal of importance on restricting the child's autonomy, and reserve decision making for themselves only. Parents in this category do not balance their demands for mature behavior with an acceptance of the child's needs.

Indulgent parenting: Parents are warm and high in responsiveness but are low in control. This pattern contains the following elements: parents are tolerant and accepting toward the child's impulse, use minimum amount of punishments, make few demands for mature behavior, and allow the child extensive freedom and do not control the child's negative behavior. Children are allowed to set their own limits. Parents do not enforce rules; do not communicate rules clearly, use inconsistent discipline, ignore or accept undesirable behaviors; hide impatience, anger and annoyance; and allow free expression of impulses and desires.

Neglectful parenting: Parents have low levels of both responsiveness and demandingness. This pattern contains the following elements: parents are disengaged. They are motivated to do what ever is necessary to minimize the time and energy that they must devote to the interaction with their child. Parents know little about their child's activities and show little interest in their

child's experiences at school or with friends. Parents rarely converse with their child, and rarely consider their child's opinion when making decisions. Rather than raising their child according to a set of beliefs about what is good for the child's developments, neglectful parents are "parent-centered" rather than "child-centered". They structure their home life primarily around their own needs and interests.

Generally, parents who employ each of the above-defined parenting styles differ in the way they handle their children. They may be loving or rejecting, controlling or permissive, involved or uninvolved, punishing or non-punishing. It is these kinds of differences in parental handling that are likely to be reflected in the personality of children and may contribute to responsibility behavior. In this regard, children who come from parents who are affectionate and loving, consistent and demanding and who administer reasonable control are likely to be socially mature (Berk,1991;Patterson and Loeber,1994).

Authoritative parents are loving, consistent and demanding, respectful of their children's individuality but are firm in maintaining standards. Several researchers (e.g. Papalia & Olds, 1982; Steinberg,1993; Lamborn, Mounts, Stenberg & Dornbusch,1991) stated that children from authoritative homes have been consistently found to be self controlled and responsible as well as better in social behavior. In line with this notion, the present study is designed to assess the relationship of parenting style with the development of responsibility behavior.

1.1.2. Responsibility Behavior and Parenting Styles: Research

Evidence

This section examines the role of parent-child relationships and their effect on child socialization. Thus, attempts were made to examine available studies, which are related to child rearing practices and their effects on children's responsibility behavior. Research evidence regarding the relationship of parenting styles, gender and age with responsibility behavior are also presented. Furthermore, an overview of child rearing practices in Ethiopia is presented.

1.1.2.1. Parenting style and Responsibility behavior

Different research findings indicated that parents' child rearing styles are key variables affecting the development of responsibility behavior in children (Mussen,etal, 1990; Kuppuswamy, 1980). These study state that responsibility behavior develops through interaction with other people. Children are not born responsible, but they slowly learn to define themselves on the basis of how others treat them.

Damon (1983) stated as the family is both the earliest and most sustained source of social contact for the child. The interaction and emotional relationship between the infant and parents will shape the child's expectations, and responses in subsequent social relations.

Hurlock (1978) indicated that, the contribution of the family to children's social development come form the type of relationship they have with

different family members. The attitudes and behaviors of different family members towards the child and the child's attitudes towards the family members influence this relationship.

Accordingly, Papalia & Olds (1982) stated that parents want their children to live harmoniously with other people and to form and maintain close, constructive relationship and behave in a responsible manner. To accomplish these ends, parents have to use discipline, and child interprets and responds to discipline in the context of ongoing interaction with in parent. These kind of differences in many family variables hinder or facilitate the development of responsibility behavior in particular and social, emotional and intellectual development in general.

Supporting this idea, Patterson and Loeber (1994); Berk (1991) stated as parents differ in the way they discipline their children. This difference is likely to be reflected in the personalities of children and does indeed contributed to the development of responsibility behavior. According to these scholars, each type of parenting style predicts important aspect of child development and has consistently been found to correlate with the development of normal or deviant behavior in children and is responsible for significant degree of variance in children's behavioral development.

Many researches supported the above notion that acceptance or rejection of the child by parent is related to the child's responsibility behavior Steinberg (1993) and Hart, et al (1992). The evidences suggest that authoritative parents are likely to have adolescents who are self-confident and

responsibly independent (Hurlock, 1978). These adolescents are most likely to feel wanted, to feel that their parents give them enough freedom, and to consider their parents fair and reasonable in their ideas, rules, or principles about how they should behave (Elder, 1980).

According to Steinberg (1993) authoritative parents are warm but firm, set standards for the child's conduct but firm expectations that are consistent with the child's developing needs and capabilities. They place high value on the development of autonomy and self-direction but assume the ultimate responsibility for their child's behavior. Coleman (1980) explains that authority based on rational concern for the young person's welfare was generally accepted well, whereas "unreasonable" arbitrary authority based on the adult's desire to dominate the adolescent was resented and leads to delinquent acts. Authoritative parents are loving, consistent and demanding, respectful of their children's individuality. This in turn facilitates communication of parental expectation and helps children to anticipate the consequences of misbehavior.

This is substantiated by another study; Lamborn, et al (1991) for example found out that youngsters who are raised in authoritative homes scored higher on measures of social development, mental health, psychosocial development and lower in measures of problem behavior than youngsters from authoritarian, indulgent or neglectful households. Similarly, other researchers have also revealed that children from authoritative homes have consistently

been found to be better in social behavior, responsible and popular with peers (Papalia & Olds, 1982; Steinberg, 1993).

Patterson & Loeber's (1994) data taken from a significant older group of children suggest that three parental characteristics combine to produce a responsible behavior in children. The first characteristic is the degree of acceptance, interest, affection, and warmth expressed towards the child. The data revealed that parents of children with high responsibility behavior were more liking and had closer relationship with their children than do the parents of children with low responsibility behavior. Many studies are also consistent with the finding of Patterson & Loeber, which stated that children with high responsibility behavior view their parents as accepting, understanding and loving (Coppersmith, 1967; Steinberg 1993).

The second area of parent-child interaction is related to democratic practices. Parents of children with high responsible behavior established on extensive set of rules, but treatment with the defined limits was non coercive and recognize the rights and opinions of the child. Finally, differences were found in parent-child interaction related to permissiveness and punishment. The data revealed that the parents of children with high responsibility behavior made clear demands that were firmly enforced. Reward was generally the preferred mode of affecting behavior. In contrast to this pattern, the parents of children with low responsibility behavior gave little guidance and were harsh and disrespectful in their treatment. Such parents did not establish and

enforce guidelines for their children, were apt to use punishment rather than reward, and tended to stress force and loss of love.

Dornbush et al (1987) and Steinberg (1993) stated that, authoritarian parents tend to favor more punitive, absolute, and forceful disciplinary measures. In a study conducted by Berk (1991), over strict discipline was found to be more prevalent among delinquents, while firm but kindly discipline was much more common in the homes of none delinquents.

It is many scholars' belief that a child who is punished regularly without even being told what mistakes he committed would face challenges in differentiating which is right or wrong. It is a truism that punishment is more effective when it is accompanied by an explanation. But punishment without explanation may lead to the development of hatred towards their parents; which could be generalized to the society and give rise to delinquent acts. Supporting this idea, Papalia & Olds (1982) stated that parents who punish their children often and show little affection to their children are likely to produce anxious youngsters and become delinquents.

Authoritarian parents control their children's behavior, attitude and make them conform to a set and usually absolute standards of conduct, as a result children who characterize their parents as authoritarian tend to be lower level of social responsibility. In agreement with this notion, Lamborn, et al (1991) found out that adolescents who characterize their parents as authoritarian and rejecting tend to be higher level of delinquent and lower levels of psychosocial development than children's from authoritative families.

According to Steinberg (1993), children from authoritarian home may grow up to be less reluctant, less socially poised and less persistent. In extreme cases, they may feel unloved, unaccepted, unsupported, emotionally alone, and they cannot depend on their parents for support in difficult times.

Conger (1977) stated that, permissive parents leave their children to drift without offering them dependable models of responsible adult behavior. Steinberg, (1993) also stated that if parents are permissive and yield to the child allowing him/her to dominate over them, if every wish of the child is satisfied, the child may boss over his/her parents and show scant respect for them. These children may grow up to feel that "any thing goes" or that it is impossible to know what is or is not acceptable behavior.

In the study of pre-school children, Baumrind 1967, cited in Dornbusch ,et al (1987) found that children of permissive parents were immature, lacked impulsive control, self-reliance, and evidenced a lack of social responsibility and independent. In the follow-up studies at 8-9 years of age, these children were low in both social and cognitive competence. But Papalia & Olds (1982) reported that children from permissive parents were better in self-assertiveness, self-reliance than authoritatively reared children.

Neglectful parents are disengaged parents and they know little about their child's activities and whereabouts, show little interest in their child's experiences at school or with friends (Steinberg, 1993). Kuppuswamy (1984) stated that, parental neglect affects the child's sense of security, increases his/

her sense of helplessness and as a result the child develops various kinds of antisocial behavior and reacts to discipline with outbursts of temper.

Baumrind (1967) cited in Hetherington & Parke (1986) in the research of parenting style has demonstrated that by comparison with their peers, adolescent from neglecting families were found to be antisocial, lacking self-regulation, social responsibility, who suffer from internalizing and externalizing problem behaviors. This was also supported by (Patterson, Debarsyshe, & Ramsey, 1989) who reported that children from disengaged parents are socially incompetent, irresponsible, immature, and alienated from their families.

An overview of child rearing practices in Ethiopia

In Ethiopia, regarding the child-rearing practices, no much research has been done (Name & Wagner, 1993). However, there are a few general preliminary studies, which provide some information about the issue. Some of them are Ringness & Gander (1974); Cox (1967); Renner (1974); Levine (1965); Habtamu (1979); Markos (1996); Birhanu (1996).

Ringness & Gander (1974) stated that, in rural Ethiopia children are controlled by fear and physical punishment which may be exercised in the form of beating, tying to a tree, hanging up side down by tying the legs, keeping out of the house at night and so on. This indicates that in rural Ethiopia discipline is completely authoritarian. Similarly by collecting questionnaire data from 137 A.A University students of different ethnic compositions Cox (1967), found that, Ethiopian parenting style was

authoritarian. In his study the respondents reported that they have to accept rules that were established by parents without argument and that they experienced excessive control in the home.

In his discussions, information and observations on Amhara culture at the Menze, Levine (1965) revealed that, Amhara children were expected to be obedient, inconspicuous, and respectful and they were expected to readily accept their parents command. Parental authority and demands for obedience are high tended and greatly multiplied during adolescence even though this period for learning skills and norms related to adult self-sufficiency

Similarly Renner (1974) found that the type of parenting style dominantly practiced in Ethiopia was authoritarian. But some other studies (Markos, 1996; Birhanu, 1996) reported that the type of parenting style dominantly practiced in some cultural (Ethnic) groups of the country was authoritative. Regarding the site of the present study, which is the home of the Oromo ethnic group, no research has apparently been done regarding child rearing practices.

