

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**THE IMPACT OF LOW INCOME PARENTS' DISCIPLINARY
TECHNIQUES ON CHILDREN SOCIAL BEHAVIOR: THE CASE OF
TWO PRIMARY SCHOOL STUDENTS IN SHIROMEDA AREAS OF
ADDIS ABABA**

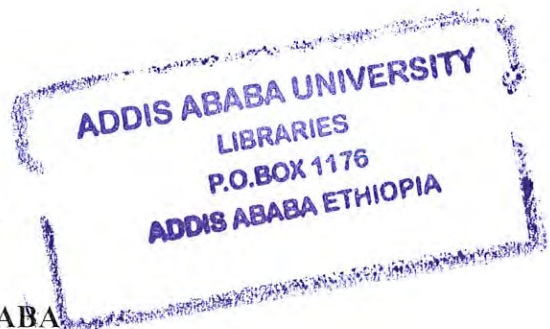
BY

SIMACHEW AYALEW ASSMARE



JULY 2009

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**A Thesis Submitted to the School of Graduate Studies
of Addis Ababa University in partial fulfillment of the
requirements for the degree of Master of Arts in
Social Psychology**

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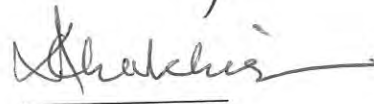


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ABSTRACT

The purpose of this study is to assess the relationship between parental disciplinary techniques and children social behavior operationalized as aggression and social withdrawal behavior among primary school students of low income parents and parents of the general comparable group. Stratified random sampling was employed to select subjects of the comparable group from Jerusalem public primary school. Whereas, in the target group all grade seven and eight students were included in the study since their number is small. Totally, 205 participants, 101 students from the target group and 104 from the comparable group were involved in the study. Various statistical techniques such as, t- test, correlation coefficient, and stepwise multiple regression were used to analyze the data collected through questionnaire. T test result displayed that parents' of the two groups employed different disciplinary techniques to handle the misbehavior of their children. Thus, low income parents were found to use more power-assertive and love-withdrawal discipline, whereas parents of the comparable group employed reason-based discipline method. Furthermore, the target group children were more likely to show aggressive behavior in the school setting than the comparable group children. Parental disciplinary techniques especially power-assertion method shows a significant positive correlation with aggression in the target group. Power-assertive discipline method was also found to be a strong predictor of aggression and explained the greater proportion of the variance of it.

The result suggest that intervention strategies geared towards avoiding or at least reducing the incidence of antisocial behavior and/or violence would probably be more likely fruitful if due attention is given to teaching these group of parents a more positive and less punitive technique of handling children's misbehavior.

CHAPTER 1: INTRODUCTION

1.1. Background of the Study

Parents are the prominent figures of the family members whose effect is very much noticeable in the development of their children particularly in the early years of development. To emphasize parental influence on children development, Piaget et al.(as cited in Darge, 1997) put forward that parental influence appear to exceed peer influence concerning basic social values like, self-control. He indicated that the quality of early care provided by parents seems to influence markedly the subsequent developmental characteristics of children. In general, although there are other contributing factors, parents or early care givers seem to play a central role in the socialization process of children.

In this regard, Borrine et al. (1991) mentioned that parents, as the immediate social forces influence their children development especially at their early ages. They continued by saying that parents play a paramount role in the development of children's communication skill by providing lens for children to see and understand their world; acting as source of emotional attachment, directing to what is right and wrong and skills of social competence in their social world.

Similarly, Olson and DeFrain (2000) claimed that the home environment is tremendously important for the development of the growing child. They further argued that though there are other sources of influence in the development of the child, however, the influence of the home environment is much more important to the overall development of the child in his later years of life.

Moreover, family as a primary and immediate social institution is responsible for the proper development of the child in general and the social domain in particular. It is the primary agent of socialization, i.e., an institution in which children are socialized in some

way. In other words, the family is a primary social structure that teaches the child how to behave or act in different social settings.

Andargachew (cited in Beelen, 1999), in support of the above proposition, suggests that the home is the first and greatest training school whereby the child learns either to behave or misbehave. It is also described as the cradle of personality and where the child's early experiences with the family will have profound and lasting effect on his/her behavior. He argued that the family's failure in performing the socialization process of the child in the early years of development will more likely to result problem behaviors in children in their later years of life.

Parents as a socializing agent influence their developing children in various ways, of which the way they discipline their children is one. It is obvious that different parents would have used different disciplinary techniques to change the behaviors as well as the attitudes of their children. While some parents prefer to use reasoning, and explanation, some others practice harsh forms of discipline. Despite their preference to the different discipline techniques, their goal is to contribute positively to their children's development.

However, different investigations have shown that parental disciplinary techniques are greatly associated to the behavioral problems of children and adolescents. With this regard, Deme (1997) reveals that ineffective or coercive parental discipline method found to be a significant predictor of both conduct problem and juvenile delinquency. This finding implied that the more parents rely on using harsh disciplinary strategy, the more likely they are to produce young children with problem behaviors.

A study by Seleshi (2000) reveals that the combined effect of parental behaviors (warmth/love and control/demandingness) explains significantly children's misbehavior in

the school setting, indicating that the misbehavior of children is more likely the result of parental behaviors.

Furthermore, Bebarysche et al. (cited in Adugna, 2005) indicate that coercive discipline and child antisocial behavior are highly interrelated. This evidence shows that parental disciplinary techniques, especially punitive ones are strongly associated with the development of antisocial behaviors.

Ayalew (cited in Habtamu, 1996) disclosed that corporal punishment as a disciplinary technique teaches children to interact with their age mates and later fellow citizens in a violent manner. He explicitly explained that children who experience physical punishment are more likely to show aggressive behaviors to siblings, bully over other children at school, to be violent to their spouses and children and commit violent crimes later in life.

The implication of this point of view is that children will more likely to react in a violent manner in different settings later in their life as they were modeled by their parents' reaction to their misbehaviors.

With this regard, some evidences also support the view that 'violence breeds violence' (Cook & Cook, 2005, and Ayalew cited in Habtamu, 1996).

In addition, in his social learning theory, Bandura (cited in Horrocks & Gottfried, 1966) explain that an individual may learn aggressive behavior from parents and might take aggression as an appropriate response to interpersonal mistreatment and wrong deeds, and are more likely to behave aggressively in various social situations, including marital and dating relationships.

Regarding this issue, Mruk (cited in Fabes & Martin, 2000) argued that those children who have warm and secure relationship with their parents and other caregivers generally have positive values and feelings about themselves, whereas those who are rejected, over

protected, dominated or neglected develop a negative self-concept and self-esteem, which lead them both to feel inferior, isolated or alienated and might develop antisocial behavior at later years.

Moreover, in an attempt to emphasize the importance and contribution of parents, they said, “there are no bad children, but only a bad parent” (Fabes & Martin, 2000, P.398).

The implication of this is that the bad behavior of children is most likely the end result or outcome of parental influences during the critical period of socialization and/or the result of parents’ maladaptive behavior learned through different ways and manifested during their later years of development in other settings.

All the above evidences show that parents are the prominent sources of influence for the overall development of their children in general and the social development in particular. The evidences also pinpoint that the ways parents discipline their children are associated with and play a great role in the child’s social behavior development. However, as per the knowledge of the present researcher the influence of parental disciplinary techniques on children’s social behavior is remained untouched so far and if there is any, it was not fully investigated.

This calls for the need to examine or investigate the influence of the different parental disciplinary methods on children’s social behavior in the context of our culture. Therefore, with the assumption of all the above evidences, the present study aimed at addressing the impact of parental disciplinary techniques, namely power-assertion, reason-based/induction, love-withdrawal techniques on children social behavior operationalized as aggression and social withdrawal behavior of children in Shiromeda areas of Addis Ababa.

1.2. Statement of the Problem

Childhood is a period in which children laid the foundation and acquire basic skills in different areas of development. Since children during this period engaged in active exploration of the world around them, parents become preoccupied in directing, controlling and disciplining their children's behavior that they think inappropriate and against the tradition and values of the society.

However, the kind of disciplinary techniques employed to correct children's misbehavior could have a paramount influence on children's social interaction or relationship when he/she is an adult.

In line with this point, Olson and DeFrain (2000,) underscored the importance of parenting, in that, its outcome may cause society not only to benefit when parents become successful in bringing their children but also to suffer from their failure/mistakes in socializing children properly. They further explain this point by saying that "adults with some kind of problems are often had problems when they were children, and most likely pass their problems on to the next generation".

Daniel and Gobena (cited in Desalegn, 1998) suggest that every family is more likely to abuse its child at least by using physical punishment or beating as a common means of disciplining children.

It is also evidenced that children's of a positive parent are more likely to be a positive adult and is then a positive parent, whereas children's of a problem parent are more likely become a problem adult and then become a parent with lots of problems(Olson & DeFrain, 2000). Similarly, Desalegn (1998) showed that abused children learn to distrust adults and to react aggressively to others and are more likely to become abuser adults/parents by maintaining the pattern they learned from their parents.

The implication of all these evidences is that parental behavior in general and parental disciplinary techniques in particular influences the child's future development and children are more likely to follow their parents' footsteps to their children when they become adults.

Since this period is a time when children learn basic skills for future development, the impact of parental disciplinary techniques, such as power-assertion, love-withdrawal, and reason-based discipline on children social behavior tapping aggression and social withdrawal behavior needs to be addressed.

The present study designed to investigate the impact of parental disciplinary techniques on children social behavior, attempts to answer the following basic research questions:

1. Is there any significant relationship between parental disciplinary measures (power-assertion, reason-based /inductive, and love-withdrawal method) and children social behavior measures (aggression and social withdrawal)?
2. Are the two measures of children social behaviors, namely aggression and social withdrawal behavior predicted from the three measures of parental disciplinary techniques?
3. Is there any significant difference between the age groups of subjects' on social behavior and parental disciplinary techniques in the target group?
4. Is there any significant difference between female and male students' social behavior and parental disciplinary techniques in the target group?
5. Are the target and comparable groups significantly different in parental disciplinary techniques and children social behaviors?

1.3. Objective of the Study

The general objective of this study is to explore the impact of the different parental disciplinary techniques on their children social behavior between the target and comparable group subjects in the school setting.

The specific objectives of this study were to:

1. See the relationship between the different disciplinary techniques used by parents with children social behavior.
2. Predict the criterion measures from the predictor variables of parental disciplinary measures.
3. Asses whether there is any variation in parental disciplinary techniques and children social behavior as a function of children's' age in the target groups.
4. Explore whether there is any significant gender difference on the predictor as well as the criterion variables in the target group.
5. Examine whether there is any difference between the target and comparable groups in parental disciplinary techniques and children social behaviors.

1.4. Significance of the Study

The result of this study will be expected to have practical utility for those involved in socializing, shaping, guiding and disciplining children.

Since parents are the immediate and primary as well as influential social forces to the growing child, it will give an insight on how to discipline the misbehavior of the child so as to cultivate positive and desirable behaviors knowing the effects of the different disciplinary techniques.

This study will also be helpful for those organizations working on children welfare, rights and towards building responsible, prosocial citizen/generation to design intervention strategy and take remedial action to avoid or at least minimize the problem from its source.

Moreover, social workers, teachers and other concerned bodies will also base the result of the research to give proper training, seminars and support to this group (target group) of families on how to improve their disciplinary practices to teach appropriate and adaptive behavior for their children.

Finally, it will also shed some light and serve as a base line data for those who are interested to conduct comprehensive research on this issue.

1.5. Delimitation of the Study

The study is delimited to grade seven and grade eight students of two primary schools in Shiromeda Areas of Addis Ababa. Moreover, while conducting a research, it is practically difficult, to take in to account all relevant variables in to the research at a time. Therefore, though some evidences (Mussen et al., 1990 cited in Desalegn, 1998; Teka, 2002; Sheehan & Watson, 2007) show that different factors like parental education, socioeconomic status, parental behavior, peers and others directly or indirectly affect children social behavior development, due to financial and time constraint the present study is delimited to considering only the influence of parental disciplinary techniques on children social behavior.

Likewise, the method used to examine the variables under consideration is limited to children's perception of parental disciplinary techniques and children self-report of their own behavior, for the same reason mentioned above.

1.6. Limitation of the Study

While conducting this study, the present researcher was encountered two major limiting factors that had considerable effect on the quality of the research work. The first one was lack of reference materials and empirical findings related to the area under investigation.

Time constraint was also the second serious limitation of this study that makes the triangulation of the data through different data gathering tools difficult and so that only questionnaire method was used to collect the data pertinent to the study. The researcher believed that if different data gathering methods were used, the data might have been enriched and the findings of the study would be more comprehensive and conclusive. Thus due to the constraints mentioned above this study could not be exhaustive and complete.

1.7. Definition of Terms used in the Study

Parental disciplinary technique refer to the method that parents used in an attempt to correct or control children's misbehavior

Social behavior in this study refers to the aggressive and social withdrawal behavior of children.

Aggression refers to the child's hostile action both physical and verbal assaults while interacting with his/her peers.

Social withdrawal refers to the child's behavior to be alone, less communicative, less interested to be with a group of people/ peers.

Love-withdrawal refers to a disciplinary technique in which parents withhold affection, express a sense of dislike or lack of love to handle their children's misbehaviors.