The present study tries to cover this gap by giving chances to a sample of adolescents to rate their parents' behavior and observing the relationship between the parental behavior and the adolescents' responsibility behavior.

1.1.2.1.1. Potential moderators of the relationship between parenting style and Responsibility behavior

Several studies indicated that the way parents rear their children has an important effect on the children's responsibility behavioral. However, there are some important factors, which have contributed to the difference in rearing methods and these difference affect the development of responsibility behavior. Parental behaviors and attitudes interms of patterns of discipline and child rearing practices tend to vary mainly according to social class (SES) of the family and these variations in patterns of discipline and child rearing practices in turn tend to affect children's responsibility behavioral.

Studies indicate that SES does describe meaningful difference in parents' child rearing practices. For example, some studies which made comparisons between high and low SES families have revealed some differences (Berk 1991, Hetherington and Parke 1986) According to these researchers low and working class parents tend to be permissive towards their children and therefore the lower class child is less restricted in his range and choice of activities as well as companionship .In contrast, middle class children are more closely supervised and parents tend to be warmer, use love oriented discipline and make their children stay in school longer than poor families .

In contrast, Hess1970 cited in Steinberg (1993) points out lower SES parents are authoritarian and arbitrary in their discipline and they are more likely to use physical punishment. Higher SES parents are more democratic and tend to be either permissive or authoritative. They are more likely to use induction (i.e point out the effects of a child's actions on other, or ask the child

how he or she would feel in the other's place) and to aware of and responsive to their children's perspectives.

Among the socioeconomic factors that have been linked to children responsibility behavior are parents' educational level and their income. Dornbusch and his co-workers (1987) found statistically significant relationship between parental education and parenting styles. The researchers reported that within each sex, families with higher parental education tended to be somewhat lower in authoritarian and permissive parenting styles and higher in authoritative parenting style. This finding is consistent to previous work of Debaryshe (1993) cited in Santrock (1999).according to this study parent with lower educational achievement were more likely to use coercive discipline strategies and were also more likely to have children who displayed antisocial behaviors.

1.1.2.2. Sex Differences in Responsibility Behavior

Some comprehensive reviews of the literature on gender differences in responsibility behavior concluded that there is no difference between boys and girls in responsibility behavior. Kurde and Sinclair(1988) for example developed a research instrument to assess three aspects of responsibility: acceptance of order, commitment, and accountability. Data from 127 students in grade 2 or standard 2 and 5 indicate that acceptance of self-blame and trust in one's own judgment increased with age. Sense of responsibility was not related to sex.

On the other hand, Hurlock (1972) in a study of gender differences vis-à-vis age categories found out that the overall rates of responsible act are higher for six-to ten year-old girls than boys in each status group (lower and upper) with this being particularly striking for lower status girls. Some also put

inconclusive remarks or a kind of personal outlook comparing both sexes. Walker et al, 1989, believes that, males should have normative or fairness orientation because of their presumed focuses on rights, duties, and justice, whereas females should have utilitarianism or perfectionism orientation because of their focus on relationships, welfare, and caring.

Similarly, Hurlock (1978) stated girls on the whole, are expected to show more responsibility in the home than boys. Boys, however, often have some work experience outside the home as they approach the end of childhood, and this gives them the same kind of training that girls get in the home.

1.1 .2.3 Age differences in responsibility behavior

Developmental psychologists of the day agree that responsibility is not an 'all none' phenomenon. It is a life long process taking different forms and varying in extent by different factors at each stage of development. Piaget cited in (Hardy, Heyes, Crews, Rookers & wren, 1990) was interested in three areas of social development, namely, the child's ideas about rules, how a child decides what is right and what is wrong, and the child's ideas about punishment and justice and the findings indicated that there is gradual development from age 6 up to 11 or 12 (late concrete operational), at which point the rules have become fully internalized and understood. The adult type of morality, which involves judging by intention, begins to develop about age 7, and is usually well developed by about 10 years of age.

Different from Piaget's, Grusec & Redler (1980) stated that, at about the time of entrance into school there is a change in children's conception of self and they begin to acquire the ability to stand off and view themselves from outside perspective; there are major developments in the executive functions that they adopt a goal or plan for their activity, there is a fairly steady decline in impulsivity and changes in children's conceptions of others that there is an increase in their ability to adopt the perspective of others. Supporting this idea, Kagan (1979) & Herr (1945) have taken the early school years as the beginnings of responsible age which necessarily involves an awareness of the value of self for the self and for other. According to (Frommer, 1969) proper sequences of responsibility for future consequences of present action enabled to be born at the 10th year.

One team of investigators cited in Papalia & Olds (1982) told stories with two themes to ninety-six middle class children, aged 7 to 11, and concluded that there is a difference between older and younger children in their ability to deal with two or more pieces of information in arriving at a judgment. In line with this research finding, Cochran & Brassed (1979) stated that, older children are more likely to assume responsibility.

1.2. Practical consideration

This study will have the following practical and theoretical implications. As indicated earlier, little is known about factors affecting adolescents'

responsibility behavior in Ethiopia. Therefore the present study is expected to have some theoretical contributions in the sense that the results would shed some light on the development of social behavior in general and responsibility behavior in particular.

The development of child's social skill is critical to children and to the educational enterprise as well as to the society. Children who exhibit social skill deficit experience both short and long-term negative consequences and these seem to be precursors of more severe problems in adolescence and adulthood (Firew, 1994). Responsibility behavior is one basic factor in the area of social development. There is research evidence that shows the importance of family background in the development of children's responsibility behavior.

Therefore, this study is also important in giving some ideas to those concerned bodies i.e. parents, counselors, educational experts and etc in the effect of family on individual behavior, so that, they can devise interventions as well as preventive measures.

Furthermore, the result of the study and their implications are expected to provide some useful direction for conducting further research in the area.

1.3. Statement of the Problem

Home environment is the most significant among the many factors, which positively or negatively affect the behavior of the growing child. Among these home environments, the way parents rear their children plays a considerable role in the development of responsibility behavior. Child rearing

practices include among other things the availability of opportunities for children to raise questions to their parents, to do certain things on their own, to discuss matters with their parents, and to express their views. All of which are believed to help children develop independence and social responsibility (Maltin, 1983; Singer & Singer 1969). Supporting this idea, Damon (1983) and Perry and Bussey (1984) stated that in a family where children were encouraged and given the opportunity to ask questions, discuss matters with their parents, and express their opinion, children appeared to be more assertive, independent and socially responsible compared to children from traditional families where absolute obedience had been viewed as a virtue

The present study aims at examining the relationship between child rearing practices and the development of responsibility behavior.

In particular the study sought to answer the following basic questions.

- A. Is there a significant difference between children from authoritative, authoritarian, indulgent and neglectful parents in their rating of the three dimensions of responsibility (personal, peer, community) behavior?
- B. Do males and females rate their responsibility (personal, peer, community) behavior differently?
- C. Is there a significant relationship between students' age and responsibility (personal, peer, community) behavior?

D. Do parenting style, sex and age separately and/or jointly make substantial contribution in explaining the variation in responsibility behavior?

1.4. Operational Definitions of Terms used.

Parenting styles: - Refers to the student's ratings of parental handling with respect to parental control and parental acceptance on a measure adapted by the researcher.

Authoritative parent: - Refers to families whose children scored above median on both "acceptance" and "control" indices on a measure adapted by the researcher.

Authoritarian parent: - Refers to families whose children scored above median on control and below the median on acceptance indices on a measure adapted by the researcher.

Indulgent parent: - Refer to families whose children scored above median on acceptance and below the median on the control indices on a measure adapted by the researcher.

Neglectful parent: -Refers to families whose children scored below median on both “acceptance” and control” indices on a measure adapted by the researcher.

Personal responsibility - Refer to adolescent's ratings of their behavior on taking care of one’s property, engagement in constructive independent work and possession of some constructive interests for personal progress.

Peer-responsibility- Refers to adolescents ratings of their behavior on taking care of properties of one's associates; participate in constructive group work and withdraw from group mischief makings as well as condemning such tendencies; and possession of constructive interests for the progress of friends.

Community responsibility- Refers to adolescents ratings of their behavior on taking care of public and school properties, participates in voluntary work and various projects which exceed a narrow concept of service and to take advantages of opportunities which help them develop their own sense of responsibility and capacity to alter society in constrictive way when they find it unacceptable.

Parental control: -Refer to adolescents ratings on parental maintain limits via rules and regulations concerning such matters as, spending money, leisure activities, choosing friends, etc on a measure adapted by the researcher.

Parental acceptance-Refers to adolescents ratings on parental behavior such as allowing them to choose what they would like to do, and parental readiness to listen to ideas and opinions of them, and to help them in deciding how to do things, etc on a measure adapted by the researcher.

1.5. Delimitations of the study

The study is delimited to Nedjo district and more specifically, to seven junior secondary schools, which are located in Nedjo. The main reason why this site was chosen is to make the study manageable relative to the financial and time constraints. Besides, because the researcher's place of work is there, access to data, communication with school officials and the student can be easily attained.

Parental socialization is considered to be important during elementary school years but, it continues to be influential even later (Dornbusch, et al, 1987). Adolescence is particularly a period of rapid changes, which are accompanied by new behavioral manifestations, and therefore it is difficult for adolescents to easily adjust themselves to the society and act responsible. In addition to this, compared to children, adolescents are more capable of providing information needed for this study. Thus, this study is limited to adolescent students only.

Chapter Two

Method

This section presents design of the study, study area (site), population and sampling, tools and procedures of data collection and methods used for data analysis.

2.1. Design of the study

This is a cross-sectional research. The variables included in the study are as follows:

A, Independent variables: The independent variables considered in the study were parenting style, gender and age of the students.

B, Dependent variable: The dependent variable in this study is responsibility behavior.

2.2. Study area (site)

As stated earlier, the study is limited to junior secondary school students of western Wollega -(Nedjo-district), due to time and financial constraints. Also, because the researcher's place of work is there, access to data and communication with the school officials and students as well as data collection took only relatively short time.

The study focuses on junior secondary school student (grades seven and eight) because students at these grade levels are adolescents and many

behavioral problems are observed in this unique transitional age (Santrock, 1999). There were 13 junior secondary schools in Nedjo district. Of these, seven schools were selected at random (lottery method).

2.3. Population and sampling

The population of this study consisted of adolescents from seven junior secondary schools (grades 7 and 8) in Nedjo district. The total number of students in the schools were 5057 [3073(60.77%) of them were males and 1984(39.23%) of them were females]. The sample selection technique employed in this study was, first purposive and then random.

Purposive sampling method was used to identify adolescents only from intact families. This was done to control the possible influence of family status on responsibility behavior. That is, if adolescents from non-intact families who were under the supervision of different guardians at different times were selected, they would have faced difficulty as to whether they should rate the behavior of one guardian or another.

In other words, 2549 male and 1054 female adolescents came from intact households. Finally, in order to select the representative sample, random sampling method was used. Accordingly, 420 (255 male and 165 female) adolescents were selected. The randomly selected sample distribution by age, sex and grade level are shown in Table 1.

Table 1. The sample distribution by age, sex and grade level.

Characteristics		n	Percent
Age	13-15	236	56.2
	16-17	184	43.8
Sex	Male	255	60.71
	Female	165	39.29
Grade	Seven	189	45
	Eight	231	55

2.4. Tools of data collection and their justification

Two instruments (namely, parenting style and responsibility behavior scales) were administered. Each scale is described below.

2.4.1. The Parenting Style Scale

The parenting style was adapted from existing measures (Dornbusch, et al, 1987 and Lamborn et al, 1991), which were initially developed for research in western countries. Many researchers (e.g.Schaefer, 1965; Steinberg,Lamborn,Dornbusch&,Darling,1992) who conducted studies on parenting practices suggested that there are three specific components, which

are used to define a particular parenting style. These components are acceptance /responsiveness, control/ demandingness and psychological autonomy.

However, other works (e.g, Maccoby & Martine, 1983 cited in Steinberg, 1993; Lamborn, et al, 1991) argue that parental behavior has two defined in two dimensions; acceptance /responsiveness and control/demandingness. The reason for excluding one of the dimensions appears to be important in defining authoritativeness but less so in differentiating among authoritative, authoritarian, indulgent and neglectful families. In the present study, the researcher employed the framework put forth by Lamborn and associates (1991) which describes behavior in terms of parent's acceptance /responsiveness, and control/ demandingness.

The items required the students to rate their parents in terms of the two parenting dimensions namely, "acceptance"(12 items) and "control"(12 item). The acceptance subscale assessed the extent to which the child perceives his/her parents as loving, responsive and involved. Items, such as "my father/mother enjoys going out with his/her friends rather than staying at home and chatting with me" and "when I get good grades in school he/she praises me" were scored on a four-point scale (ranging from "strongly agree" to "strongly disagree"). The "control/demanding ness" subscale consists of items assessing the degree of parental monitoring and supervision and limit setting of the adolescent as well as parental demands for matured behavior in the adolescent. It included such item as "how much does your father/mother try to

know what you do at your free time?” and “in a typical week, what is the latest time your father/mother allows you to stay out during night (Monday-Friday?)” with four response options ranging from “doesn’t try at all” to “tries a lot” or from “not allowed at all” to “as late as I want”.

The items in the adapted subscale were rated by four senior graduate students in the Department of Psychology at Addis Ababa University regarding their appropriateness for children and parents in the Ethiopian context. The inter-judge reliability agreement was calculated using Pearson’s to be .94. The four parenting styles were determined following previous work and the theoretical model set forth by Maccoby and Martin (1983; cited in Steinberg, 1993). First scores of both acceptance and control dimensions were obtained and then samples were divided into two (high and low scores) at the median (Steinberg et al, 1992). This median was used since the scores were not evenly distributed.

Second, respondents were assigned into the four parenting categories. According to Lamborn et al (1991), authoritative parents are those who score high on acceptance /responsiveness and control/demandingness. Whereas neglectful parents score the lowest on both variables, authoritarian parents are those who score the lowest on acceptance /responsiveness but high on control/ demandingness. Indulgent parents are those who score highest on acceptance/ responsiveness but low on control/demandingness.

2.4.2. The Responsibility Behavior scale

The responsibility behavior scale was adapted from Firew's (1994) instruments. Since Firew's study was conducted in an urban area and children's age was between 7 and 12, some of the items were not appropriate for adolescent in general e.g., "if my parents do not see me, I will go to bed without washing my feet") and for those in rural areas e.g., "I don't care if road side lamps are out of use". As a result, the researcher used some of the items as they are while others are developed following Firew's procedure. i.e. First, in order to make writing of items easier, responsibility behavior was divided in to three dimensions (personal, peer and community responsibility). Each dimension was again divided in to three components (i.e. responsibility to property, responsibility to work and responsibility to possession of some constructive interests). Second, based on the divided and defined dimensions of responsibility, 36 items, 12 in each dimension, were collected from personal observations, professionals at AAU Psychology department, and related fields and discipline such as developmental and social Psychology to be evaluated by judges. (See Appendix B for the items initially prepared and presented to judges).

To this effect four senior graduate students were involved in order to evaluate the 36 items. In order to select the items two questions were presented to judges. The first question, which was presented to judges, was to which category (personal reasonability, peer-responsibility or community) does the item belong? In response, the judges categorized each item in one of the

three categories of responsibility behavior or indicated that they are uncertain (see appendixes C)

The second question, which was presented to judges, was “how strong is the item in measuring the responsibility behavior?” For this question judges rate each item on a four-point scale [Low (1), uncertain (0), average (2) and high (3)].(See Appendix D) .

Median value was computed for the ratings of the judges. Then the median value of each item and keyed (answers prepared in advance by the researcher) were compared for question number one (i.e to which category does the item belong?). Also, to find items which are proper for the try out, the mean rating for each item was computed and items with mean values less than 2.0 were discarded.(see Appendix D). Finally 14 items were selected (5 items for personal responsibility, 6 items for peer responsibility and 3 items were for community responsibility).

To see the presence of significant relationship between the median ratings of each item and its key answers or answers prepared by the researcher Pearson’s r was calculated for the first question. The result indicated that $r = 0.97$. This indicates a substantial degree of agreement between the judges’ classification and that of the researcher.

Finally to equalize the number of items in each dimension and compare directly the adolescents’ responsibility behavior across the dimensions (personal, peer, community), the 14 selected items were added to the 25 items

taken from Firew (1994). This yielded 13 items for each of the three dimensions of responsibility (Personal, peer and community responsibility)(seeAppendix A).

To make reading and understanding of the items easier, both the parenting style and responsibility behavior scales were translated to the respondents' language that is from English to Afan Oromo (forward translation) and back to English (backward translation) by two native speakers who are from English Language Department. The two (English) versions were then compared for equivalence. There were some minor differences in the translations and some modifications were made after the two translators discussed and reached agreement (see Appendix F for the afan Oromo version).

2.5. Pilot Study

A pilot study was made to check the reliability of the instrument. One hundred adolescents (50 males and 50 females) participated in the pilot study. For all 100 adolescents parenting style and responsibility behavior questionnaires were administered. After the questionnaires were distributed, orientation was given to the participants about the purpose of the study and how they should fill out the questionnaires. There was no time limit for completing the questionnaire. However, the average time spent for completing the questionnaire was one hour and 10 minutes. Since there was no omitted item, all of the items were included in the analyses. All items of the parenting style and responsibility behavior scales have four response categories (strongly agree, agree, disagree and strongly disagree).

The responses were scored and the reliabilities of the two sub-scales of parenting dimensions “acceptance” and “control” and the three sub-scales of responsibility behavior were computed. Previous studies conducted in western countries have reported reliabilities of $\alpha = 0.72$ for the acceptance subscale and 0.76 for the control subscale (Steinberg et al 1994). But a study conducted in Ethiopia (Markos, 1996) has reported reliabilities of $\alpha = 0.83$ and 0.82 for the “acceptance” and “control” subscales, respectively. In this study, internal consistency reliabilities (α) of 0.69 and 0.83 for “acceptance” and “control” subscales respectively were obtained. Similarly the responsibility subscales had reliabilities (α) of $.76$, $.81$, and $.79$ respectively for “personal responsibility”, “peer responsibility” and “community responsibility”.

Based on the results of the pilot study, the final parenting style and responsibility behavior scales included 24 and 39 items respectively.

2.6. Procedure of data collection

The final versions of the parenting style and responsibility behavior scales were administered to the 420 adolescents. The questionnaires were administered to all respondents in a hall arranged at the respective schools with the cooperation of school administrative bodies. The researcher gave explanation to adolescents about the purpose of the study and how to complete the questionnaires. One research assistant participated in the administration of the questionnaires. The researcher was also available at each stage of data collection to clarify the purpose of the questionnaires and to

answer any questions that might be raised by the respondents. Four research assistants also participated in scoring and organizing the data.

2.7. Methods of Data Analysis

Basically, the data analysis was done using SPSS software. Descriptive statistics were computed and presented to provide an overall picture of the data obtained.

In order to examine the relationship between parenting style and responsibility behavior, the first step was identifying the parenting styles. To do this score on each of the 'acceptance and control subscales of parenting style were dichotomized as high and low. Median was used since the scores were not evenly distributed. In order to ensure that the four groups of families represented distinct categories, some scores in the middle on the two dimensions (acceptance and control) that are very closer to each other which are around the median were excluded from the analysis. Finally, responses of 275 adolescents were considered for analysis in the main study.

Following this, one-way analysis of variance (ANOVA) was employed to compare responsibility behavior scores across the four parenting styles (authoritative, authoritarian, indulgent, and neglectful). Before conducting the analysis, however, the assumptions of ANOVA were checked. The assumptions were, in some way, violated (particularly homogeneity of group variances). For this reason, Welch statistic, rather than the F distribution, was employed. The

Welch statistic was selected because it is more powerful than other unequal variance mean comparison tests. In order to identify “which means differ significantly”, Tamhane’s multiple comparison test was employed because it is appropriate when the variances of the different groups are unequal.

Correlation matrix was computed to examine the associations between age of the students and responsibility behavior. And independent sample T-tests was used to see the mean difference between male and female adolescents in the rating of the three dimensions and overall responsibility behavior.

Finally, Stepwise regression analysis was computed to examine the relative contribution of parenting style, age, and sex to the variance in responsibility behavior.

Alpha value of 0.05 was used for all significance tests carried out in this study. This alpha value was set before analyses of data.

Chapter three

Results

The results of the main study are summarized in this chapter under the following subheadings: differences in responsibility behavior as a function of parenting styles, sex differences in responsibility behavior, correlation between age and responsibility behavior and relative contribution of parenting style, age and sex in explaining the variation in responsibility behavior.

3.1. Differences in Responsibility Behavior as a Function Of Parenting Style

This section examines differences in responsibility behavior as a function of parenting styles. The major dependent variable was therefore responsibility behavior (personal responsibility, peer responsibility and, community responsibility). Welch statistic was employed to test the significance of differences among parenting styles (independent variable). Table 2 shows the number of observations, means and standard deviations for personal responsibility score by parenting style.

Table 2 : Number of observations, means and standard deviations for personal responsibility score by parenting style

Parenting style	N	Mean	Standard deviation
Authoritative	89	47.71	2.73
Authoritarian	51	39.53	5.10
Indulgent	43	38.28	5.32
Neglectful	92	33.61	5.24

Examination of personal responsibility scores indicated statically significant differences among parenting styles (Welch statistic= 201.32, $P < 0.001$)

The results of Welch statistic do not tell much; a further analysis is needed. Therefore, to identify "which means differs significantly" Tamahane's multiple comparison test was conducted.