Power-assertion is a disciplinary technique in which parents employ physical force or threats of physical force as well as verbal threats to correct children's misbehavior.

Reason-based discipline refers to a disciplinary technique where parents use reasoning, explanation of consequences and discussion to discipline the child.

Low income parents in this study, refers to those parents whose child is learning in mission primary schools where most of their basic needs are covered.

Target group refers to children's of low income parents and attending their schooling in a mission primary school where most of their basic needs including school fee are covered.

Comparable group refers to children who are attending their schooling in public school

Children - though different literatures define the term differently, in this study it refers to those found in the period of late childhood and adolescence years, specifically in the age range between 10 to 18 years.

CHAPTER 2: REVIEW OF RELATED LITERATURE

2.1. Overview of Child Development

There was a constant disagreement and debate among philosophers, physicians, psychologists and others who are interested in human development on the effects of prenatal and early childhood experience on later development of human beings. Finally, it seems that they are in agreement about the issue but argued that its effect depends on the nature of experience, its timing and duration, and the kind of experiences that would come next to such experience.

Similarly, in an attempt to explain human development, many developmentalists emphasize the importance of critical period or sensitive period, the time when an event will make remarkable influence in the development of the child. For example, Freud, in his attempt to explain the various aspect of human behavior, argued that what the child experiences in the oral, anal, and phallic periods could determine the personality of the individual he/she will going to have in later years of life. Furthermore, Erickson proposed that each of the psychosocial stages represent a critical period in which some aspects of social and emotional development of human beings takes place. Hence, theorists agreed that some experiences are more important and cause irreversible damage/long lasting effect on the child's development than others. For example, the effect of birth complication might have lesser impact as compared to the effects of living in a disadvantaged household on children later development (Papalia, 1982).

Furthermore, it is argued that because of the following reasons, the family's role and/or impact is most noticeable in influencing the personal-social development of children:

- (1) it is with in the family that the child first experience the importance of social development
- (2) the influence of the family felt on a continuous basis and longer periods than any other;

and (3) the family members especially parents provide unlimited opportunities for the development of variety of emotional behavior (Millard, 1951).

Furthermore, most developmentalists agreed on the statement saying that 'the future good or bad conduct child entirely depends upon the mother/the primary care giver'.

In support of the above view point, Ainsworth (cited in Papalia, 1982) disclosed that the child's ability in establishing intimate relationships later in his/her life may be determined by the quality of attachment with the caretaker during babyhood. And therefore, babies with secure attachment style more likely exhibit intimate relationships and love, whereas those with avoidant and ambivalent attachment styles tend to express anger or negative emotions which may act as an obstacle in creating intimate or friendly relationships with in the family and with peers later in life.

Moreover, the child's environment characterized by a unique pattern of action, mores, codes of speech, and feelings eventually guide and direct the behavior of the growing child and continuous its influence to the point that the society internalize or pass over its basic values, concepts and mores to the next generation (Millard, 1951).

Millard also argues that as the family is the reflection of the general culture of the society, teaches the child the values, tradition, and other acceptable behaviors and expectations of the society, some of which were directly acquired from ancestors with out modification, while others are the results of life experience, its frustrations, conflicts and satisfactions.

Furthermore, studies conducted to investigate the importance of family influence to the overall development of the child, for example, Askale (cited in Habtamu, 1996) indicated that the family plays a paramount role to the overall development of the child.

Similarly, studies that were carried out on children development strongly argued that part of the child's development is influenced by the family. It is further explained that children first learn the society's way of living, and get the first experience through their relationship with the family. And hence, the family's positive attitudes as well as response by far determine the development of the child's self confidence, belief on one-self and other constructive behaviors. On the contrary, if the child receives humiliating /downgrading treatment from parents, his/her future development will be full of problems (Read, Gardner, & Mahler, 1987 cited in Habtamu, 1996).

The way children behave in various settings also greatly influenced by their observation of adults behaving or acting out a certain behavior. In line with this point (Bandura, Ross, and Ross, 1961 cited in Papalia, 1982) show that children who observe aggressive models are more likely to act more aggressively than those who model non aggressive ones.

The implication is that children are more likely to model the actions and behaviors of adults especially of their parents, and hence those who observe and experience parents spanking, insulting, humiliating are more likely to act in the same way with their play groups as well as with spouses and their child later in life. On the other hand, those who have friendly relationship and practice democratic discipline will be they themselves become adults who are friendly and practice democratic discipline to correct their children's misbehavior.

Children's of this age are characterized by the need to assert themselves that can possibly lead them to take part in aggression and other social problems. On the other hand, those who are self-conscious in responding to the social demands will go to the extent of reflecting social withdrawal problem (Morgan et al, 1986).

2.2. Children Social Behavior Development

Children's social behavior development seems to be started and molded by their relationship with their parents. A study conducted on first graders found that agreeable parents are more likely to have agreeable children and disagreeable parents, on the other hand, have disagreeable children. In general, parents are powerful models for children social development especially in peer relationships as in many other aspects of behavior (Santrock, 1990).

Similarly, the emotional experience that children receive from their parents not only function as a valuable source of energy and stimuli for learning and activity, but also become disruptive and unhealthy when they did not directed to adaptive behaviors and become threats to the safety and well-being of others (Millard, 19951).

As indicated above, the child's social behavior is the result of his/her interaction with his/her immediate socializing agents and/or the parenting behavior of parents in guiding and controlling the child towards the development of desirable behaviors. For example, children may learn aggressive behavior from parents and also tends to show withdrawn behavior as a result of parental treatment during their early periods of development.

As has been explained in literatures, though aggression may be natural and normal in some circumstances, it can also be dangerous, even in early childhood. As a result, researchers sought possible ways of explanation of aggression or violence (Papalia, 1982).

2.2.1. Overview of Aggression

As can be read from literatures aggression does not have one and widely accepted definition because of the fact that what is considered as aggression is determined by societal

and cultural characteristics of the perceiver. Accordingly, the following definitions are given in Hogg & Vaughan (2005, P.40) that aggression is:

- Behavior that results in personal injury or destruction of property (Bandura, 1973);
- Behavior intended to harm another of the same species (Schere, Abeler, & Fischer, 1975);
- Behavior directed towards the goal of harming or injuring another living being who is motivated to avoid such treatment (Baron, 1977);
- The intentional infliction of some form of harm on others (Baron & Byrne, 2000);
- Behavior directed towards another individual carried out with the proximate intent to cause harm (Anderson & Huesmann, 2003).

2.2.2. Theories about the Origins of Aggression

Different theories attribute the origin of aggression to different factors mainly depending up on their theoretical background. Some of them will be summarized below.

2.2.2.1. Biological Theories of Aggression

The main emphasis of the biological explanation of aggression stress on that human beings and other animals have innate tendency to act out aggressively. According to this view, aggression is an instinct or a pattern of responses that is genetically predetermined and then people are genetically programmed to show aggressive response patterns in a given situation.

In general, advocators of this view point agreed that aggressive behavior is an inherent part of human nature, in the sense that human beings are genetically programmed to act aggressively.

Freud, one of the proponents of this view point, argued that the source of human aggression is an innate “death” instinct known as *thanatos*. According to him, the death instinct, *thanatos*, primarily focused towards self-destruction; however, later it becomes redirected towards others. Moreover, the neo-Freudians viewed aggression as a rational, innate process that enable people to express primitive survival instincts that are basic to all animal species (Hartmann, Kris, & Lowenstein, 1949 cited in Hogg & Vaughan, 2005).

The ethological theory of the biological origin of aggression argued that though the individual’s potential to be aggressive could be innate the actual aggressive behavior is produced by specific stimuli in the environment (Hogg & Vaughan, 2005).

The evolutionary theory assumes that not only the innate or inborn basis of aggression but also claims that all social behaviors have innate or biological basis (Buss, 1990; 1999; Simpson & Kenrick, 1997 cited in Hogg & Vaughan, 2005). According to this view point, aggression is an adaptive behavior and helpful for human beings and other animals to protect and perpetuate it’s species for the next generation.

2.2.2.2. Social Learning Theory

Unlike the former ones, social learning theorists underscore the learning process and factors with in the social context that seem to be related to aggressive behavior. According to Bandura, aggression and other antisocial behaviors can be learned as pro-social behaviors either directly or vicariously. He then proposes that through socialization, children learn aggressive behavior because either they are directly rewarded or model someone else being rewarded for his/her action (Hogg & Vaughan, 2005).

According to Bandura (cited in Hogg & Vaughan, 2005) the tendency to show aggressive behavior in a given situation depends on:

- The person's previous experiences of aggressive behavior including that of his/her and of others.
- The success of aggressive behaviors in the past
- The current likelihood of aggression being either rewarded or punished

In line with Bandura's explanation, Papalia (1982) indicate that the more successful a particular child in getting what he/she wants by aggressive means, the more likely the child is to continue to behave aggressively.

Bandura's studies also show that children are more likely to mimic the aggressive act of others, especially adults, who are considered as a potent model for children because they perceive their elders as responsible and authoritative figures (Hogg & Vaughan, 2005).

The mere exposure theory also proposed that children learn and internalize rules of conduct from those around them, especially parents, so that aggression becomes internalized. According to this theory, once the script of aggression developed in childhood, an aggressive behavior is then become persistent throughout life (Anderson & Huesmann, 2003 cited in Hogg & Vaughan, 2005).

2.2.3. Aggressive Behavior versus Gender

Literatures indicate that aggressive behavior varies in relation to the sex of the aggressor. In connection to this, it is indicated that boys are found to be more physically and verbally aggressive than girls from an early age. On the other hand, girls are more likely to exhibit relational aggression than are boys (Crick, Casas, & Mosher, 1997; Crick & Grotperer, 1995 cited in Cook & Cook, 2005).

As indicated, the difference between boys and girls in aggressive behavior is due to the fact that the society socialized and encourage male to be more aggressive and discourage females from such behavior (Codry & Ross, 1984, cited in Hogg & Vaughan, 2005).

A wealth of research that has been conducted to confirm the male-female differences in many societies and across socio-economic groups founded that the male-female difference varies with the mode and context of aggression. Accordingly, males are more likely than females to exhibit physical violence and to hold more aggressive attitudes. While, females are almost similar to males in using verbal aggression/attacks in similar contexts still the degree to aggress may be less (Eagly & Steffen, 1986; Haris, 1992 cited in Hogg & Vaughan, 2005).

2.2.4. Aggressive Behavior versus Age

Even though, literatures show that aggression is a relatively stable quality, the different types of aggressive behaviors directly or indirectly related with the age of the child. With this regard, literatures show that physical aggression decreases from early childhood onwards, while verbal aggression, on the other hand, increases over this time period as children learn to use language and that parents and peers discourage their act of physical aggression (Cook & Cook, 2005).

Moreover, as has been shown in the literatures, the frequency of aggression tends to decline from early childhood onwards. To put differently, as children grow older and become stronger, and better able to injure others, they become less likely to do so at least in physical ways (Papalia, 1982). The implication of this is that physical aggression tends to have an inverse relationship with the age of the child.

Similarly, Papalia (1982) explained that the tools of aggression changes from physical means towards verbal attacks on the ego of another person become a major way of expressing aggressive behavior towards others.

Inconsistently to what was stated above, Papalia (1982) argued that as children grow older and take less ego centric view of the world and the people in it, they become more empathetic to others and develop the ability to deal with persons and aggressive behavior triggering factors in a more positive ways and hence aggression decreases with age.

To sum up all the literature seems to explain that while physical aggression decreases with the age of the child, other forms of aggression tends to proceed proportionally later in life.

2.3. The Influence of Parenting in Child Development

Parents are the primary and immediate social forces, who laid the foundation and facilitate the child's development in a continuous basis especially in the early years. It is this, foundation of early experience of the child, as different scholars and psychologists advocate, play a great role on the child's later developmental characteristics.

In support of this view, Papalia (1982) indicated that most child developmentalists agree on the issue that the future good or bad conduct of a child solely depends upon the mother because the primary care givers of a child in most societies are mothers. Here, developmentalists also agreed on the point that the relationship between the primary care giver and the child play a significant role in children emotional and social development.

The implication of this is that the behavioral problems of the growing child might be the manifestation of the socializing agents especially of the parents who have frequent contact and close relationships with the child and then he/she learned those maladaptive

behaviors through different social learning principles like modeling, imitation and/or observation.

Similarly, theorists explain that the overall development of children is directly or indirectly the result of parental influence through modeling and directing the child towards the desired behavior, by encouraging and rewarding appropriate responses, and creating an affective climate that facilitate development in different arenas (Carol et al., 1999, & Grusec, 1991 cited in CYAO, 1996).

Moreover, family as the basic unit of society is responsible for the proper upbringing of children. It is also indicated that the period of childhood is a period when the child's personality character is conditioned or shaped in relation to the prevailing general pattern of behavior that endures throughout life and because this critical period is usually spent in the family circle or at home (CYAO, 1996).

Literatures have shown that the family is the primary social structure that potentially teach or condition the child how to act as well as behave in social settings. In substantiating this view, Andargachew (cited in Beelen, 1999) said that:

The home is the first and greatest training school where the child learns to behave or misbehave. Because of this the home is regarded as the cradle of personality. The early experience of the child with his/her family mainly of parents will have a profound and lasting effect on his/her behavior later in life. It is because of this that Robert Merton described the family as 'a major transmission belt' for the diffusion of cultural standards to the coming generation. (P.21)

Similarly, Beelen (1999) made a point about the same issue saying that the failure of the family to perform its basic function of socializing a child pose a great impact up on his/her behavior later in life. According to him, a delinquent child, in one way or another, is the byproduct of the family that fails or poorly plays the role of socialization. Moreover, in an attempt to explain the causes of problem behaviors, he said that the family may teach the behavior directly by being role model and showing children how to behave in such a way.

In the same line of argument, CYAO (1996) put forward that children's capability to develop independence and social responsibility predominantly depends on the way how families raise their children. Consequently, in democratic families where children's are given opportunities and freedom to discuss issues, ask questions, express their views and encourage to make their own decision are more like to have good cognitive skills, and found to be more assertive, independent and socially competent.

Furthermore, it is also argued that when caregivers, most of time the mother, who talks to and internalizes pro-social behavior and show concern for and helping others, the growing child will be more likely is empathetic and pro-social.

In order to facilitate the pro-social act in particular and the over all behavior of the child in general, it deem important to integrate what they say and do. When parents communicate and act prosaically, children are more likely learn the behavior by watching the actions of their parents and taking them as a model. On the contrast, children also learn to be uncaring and unconcerned when they imitate selfish or uncaring behaviors modeled by adults (Fabes & Martin, 2000)

Furthermore, Weinberg (cited in Beelen, 1999) also added on the above points by saying:

The parent may predispose the child to antisocial behavior by out right neglect and general deprivation: and the parents may stimulate both hostility and guilt so that the child is more likely unhappy, restless and may become predisposed to wards accepting delinquent friends. (P.22)

To further emphasize the powerful influence of parents and their parenting, DeBaryshe and Fryxell (n.d.) pointed out that the way children emotionally socialized at home impacts their psychological reactivity, physiological self-regulation, social information processing and behavioral strategies of anger provoking situations. According to him, through transfer of training or experience children tend to apply the same experience with peers, which may affect peer social status, aggressive versus pro-social interaction and the ability to make and benefit from close peer relationship.

What all these literatures have underscored is the fact that the family as being the first and immediate social institution is responsible for the socialization of the child. It is also emphasized that the socialization process could either be positive or negative, which can determine children's overall development in later life. Lastly, as indicated the period of childhood is not only important for the development of basic skills in the child for later adaptation and adjustment, but also susceptible for learning maladaptive, antisocial behavioral characteristics.

2.4. The Nature and Meaning of Discipline

Literatures indicate that discipline has a harsh, old-fashioned meaning for many people, in that it mean for them punishment, pain and fear. But for others, it has positive

meaning for that it mean training, guiding not punishing, and arranging condition for learning, not just inhabiting and restricting children. Some others still perceive that the modern practice of disciplining is the abolition or removal of all regulations and control and emphasizing free expression of feelings and ideas, permissiveness and self-demand as a disciplining technique in rearing children (Bernhardt, 1964).

Similarly, some scholars define discipline as the practice used by parents to punish their children's misbehavior. Some others argue that although it has a punitive component, it may encompass a number of other practices and techniques like praise, reasoning, modeling designed to internalize moral standards and to shape the child's conduct in relation to these ethical principles (Henderson, 1986).

Discipline, which is considered as a central feature of parental control, is defined as one of the two basic dimensions of parenting along with warmth (Baumrind, 1971; Maccoby and Martin, 1983; Straus, 1964 cited in Straus and Fauchier, n.d.). Moreover, Grusec and Goodnow (1994) also proposed that among the different types of discipline used by parents, inductive and power-assertive disciplines are the major ones. According to them, the most important characteristics of inductive discipline is its emphasis on cognition concerning what is right and wrong, and especially on children learning the effects of their misbehavior on others (Hoffman, 1983, cited in Straus & Fauchier, n.d.).

A study by Ayalew (cited in Habtamu, 1998) discloses that physical punishment practiced commonly in the school setting by school personnel as a means of controlling students' misbehavior.

Similarly, physical punishment was reported to be the preferred technique of handling the behavior of elementary school children in urban and rural areas (Tigist & Derege, 1997 cited in Desalegn, 1998).

They further explained that reason-based discipline results in higher likelihood of internalization of parental messages and reduction of undesirable effects on the part of the child. However, there are evidences that most parents use the combination of inductive and power-assertive techniques, and are most effective for improving or avoiding the misbehavior of the child (Larzelere, Sather, Schneider, Larson, and Pike, 1998 cited in Straus & Fauchier, n.d.).

The nature of child discipline differs based on the scholars' perception about the nature of human being in general and the growing child in particular. Those who preferred punishment as an ideal technique of child discipline have different premises about the nature of the child is based on the idea that the child is naturally bad so that his/her badness must be modified through punishment (Fabes & Martin, 2000).

For others, discipline is a technique used by parents in an attempt to discourage morally unacceptable and undesired thoughts, feelings and actions, and to internalize a set of moral standards and values within the child that provide the basis for self-controlled behavior (Shaffer,1979).

The implication of all the above evidences is that a particular disciplining technique is preferred or criticized based on the proponents' belief about human nature and given different definition accordingly.

2.4.1. Types of Parental Disciplinary Techniques

Child developmentalists, whose main concern is on child-rearing techniques and moral development have focused on parents discipline techniques and mentioned love-withdrawal, power-assertion and reason-based/induction as the main discipline methods that parents used to handle the misbehavior of their children (Santrock, 2002).

It is also suggested in literatures that permissive, power-assertive and inductive disciplines are the three most practiced discipline techniques by parents (Brotherson, 2006). He also described the two discipline techniques namely power-assertive and inductive techniques as authoritarian and authoritative discipline respectively. Similarly, (Slegel et al., 1966) identified permissive, authoritarian and authoritative as the common disciplinary techniques.

Although different literatures suggest different sets of disciplinary techniques, in one way or another they seem to point out power-assertion, love-withdrawal and reason-based/induction method as the three common methods of child disciplining used by parents. However, the effect of any disciplinary technique may depend upon the age and sex of the child to whom it is practiced as well as the age and sex, social class and other relevant characteristics of parents who administer a particular discipline technique (Henderson, 1981). Therefore, the most commonly mentioned discipline techniques are summarized as follows.

2.4.1.1. Power-Assertive Discipline Technique

Power-assertion discipline technique is defined as a disciplinary technique where parents employ corporal or verbal punishments, threatening, insulting, beating up, rewarding the desired behavior of a child in an attempt to gain control over the child or his/her resources (Fabes & Martin, 2000).

In this regard, Brotherson (2006) argued that power-assertive discipline (authoritarian) style is characterized by giving orders to children without any direction or explanation, or the use of tactics such as threats, belittlement or physical punishment to control children's behavior.

Moreover, regarding this point, Hoffman (cited in Deme, 1997) disclosed that power-assertion may include physical punishments, deprivation of privileges and materials,

resources, forceful commands, verbal threats or other methods where by parents gain control over their children by showing his/her physical power and/or command of resources. He further explain it as a mechanism that parents induce obedience as well as make children behave in the way they like due to fear of punishment.

Likewise, power-assertion is described as a discipline technique in which parents attempt to gain control of the child and the child's resources using spanking, threatening or removing privileges (Santrock, 2002).

According to American Academy of Pediatrics (1998), the consequence of spanking is summarized as follows:

- Spanking will more likely resulted in physical injury on the part of a child, and does not show the child the connection between the behavior and the punishment.
- Spanking may elicit a reaction of shock by the child and consequently it may cause aggressive behaviors in the child which eventually make the child-parent relationship awkward.
- Spanking models aggressive behavior as a solution to conflict and, hence greatly associated with increased aggression in preschool and school children.

In general spanking has been associated with higher rates of physical aggression, increased risk of crime and violence when used with older children and adolescents.

Literatures indicate that parents who usually punish their grownups by hitting with a strap or stick and by withholding or withdrawing privileges and/or affection to their children are more likely to produce anxious/aggressive youngsters who fight a lot, have difficulty to get along with parents and others, and become delinquents (Papalia, 1982).

As writers has been suggested the common forms of punishment practiced to day include corporal punishment in the form of slaps, spanks and beatings; isolating children in

their rooms; sending them to bed often with out food; withholding privileges, such as watching a favorite TV program, threatening to leave them or to cease loving them; comparing a child unfavorably with other sibling; and nagging for their misbehavior are some of them (Hurlock, 1980).

In general, the above evidences indicate power assertion is a discipline technique in which parent use to assert their power over their children and induce fear so as to make them behave in a desirable and acceptable manner.

2.4.1.2. Love-Withdrawal Technique

Love withdrawal technique refers to parents attempt to produce obedience in their children by ignoring or isolating the child, withholding affection and expressing lack of love for the child verbally or non-verbally through their facial expression (Fabes & Martin, 2000). They also added that love-withdrawal as a discipline technique may be effective in a short-term basis because children need to be loved and avoid the threat of losing the parents or care givers love.

Furthermore, love-withdrawal has been defined as a discipline technique by which parents withhold attention or love from the child. In other words, it is the case when parents refuse to talk to their child or express a dislike in an attempt to control as well as shape the child's misbehavior (Santrock, 2002).

It is also defined as a form of discipline technique in which parents express anger or disapproval to the child's action or behavior in a direct but nonphysical way. As indicated, some of the its components include, ignoring or refusing to speak with the accused child for misbehavior, ridicule, expressing a dislike or hate, and isolating or threatening to leave

him/her alone, etc (Henderson, 1981). Hoffman (1970) cited in the same source also argued that love-withdrawal discipline may be even more punitive than power-assertion.

He further explain that the aversive effects of power-assertion could stay for a reasonably brief period of time, whereas the effect of the former may sustain for a prolonged period of time due to young children's immaturity to recognize the transient nature of the actions taken by their parents.

The implication here is that love-withdrawal might have a greater impact on children social behavior development because children are more likely to learn from their parents' action and most likely to transfer this experience to their peer relationships.

2.4.1.3. Reason-Based Discipline/Induction

Induction as disciplinary technique is defined as a mechanism where by parents use reasoning and verbal communication to change their children's undesirable behavior (McGrath, Wilson & Franssetto, 1995 cited in Fabes & Martin, 2000). The components of inductive technique includes, explanation of rules and standards children expected to meet, moral persuasion, personal appeals, explanation of harmful consequences of children's actions for others and character attribution.

Similarly, Henderson (1981) argues that induction is a relatively non-punitive discipline strategy characterized by parental attempts to reason out with children and make them understand why they should change their behavior. According to him, the components induction discipline include, clarification of the harmful consequence of the children's misbehavior for him/her and for others; personal appeals like self-pride, a desire to act or a concern for others; giving rational for the need to act correctly or in acceptable manner in

different settings; and the use of reinforcements to strength and increase the likelihood of morally acceptable conduct of children.

As it is discerned from this, the mechanism that elicits compliance on the part of the child to parental wishes is his /her understanding of the reasons and consequences behind and his /her ability to relate these rationales to the requirements of the situation.

It is also disclosed that children in middle and late childhood period are matured in their development so that parents can reason out with children to control their behavior (Santrock, 1999). This clearly pointed out that induction technique may be effective for this age group since children have the necessary cognitive maturity that enable them to comprehend and understand their parents reasoning about their misconducts or misbehavior.

Similarly, Santrock (2002) define induction as a disciplinary technique that parents use reasoning and explanation of the effect of children's actions for themselves and for others.

All in all, the above literatures explicitly show that the main components of inductive technique are reasoning, explanation of the consequences of children's behavior and briefing in detail the rules and regulations, as well as parents expectation from them.

2.5. Disciplinary Techniques versus Age

Literatures indicate that the nature of discipline during preadolescence is markedly different from discipline at younger ages. Accordingly, some techniques, such as removal of privileges and yelling increase as children grow older, while other techniques such as time out and spanking decrease over time (Barkin, Scheindlin, IP, Richardson, & Finch, 2007; Straus & Stewart, 1999 cited in Straus & Fauchier, n.d.).

It is also disclosed that parents of elementary school children use less physical discipline than do parents of preschool children but are more likely to use deprivation of privileges, appeals directed at children's self-esteem, comments designed to increase the child's sense of guilt, and statements indicating that the child is responsible for his/her behavior (Santrock, 1999). Overall, these literatures implied that parents are more likely to use different disciplinary techniques depending on their children's age. And hence, they are more likely to use physical punishment at early ages and more of reasoning as their children grows older.

2.6. Disciplinary Techniques versus Gender

Literatures indicate that parental discipline, child moral regulation and externalizing symptom behaviors may vary depending on child's gender. For example, parents may use different types and/or levels of disciplinary techniques with boys and girls, which consequently may influence children's internalization of parental messages and expression of problem behavior.

In support of this, the findings indicate that mothers' are more likely to respond to girls' than boys' immoral acts by explaining consequences of offenses to the rights and needs of others (Smetana, 1989 cited in *Articles Review of Law and Social Science*, 2004).

It is also asserted that the effect of any discipline technique may depend on the age and sex of a child to whom it is administered as well as the age, sex, social class and other attributes of the parent who practiced particular disciplinary techniques (Henderson, 19981).