Results of Tamhane multiple comparison test indicated that adolescents from authoritative homes (mean=47.71, SD=2.73) scored significantly better on the personal responsibility behavior than adolescents from the other three parenting styles (authoritarian, indulgent and neglectful) $P < 0.001$ and adolescents from neglectful homes (mean=33.61,SD =5.24) scored significantly less than the three parenting styles (authoritative, authoritarian, and indulgent) $P < 0.001$.

But there was no significant mean difference between adolescent from authoritarian homes (mean=39.53, SD =5.10) and indulgent homes (mean=38.28, SD=5.32), $P>0.05$. Table 3, Shows number of cases, means and standard deviations for peer responsibility score by parenting style.

Table 3: Number of cases, means and standard deviations for peer responsibility scores by parenting style

Parenting style	N	Mean	Standard deviation
Authoritative	89	47.13	3.23
Authoritarian	51	39.22	6.17
Indulgent	43	37.44	6.96
Neglectful	92	33.13	5.95

The, analysis of parenting styles difference in peer responsibility behavior scores yielded statistically significant (Welch statistic =146.55, $P<0.001$).

In addition, results of Tamhane's multiple comparisons show that adolescent from neglectful homes (mean=33.13,SD =5.95) score significantly less than adolescent from the three parenting styles (authoritative, authoritarian and indulgent) $P<0.001$. Also adolescent from authoritarian

homes (mean=39.22,SD=6.17) and adolescent from indulgent homes (mean=37.44,SD =6.96) scored significantly less peer responsibility behavior than adolescent from authoritative homes (Mean =47.13, SD =3.23) $P<0.001$. But no significant mean difference was observed between adolescent from authoritarian homes (mean=39.22, SD =6.17) and adolescent from indulgent homes (mean=37.44, SD=6.96), $P<0.05$. Table 4 shows number of observations, mean and standard deviations for community responsibility behavior score by parenting style

Table 4: Number of observations, means and standard deviations for community responsibility behavior score by parenting style

Parenting style	N	Mean	Standard deviation
Authoritative	89	47.31	3.76
Authoritarian	51	37.47	5.07
Indulgent	43	36.19	6.54
Neglectful	92	31.75	5.52

Examination of community responsibility scores show statically significant differences among parenting styles (Welch statistic=183.61, $P<0.001$)

Results of Tamhane's multiple comparison indicated that, adolescent from authoritative homes (mean=47.31, SD= 3.76) scored significantly better

community responsibility behavior than adolescent from the three parenting style (authoritarian, indulgent and neglectful) $P < 0.001$. In addition, adolescent from neglectful parenting (mean=31.75, SD =5.52) scored significantly less than the three parenting style (indulgent, authoritarian and authoritative) $P < 0.001$. But there was no statistically significant mean difference in the score of community responsibility behavior between adolescent from authoritarian (mean=37.47, SD=5.07) and indulgent (mean=36.19, SD=6.54), homes ($P > 0.05$)

Finally, when the trend of differences between adolescent from authoritative, authoritarian, indulgent and neglectful parenting in the scores of personal responsibility behavior, peer responsibility behavior and community responsibility behavior were observed, children from authoritative families scored significantly better in the three dimensions of responsibility (personal, peer and community) behavior than the other three parenting (authoritarian, indulgent and neglectful).

While children from neglectful parents were score significantly less than adolescent from the three parenting style (authoritarian, indigent and authoritative) in the three dimensions of responsibility (personal, peer and community) behavior. There was no statistically significant mean difference between authoritarian and indulgent parents in the scores of the three dimensions of responsibility (personal, peer and community) behavior.

3.2 Sex differences in responsibility behavior

In order to examine gender differences in personal responsibility, peer responsibility and responsibility for the community, independent t-test was conducted. Table 5 shows independent sample t-test group statistic for responsibility behavior.

Table 5: Independent sample t-test group statistics for responsibility score by males and females

Type of responsibility	Sex	N	Mean	Standard deviation
Personal	Male	168	40.36	7.49
	Female	107	39.43	7.14
Peer	Male	168	39.63	8.41
	Female	107	39.21	7.11
Community	Male	168	38.90	8.57
	Female	107	37.97	7.63

Examination of responsibility scores indicated no statistically significant gender difference in personal responsibility behavior ($t=1.026$, $df=273$, $P>0.05$), in peer responsibility behavior ($t=0.434$, $df=273$, $P>0.05$) and in community responsibility behavior ($t=0.942$, $df=273$, $P>0.05$).

Additionally to see gender differences in responsibility behavior scores of adolescent from authoritative, authoritarian, indulgent and neglectful homes, four independent sample t-tests was computed.

The analysis indicated no statistically significant gender differences as a function of parenting styles in personal responsibility, peer responsibility and community responsibility behavior, $P > .05$ (see Appendix E for detailed data).

3.3. Relationship between age and responsibility behavior

In order to examine the relationship of age with personal responsibility, peer responsibility and responsibility for the community, Pearson product-moment correlation was computed. Table 6 shows the relationship between age and responsibility behavior.

Table 6: Correlation between age and responsibility behavior (N=275)

	Personal responsibility	Peer responsibility	Community responsible	Overall responsibility	Age
Personal responsibility	-	0.879**	0.861**	0.949**	0.357**
Peer responsibility		-	0.897**	0.966**	0.421**
Community responsible			-	0.961**	0.410**
Overall responsibility				-	0.414**
Age					-

****P<0.01**

Results (Pearson product-moment correlation) revealed positive and moderate relationship between age of adolescents and responsibility behavior. The relationship between age of adolescents and the three dimensions of responsibility behavior (personal, peer and community) is significant. This indicates that as age increases, adolescent's responsibility behavior becomes better and better.

3.4 Relative contribution of parenting style, age and sex

Multiple regression analysis was employed to evaluate the contribution of parenting style, sex and age for the prediction of responsibility behavior. The results of multiple regression analyses indicated that parenting style, age and sex in combination account for a significant proportion of the variances in responsibility behavior. But in order to know the relative contribution of the three variables, it is important to test each of the variables independently. Table 7 shows results of the multiple regression analysis.

Table 7:T-test results of the multiple regression analysis

Variables	B	SEB	Beta	T
Parenting style	13.536	.570	.753	23.75 *
Gender	1.239	1.460	.027	.85
Age	7.520	.656	.360	11.43*

* Constant= -30.984

* P<0.01

Table 7 indicated that, parenting style and age, but not sex, have significant contribution to the prediction of adolescents' responsibility behavior. Both parenting style and age together contributed significantly to the prediction of responsibility behavior. The total variance accounted for by both variables was 0.73.

The variable parenting style contributed .600 that is, it accounted 60 percent of the variance in responsibility behavior, followed by age which contributed .13 that is, age explains about 13 percent of the variance in responsibility behavior. The variable sex is removed from the model because it has no significant contribution to the variance in responsibility behavior. In other words, sex of the respondents explained no unique variance in responsibility behavior.

Chapter Four

Discussion

In an attempt to investigate the relationship between parenting style and responsibility behavior among adolescents, the present study posed some basic research questions. This section discusses results and examines if these results are consistent with findings of previous research.

4.1 Differences in Responsibility Behavior as a Function of Parenting Styles

The examination of the differences among the four parenting styles was handled by Welch statistic. As mentioned earlier, in order to examine differences among the four parenting styles one way analysis of variance was employed. To perform this, first the assumptions of ANOVA were checked. The assumptions were, in some way violated (Particularly homogeneity of group variances was violated). For this reason, Welch statistic, rather than the F distribution, was employed.

According to the results, there is a significant mean difference in the scores of adolescents' responsibility behavior among the four parenting styles. Adolescents from the four parenting styles were significantly different in personal responsibility, peer responsibility, and community responsibility.

This result provides an answer to the first question of the study, which asked as to whether differences in parenting style are related to responsibility

behavior. This finding is consistent with past research (e.g, Patterson & Loeber, 1994; Steinberg ,1993).The investigators reported that since parents differ in the way they discipline their children's the difference is likely to be reflected in the personalities of children and has in deed contributed to the development of responsible behavior in children.

Furthermore, using Tamhane's mean comparison adolescents who characterized there parents as authoritative -warm (responsive), and firm (demanding)_scored significantly more responsibility behavior than their counter parts who came from non authoritative homes.

The results furthermore revealed that adolescents who came from authoritarian homes scored significantly better responsibility behavior than adolescents who come from neglectful homes. This is also true for adolescents who come from indulgent homes, i.e. adolescents who characterize their parents as neglectful scored significantly least in self evolution of responsibility behavior than their counter parts who come form non-neglectful families, but their were no significant differences in the scores of responsibility behavior of adolescents who characterize their parents as authoritarian and indulgent.

Although the externalizing development of personal responsibility, peer responsibility and community responsibility behavior have not been specifically studied widely in the past, the present results are consistent with the findings of Lamborn and associates (1991); Hetherington and Park (1986). These researchers demonstrated that children raised in authoritative homes are more

responsible, self-assured, adaptive, creative, curious and socially skilled than the children from other parenting styles.

Similarly, Baumrind (1991) cited in Steinberg (1993) hypothesized that, in comparison to their peers, children from neglectful families are anti-social lacking self-regulation and social responsibility. Furthermore, Lamborn and associates (1991) reported that youngsters described their parents as neglectful scored highest on measures of Psychological dissatisfaction, where as the reverse was true for children from authoritative homes.

Supporting this, Steinberg (1993) revealed that in contrast to the children from authoritative homes adolescents raised in authoritarian and indulgent homes are less socially adaptive and less self-assured, less mature and more irresponsible.

Thus several explanations could be given for the high association of authoritative parenting with responsibility behavior. Authoritative parents provide a nice balance between restrictiveness and autonomy, which on one hand provides the young person with opportunities to develop self-reliance but on the other hand sets the sorts of standards, limits, and guidelines that developing individuals need. They monitor and impact clear and responsible standards for their children's conduct. What is more, their disciplinary methods are supportive rather than punitive.

The literature on various socialization practices and their effects provide consistent evidence that parental affection, inductive discipline, non-punitive punishment and consistency in child rearing practices, as exercised by

authoritative parents, are associated with positive developmental outcomes in children. As a result of these qualities, children from authoritative homes score high on measures of responsibility behavior.

Several possible explanations can be given for low association of adolescent from authoritarian, indulgent, and neglectful families with scores of responsibility behavior. Authoritarian parents are parents who emphasize conformity (strictness/supervision) and they tend to favor more punitive, absolute, and forceful disciplinary measures (Hetherington and Parke, 1986). Verbal give-and take is not common in authoritarian households, because the underlying belief of authoritarian parent is that the child should accept without questioning the rules and standards established by parent. They tend not to encourage independent behavior and, instead, place a good deal of importance on restricting the child's autonomy.

Indulgent parents are parents who are very responsive but low in demanding, behave in somewhat more passive way in matters of discipline, and give the child a high degree of freedom to act as he or she wishes (Damon, 1990). If parents are permissive and allowing him/her to dominate over them, and if every wishes of the child is satisfied, the child may boss over his/her parents and show scant respect for them (Steinberg, 1993).

Neglectful parents are parents who are low in both levels of responsiveness and demandingness. Such parents are disengaged parents who are motivated to keep the child at a distance and focus on their own needs rather than the needs of the child (Steinberg, 1993) this increases the child's

sense of help lessens and as a result the child develops various kinds of antisocial behavior, they lacking self-regulation and social responsibility (kuppuswamy, 1984; Hetherington and Parke, 1986).

The aforementioned patterns of parental behaviors and attitudes towards their children have great impact on the development of children's responsibility behavior. Therefore, it is not surprising if adolescent from non-authoritative families scored less on the self-evaluation of responsibility behavior.

However, the above conclusion is with some limitation because as indicated in literature review parental behaviors and attitudes in terms of patterns of discipline and child rearing practices tend to vary mainly according to social class (SES) of the family and these variations in patterns of discipline and child-rearing practices in turn tend to affect the development of children's responsibility behavior.

Some studies which made comparisons between high and low SES families have revealed some differences (Berk, 1991, Hetherington and Parke, 1986). According to these researchers, for example, low and working class parents tend to be permissive towards, their children and middle class children are more closely supervised and parents tend to be warmer, use love-oriented discipline and higher SES parents are more democratic.

4.2. Sex Differences in Responsibility Behavior

As it can be seen from the analysis section, the computed t-test value indicated that males had equal population mean for personal, peer and community responsibility behavior with their female counter part. Concerning this, Kurde (1983) have reported a consistent finding that, sense of responsibility is not related to sex.

The present study indicates that, there is no male female difference in personal responsibility, peer responsibility and community responsibility. This tells us that when males and females compared in terms of personal responsibility (taking care of their property, possession of some constructive interests for their personal progress and engagement in constructive independent work) there is no difference between them and also in peer responsibility (taking care of properties of one's associates; participating in constructive group work and withdrawal from group mischief makings as well as condemning such tendencies, and possession of constructive interests for the progress of friends, there is no difference between males and females.

In addition, with regard to community responsibility (taking care of public and school property, participate in voluntary work and various projects which exceed a narrow concept of service and to take advantages of opportunities which help them develop their own sense of responsibility and capacity to alter society in constructive ways when they find it unacceptable) there was no significant difference between males and females.

This leads to the conclusion that, in the population, the mean for boys doesn't significantly differ from the mean for girls. This is when all adolescents are divided in to two; males and females.

The difference between male and female was again tested independently for the four parenting style by t-tests. In this case males and females in each parenting styles do not differ.

At this moment, it is difficult to tell whether these results are the same with other studies, since the arch, responsibility-behavior, at least to the knowledge of this researcher, is not well explored yet. Some studies, for example, Hurlock (1978) reported that, girls on the whole are expected to show more responsibility in the home than boys. Boys, however, often have some work experience outside the home as they approach the end of childhood, and this gives them the same kind of training that girls get in the home.

Summing up the results of t-test concerning the difference between the two sexes, it can be argued that there is no significant difference between the two sexes in terms of responsibility behavior either in general or in the authoritative, authoritarian, neglectful and indulgent parenting.

4.3 Correlation of Age with Responsibility Behavior

As could be observed from results of Pearson product moment correlation the relationship between age and responsibility behavior was significant at 0.01 alpha levels. That is, students of different age levels differ

significantly both in personal, peer, community and over all responsibility behavior.

These findings are in harmony with the findings of previous studies in western countries (Cochran & Brassard, 1979; Hurlock, 1972). These researchers reported that the development of responsibility behavior is gradual, starting with simple tasks and increasing as the child gets confidence. As a result, older children are more likely to assume responsibility behavior.

Comparing the correlation of all children in the three dimensions of responsibility (in terms of magnitude) Pearson product moment correlation indicate that as age increases, its correlation with peer and community responsibility increases than personal responsibility.

This indicates how matured they are in taking care of the properties of their associates; participating in constructive group work, as well as condemning such tendencies and in possession of constructive interests for the progress of their friends. This does not mean there is no significant positive relationship between age and personal responsibility but its magnitude was less than peer and community responsibility. In line with this, Grusec & Redler (1980), stated that, at about the time of iterance in the school children's conception of self changes and they begin to acquire the ability to stand off and view the self from the outside perspective.

As a group with a more or less similar background experience, the self-evaluation of children's from authoritative, indulgent, neglectful and authoritarian was also an area of interest in this study. i.e. to see the

progression of responsibility behavior on the age line. This was regarded as one way of investigating the developmental nature of responsibility between different parenting styles.

The results of the study shows that, there is a strong and positive relationship between the age of children from authoritative home and responsibility behavior, but weak and positive relationship between age of children's from neglectful families and responsibility behavior.

The finding of the present study also agrees with the findings of Baumrind, 1978 cited in Lamborn, (1991) in her studies of the some children at preschool age 9 and 15. She found a strong relationship between parenting style and the degree of social competence in her study of children. Others (Dornbusch, et al, 1987; Steinberg, 1993) have increased the age range for which significance of parenting style applies and (Steinberg et al, 1992) stated that, significant differences have been found not only in children but also in early and middle adolescents reared by parents using the four "classic" parenting styles

4.4 Relative Importance of Parenting Style, Age and Sex

Results of stepwise multiple regression analysis indicated that, parenting style, age and sex combined together has significantly contributed 73 percent of the variance to responsibility behavior. However, when the contribution of parenting style and age to responsibility behavior was controlled, sex indicators tended to lose their significance of predicting responsibility behavior.

In this respect, sex contributed only 2.7 percent of the variance to responsibility behavior. In general, the variance contributed by sex-decreased from 73 to 2.7 percent when the effect of parenting style and age was controlled.

This in turn reveals the over all variance of parenting style and age in responsibility behavior. In this cases age contributed 13 percent of the variance while parenting style contributed 60 percent when they were separately treated from the responsibility behavior of adolescents. Similar findings were reported by other investigators (Steinberg, 1993; Patterson and Loeber, 1994). As stated in the review section of this study, in each of these studies it was found out that there is a correlation between children's age, parenting style and responsibility behavior.

The explanation to this result may be that it is not the sex of students that directly affects students' responsibility behavior but student's age and the way parents treat the children.

Regarding the direct influence of age on student's responsibility behavior, it was found out that the age of students related significantly and positively to student's responsibility behavior. This result is consistent with the findings obtained by (Hurlock, 1972).

To sum up, as it was stated at the beginning of this study, the main objective of the present study was to examine if parenting style affects adolescents' responsibility behavior. The overall analysis of the present study indicated that parenting style was found to be the most influential variable

that affects adolescents' responsibility behavior. This generalization indicated that the parenting model developed by Baumrind (1967) and modified by Maccoby and Martin (1983) is applicable in the traditional societies.

The importance of parents is therefore, that they should exert their influence in an appropriate way. That is, they should provide their children freedom for autonomous decision, guidance and encouragement of hard work with reasonable control and supervision of their activities in affectionate atmosphere, so that they may be able to influence the child's responsibility behavior in a positive direction.

Chapter Five

Summary, Conclusions and Recommendations

5.1 Summary

The objective of the present study was to find out the relationship between parenting styles and responsibility behavior. To achieve this end, the following four basic questions were raised.

- A. Is there a significant difference between children from authoritative, authoritarian, indulgent and neglectful parents in their rating of the three dimensions of responsibility (personal, peer, community) behavior?
- B. Do males and females rate their responsibility (personal, peer, community) behavior differently?
- C. Is there a significant relationship between students' age and responsibility (personal, peer, community) behavior?
- D. Do parenting style, sex and age separately and/or jointly make substantial contribution in explaining the variation in responsibility behavior?

In order to deal with these questions the literatures were reviewed. The study was conducted in western Wollega- Nedjo district. There were 13 secondary schools in the study area. Of these, seven were selected at random. From these sample schools, 255 males and 165 females who were

randomly selected from grade seven and eight completed (rated) two instruments (namely, parenting style and responsibility behavior inventories).

Mean, Median, Standard deviations, Welch statistic, independent sample t-test, correlations, multiple comparisons and multiple regressions were the statistical techniques employed to analyze the data.

The analysis of the data revealed that, there were statistically significant parenting style differences in each dimensions of responsibility behavior. Specifically, calculation of Tamahane Multiple comparison indicated that the difference was between authoritative Vs authoritarian, indulgent and neglectful, and neglectful Vs authoritarian and indulgent parenting style.

There was no statistically significant mean difference between males and females from authoritative, authoritarian, indulgent and neglectful families and overall (irrespective of parenting style difference) in the rating of responsibility behavior.

Significant and positive relationship between age and responsibility behavior was found in the study. The result of the multiple regression analysis indicated that, parenting style contributed significantly in explaining the variance in responsibility behavior.

5.2 Conclusions

From the above results one may arrive at the following conclusions.

1. Parenting style appears to explain a substantial amount of variation in responsibility behavior. Specifically, the results reveal that authoritative parenting operationalized in terms of parental behavior and attitude in child-rearing practices, that is both high in (acceptance/involvement) and control/demandingness) likely contributed positively to the development of personal responsibility, peer responsibility and community responsibility behavior than authoritarian parenting (i.e., low responsive and high control), indulgent parenting (i.e., high in responsive and low in control), and neglectful (i.e., low in both acceptance and control).

This study has provided evidence that the parenting style model developed by Baumrind (1967) and modified by Maccoby and Martin (1983) was applied to examine the general patterns of parental behavior and attitudes in child rearing practices among Ethiopian families specifically Nedjo district and related to development of adolescents responsibility behavior. The use of this model was important because the different parenting practices in the area were identified by this typological parenting style model

Moreover, the results of this study have important practical implications for child socialization and child-rearing practices. If parents are authoritative (i.e., high in both acceptance and control) then they are facilitating the psychosocial development and psychological well-being of their children, which in turn

have great impact on children's responsibility behavior. On the contrary, if parents are neglectful (i.e. not responsive and not demanding), indulgent (i.e responsive and not demanding) and authoritarian (i.e not responsive and demanding), then they are affecting the development of their children's responsibility behavior.

2. Males and females are not different in their responsibility behavior. That is gender has no significant contribution in the development of adolescents personal, peer and community responsible behavior.

3. This study has provided evidence that older children have better responsibility behavior compared with younger ones (i.e, as age of children increase their responsibly behavior become better and better).

5.3 Recommendations

Based on the above results the following practical and theoretical recommendations are made:

1. The implementation and evaluation of intervention aimed at enhancing children's responsible behaviors should include attempts to modify parenting practices.

2. Raising responsible children is not only the responsibility of the parents but also the society. Thus, society in general and parents in particular should be made aware of the impact of parenting practices on children's responsibly behavior and they should be reoriented with the modern concepts to child-rearing -the importance of responsive, involved, warm, demanding, relaxed, control and encouraging families in children's over all development. This should be done by teachers, religious leaders and government through mass media, and conferences.