Moreover, literatures indicate that parents are more likely to use reason based method of discipline with their daughters and power assertive methods with their sons, and it may be

because of this that girls tends to show more guilty feelings and boys more aggressive behaviors (Sears, Maccoby, and Levin, 1957 cited in Papalia, 1982).

Furthermore, research findings suggest that variation in using the different disciplinary techniques is indirectly the result of the parents' way of socializing their sons and daughters. So, boys were socialized more intensely than girls which they receive more punishments, more praise, and encouragement. Moreover, the adult's realization that boys will be stronger and aggressive than girls as adults leads boys to be more strictly disciplined (Maccoby & Jacklin, 1974 cited in Papalia, 1982).

2.7. The Relationship between Parental Disciplinary Techniques and Social Behaviors

One of the most important ways that parents can influence their children's development is through the mechanisms they employ to discipline their children to make them grow in desirable and acceptable way.

A number of evidences have indicated that parental disciplinary techniques are associated or related with the development of children and adolescent behaviors. For instance, Sampson and Laub, 1994 (cited in Deme, 1997) pointed out that inconsistent or ineffective disciplinary technique has significant relationship with adolescents and children serious antisocial behaviors.

It is obvious that the way parents discipline and/or shape their children's misbehavior in the course of development leaves a remarkable influence on children social development.

As a result, the different disciplinary techniques used by parents may be related to a particular behavior of the child. In line with this point, Hart et al (cited in Deme, 1997) suggest that power assertion (coercion) and induction (reasoning) are the two most common

methods usually associated with the ways that children behave. Moreover, Grusec and Goodnow (1994) revealed that parents who rely on using love-oriented or induction method of disciplining are more likely to have children with high level of morality than those who focus on power-assertion technique of discipline. Hoffman (cited in Fabes & Martin, 2000) also demonstrated that power-assertion and love-withdrawal techniques of discipline have harmful effects, in which they arouse resentment and anxiety in children in contrast to inductive method.

Literatures also disclosed that the common mistakes in parental discipline that might possibly lead to behavioral difficulties and have adverse effects on the child's later development as follows: (1) misuse of parental affection- when parents use affection and appear to withdraw their love to control the child's misbehavior ; and (2) parents use of various undesirable techniques, for example, the use of threats, nagging, physical punishment and other techniques seriously impact their later development and even violate the essential dignity of the child (Bernhardt, 1964).

The implication of this is that parents, care providers or teachers failure to set age appropriate rules may facilitate the development of misbehavior on the part of the child and the disciplinary technique used to correct this misbehavior further increases the recurrence of the behavior.

Furthermore, in support of the point already made above, Herbert, 1987 (cited in Deme, 1997) said that:

Punitive method or power assertion techniques of parental discipline that is persistently used against the background of rejections, in which parents exercise dominance and authoritarian control through physical punishment, harsh verbal abuse, angry threats, and deprivation

of privileges are least effective forms of discipline when it comes shaping children behavior rather increases the problem. (P.11)

Punitive, hostile, disaffiliated, self-righteous, and non-empathetic disciplinary practices of parents are more likely to be associated with emotional disturbance in the child, including hostile withdrawal, hostile acting out (hostile aggression), personality problems and nervousness (Baumrind cited in Slegel et al., 1966).

Several studies suggest that parental demandingness may provoke rebelliousness or antisocial behavior only when the parents are characterized by repressiveness, hostile and restrictive (Baumrind cited in Slegel et al., 1966).

Furthermore, it is disclosed that person orientation or extraversion in later life is strongly associated with loving parents during childhood and introversion is found to be associated with rejecting parents (Roe & Siegelman, 1964 cited in Slegel et al., 1966).

The rationale behind this finding is that because the child finds loving parental behavior satisfying and become motivated to interact with people in anticipation of getting similar pleasurable experiences. On the contrary, the rejecting parental behavior may create anxiety and then the child needs to escape interpersonal contacts as he/she grows older. Moreover, both loving and rejecting parents modeled the child extroversion and introversion behavior, respectively, which increases these behavioral qualities of the child through parental identification (Siegelman cited in Slegel et al., 1966).

Researchers, for example, Walter et al. (cited in Shaffer, 1994) indicate that social class could be a factor that influences the prevalence of antisocial behavior in children. Thus, young children from low socioeconomic condition, particularly males exhibit more aggressive behavior than the upper and middle class children do due to their economic deprivation leading to emotional instability.

Longitudinal studies conducted by Strauss, Sugarman, and Giles-Sims, 1997(cited in Hogg & Vaughan, 2005) to investigate the effect of spanking on children behavior revealed an almost linear relationship between the rate of spanking and the level of antisocial behavior. The finding of the study further indicates that children who were not spanked at all showed less antisocial behavior after two years.

Similarly, Sprinthal (cited in Adugna, 2005) suggest that young children who reflect higher level of aggression are found to come from parents who use physical punishment as a means of controlling undesirable behaviors.

It is clearly indicted in literatures that the misbehavior of children could be the response given to their parents' action while they attempt to guide and correct the undesirable behaviors. As a result, children may behave inappropriately in the form of revenge, striking back at adults whom they think unjust to them.

In support of this, Bernhardt (1964) explained that some of the mechanism employed by parents to socialize their children may be facilitative and helpful, while a few of them hinder the development of good character. For example, the use of severe physical punishment may create a feeling of resentment and hostility, which later lead the child to show more undesirable behaviors.

Evidences indicate that not only children learn violence directly from parents, but also do vicariously. In line with this idea, it is suggested that individuals who have a history of vicarious and personal aggression in their earlier development are more likely to behave aggressively in other social settings (Bushman & Anderson, 2002; Huesmann, Moise-Titus, Podloski, Eron, 2003 cited in Barling et al., 2005).

The disciplinary techniques practiced by parents may give lessons for a child to deal with the same situation in the same way as his/her parents did. This idea can be explained by

the theoretical view points that through the course of their development, children learn the behaviors and the attitudes of their care givers/parents (Bandura's explanation) and also through identification with the parents, the child may behave like his parents (Freud's explanation) later in his/her adulthood life.

In support of the above viewpoint, Berk (1991) pointed out that children reared in authoritarian parenting style that follows strict and punitive discipline are more likely to show aggressive behavior. While less punitive parents are more likely to bring up children who are less likely to show aggressive behavior during their interaction with peers at school and around the home environment.

Moreover, Grusec and Goodnow (1994) argued that when children are constantly in a state of anxiety for about being rejected or abandoned has a negative consequence in the internalization of desirable behavior and hence end up in undesirable behaviors.

It is also emphasized that punitive discipline and child antisocial behavior are found to be strongly interrelated. Generally, evidences show that disruption in the parents' use of disciplinary techniques while attempting to control their child's misbehavior is highly related to the development of antisocial or problem behavior (Debarysche, 1993 cited in Deme, 1997).

Similarly, in order to show the fact that children learn many things from parents or conditioned in relation to parental experience and action, Tikur (as cited in CYAO, 1996, P. 276) said that "If a child lives in the environment characterized by hostility, ridicule, acceptance and friendship, he more likely learns to fight, to be shy, and to find love in the social world respectively".

To sum up, the family especially of parents, as a primary and immediate social forces in the socialization process, greatly influence the behavior of the child either positively or

negatively. In addition, the child, as an active participant of the process, learns the behaviors and actions of his or her parents and uses this in different situations of his/her later years of life. In other words, the child's later personality characteristics are imparted determined by his experience and relationship with parents or caregivers in the early years of development.

CHAPETER 3: METHODOLOGY

3.1. Design of the Study

By its very nature, this study employed a quantitative method to explore the relationship between parental disciplinary techniques and the social behaviors of children.

3.2. Participants of the Study

The participants of the study were grade seven and eight students of Atse Teklegiorgis mission primary school with low income parents in the Shiromeda Areas of Addis Ababa. Besides, children of similar age and grade levels from Jerusalem public primary school were also participants of the study. The former group of children constitutes the target group of the study while the later constitutes the comparable group. The total number of children in the target and comparable group were 109 (60 female and 49 male) and 445 (229 female and 216 male), respectively. The mean ages of the participants were 13.99 and 13.78 years for the target group (children of low-income parents) and for the comparable group subjects, respectively. This population becomes an area of interest for the study because of the researcher's frequent and practical observation that these parents practice such a severe discipline techniques especially punishment and the presence of predominantly low income parents where their children are learning in an institution like mission school.

3.3. Samples and Sampling Procedures

All subjects of the target group were included in the study and 107 students (54 female and 53 male) of the comparable group were selected using stratified random sampling technique. First the subject were categorized in to male and female and then after, by using

tables of random numbers the required sample were selected from the total population of 445 (229 female and 216 male) children.

Since the number of the target group is small, those selected for the pilot study were included in the main study. Thus, 216 students selected and included in the present study. Nevertheless, the final data analysis carried out based on the responses of 205 participants out of which 101 from the target group and 104 from the comparable group. The response of three students were discarded due to incomplete information and the remaining eight students were absent during the administration.

The schools were purposefully selected for their convenience to get the required participants of the study

3.4. Data Collection Instrument

A self-reported questionnaire measuring children's social behavior containing 31 items and children's perception of their parental disciplinary behavior questionnaire with 32 items were employed to collect the relevant data from participants. It was constructed by the present researcher and has three parts. The first part meant to get general information about subjects. The second part of the questionnaire contained items measuring parental disciplinary techniques (the independent variables). Finally, the third part of the instrument is children's social behavior questionnaire that includes the aggressive and social withdrawal behavior subscales, which are designed to measure the social behavior of children.

Questionnaire method was employed for its advantage to collect data from relatively large sample size at a time and its advantage in increasing anonymity, decreasing the response set, and thereby increases the reliability of the data. Finally, to make the questionnaire easily understandable for the samples/subjects, it was translated in to Amharic

language by the researcher himself and two professionals, one from language and the other in psychology.

3.5. Procedures

3.5.1. Children Social Behavior Questionnaire

Children social behavior questionnaire, which includes social withdrawal and aggression subscales, consists of 31 items rated on five point scale as 1 (Strongly Disagree), 2 (Disagree), 3 (Undecided), 4 (Agree) and 5 (Strongly agree).

In children social behavior questionnaire, the first fifteen items are measures of social withdrawal behavior, while the remaining items (16 - 31) are measures of aggression.

The present researcher constructed the social withdrawal and aggression subscales by analyzing the main components of each measure from the existing literatures, theories and empirical findings done in the area under investigation. Originally, the aggression subscale contained 23 items and the social withdrawal subscale 24 items were constructed.

Then after, both subscales were evaluated for appropriateness in measuring the variables under consideration by five judges containing an instructor and four graduate students from the department of psychology in Addis Ababa University, of which three were from Developmental and one from Social Psychology stream. Accordingly, 18 items from social withdrawal and 20 items from aggression with above 50% agreement by the judges selected for pilot testing. In so doing the content validity of the instruments established. After pilot testing, 16 and 15 items from aggression and social withdrawal, subscales retained and included in the instrument for the main study.

3.5.2. Parental Disciplinary Technique Questionnaire

The independent variables of the study were the three different techniques of parental discipline, including power-assertion, reason-based discipline/induction and love-withdrawal as reported by children's perception. To all of the measures of parental disciplinary techniques, a four point rating scale ranging from 1 (Never true at all), 2 (Some times true), 3 (Most of the time true), and 4(Always true) was used. In this questionnaire, the first twelve items (1 - 12) are designed to measure power-assertion discipline technique while items from thirteen to twenty three and twenty four to thirty two are measures of reason-based and love-withdrawal disciplinary techniques respectively, which represents the three subscales of the questionnaire.

Dimension Discipline Inventory (DDI) (Straus & Fauchier, 2007) was the base for the development of the present instrument. The present researcher constructed most of the items from the existing literatures and some of them were adopted with some modification especially those items measuring power-assertion (for example, punish me with a paddle, belt and other object, Shout or yell at a child, Send child to bed without a meal), and reason-based discipline (for example, Make child apologize or say they were sorry for misbehavior, Explain rules to try to prevent child repeating misbehavior) discipline techniques.

Primarily, 16 items for power-assertion, 14 items for love-withdrawal, and 18 reason-based discipline techniques were constructed. After this, the constructed items evaluated for its appropriateness for the target variables the same judges. Based on this, 14, 12, and 15 items for power-assertion, love-withdrawal and reason-based discipline, respectively got above 50% of the judges agreement retained for the pilot study. In so doing, the content validity was established. After pilot testing, 12 items from power-assertion, 9 items from love-withdrawal and 11 items from reason-based discipline succeeded for the main study.

3.6. Piloting of the Instrument

The pilot study was carried out to test the reliability of the items included in all measures and its applicability and clarity for the subjects of the study. Hence, the pilot study was conducted on 40 (20 female and 19 male) randomly selected samples representing the target population under study. After collecting the data, item analysis was performed to check the reliability of the scales included in the questionnaire. Finally, items with the required reliability coefficient selected and included in the main instrument for the final study.