3. Since the present study was cross sectional it is advisable to study the relationship of parenting styles and the development of responsibility behavior with a follow-up or longitudinal approach.

4. Several studies on socialization process indicate that the variables SES and the like variables mediate and moderate the relationship between parenting style and the development of responsibility behavior. But since these variables were not treated in this study due to financial and time constraints, this area needs further research.

References

- Berk, Laura, E (1991). Child Development (2nd ed). Allyn & Bacon.
- Birhanu A. (1996). The relationship of Parenting Styles with academic achievement among senior secondary school students. Unpublished master's thesis, AAU.
- Bukatko, Danuta, and Dachler, Morvin W. (1992). Child Development: A topical Approach. Buston, Houghton Mifflin Company.
- Cochran, M.M., and Brassard, J.A. (1979). Child development and Personal social Networks. Child Development. 50.601-616
- Coleman, J.C. (1980). The Nature of adolescence: London: Methuen.
- Conger, J.J. (1977). Adolescence and youth: psychological Development in a changing world. (2nd Ed.) New York: Harper and Raw.
- Coppersmith, S. (1967). Antecedents of self-esteem. San Francisco: W.H, Freeman
- Cox, D,R. (1967). The adolescent in Ethiopia. The Ethiopian Journal of Education, 1,50-56.
- Damon, W (1983). Social and personality development: Infancy through adolescence. New york, Mcgraw Hill commpany, Inc .
- Dornbusch, S.M., Ritter, P.L., Leiderman, P.H., Roberts, D.F., Fraleigh, M.J. (1987). The relation of parenting styles to Adolescent school performance. Child Development, 58, No. 5, 1244-1257. Educational book. New Delih.
- Elder, G.H. (1980). Family Structure and Socialization. New York: Arno Press
- Firew K. (1994). Responsibility behavior compared between institutionalized and home-reared children. Unpublished master's thesis, AAU.

- Frommer, E.A (1969). Voyage through child hood in to the adult world: A description of child Development. Oxford: Pergaman Press.
- Grusec, J.E., and Redler, E. (1980). Attribution of Reinforcement and Altruism: A Developmental Analysis. Journal of Development psychology, 16,525-534.
- Habtamu Wondimu (1979). Child-rearing practices at Bahir Dar and its surroundings. Admas, 1 (in Amharic). Addis Ababa University.
- Hardy, M., Heyes, S., Crews, J., Rookes, P., and Wren. K. (1990). Studying child Psychology. London: Weidenfeld and Nicolson.
- Hart, B., and Risley, J.R. (1992). American parenting of Language learning Children: Persisting differences in family-child interactions observed in natural home environment. Developmental Psychology, 28, 1096-1105.
- Herr, V.V. (1945). Howe we influence one another: The psychology of social interaction. Milwaukee: The Bruce Publishing company
- Hetherington, E.M., and Parke, K.D. (1986). Child Psychology: A contemporary View point: New York: Mc Graw-Hill Book Company.
- Hurlock, E.B. (1978). Child Development (6th ed). Newyork. Mc Graw-Hill, Inc.
- Hurlock. E.B. (1972). Child development New York: Me Grow -Hill Book company.
- Kagan, J. 1979). The Growth of the child: Reflections on human Development. England: the Harvestor Press.
- Kuppuswamy, B. (1980). A text book of child behavior and development .2nd Ed. Dist. Ghaziabad: Vikas publishing House.
- Kuppuswamy,B.(1984)A Text Book of child Behavior and Development (4 th. Ed) Vani
- Kurde,K.L & Sinclair,R.J.(1988).Relation of Eight Graders Family structure, Gender and Family Environment with academic performance and school behavior. Journal of Educational Psychology, 80, 90-94.

- Lamborn, S.D., Mounts, N.S., Steinberg, L., Dornbusch, S.M. (1991): Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent and neglectful parents. Child development, 62, No.6 pp. 1049-1065.
- Levine, D.N. (1965). "Ethiopia: identity, authority, and relation." In Lucian W. pye.(Ed). Political culture and Political Development New Jersey: Princeton university press, pp. 244-281.
- Maltin, M. (1983). Cognition, New York. Rinehart and Winston.
- Markos T.(1996).The relationship between parenting style and school Performance among high school students in Makalle. Unpublished master's thesis, AAU.
- Mussen, P.H., Conger, J.J., Huston, A.C. (1990) child Development and Personality (7th ed.) New York: Harper Collins Publishers.
- Name Behutiye and Wagner, Joachine(1993). Some Aspects of primary pupils' Cognitive Development and their relationship to Scholastic Achievement. Addis Ababa
- Papalia, D.E., Olds, S.W. (1982): A child's world: Infancy through Adolescence (3rd ed). NC Grow-Hill Book company.
- Patterson, G.R., DaBaryshe, B.D., and Ramey, R. (1989), a Developmental Perspective on antisocial behavior. American Psychologist, 44, 329-335.
- Patterson, G.R., Loeber, M.S. (1994): The correlation of family management practices and Delinquency. Child development, 55, No.5, 1299-1307.
- Perry, D, and Bussey.K. (1984). Social Development. New York. Prentice- Hall Inc.
- Renner,M.J. (1974). Adolescence in retrospect. The Ethiopian journal of Educations,6,85- 106.

- Ringness, J.A, and Gander, M.J (1974). Methods of child rearing in rural Ethiopia and a comparison with methods in American Lower Socio-economic families. Ethiopian Journal of Educational of Education, 7,55-64.
- Santrock, J.W, and yussen, S.R. (1999). Child Development. An Introduction, Dubuque, Iowa: wm. C.Brown Publishers.
- Santrock, J.w, and yussen, S.R. (1999). Child Development. An Introduction. Dubuque,Iowa: Wm.C.Brown Publishers.
- Schaefer, E.C. (1965). Children's reports of Parental behavior: An Inventory. Child Development, 36,413-424.
- Singer, R.D. Singer, Anne (1969): Psychological Development in Children. W,B Saunders Company.
- Steinberg, L. (1993). Adolescence (3rd ed).New York,Hill Inc .
- Steinberg, L., Elmon, J.D., and Dounts, N.S.(1989). Authoritative parenting, psychosocial maturity and academic success among adolescent. Child development, 60, No.6, 1424-1436.
- Steinberg, L.lamborn, S.D., Dornbush, S.M., and Darling, M. (1992). Impact of Parenting Practices on adolescent achievement: Authoritative parenting, School involvement and encouragement to succeed. Child Development, 63,1266 1281.
- Steinberg,L., Lamborn, S.D, Daring, N., Mounts, N.S., and Dornbusch, S.M.(1994). Over-time changes in adjustment and competence among adolescents from authoritative authoritarian, indulgent, and neglectful families Child development , 65,754-770.
- Walker, D. Greenwood, C., Hart, B. and Cart, J. (1989). Prediction of school out comes based on language production and socioeconomic factors. Child Development, 65,606- 621.

Appendix-A

Addis Ababa University
School of Graduate Studies
Department of Psychology
Questionnaire

Instruction

This questionnaire has two parts. Each part has its own direction. Before you start, read the direction, listen carefully to the explanation given by the research assistant and complete the questionnaire. Whenever you feel difficulty, raise your hand and ask the person who administers the questionnaire for help.

Note:- 1. This is not an examination and it is not necessary to be afraid and/or copy the answers of others, nor is it necessary to give responses which you don't believe in, for the reason that inappropriate data will spoil the study.

2. Personal data will be confidential

Thank you for devoting your time and energy to complete this questionnaire.

Background information:

1. Sex _____

2. Age _____

3. From your parents (mother and father) who, do you think, plays greater role (or is more responsible) in rearing children?

a) Mother b) Father c) Both of them are equally involved.

NB- Having your response to question 3 above in mind please answer the questions under part I below.

Part I: Direction

Below you are given list of statements that describe parents' behavior. On the right hand side of each statement ratings for "Father" and/or mother are provided. Therefore put "✓" mark under your responses.

No	Statement describing fathers behavior	Strongly agree	Agree	Disagree	Strongly disagree
1	He/she doesn't take part in my difficulties				
2	If I think my ideas are better than his/her idea he/she allows me to tell him/her.				
3	When he wants me to do something he/she explains why.				
4	He/she always speaks to me in a rough and hostile voice.				
5	He/she pays little attention to me as his/her son/daughter.				
6	He/she knows who my friends are				
7	When I commit mistakes he/she patiently advises me not to do it again.				
8	He/she enjoys going out with friends rather than staying at home and chatting with me.				
9	When I get good grades in school he/she praises me				
10	When I get poor grades in school he/she encourages me to try harder.				
11	He/she refuses to fulfill whatever I ask for.				
12	He/she wants me to do everything according to his/her will; but not independently.				

13. How much does your father/mother try to know what you do with your free time?

- a) Doesn't try at all b) tries little c) tries to some extent d) tries a lot

14. How much does your father/mother try to know whether you go to school or not?
a) Doesn't try at all b) tries little c) tries to some extent d) tries a lot
15. How much does your father/mother try to know where you are most after school?
a) Doesn't try at all b) tries little c) tries to some extent d) tries a lot
16. How much does your father/mother try to know what you do with your money?
a) Doesn't try at all b) tries little c) tries to some extent d) tries a lot
17. How much does your father/mother try to know exactly where you are and what you are doing?
a) Doesn't try at all b) tries little c) tries to some extent d) tries a lot
18. How much does your father/mother really know exactly where you are and what you are doing?
a) doesn't know b) knows little c) knows moderately (to some extent)
d) knows a lot
19. How much does your father/mother really know what you do with your free time?
a) doesn't know b) knows little c) knows moderately (to some extent)
d) knows a lot
20. How much does your father/mother really know whether you go to school or not?
a) doesn't know b) knows little c) knows moderately(to some extent)
d) knows a lot
21. Does your father/mother really know where you are most after school.
a) doesn't know b) knows little c) knows moderately(to some extent)
d) knows a lot
22. Does your father/mother really know what you do with your money?
a) doesn't know b) knows little c) knows moderately(to some extent)
d) knows a lot
23. In a typical week, what is the latest time your father/mother allows you to stay out during the night (Monday-Friday?)
a) as late as I want b) 9:00 pm -10:00 pm c) 8:00 - 9:00 pm
d) doesn't allow me out

24. In a typical weekend what is the latest time your father/mother allows you to stay out during the night (Saturday - Sunday?)

- a) as late as I want b) 9:00 pm - 10:00 pm c) 8:00 - 9:00 pm
 d) doesn't allow me out

Part II. Direction

Below, you are given list of statements that describe activities, or behaviors. On the right, you are provided the response categories “strongly agree,” “agree”, “disagree” and “strongly disagree”. Read each statement and show whether you strongly agree, agree, disagree, or strongly disagree by putting “✓” mark against your choice.