Based on the item analysis, the instruments found to have the following reliability coefficients. As a result, 4 items from power-assertion, 5 items from love withdrawal and 7 items from reason-based discipline were discarded due to low item-total correlation. Finally, 12 items from power-assertion, 9 items from love-withdrawal discipline, and 11 items from reason-based discipline with the reliability coefficient ($r = .79$), ($r = .74$), and ($r = .85$) respectively succeeded for the main study. Similarly, 4 items from aggression and 3 items from social withdrawal, totally 7 items from social behavior questionnaire were excluded for the same reason. Therefore, 16 and 15 items from aggression and social withdrawal subscales with $r = .92$ and $r = .76$ respectively left for the final study.

3.7. Data Collection Procedure

The questionnaire consists of both self-report and children's perceptions of parental disciplinary techniques were administered to the target population of the study as well as to a representative sample selected from the general comparable group for comparison purpose.

The Amharic version questionnaire was administered to the subjects after they have been given debriefing about the purpose of the study, to make them clear on how to fill it and

also to reduce the response set due to fear of privacy. The questionnaire was administered in the school's laboratory room and in the class room for the target group and the comparable group respectively with the help of the unit leaders of the schools and the research assistants. Research assistants were not only involved during administration of the questionnaire but also involved in coding and scoring the data. On top of this, the researcher was available during administration to clear ambiguities or any thing unclear about the questionnaire.

3.8. Method of Data Analysis

In order to analyze the collected data, descriptive statistics such as mean and standard deviation were employed to describe the characteristics of the subjects of the study. To analyze the data, independent sample t-test was used to see whether there is significance difference between the two groups, sexes, and age categories on parental disciplinary techniques such as power-assertion, love-withdrawal and reason-based discipline and the social behavior of children operationalized as aggression and social withdrawal behaviors. Correlation analysis was also employed to examine the relationship among the predictor and the criterion variables of the study. Following this, and stepwise multiple regression analysis were employed to find out the over all effect and the independent contribution of the predictor variables on each of the dependant variables. The confidence level for testing the existing significance difference was set to be 0.05.

CHAPTER 4: PRESENTATION AND ANALYSIS OF THE DATA

This chapter attempts to analyze and present the data on parental disciplinary techniques and children social behavior in three major parts. The first part presents the background characteristics of subjects involved in the study in terms of sex, age and groups. The second part of this chapter deals with the mean difference analysis as a function of age, sex, and groups of subjects in all the variables of the study. In part three, the correlation and the regression analysis were performed for the sex, age, and group variables for all the predictor and the criterion variables.

4.1. Background of Subjects

Table 1 presents the background of subjects' in terms of the groups, sex, and age.

Table 1: Background of Subjects

Variables		Attributes	Frequency	Percent
Target group	Sex	Female	54	46.50
		Male	47	53.50
		Total	101	100
	Age	10 - 14 years	68	67.30
		15 -18 years	33	32.70
		Total	101	100
Comparable group	Sex	Female	52	50.00
		Male	52	50.00
		Total	104	100
	Age	10 - 14 years	70	67.30
		15 -18 years	34	32.70
		Total	104	100

As can be seen from Table 1, the target group constitutes 49.3% of the respondents and the remaining 50.7% is accounted by the comparable group. In other words, out of the total participants of the study, 101(49.3%) of them were from the target group and the remaining 104(50.7%) subjects were from the comparable group. As indicated, the participants of the in the two groups are more or less comparable both in terms of number and male-female proportion. The Table also disclosed that the majority (67.3%) of subjects both in the target and comparable group were found in the age range between 10 – 14 years.

4.2. Parental Disciplinary Techniques across the Two Groups

As observed, Table 2 below presents the significance difference test results of the parental disciplinary techniques, including power-assertion, love-withdrawal, and reason-based discipline between the target and the comparable group.

Table 2: t-test comparison of the parental disciplinary techniques of the two groups

Variables	Groups	N	Mean	SD	t
Power-assertion discipline	Target group	101	36.81	2.30	40.69*
	Comparable group	104	18.20	3.99	
Love-withdrawal Discipline	Target group	101	18.45	3.56	6.17*
	Comparable group	104	15.14	4.17	
Reason-based discipline	Target group	101	18.75	3.38	-26.05*
	Comparable group	104	34.22	4.95	

*p < 0.05

Table 2 shows that the mean scores of the target and the comparable group on power-assertion and love-withdrawal discipline were significantly different ($t(203) = 40.69, p < 0.05$) and ($t(203) = 6.17, P < 0.05$) respectively, indicating that the target group children reported that their parents were used power-assertive and love-withdrawal techniques to handle their misbehaviors. Putting differently, parents of the target group were employed

more power-assertive and love-withdrawal disciplinary techniques to correct the misbehavior of their children, while parents of the comparable group practiced more reason-based discipline as a means of controlling and correcting their children's undesirable behavior ($t(203) = -26.05, P < 0.05$). Thus, all the three measures are statistically significant ($P < 0.05$).

In general, one can conclude that low-income parents were highly focused on using more or less punitive child disciplining strategies whereas parents of the comparable group preferred reason-based discipline as a method of dealing with children's misbehavior.

The mean scores of the two groups also show that parents of the target group greatly rely on using power-assertive discipline as a means of controlling their children misbehavior (Mean = 36.80) as compared to the parents of the comparable group (Mean=18.20). On the other hand, parents of the comparable group were more likely to use reasoning and discussion to handle their children's misbehavior as indicated by high mean score (Mean=34.22) as compared to parents in the target group (Mean=18.75).

4.3. Parental Disciplinary Techniques by Gender

Table 3 below reveals the result of the significance difference test of the mean scores of the parental disciplinary techniques, including power-assertion, love-withdrawal, and reason-based discipline between female and male subjects in the target group.

Table 3: t-test comparison of parental disciplinary techniques with gender in the target group (N=101)

Variables	Gender	N	Mean	SD	t
Power-assertion discipline	Female	54	36.89	2.46	-.36
	Male	47	36.72	2.13	
Love-withdrawal discipline	Female	54	17.56	3.38	2.74*
	Male	47	19.43	3.31	
Reason-based discipline	Female	54	19.44	3.39	-2.25*
	Male	47	17.96	3.22	

*P < 0.05

As shown in Table 3, the mean scores of love-withdrawal and reason-based discipline were statistically significant ($t(99) = 2.74, P < 0.05$) and ($t(99) = -2.25, P < 0.05$) respectively, revealing that parents of the target group were used different disciplinary methods to handle the misbehavior of their sons and daughters. Hence, they practiced love-withdrawal disciplinary technique to the misbehavior of their sons and reason-based discipline to their daughters. In other words, the mean score of love-withdrawal (Mean=19.43) for boys was significantly different from that of the girls (Mean=17.56, $P < 0.05$). Similarly, parents' use of reasoning as a disciplinary method show statistically significance difference, suggesting that parents of this group employed reason-based discipline more to girls (Mean =19.44) than boys (Mean= 17.96).

The Table also shows that the mean score of boys and girls on power-assertion discipline was not statistically significant ($P > 0.05$), suggesting that parents tend to use power assertion discipline technique to discipline their children irrespective of the child's gender. This finding appears to be inconsistent with the findings of Gershoff, 2002, and Rothbaum and Weisz, 1994 (cited in Articles Review of Law and Social Science, 2004).

However, parents' use of more reason-based discipline for girls also consistent with the finding indicated in the same source.

4.4. Parental Disciplinary Techniques versus Age

Table 4 discloses that the significance differences test result of the parental disciplinary techniques, including power-assertion, love-withdrawal, and reason-based discipline between the age groups of subjects in the target group.

Table 4: t-test comparison of parental disciplinary methods across age group of subjects (N=101)

Variables	Age Groups	N	Mean	SD	t
Power-assertion discipline	10-14 years	68	36.71	2.09	-0.66
	15-18 years	33	37.03	2.69	
Love-withdrawal	10-14 years	68	18.06	2.51	-1.63
	15-18 years	33	19.24	4.82	
Reason-based discipline	10-14 years	68	18.53	3.25	-0.95
	15-18 years	33	19.21	3.66	

P < 0.05

Table 4 disclosed that the mean scores for the different age groups of subjects on parental disciplinary techniques were not statistically significant ($P > 0.05$). In other words, parents of the target group employed almost similar disciplinary methods regardless of their children's age.

A possible explanation for this could be the fact that parents of the target group appear to be less diverse and more similar in their background variables like socioeconomic status, educational background and other variables and are less likely to consider the developmental characteristics of their children and are more likely to use punitive disciplining techniques may minimize the difference. This finding is inconsistent with the

findings of (Straus & Fauchier, n.d., & Henderson, 1981) that the nature and intensity of discipline varies depending on the child's age, sex and other variables including the social class of parents.

4.5. Children Social Behavior by Age Groups

Table 5 below reveals the mean score comparison of children social behaviors, that is, aggression and social withdrawal behavior of subjects in the target group by age.

Table 5: t-test comparison of social behavior across age groups of subjects (N=101)

Variables	Age Groups	N	Mean	SD	t
School aggression	10-14 years	68	65.82	3.15	-1.21
	15-18 years	33	66.64	3.20	
Social withdrawal	10-14 years	68	29.31	6.77	-1.40
	15-18 years	33	31.24	5.88	

$P < 0.05$

As observed in Table 5, the mean scores of aggression and social withdrawal behavior for the age variables were not statistically significant ($P > 0.05$). Putting differently, there is no statistically significant difference in the mean scores of aggression and social withdrawal behavior across the age groups of subjects in the target group. The mean scores of subjects in the two age groups for the variables under consideration are more or less similar, indicating that children's of the target group are more likely to behave in a consistent manner as they grow older.

The possible explanation for this non-significant difference may be explained by the uniform practice of parental disciplinary techniques for the two age groups, as indicated in

Table 4, could result in similar pattern of behavior in children in different age groups, thereby minimizing the difference.

4.6. Children Social Behavior versus Gender

Table 6 depicts the independent t-test comparison of aggression and social withdrawal behavior between male and female subjects in the target group.

Table 6: t-test comparison of aggression and social withdrawal behavior versus gender (N=101)

Variables	Gender	N	Mean	SD	t
Aggression	Female	54	66.28	3.36	-0.64
	Male	47	65.87	2.97	
Social withdrawal behavior	Female	54	30.96	7.11	-1.70
	Male	47	28.70	5.62	

P < 0.05

Table 6 disclosed that the mean aggression and social withdrawal scores of female and male subjects were not statistically significant ($P > 0.05$), showing that both female and male subjects of the target group exhibit more or less similar aggression and social withdrawal behavior in the school setting regardless of their gender differences. In other words, aggression and social withdrawal behaviors did not significantly vary as a function of students' gender. As indicated in Table 3, parents of the target group used similar disciplinary techniques both for male and female subjects, which may lead both female and male children to behave in a similar fashion.

4.7. Children Social Behavior across the Two Groups

Table 7 shows the comparison of aggression and social withdrawal behavior between the target and comparable group children.

Table 7: Comparison of social behavior mean scores between the target and comparable groups (N=205)

Variables	Groups	N	Mean	SD	t
Aggression	Target group	101	66.09	3.18	40.49*
	Comparable group	104	32.76	7.66	
Social withdrawal behavior	Target group	101	29.94	6.52	-2.11*
	Comparable group	104	31.92	6.90	

*P < 0.05

As observed in Table 7, the mean scores of aggression and social withdrawal behavior for the target and comparable group was found to be statistically significant ($t(203) = 40.49, P < 0.05$) and ($t(203) = -2.11, P < 0.05$) respectively, suggesting that the mean aggression scores of children with low-income parents was significantly different from those of the comparable group. In general, the finding shows that the target group children were more likely to show aggressive behavior in the school setting than the comparable group.

The finding also revealed the existence of statistically significant difference in the mean social withdrawal scores between the target and the comparable group children ($t(203) = -2.11, P < 0.05$). Hence, children from the comparable group exhibit more social withdrawal behavior than the target group.

The possible explanation for this result could be that parents of the comparable group practiced more reason-based discipline, which has positive correlation with social withdrawal behavior whereas parents of the target group employed mainly power-assertive discipline that has positive relationship with aggression.

4.8. Correlation Matrix of Variables of the Study

Table 8 displays the relationship between the independent and the dependant variables for both the target and the comparable group. Thus, the correlation results displayed above the diagonal line is for the target group, where as those indicated below are for the comparable group.

Table 8: Results of inter-correlation matrix for all variables (N=205)

Variables	Variables				
	1	2	3	4	5
1. Power-assertion discipline	1.00	0.91**	0.50**	-0.86**	-0.13
2. Aggression		1.00	0.41**	-0.82**	-0.02
3. Love-withdrawal discipline			1.00	-0.49**	-0.02
4. Reason-based discipline				1.00	0.21**
5 Social withdrawal					1.00

** P < 0.01

As can be observed from Table 8, aggression was correlated significantly and positively with power-assertion and love-withdrawal discipline ($r=0.91$, $P < 0.01$ and $r = 0.41$, $p < 0.01$ respectively) and negatively with reason-based discipline ($r = -0.82$, $P < 0.01$). It is also indicated that reason-based discipline has significant negative correlation with power-assertion and love-withdrawal discipline ($r = -0.86$, $p < 0.01$ and $r = -0.82$, $p < 0.01$). The result also disclosed that reason-based discipline has positive significant correlation with social withdrawal ($r = 0.21$, $P < 0.01$). In general, aggression scores were found to be significantly correlated with all the independent variables of the study, while social withdrawal behavior correlated only with reason-based discipline on the total subjects of the study.

4.9. Stepwise Multiple Regression Analysis

After investigating the relationship between the predictor and the criterion variables, stepwise regression analysis was conducted to discern out the relative contribution of the three independent (predictor) variables on the dependent variables. As a result, all the predictor variables were entered in the model step-by-step beginning from the variable with high correlation with the predicted variable.

Table 9: Stepwise multiple correlation coefficients and percentage of variance explained by power-assertion, love-withdrawal and reason-based discipline to the prediction of aggression (N=205)

Variables entered	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change in R Square
Power-assertion discipline	0.911	0.830	0.784	8.23	0.830**
Reason-based discipline	0.915	0.837	.0789	8.14	0.006*
Love-withdrawal discipline	0.917	0.841	0.839	7.11	0.005*

**P < 0.01, *P < 0.05

Constant= 22.44

As observed in Table 9, power-assertion discipline method was entered first in the regression model to determine its relative contribution to the variance of the predicted variable (aggression). The result indicates that power-assertive disciplinary technique accounts for the larger proportion to the variance of children self-reported aggression (83%), indicating that it was found to be the best predictor of the criterion variable. In the second step, reason-based discipline technique entered in the regression model and was found to

explain relatively very low proportion of the variance of aggression, showing that it is the second best predictor for aggression.

The additive effect of reason-based discipline to the explained variance of aggression by the first predictor variable was found to be small that raises the total explained variance to 83.7%. Thus, the independent variables altogether accounts for 84.1% of the variance of aggression, of which the third predictor variable added further 0.5% to the explained variance of aggression by the first two best predictor variables.

Table 10 below presents the one way analysis of variance of the stepwise multiple regression analysis of the predictor variables to the prediction of aggression scores.

Table10: Summery of one-way analysis of variance for the multiple regressions analysis

Variables entered	Source of Variance	Sum of Squares	df	Mean Square	F
Power-assertion Discipline	Regression	53115.33	1	53115.33	993.86**
	Residual	10848.99	203	53.44	
	Total	63964.32	204		
Reason-based discipline	Regression	53508.92	2	26754.46	516.90**
	Residual	10455.39	202	51.76	
	Total	63964.32	204		
Love-withdrawal Discipline	Regression	53805.66	3	17935.22	354.87**
	Residual	10158.67	201	50.54	
	Total	63964.32	204		

** P < 0.01

As can be seen from table 10, Power-assertion discipline entered in the model first and its contribution to the variance of aggression was significant ($F_{1, 203} = 993.86, P < 0.01$). In the next step, reason-based discipline entered in the model and its contribution to the variance of aggression was found to be significant ($F_{2, 202} = 516.90, P < 0.01$).

Furthermore, the F-test of the variable entered last in the regression model postulates that its effect to the variance explained by the first two predictor variables was significant ($F_{3, 201} = 354.87$). In general the F- test shows that the independent contribution of the three parental disciplinary techniques, namely power-assertion, reason-based and love-withdrawal discipline to the variance of aggression were found to be significant ($P < 0.01$).

Table 11 below presents the relative contribution of predictor variables such as power-assertion, reason-based and love-withdrawal discipline to the variance of aggression.

Table 11: The relative contribution of predictor variables to the prediction of aggression

Predictor Variables	Constant	b	Std. Error	β	t
Power-assertion Discipline	4.49	1.63	0.05	0.91	31.53**
Power-assertion Discipline	19.06	1.39	0.09	0.78	14.09**
Reason-based Discipline		-0.31	0.11	-0.15	-2.76**
Power-assertion Discipline	24.54	1.44	0.10	0.80	14.46**
Reason-based Discipline		-0.34	0.11	-0.17	-3.09**
Love-withdrawal Discipline		-0.34	0.14	-0.08	-2.42*

**P < 0.01, *P < 0.05

As can be show in Table 11, the regression model when only power-assertion discipline technique used as a predictor variable is $Y = 1.63 X_1 + 4.49$, where X_1 stands for

power-assertion discipline technique, indicating that it accounts the greatest proportion in the prediction of school aggression and hence the coefficient was significant ($t = 31.53, P < 0.01$).

The stepwise regression analysis also indicated that the combination of reason-based and power-assertion discipline produce the regression model of $Y = 1.39X_1 + -0.31X_2 + 19.06$, where X_2 is reason-based discipline and the respective regression coefficient was significant ($t = 14.09, P < 0.01$ and $t = -2.76, P < 0.01$ respectively). Similarly, the regression analysis produced the last model ($Y = 1.44X_1 + -0.34X_2 + -0.34X_3 + 24.54$, where X_3 is love-withdrawal discipline) to the prediction of aggression whose coefficients were found to be significant ($t = 14.46, P < 0.01, t = -3.09, P < 0.01$ and $t = -2.42, P < 0.05$ respectively).

Table 12: Stepwise multiple correlation coefficients and percentage of variance explained by reason-based discipline to the prediction of social withdrawal behavior (N=205)

Variables entered	R	R Square	Adjusted R Square	Std. Error	R Square Change	t	F
Reason-based discipline	.21	.044	0.40	6.64	.044	3.02**	9.44**

**P < 0.01

Constant = 26.65

Table 12 reveals that the stepwise multiple regression considering the predictor variables independently, found that reason-based discipline was the only best predictor of social withdrawal accounting for 4.4% of the explained variance in social withdrawal behavior. The regression model indicates that any further analysis for the other predictor variables were found to be insignificant to the prediction of social withdrawal behavior and the variables were excluded in the regression model. Therefore, the predictor variables of

power-assertion and love-withdrawal discipline were excluded from the model for their additive effect to the prediction of the explained variance of the predicted variable was not significant.

The F- test also indicate that in the stepwise multiple regression model, reason-based discipline entered and found to explain significantly the variance in social withdrawal behavior, indicating that the regression coefficient was significant ($F_{1,203} = 9.44, P < 0.01$).

As observed in the above Table, the t-value indicates that the predictor variable entered in the stepwise regression analysis (reason-based discipline) was found to be a significant predictor of the variance of social withdrawal and explained the greater proportion of its variance ($t = 3.02, P < 0.01$) with the regression model $Y = 26.65 + 0.16X_2$, where Y is social withdrawal, the predicted variable.

Table 13 below presents the correlation matrix of all the variables for the target and comparable group

Table 13: Results of inter-correlation matrix for all variables (N =101)

Variables	Variables				
	1	2	3	4	5
1. Power-assertion discipline	1.00	0.61*	0.16	-0.21*	-0.15
2. Aggression	0.09	1.00	-0.18	-0.14	0.05
3. Love-withdrawal discipline	0.54*	0.09	1.00	-0.24*	0.05
4. Reason-based discipline	-0.18	0.08	-0.37	1.00	0.38*
5 Social withdrawal behavior	0.15	0.56*	0.04	0.05	1.00

*P < 0.05

As can be seen from table 13, power-assertion discipline method was correlated significantly and positively with aggression ($r = 0.61, P < 0.05$). It is also noticeable that reason-based discipline was also negatively correlated with power-assertion ($r = -0.21$) and

with love-withdrawal method of discipline ($r=-0.24$), indicating that they have inverse relationship among themselves. Reason-based discipline also show positive, significant correlation with social withdrawal behavior ($r=0.38$, $P < 0.05$) in the target group.

However, in the same Table, both power-assertion and social withdrawal disciplinary techniques have positive but insignificant correlation with both aggression and social withdrawal behavior for the comparable group.

Finally, the important point that has to be noted from the above Table is that at least two of the independent variables were significantly correlated with the dependant variables for the target group, while none of them was significantly correlated with the dependent variables in the comparable group.

Table 14: Stepwise multiple correlation coefficient and percentage of variance explained by power-assertion discipline to the prediction of aggression (N=101)

Variables entered	R	R Square	Adjusted R Square	Std. Error	R Square Change	t	F
Power-assertion discipline	0.61	.367	.36	2.54	.367	7.58**	57.44**

** $P < 0.01$

As observed in Table 14, power-assertion discipline was the only variable entered in the model and found to explain the greater proportion of the variance of aggression in the target group, accounting 37% of the explained variance of the predicted variable. The F- test also indicate that, in the stepwise multiple regression model, reason-based discipline entered and found to explain significantly the variance in social withdrawal behavior, indicating that the regression coefficient was significant($F_{1, 99}=57.44$, $P < 0.01$).

As observed in the above Table, the t-value indicates that the predictor variable entered in the stepwise regression analysis (reason-based discipline) was found to be a significant predictor of the variance of social withdrawal and explained the greater proportion of its variance ($t = 7.58, P < 0.01$) with the regression model $Y = 35.31 + 0.84X_1$, where Y stands for aggression and X_1 is the predictor variable.

The regression model indicates that any further analysis for the other predictor variables were found to be insignificant to the prediction of social withdrawal behavior and the variables were excluded in the regression model. Therefore, the predictor variables of power-assertion and love-withdrawal discipline were excluded from the model for their additive effect to the prediction of the explained variance of the predicted variable was not significant.

Table 15: Stepwise multiple correlation coefficients and percentage of variance explained by reason-based discipline to the prediction of social withdrawal behavior (N=101)

Variables entered	R	R Square	Adjusted R Square	Std. Error	R Square Change	t	F
Reason-based discipline	0.38	0.144	0.136	6.06	0.144	4.09**	16.69**

**P < 0.01

Constant = 16.23

As can be seen from Table 15, reason-based discipline was the only variable entered in the model and found to explain the greater proportion of the variance of social withdrawal behavior in the target group, accounting 14.4 % of the explained variance of the predicted variable. The F- test also indicate that, in the stepwise multiple regression model, reason-based discipline entered first and found to explain significantly the variance in social

withdrawal behavior, indicating that the regression coefficient was significant ($F_{1,99}=16.69$, $P < 0.01$).

As shown in Table 15, the t-value indicates that the predictor variable entered in the stepwise regression analysis (reason-based discipline) was found to be a significant predictor of the variance of social withdrawal and explained the greater proportion of its variance ($t=4.09$, $P < 0.01$) with the regression model $Y = 16.23 + 0.73X_2$, where Y is the predicted variable and X_2 is the predictor variable.

The regression model indicates that any further analysis for the other predictor variables was found to be insignificant to the prediction of social withdrawal behavior and the variables were excluded in the regression model. Therefore, the predictor variables of power-assertion and love-withdrawal discipline were excluded from the model for their additive effect to the prediction of the explained variance of the predicted variable was not significant.

CHAPTER 5: DISCUSSION

The purpose of this study was to assess the relationship between the parental disciplinary techniques (power-assertion, reason-based and love-withdrawal discipline techniques) and children's social behavior (aggression and social withdrawal behavior). Thus, in order to answer the research questions addressing this relationship, the data gathered through children perception of parental disciplinary behavior and the self-reported measures of children's own behavior were analyzed using different statistical procedures. Based on this, the findings of the study were discussed in view of the research questions in the following manner.

5.1. Differences in Parental Disciplinary Practice as a Function of Gender, Age, and Group of Subjects

To investigate the basic questions regarding the differences in parental use of the three disciplinary techniques across groups of subjects, gender and age groups, comparison of mean scores were performed.

5.1.1. Parental Disciplinary Practices versus Groups of Subjects

As indicated throughout this study two groups were considered to see whether there is variation between parents in using disciplinary practices when their children show misbehavior. In other words, children's of low-income parents constituting one of the groups (target group) were compared to general comparable group children.

The findings of the present study confirm that the disciplinary techniques employed by low income parents were found to be significantly different from the discipline method used by parents' of the comparable group. More specifically, parents of the target group tend

to use more of power-assertive and love-withdrawal discipline techniques as a method of managing children's misbehavior, whereas parents of the comparable group make use of reason-based discipline. Consistent to the present finding, Walter et al. (cited in Adugna, 2005) forward that low income families tend to use physical punishment and other discipline mechanisms as compared to parents of the middle class, who are more likely to use reasoning, explanation of consequences and discussion to solve their children's misbehavior.

5.1.2. Parental Disciplinary Techniques versus Gender

Results of the present study disclosed that parental use of power-assertive, love-withdrawal and reason-based discipline techniques did not show any significant difference across the two sexes of the target group. In other words, the finding confirms that parents of the target group more or less use similar disciplining method to the misbehavior of children found in the age range between 10 – 14 years and 15 – 18 years.

This result of the study is inconsistent with the findings of (Sears, Maccoby & Levin, 1957 cited in Papalia, 1982) suggesting that parents are more likely to use power-assertion methods to their son's and reason-based discipline to their daughter's misbehavior. Similarly, Maccoby and Jacklin, 1974 (cited in Papalia, 1982) also indicated that boys are more likely to be strictly disciplined than are girls. Furthermore, Smetara, 1989 (cited in Articles Review of Law and Social Science, 2004) postulates that parents employed different types and levels of severity of discipline with boys and girls, and hence they used more reason-based type of discipline to girls and more physical punishment with boys undesirable behaviors.