No	Statement describing behavior	Strongly agree	Agree	Disagree	Strongly disagree
1	I don't return exercise books I borrow from my friends on the exact day.				
2	I cover my exercise books so that they are kept clean and safe				
3	My friends always tell me that I don't keep my clothes clean.				
4	I often wreck desks and tables which are in my class and am punished for it.				
5	I lose my exercise books when school is closed				
6	I don't care if I see our school fence broken.				
7	If I lose my books, then I would be happy if my friends lose theirs too.				
8	I sell the materials given to me from my parents and use the money for entertainment				
9	If I see somebody stealing my friend's belongings, I won't speak about it to anyone.				
10	I like to draw pictures and lines on the school walls.				
11	I don't like it when it is my turn to clean the classroom.				
12	I like it when the clothes I am wearing are dirty so that I am allowed to change them.				
13	If the properties of my friends unknowingly mix up with mine, I don't return them.				

14	It is not a big deal to steal or cheat from others if we can't find money to buy sport or school materials.				
15	I don't help my friends who are weak				
16	I do not do homework provided that the teacher doesn't check				
17	I would like to work well and make my country prosperous and popular (make a name for my country)				
18	I would be happy if the work I do is more beneficial to the people				
19	I hate people who insult, and look down/degrading my friends				
20	Both my friends and I should be concerned about the tidiness of our own class, that of the school is none of our business				
21	I think about what kind of person I should be when I grow up				
22	I don't want to wash the dishes after I ate				
23	Students which play truant should be punished				
24	I help my friend if it is his turn to clean the classroom and then we go home together.				
25	I don't be absent from school, unless situation forces me.				
26	If I had a lot of money, I would use it for the things I need; it is not my concern to think of others.				
27	I would be happy if my friends also get the things I have				
28	Children who have never cleaned classrooms should be punished				
29	Many students come during school cleaning days so I am happy when my friends and I hid and do whatever we want.				
30	I cut off pages from books if they hold points I need				
31	I like participating in activities like making bridge, cleaning stream in my surrounding				
32	When the teacher is absent from class; I am so pleased.				
33	I'd like to be in a same class with my friends next year so that we can study together				
34	I would like to remain adolescent because I would have a lot of responsibilities when I grow up.				
35	I don't mind if my friends outrank me as long as I am				

	promoted				
36	Whenever I get something good I prefer to use it without the knowledge of my friends.				
37	I don't want to help others in their studies because if I do, they will outsmart me.				
38	If my friends get sick and absent from school, I help them in whatever I can.				
39	If my friends don't have money and I have, we use together				

Appendix B

Instruction

The preparation of the following (1-36) items was expected to evaluate adolescents responsibility behavior. These questions presented to adolescents, but before administered to those adolescents, the strength of the items in measuring the responsibility behavior, your comments on each items is very crucial. Therefore by reading each items carefully:- **First** to show to what extent the item measure the responsibility behavior. Place (√) this sign in the appropriate places.

Second-to indicate to which of personal responsibility or peer-responsibility or to community responsibility, does the item belong place (√) this sign in the appropriate place and **Third**-If the question (item) is not clear for you present (√) this sign under uncertain.

Note. Personal responsibility - Refer to adolescent's ratings of their behavior on taking care of one's property, engagement in constructive independent work and possession of some constructive interests for personal progress.

Peer-responsibility- Refers to adolescents ratings of their behavior on taking care of properties of one's associates; participate in constructive group work and withdraw from group mischief makings as well as condemning such tendencies; and possession of constructive interests for the progress of friends.

Community responsibility- Refers to adolescents ratings of their behavior on taking care of public and school properties, participates in voluntary work and various projects which exceed a narrow concept of service and to take advantages of opportunities which help them develop their own sense of responsibility and capacity to alter society in constrictive way when they find it unacceptable.

No.	Items (Questions)	To which category does the item belong?				How strong is the item in measuring the responsibility behavior			
		Personal responsibly	Peer responsi bly	Community Responsibly	Uncertain	High	Medium	Low	Uncertain
1.	I don't return exercise book I borrow from my friends on the exact day.								
2.	If I find one of my friends stealing school property, I keep quite.								
3.	If my friends don't have money and I have, we use that I have together.								
4.	I expend the money that my parent gave me in a single day with my friends.								
5.	Sometimes I dispute with those who exploit my friends property.								
6.	I have may exercises books of the previous classes with me.								
7.	I sell the materials given to me from my parents and use the money for entertainment.								
8.	Believing that school activities bring about progress in the school, I like participating in them.								
9.	If the properties of my friends unknowingly mixed up with mine, I don't return it back to them.								
10.	Always I go to class late because I spent much of time on entertainment.								
11.	I like to help those friends of me, who are inferior to me.								

12.	When the teacher is absent from class, I am so pleased.								
13.	The students who do not fence their school compound must be punished.								
14.	When visually impaired individuals miss their way, I immediately show them the right way.								
15.	I like my friends to be academically superior to other.								
16.	If my friends get sick and absent from school, I help them in whatever I can.								
17.	When my friends are given work from school, I accompany them to school and help them.								
18.	I don't wait till others tell me to work so as to bring progress in my life.								
19.	If I am the monitor of my class, I do not report misbehavior students to the teacher.								
20.	When I find important books, I hide from the sight of my friends and use them.								
21.	Had it not been for attendance, I wouldn't go to class.								
22.	I do not do home work provided that the teacher doesn't check.								
23.	I am very pleased, if my friends and I successfully accomplished our school career and employed and employed in the same company.								
24.	Students who don't clean their class should not be penalized.								
25.	I like participating in activities like making bridge,								

	cleaning stream in my surrounding.								
26.	If I become a manager of an office, I penalize those people who give me bride.								
27.	I don't do what others don't want though I like it because I don't want to offend the society.								
28.	I don't be absent from school, unless situation forces me.								
29.	I am grateful if my friends get the same support I get.								
30.	I cover my exercise book so that they are kept clean and safe.								
31.	I detest the students who write in the books.								
32.	I cover books given to me from school so that they won't be damaged.								
33.	If I lose my exercise book, I take my friends without asking permission								
34.	My friends always tell me that I don't keep my clothes clean.								
35.	I cut off pages from book if they hold points I need								
36.	I participate in my friends wrong doings simply for compromise.								

Appendix C

Question 1. To which group does the items belong

No	Scale values given by judges				Median value	X	Keyed answer
	1	2	3	4			
1	2	2	2	2	2	8	2
2	2	2	2	2	2	8	2
3	3	3	3	3	3	12	3
4	2	2	2	2	2	8	2
5	3	3	3	3	3	12	3
6	1	0	1	1	1	4	1
7	2	2	2	2	2	8	2
8	3	3	3	3	3	12	3
9	3	3	3	3	3	12	3
10	3	3	3	3	3	12	3
11	2	2	2	2	2	8	2
12	1	1	1	1	1	4	1
13	1	1	1	1	1	4	1
14	2	2	2	2	2	8	2
15	2	2	2	2	2	8	2
16	2	2	2	2	2	8	2
17	3	3	3	3	3	12	3
18	1	1	1	1	1	4	1
19	2	2	2	2	2	8	2
20	1	1	1	1	1	4	2
21	1	1	1	1	1	4	2
22	3	3	3	3	3	12	3
23	2	2	2	2	2	8	2
24	2	2	2	2	2	8	2
25	3	3	3	0	3	9	3
26	1	1	1	1	1	4	1
27	3	3	3	3	3	12	3
28	1	1	1	1	1	4	1
29	2	2	2	2	2	8	2
30	0	2	2	2	2	6	2
31	2	2	2	2	2	8	2
32	2	2	2	2	2	8	2
33	3	3	3	3	3	12	3
34	3	3	3	3	3	12	3
35	3	3	3	3	3	12	3
36	1	1	0	1	1	3	1

Appendix D

Question 2. How strong the item ^{is} is measuring the responsibility behavior?

Item Serial No	Scale Value given by judges				X	Scale value
	1	2	3	4		
1	3	0	3	3	9	3
*2	2	1	2	0	5	1.6
*3	1	2	1	2	6	1.5
*4	1	1	1	1	4	1
*5	1	1	1	0	3	1
*6	1	2	1	2	6	1.5
7	3	3	2	0	8	2.6
*8	1	1	1	1	4	1
9	3	3	2	3	11	2.75
*10	0	1	1	3	5	1.6
*11	0	1	1	1	3	1
12	3	3	2	3	11	2.75
*13	1	1	1	0	3	1
*14	0	1	2	1	4	1.3
*15	2	1	0	2	5	1.6
16	3	2	3	0	8	2.6
17	3	3	3	3	12	3
*18	0	2	2	1	5	1.6
*19	2	1	1	2	6	1.5
20	3	3	1	3	10	2.5
*21	0	2	2	1	5	1.6
*22	2	0	1	2	5	1.6
*23	1	1	1	0	3	1
*24	1	1	0	2	4	1.3
25	3	2	2	0	7	2.3
*26	0	1	2	1	4	1.3
27	0	2	2	2	2	2
28	2	2	3	0	7	2.3
29	2	0	3	3	8	2.6
30	2	3	3	3	12	3
*31	0	2	1	2	5	1.6
*32	1	1	1	0	3	1
33	3	3	0	2	8	2.6
*34	0	0	0	1	1	1
35	2	3	2	3	10	2.5
*36	1	0	1	0	2	1

* Items dropped.

Appendix E

Parenting style	Types of respect	Sex	N	Mean	Std. deviation	t-test
Neglectful	Personal	Male	51	33.31	5.494	-.607
		Female	41	33.98	4.952	
	Peer	Male	51	32.59	6.419	-.994
		Female	41	33.80	5.316	
Community	Male	51	31.37	5.803	-.738	
	Female	41	32.22	5.189		
Overall (personal + Peer + community)	Male	51	97.27	16.407	-.862	
	Female	41	100.0	13.229		
Indulgent	Personal	Male	22	38.27	4.753	-.008
		Female	21	38.29	5.968	
	Peer	Male	22	36.73	8.160	-.690
		Female	21	38.19	5.546	
Community	Male	22	36.23	7.508	-.042	
	Female	21	36.14	5.534		
Overall (personal + Peer + community)	Male	22	111.23	18.672	-.266	
	Female	21	112.62	15.596		
Authoritarian	Personal	Male	36	39.22	5.100	-.657
		Female	15	40.27	5.203	
	Peer	Male	36	38.50	6.336	-.1363
		Female	15	40.93	5.574	
Community	Male	36	37.11	5.528	-.911	
	Female	15	38.33	3.773		
Overall (personal + Peer + community)	Male	36	114.83	14.530	-1.137	
	Female	15	119.53	12.977		
Authoritative	Personal	Male	59	47.93	2.658	1.061
		Female	30	47.27	2.864	
	Peer	Male	59	47.47	3.109	1.354
		Female	30	46.47	3.421	
Community	Male	59	47.51	3.706	.669	
	Female	30	46.93	3.895		
Overall (personal + Peer + community)	Male	59	142.92	9.031	1.064	
	Female	30	140.67	9.618		

Lak	Himota yaadqalbii maatii ibsan	Gu. It.W	It. W	It.W.H	Gu.It.W.H
1	Rakkoo namudatu keessatti anaa wajjin qooda fudhachuuf fedha hinqabu/hinqabdu.				
2	Yaadikoo kan isaa irra gaariidha jedhee yoon yaade akkan isaatti/ischeetti himuuf naafehama/naafehammti.				
3	Hojii tokko akkan hojjedhuuf yoo barbaade/dde maaliif akkan hojjedhu naaf ibsa/ibsiti.				
4	Yeroo hundumaa sagalee jibbaa fi namanaasisuun natti haasa'a/hasoftti				
5	Akka mucaa isa/isee ta'eetti ilaalcha xiqqaa anaaf kenna/kenniti				
6	Hiriyootikoo eenyufaa akka ta'an ni beeka				
7	Dogoggora yoon uume akkan itti hindeebine nagorsa				
8	Anaa wajjin mana tureexabachuu irra hriyoota isaa/ishee wajjin manaa ba'uutti gammada/gammaddi.				
9	Mana barumsaatti qabxii gaarii yeroon galmeessu nabadhaasa /nabadhaasti				
10	Mana barumsaatti qabxii gaarii hintaane yeroon galmeessu akkan jabaadhee hoji edhuuf najabeessa				
11	Waantan fedhee isa/ishee gaafadhu hundumaa naaguutuuf fedha hinqabu/hinqabdu.				
12	Hojii hundumaa akka fedha isa/ischeetti akkan hojjedhuuf fedha/feeti.Garuu of danda'ee mitii..				