5.1.3. Parental Disciplinary Technique with Age

It is indicated in the review of literature that parental use of the different disciplinary techniques may vary depending on the age of the child. Accordingly, Straus and Fauchier (n.d) suggest that the disciplinary method used by parents in preadolescence is different from young children. However, the findings of the present study indicate that parents were more likely to use similar pattern of disciplinary techniques regardless of their children's age.

In other words, parental disciplinary techniques did not show any significant difference when children grow older, which appears to be in disagreement with findings mentioned above. The possible explanation for this insignificant difference could be that parents are more or less similar in other background variables like socioeconomic status, educational level, etc, that can contribute to parents' use of such disciplinary methods across the different age groups could minimize the difference (Henderson, 1981).

5.2. Children Social Behavior versus Groups, Gender, and Age

The subjects group, sex, and age were hypothesized to have effects on the social behavior of children operationalized as aggression and social withdrawal behavior. Thus, the variation of the dependant variables because of the background variables, namely gender, age and group of subjects were determined using t-test of equality of means.

5.2.1. Social Behavior across Age Groups

Theoretically, children social behavior (school aggression and social withdrawal behavior) are perceived to be related to each other. It is clearly formulated that children social behavior, especially physical aggression assumed to reach its maximum between age 13 and 15 years and then after decreases, while other non physical forms of aggression

continue to persist throughout life (Cook & Cook, 2005). Similarly, evidences indicate that the frequency or the recurrence of aggressive behavior decreases from childhood onwards (Papalia, 1982).

However, the findings of this study indicate that children's found in the age range between 10 – 14 years were not significantly different in their social behaviors from older children (15 – 18 years). In other words, children of the target group did not show variation in aggression and social withdrawal behavior as a function of age, that is, they reflect almost similar pattern of aggressive and social withdrawal behavior both in their late childhood and adolescence period.

5.2.2. Social Behavior versus Gender

Several evidences show that the sex of the child has strong relation with the aggressive behavior of the individual. For instance, Crick, Casas, and Mosher, 1997; Crick and Grotpeter, 1995 (cited in Cook & Cook, 2005) argues that boys are more physically and verbally aggressive than girls, and girls are more likely to exhibit indirect aggression. Others like Codry and Ross, 1985 (cited in Hogg & Vaughan, 2005) suggest that boys are socialized to be more aggressive than girls are.

However, the results of the present study indicated that female and male students appeared to be similar in aggressive as well as in social withdrawal behavior in the school setting. In general, this finding seems to be partly inconsistent with the above mentioned literatures and partly consistent with the findings of (Eagly & Steffen, 1986; Harris, 1992 cited in Hogg & Vaughan, 2005) that females are almost similar to males in verbal aggression in similar contexts.

5.2.3. Social Behavior across the Target and Comparable Groups

The findings of the present study indicate that there was significance difference between the target group and the comparable group children in their social behavior, namely aggression and social withdrawal behavior. In other words, the target group, children from low income parents was found to be more aggressive and socially withdrawn than are the comparable group children. This finding seems to be consistent to the findings of (Siegelman, cited in Slegel et al., 1966) suggesting that loving parents are more likely to have outgoing children, while rejecting parents tend to have children with social withdrawal behavior.

Consistent to this finding, Tikur (cited in CYAO, 1996) suggest that children are high likely to learn from family treatment and display similar behavior in various settings.

The possible explanation could be that the target group children would have been exposed to and learned such behaviors from their parents and are most likely to act it out with peers at school.

5.3. The Relationship between Parental Disciplinary Techniques and children Social Behavior

The finding of the present study reveals significant relationship between power-assertion discipline and children aggression. Furthermore, the result of the correlation analysis indicate that power-assertive discipline technique is significantly and positively correlated with children self-reported aggressive behavior ($r=0.61$, $p < 0.05$) in the target group.

This result clearly shows that power-assertive discipline has an important association with the development of aggressive behavior in children in the target group, Whereas for the

comparable group, power-assertive discipline has positive correlation with aggression and social withdrawal but not significant. In addition, the correlation analysis also shows the existence of positive and significant relationship between reason-based discipline and social withdrawal behavior of children.

The stepwise regression analysis further confirms that the relative contribution of power-assertive discipline technique was found to be significant in predicting children aggressive behavior in children. Hence, the result of the analysis indicates that power-assertive discipline strategy of parents independently accounts for 83 % of the change in the variance of aggression. The other independent variables, that is, reason-based and love-withdrawal discipline were found to have very little effect (0.6 % and 0.5% respectively) to the prediction of aggression.

The result of stepwise multiple regression analysis, therefore, reveals that the contribution of power-assertive, love-withdrawal, and reason-based discipline techniques all together to the predication of aggression was statistically significant. Therefore, in this study, all the three predictor variables were found to explain 84.1% of the variance of aggression and it is understandable that the remaining 15.9 % of the variance in children aggression is explained by other factors/variables.

Though it seems less conclusive, one can fairly generalize that the use of power-assertive discipline is the best predictor of children aggression, especially in children's of low income parents than others. In other words, it is to say that the more parents rely on using punishments, insulting, humiliating, and removal of privileges as a means of handling children's undesirable behavior, the more likely are children to develop and reflect aggressive behavior in other settings like school.

The finding of this study is consistent with the findings of Tigist and Derege (cited in Desalegn, 1998, & Papalia, 1982). Moreover, Sprinthal (cited in Adugna, 2005) suggest that high level of aggression in children is strongly correlated with parental use of corporal punishment as a discipline technique. In this regard, Bernhardt (1964) discloses that parents' use of severe physical punishment is strongly associated with hostile and undesirable behavior of children.

This finding is also supported by Hurlock (1980) that corporal punishment has undesirable effects on the behavior and personality of children(Sentayehu,1998) that the methods used by parents to discipline the misbehavior of children have been found to be related to children's aggressive as well as social withdrawn behavior.

The regression analysis result of the present study also reveals that parents' use of reasons-based discipline to handle their children's misbehavior has a significant contribution in the predication of social withdrawal behavior in children.

The finding further showed that reason-based discipline accounts for 14.4% of the variance in social withdrawal behavior among the target group children. The findings of the study indicate that other independent variables (power-assertive and love-withdrawal discipline techniques) were found to have very much insignificant effect on children social withdrawal behavior and were excluded during the regression analysis model.

However, this finding is inconsistent with the findings of (Gursec & Goodnow, 1994) that proposes inductive or reason-based discipline has high likelihood for internalization of the parents attempt of discipline on the part of the child and hence less likely to have undesired effect on children behavior, and (Roe & Siegelman,1964 cited in Slegel et al., 1966) that loving parents are more likely to have outgoing children, while rejecting ones usually have children with social withdrawal behavior.

In general, the findings of the present study disclosed that parental use of power-assertive technique, in line with several findings in the literature, was found to be a strong and potential predictor of aggression in children's of low income families/parents.

CHAPTER 6: SUMMERY, CONCLUSION, AND SUGGESTIONS

6.1. Summery

Since the child's development is taking place in a social environment where there are several interacting factors, it is obvious that a number of variables may account for the development of aggressive and social withdrawal behaviors in children. This study, however, focused on the role of the different parental disciplinary techniques, for example, power-assertion, reason-based, and love-withdrawal techniques to the development of aggression and social withdrawal behavior in primary school children.

The study was conducted on subjects from two primary schools, constituting the target and the comparable group of the study. While subjects of the target group were all included, representative sample were drawn from the comparable group using stratified random sampling technique and then table of random numbers was employed to get the required sample. The two groups, i.e., the target group and the comparable group consisting of 101 and 104 subjects respectively were included in the study to collect first hand information.

The required data were gathered through constructed self-reported and children's perception of parental disciplinary techniques questionnaire. The data were analyzed and interpreted in view of the research questions and the review of literature.

To this effect, the present study investigated the significance of all variables against the background variables (gender, age and group of subjects). Moreover, an attempt was also made to find out the relationship between all the independent variables and dependant variables. The relative predictive power or contribution of the aforementioned independent

variables on the dependent variables was also computed using stepwise multiple regression models.

Thus, on the basis of the data analysis, the findings of the study could be summarized as follows:

With regard to the variation of the independent variables as a function of gender, age and group of subjects, a significance difference test result revealed the existence of significant difference between the disciplinary techniques used by parents of the target and comparable group only and insignificant for age and sex variables. Accordingly, parents of the target group employed more power-assertion and love-withdrawal techniques, whereas parents of the comparable group used more reason-based discipline to handle their children's misbehavior.

Moreover, the significant difference test result revealed that the two groups were also significantly different on aggression and social withdrawal behaviors. According to the result, the target group was found to be more aggressive than the comparable group children were.

The study also disclosed that power-assertive disciplinary technique has significant positive and negative correlation with aggression for the target group but not significant for the comparable group.

A stepwise regression analysis revealed that the relative contributions of power-assertive, reason-based and love-withdrawal discipline techniques to the variance of aggression measure were significant. Power-assertion discipline method was found to explain the greater proportion of the changes in the variance of the predicted variable.

The stepwise multiple regression result also shows that reason-based discipline was the best predictor of the variance of social withdrawal behavior and explained the greater

proportion of its variance. The findings of the present study also show that power-assertion, reason-based, and love-withdrawal discipline together accounted for a significant proportion of variance in children self-reported aggression.

As shown in the review of literature, children social behavior and parental power-assertive discipline technique are considered important in relation to the aggressive as well as social withdrawal behavior of children. The different research findings lend support to this view point. In contrary, love-withdrawal discipline, despite its significant relationship with measures of social behavior as indicated in the correlation analysis, it does not made any contribution to each measure as shown by stepwise multiple regression.

In general, the aforementioned results depict the presence of important relationship between measures of parental disciplinary techniques and measures of children social behavior.

6.2. Conclusion

Based on the data analysis, the finding of the study can be concluded under the following points:

- ❖ Almost all the predictor variables (power-assertion, love-withdrawal and reason-based discipline) and the entire dependant variables (aggression and social withdrawal) showed significance difference across the target and comparable groups of the study. Parents of the target group found to practice more power-assertion and love-withdrawal discipline, whereas those of the comparable group used reason-based discipline technique to deal with their children's misbehavior. Moreover, the target group children were more likely to show aggressive behavior in the school setting than the comparable group.

- ❖ Power-assertion and reason-based discipline techniques were significantly associated with the measure of aggression and social withdrawal behavior, respectively.
- ❖ Power-assertive discipline was found to be the most important predictor variable that significantly contributed to measures of aggression in the target group children but not significant for the comparable group. Children's of the target group reported more aggressive behavior than those in the comparable group.
- ❖ Power-assertive, reason-based and love-withdrawal discipline techniques separately or jointly associated to the development of aggressive behavior of children with low income parents.
- ❖ Reason-based discipline was found to be significantly related with social withdrawal behavior of children in the target group.
- ❖ Finally, the result also indicated that almost all the variables of the study did not show significant variations as a function of sex and age of subjects in the study.

In general, the findings of the present study come up with some how new evidences when viewed from the available theoretical and empirical evidences mentioned in the review of literature part. Through out the literature gender and age wise difference was depicted in parental disciplinary techniques and children social behavior, while in the present study this noticeable difference were not replicated even though it appears to be less conclusive because of the effect of other confounded variables which calls for further comprehensive investigation of the issue.

6.3. Suggestion

In line with the major findings of the study and the conclusions made, the following suggestions were put forward.

- ❖ As indicated parents of the target group (low-income parents) used more power-assertion discipline, which shows significant association with children aggression. This has an implication for child right institution and social workers to give emphasis on the effect of home environment, and provide an extensive training especially to those who are economically as well as socially deprived groups, as the target group parents of the study, on how to rear children in general and how to discipline children's misbehavior in particular.
- ❖ It is also important that teachers of such schools have to make an attempt at least to reduce the effects of the home environment on children's behavior by teaching desirable and positive behaviors both theoretically and practically by being a good model for these children and praising children for their good behavior. Teachers can also exceedingly important in teaching this group of parents about the effect and consequence of disciplinary techniques on children's behavior and overall future development by arranging especial informative seminars and programs.
- ❖ In order to avoid or at least minimize the prevalence of punitive disciplinary techniques and other deterrents of children social development, the collaborative effort of the government, community leaders, religious leader advocate child right and teach parents healthy disciplinary techniques.
- ❖ Finally, the attention given to parental disciplinary techniques and its effect on children's behavior appeared to be inadequate. Hence, educators, researchers and others have to conduct extensive research on this area to uncover the all rounded effect of parental

disciplinary techniques by controlling the effect of other confounding variables and/or by considering potential contributing factors and triangulating the data through different methods of data collection.

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Appendix A

አዲስ አበባ ዩኒቨርሲቲ የድህረ-ምረቃ ትምህርት ፕሮግራም የሳይኮሎጂ ትምህርት ክፍል

መጠይቅ

የዚህ መጠይቅ ዋና አላማ ወሳጆች የልጆቻችውን ባህሪ ለማስተካከል የሚጠቀሙበት ስልት በልጆች ማህበራዊ ግንኙነት ላይ የሚያስከትለውን ተፅዕኖ በተመለከተ ለሚደረግ ጥናት መረጃ ለመሰብሰብ ታስቦ የተዘጋጀ ነው። ስጥናቱ ስኬትና ውጤታማነት የአንተ/ቺ ፈቃደኝነትና ትብብር በጣም ክፍተኛና ወሳኝ ሚና አለው።። ከዚህ ጋር በተያያዘ የምትሰጠው/ጪው ማንኛውም መረጃ በክፍተኛ ሁኔታ ሚስጥራዊቱ ተጠብቆ ስጥናቱ ብቻ የሚውል መሆኑን አስቀድሜ ሳረጋግጥ አይደለም። በመጠይቁ ላይ ስም መፃፍ አያስፈልግም። መጠይቁን በትክክል እና በታማኝነት በመሙላት ሳደረግህልኝ/ሽልኝ ትብብር ከወዲሁ አመሰግናለሁ!!!