13. Abbaan\haati kee yeroo boqonnaakeetii maal akka ati hojjettu beekuuf carraaqii hangamii godha/tii?

- a. Carraaqii hingodhu/tuu b, Xigoo carraaqa/tii
 C,Ammatokko carraqa/t D. Guddaa Carraaqa/tii

14. Abbaankee mana barumsaa dhaquu fi dhiisuukee beekuuf Carraaqii hangamii godha/tii?

- a. Carraaqii hingodhu/tuu b, Xigoo carraaqa/tii
 C,Ammatokko carraqa/t D. Guddaa Carraaqa/tii

15. Abbaankee yeroo mana barumsaan booda eessa akka ati turtu beekuuf

Carraaqii hangamii godha/tii?

- a. Carraaqii hingodhu/tuu b, Xigoo carraaqa/tii
C, Ammatokko carraqa/ttii D. Guddaa Carraaqa/tii

16. Abbaankee maallaqa (qarshii) keen maal akka ati hojjetu beekuuf carraaqii hangamii godha/tii?

- a. Carraaqii hingodhu/tuu b, Xigoo carraaqa/tii
C, Ammatokko carraqa/ttii D. Guddaa Carraaqa/tii

17. Abbaankee eessa akka ati jirtuu fi maal akka ati hojjetu beekuuf carraaqii hangamii godha/tii?

- a. Carraaqii hingodhu/tuu b, Xigoo carraaqa/tii
C, Ammatokko carraqa/ttii D. Guddaa Carraaqa/tii

18. Abbaankee/tiikee eessa akka ati jirtuu fi maal akka ati hojjetu dhugummatti (sirriitti) hangam beek/beektii?

- a. Carraaqii hingodhu/tii b, Ammatokko carraqa/ttii
C. Xigoo carraaqa/ttii D. Guddaa Carraaqa/tii

19. Abban kee yeroo boqonnaa keetii maal akkaati hojjetu dhugummaatii (sirriitti) hangam beeka/ttii?

- a. Hinbeeku/ttuu b. Xiqoo beeka/ttii
c. Hanga tokko beeka/ttii d. Guddaa beeka/ttii

20. Abbaan kee mana barumsaa dhaquu fi dhiisuukee dhugummaatti (sirriitti) hangam beeka/ttii?

- a. Hinbeeku/ttuu b. Xiqoo beeka/ttii
c. Hanga tokko beeka/ttii d. Guddaa beeka/ttii

21. Abbaan kee yeroo mana barumsaan booda eassa akka ati jirtu dhugummaatti (sirritti) hangam beeka/beektti?

a. Hinbeeku/ttuu

b. Xiqoo beeka/ttii

c. Hanga tokko beeka/ttii

d. Guddaa beeka/ttii

22. Qarshii (maallaqa) keen maal akka ati hojjettu abbaanke dhugummaatti (sirriitti) hangam beeka/ttii?

a. Hinbeeku/ttuu

b. Xiqoo beeka/ttii

c. Hanga tokko beeka/ttii

d. Guddaa beeka/ttii

23. Guyyoota torbee (dafinoodha hanga jimaataatti) jiran keessatti yeroo beekamaan galgala akka ati bakkee turtuuf siif ehamamu hanga sa'a meeqatti?

a. akka bakke ba'uuf naaf hinehamamu

b. Galgala keessaa hanga sa'a 2:00-3:00

c. Galgala keessaa hanga sa'a 3:00-4:00

d. Hangan barbaade dhiisifachuu nan danda'a

24. Dhuma guyyoota torbee (Sambata duraa fi Sambata guddaa) yeroo beekamaan galgala akka ati bakkee turtuuf siif ehamama hanga sa'a meeqaatti

a. akka bakke ba'uuf naaf hinehamamu

b. Galgala keessaa hanga sa'a 2:00-3:00

c. Galgala keessaa hanga sa'a 3:00-4:00

d. Hangan barbaade dhiisifachuu nan danda'a

Kutaa II: ajaja

Harmaan gaditti himoonni gocha yokaan yaadqalbii ibsan tartiibeffamanii jiru. Harka mirгаа tokkoo tokkoo himootaa cina sadarkaalee “guddiseen ittiin walii galaa, (Gu.IT.W.G) “ittinana waliigala,” (It. W.G) “ittina waliingalu”(It. W.H.G), guddiseen ittin walliin galu”(G. It. W.H.G) jedhutu kennamee jira. himoon kun yaadqalbii ykn gocha keen walfakkaata fi wal hinfakkatu isaa mallattooa “✓” kana isa filatte jala kaa’i.

Lak	Himota yaadqalbii maatii ibsan	Gu.It.W.G	It.W.G	It.W.H	G.It.W.H
1	Barruulee hiriyootakoo irraa hergifadhe yeroo isaa eegee hindeebisuuf,				
2	Barruuleen koo qulqulina akka qabaataniif ittan huwisa.				
3	Yeroo hedduu uffannaan koo xuraa’uu isaa hiriyoota kootu natti hima				
4	Yeroo hedduu teessuma dareekoo keessa jiran waanan miidhuf nan adabama				
5	Yeroo manni barumsaa cufamu barruulee itti baradhe nangata				
6	Cabaa dallaa moraa mana barumsaa ijaaruun nahinilaallatu				
7	Baruuleen koo yoo bade kan hiriyootakootiis yoo bade natti tola.				
8	Meeshaa barnootaaf maatiinkoo naaf kennan gurgureen maallaqa isaan bashannana				
9	Yoo osoo nammi biraan qabeenyaa hiriyakoo hatuu arrega nama tokkotti hindubbadhu				
10	Keenyan mana barumsaa keenya irratti boronqiidhan fakkii kaasuu fi sararuu nanjaalladha				
11	Dabareen kutaa qulqulleessuu yeroo naga’u hinjaallaadhu				
12	Uffanaan koo yeroo xuraa’u natti tola sababiin isaas maatiinkoo yoos naaf jijjiiru				
13	Yoo qabeenyaan hiriyoota kootii osoo hinbeekamiin kankootti makame hindeebisuuf				
14	Uffata ispoortii fi kubbaa bitachuuf yokaan barruulee fi qalama bitachuuf yoo maallaqa dhabne namoota				


	goyyomsinee (jalaa hatnee) maallaqa argachuun sirriidha.				
15	Hiriyootakoo warra dadhaboo ta'an gargaru hinjalladhe				
16	Yoo barsiisaan hinhordofu ta'e hojii manaa inni kennu hinhajjedhu.				
17	Jabaadhee hojjedhee maqaa biyakootii waamsisulum jaalladha (fedha)				
18	Hojiin hojjetru irra caa laa uummata gargaara osoo ta'een bayyee gammada.				
19	Namoota hiriyoota koo tuffatan, arrabsanii fi reeban baayyeen jibba.				
20	Anis ta'e hiriyootanikoo kan yaaduun nurta jiru waa'ee qulqullummaa kutaa keenyaati malee waa'een moraa mana barumsaa nu hinilaallatu.				
21	Yeroon nama guddaa ta'u nama attamii ta'uun akka naira jiraatun yaada.				
22	Qodaa itti nyaadhe dhiquu (miicuu) hinjaalladhu.				
23	Baratooti kasaaraa xabatan adabamuu qabu				
24	Hiriyaa koo isa dabareen kutaa qulqulleessuu kan isaa ta'e gargaareen waliin galla				
25	Yoo sababa umna koo oll ta'een malee mana barumsaatii yeroo baayyee kin afu				
26	Mallaqa hedduu osoon qabaadhee waanta nabarbaachisanan ittiin guuttadha malee waa'een nama biraa na hinilaallatu				
27	Gargaarsi anaaf godhamu hundii osoo hiriyoota koof godhame nanjalladha				
28	Baratooti kutaa isaanii hinqulqulleesin adabamuu qabu				
29	Yeroo mooran mana barumsaa qulqulleessuu ijoollee baayyeen waan dhufaniif anaafi hiriyootni koo dhokannee waanta nutti tolu hojjechuu jaallanna				
30	Kitaaba yerron dubbisu fuula natti tole keesan kutadha				
31	Hojii kanaka riqicha ijaaruu, butqituu qulqulleessuu naannoo keenyatti ta'u keessatti hirmaachuu nan jaalladha				
32	Yeroo barsiisaan dareedha hafu baayyeen gammadha				
33	Wagga dhufu akka waliin qayya banuuf hiriyoota koo wajjin daree tokko ta'uu nan fedha				

34	Osoon dargageessa ta'ee tureen jaalladha Sababiin isaas yerron nama guddan ta'u itti gaafatamummaa baayyeetu na'eggata.				
35	Dareedha dereetti darbuu malee yoo hiriyootnikoo sadarkaadhan nacaalan dhimma hinqabu				
36	Yeroon waanta gaarii argadhu hiriyootakoo dhoksee itti gargaaramuun filadha				
37	Hiriyootokoo qayyabachiisuu hinjaalladhu, yoon kana godhe waan na caaluu danda'aniif				
38	Yoo hiriyaan danda'u hundanan isagargaaraatii hafe kanan hundanan isa gargaara				
39	Yoo ani maallaqa qaadhee hiriyaankoo hinqabu ta'e kanumakoo walii wajjin ittin gargaaramna.				

Declaration

I, the undersigned, declare that this thesis is my original work, done under the guidance of Dr. Seleshi Zeleke. It has not been presented for degree in any other university and every material used has been duly acknowledged.

Name Emanu Tucho

Signature  _____