ክፍል አንድ:- አጠቃላይ መረጃ

መመሪያ:- እባክህ/ሽ ከታች ስቀረቡት ጥያቄዎች/ዐረፍተ-ነገሮች በተሰጠው ሳጥን ውስጥ የ"√" ምልክት በማስቀመጥ ወይም በተሰጠው ቦታ ላይ ተፈሳጊውን መልስ በመፃፍ መልስ/ሺ።

1. ፆታ:-

ሴት

ወንድ

2. የት/ት ደረጃ _____

3. አድሜ-----

ክፍል ሁለት፡- የወሳኛ የባህሪ ማስተካከያ ስልት መጠይቅ

መመሪያ፡- ከታች የቀረቡትን ጥያቄዎች (ዑነገሮች) በትክክል እና በጥንቃቄ ካነበብህ/ሽ በኋላ ወሳኞቻህ/ሽ ያንተን/ያንቺን ባህሪ ለማስተካከል የተገሰጹትን ስልቶች ስምን ያህል ጊዜ እንደሚጠቀሙ 1 (አይ በጭራሽ)፣ 2 (እንዳንድ ጊዜ) ፣ 3 (አብዛኛውን ጊዜ) እና 4 (ሁል ጊዜ) የሚሉትን አማራጮች በመጠቀም ከጥያቄው ፊት ለፊት በተሰጠው ቦታ የ "√" ምልክት በማድረግ መልስ/ሽ፡፡

ተ. ቁ	ወሳኞቹ ወይም አሳዳጊዎቹ፡-	1	2	3	4
1	ጥፋት በማጠፋበት ጊዜ በዱሳ፣ በቀበቶ ፣ በአሰንጋ ወይም በሌላ ነገር ይቀጠራል(ይገርፈዋል)				
2	በምረብሽበት ስዓት በድርጊቱ እንዳፍር ወይም እንደሽማቅያ ይደርገዋል				
3	በማጠፋበት ጊዜ በቁጣ ቃል ይጮሁብኛል				
4	ጥፋት ሳጠፋ ደደብ ፣ የማያገናኝብ/የማታገናኝብ ወዘተ በማለት ይሰድቡኛል				
5	በማጠፋበት ጊዜ ምግብ ሳይሰጡኝ ወደ መኝታይ ወይም ትምህርት ቤት እንድሄድ ያደርገዋል				
6	በማጠፋበት ጊዜ እንዳልጫዎት ወይም የፈሰሰሁትን እንዳሳደርግ ይከስክሱኛል				
7	በማጠፋበት ጊዜ የመጫዎቻ አቃዎችን እነጠቃሰሁ፣ የሚያደርገኛኝን እንክብካቤ አያደርገኛኝም				
8	በጥቃቅን ስህተት ወይም ጥፋት ይጨቃጨቁኛል				
9	የልጆችን ባህሪ ለማስተካከል መግረፍን ወይም አካላዊ ቅጣትን የተሻሰ አማራጭ አድርገው ይወስዱታል				
10	በማጠፋበት ጊዜ ፀጥ ብዬ እንድቀመጥ ወይም ቤቱን ሰቅቄ እንድወጣ ያደርገዋል/ያስጠነቅቁኛል				
11	በምሰራው ጥፋት ሁሉ ይበሳጩብኛል				
12	በማጠፋበት ጊዜ ያስፈራራኛል ፣ ድጋሚ ባጠፋ እንደሚገርፈኝ ይዘቱብኛል				
13	ለማጠፋው ማንኛውም ጥፋት ይቅርታ እንድጠይቅ ያደርገዋል				
14	በድጋሚ እንዳሳጠፋና ጥሩ ባህሪ እንዳሳይ የተሰደደ ማበረታቻ ይሰጡኛል				

15	በመጀመሪያ ማድረግ ያስብኝና የሴብኝን በግልፅ ያስዳኛል				
16	በድጋሚ እንዳሳጠፋ/እንዳልሳሳት ጥፋቱ የሚያስከትለውን ጉዳት በመንገር/በማስረዳት ያስጠነቅቁኛል				
17	የልጆችን ጥፋት መንገር እና ጥፋቱ ሲያስከተለው የሚችለውን ውጤት ማሳየት ልጆችን ከስህተታቸው ለመመለስ ጥሩ ዘዴ ነው ብለው ያምናሉ				
18	አንድ ነገር አታደርግ በሚሉበት ወቅት ምክናያቱን ያብራራልኛል				
19	ጥፋት ሳጠፋ ከመቅጣታቸው በፊት ስምን እንዳጠፋሁ ምክናያቱን በመጠየቅ ለመረዳት ይሞክራሉ				
20	መጥፎ ባህሪ ማሳየት፣ የታዘዙትን አስመፈጸም ወዘተ... ትክክል አስመሆኑን በግልፅ ያስረዳኛል				
21	በማጠፋበት ጊዜ ስለጥፋቱ ከእኔ ጋር በመወያየት በድጋሚ እንዳሳጠፋ ያሳምኑኛል/ያደርጉኛል				
22	በማጠፋበት ጊዜ ጥፋቱ ህይወቴ ላይ የሚኖረውን መጥፎ ጎን/ጉዳት ይነግራኛል				
23	ጥፋት ባጠፋሁ ጊዜ ጥፋቱን እንዳስተካክል የበለጠ ፍቅር ይሰጡኛል				
24	በማጠፋበት ጊዜ የሚሰጡኝን ፍቅር ይቀንሱብኛል				
25	በማጠፋበት ቀን የጥላቻ ስሜት ያሳዩኛል				
26	በማጠፋበት ጊዜ ከእኔ ጋር ለመነጋገር አይፈልጉም ወይም ፈቃደኛ አይሆኑም				
27	በማጠፋበት ጊዜ ለእኔ ፍላጎቶች ትኩረት ስለማይሰጡ አያሟሉኛልም				
28	ጥፋት ባጠፋሁ ቀን ዛሬ ምን ተማርህ/ሺ ብለው አይጥይቁኝም ወይም ደብተራን አያዩኛልም				
29	በማጠፋበት ወቅት እንደሌሎች አያቀርቡኝም፣ አይንከበከቡኝም				
30	በምረብሽበት ጊዜ ችላ ይሉኛል ወይም ለእኔ ትኩረት አይሰጡኝም				
31	በማጠፋበት ጊዜ ያኮርፏኛል				
32	ጥፋት ሳጠፋ በጥፋቱ ወይም በመጥፎ ምግባራ እንደጠሉኝ ይነግራኛል				

ክፍል ሶስት፡- የልጆች ማህበራዊ ባህሪ መጠይቅ

መመሪያ፡- ከታች የቀረቡትን ጥያቄዎች (ዐ.ነገሮች) በትክክል እና በጥንቃቄ ካነበብህ/ሽ በኋላ ወሳኝነቱ/ሽ ያንተን/ያንቺን ማህበራዊ ግንኙነት(ከጓደኞችህ/ሺ ጋር ያሰህን/ሽን ግንኙነት) በትክክል ይገልጻል የምትሉትን 1 (በጣም አልሰማሳም)፣ 2 (አልሰማሳም)፣ 3 (መወሰን አልችልም)፣ 4 (አስማሳለሁ) እና 5 (በጣም አስማሳለሁ) የሚሉትን አማራጮች በመጠቀም ከጥያቄው ፊት ሰፊት በተሰጠው ቦታ የ "✓" ምልክት በማድረግ መልስ/ሽ፡፡

ተ. ቁ	ዐ.ነገሮች	1	2	3	4	5
1	በምጫዎትበት ቦታ በጓደኞቼ በጣም ተወዳጅና ታዋቂ ነኝ					
2	ከጓደኞቼ ጋር መጫዎት ምችት አይሰጠኝም(አያስደስተኝም)					
3	ከጓደኞቼ ጋር የቀረበ ግንኙነት አለኝ					
4	በትምህርት ቤት የማወራው ወይም የምቀርበው ጓደኛ የሰኝም					
5	ብዙውን ጊዜ ከጓደኞቼ ጋር መጫዎትና መስራትን አመርጣለሁ					
6	ጓደኞቼ እና የምቀርባቸው ሰዎች በጣም ጥቂት ናቸው					
7	አብዛኛውን ጊዜ በት/ት ቤትም ሆነ በሰፈር ውስጥ ከጓደኞቼ ጋር ከመጫዎት ይልቅ ሲጫዎቱ ማየትን አመርጣለሁ					
8	ጓደኝነት ስመመስረት ከባድና አስቸጋሪ ይሆንብኛል					
9	ችግር በሚያጋጥመኝ ጊዜ ከመምህሮቼም ሆነ ከጓደኞቼ አርዳታ አልጠይቅም					
10	ብዙውን ጊዜ ብቻዬን መሆን አመርጣለሁ					
11	ብዙውን ጊዜ የመገሰስ ስሜት ይሰማኛል					
12	ጓደኝነት ስመመስረትም ሆነ በጓደኞቼ ስመወደድ የማደርገው ጥረት አልፎ አልፎ ይሳካልኛል					
13	በትምህርት ቤትም ሆነ በሰፈር በሚነሱ ጉዳዮች መሳተፍ ያስደስተኛል					
14	ከጓደኞቼ ጋር የቀረበ ግንኙነት በመመስረት ደስታን አፈጥራለሁ					
15	ከብዙ ሰዎች ጋር እንዳሳወራ ወይም እንዳልገናኝ ከተከሰከልኩ ደስተኛ አልሆንም					

16	ጻደኞቹ ስህተት ሰርተው ሲገረፉ ደስ ይሰኛል					
17	ብዙውን ጊዜ በጻደኞቹ ላይ በቀጣ ቃል እጫህባቸዋለሁ					
18	ከጻደኞቼም ሆነ ከመምህሮቼ ጋር ጥሩ ግንኙነት አለኝ					
19	በሚያጠፉት ማንኛውም ጥፋት ጻደኞቼን መምታት፣ መስደብና ማንቋሽሽ ደስ ያሰኝኛል					
20	በጻደኞቹ ላይ ማሾፍ ያስደስተኛል					
21	ከጻደኞቹ ጋር በምንጫወትበት ጊዜ የሚያጣሳ ነገር ቢፈጠርም ከመደባደብና ከመሳደብ አቆጣጠር					
22	ከጻደኞቹ ጋር በምጫወትበት ጊዜ መጥፎ (የሚያስቀይሙ) ቃላትን ሳስመጠቀም አጠነቀቃለሁ					
23	ጻደኞቹ እኔ እንደምፈልገው ሳይሆኑኛል ሲቀሩ እሰድባቸዋለሁ					
24	በጻደኞቹ ዘንድ የምታወቀው በረባሽነቴ ነው					
25	በክፍል ውስጥ በመረበሽ ብዙውን ጊዜ በአስተማሪዬ እቀጣለሁ/እገረፋለሁ					
26	ብዙውን ጊዜ ከጻደኞቹ ጋር በአንድ ነገር ከተከራከርሁ እጣሳለሁ					
27	አብዛኛውን ጊዜ ከጻደኞቹ ጋር በምጫወትበት ወቅት ካናደዱኝ እሰድባቸዋለሁ አስፈራራቸዋለሁ					
28	ብዙውን ጊዜ ከጻደኞቹ ጋር በማደርገው ግንኙነት እናደዳለሁ እበሳጫለሁ					
29	በትንሽ ምክንያዳት ከጻደኞቹ ጋር እጣሳለሁ					
30	አንድን ነገር ሰማግኘት ከፈለግሁ በጥል/በሀይልም ቢሆን የፈለግሁትን አገኛለሁ					
31	ከአስተማሪዎቼም ሆነ ከሌሎች ሰዎች ጋር በምነጋገርበት ወቅት በቀሳሱ እናደዳለሁ					

Appendix B

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DEPARTMENT OF PSYCHOLOGY**

Questionnaire

The purpose of this questionnaire is to collect pertinent data for the study that attempts to explore the impact of child disciplining techniques used by low income parents on children social behavior. For the success of this study, your willingness and co-operation are highly important. Therefore, you are kindly requested to fill in the questionnaire genuinely with the appropriate response. I would like to assure you, right at the out set that what ever the information you provide will be kept in absolute confidentiality. **Don't write your name on the questionnaire.**

Thank you! in advance for your willingness and co-operation in filing the questionnaire with reliable responses.

Part One: Background information

General Instruction: Please, give your responses to the following items by putting “√” mark or by writing the desired information on the space provided.

1. Sex: Female
 Male
2. Grade Level _____
3. Age _____

Part Two: Parental Disciplinary Questionnaire

Instruction: After reading each of the following statements carefully, please indicate your responses by putting “√” mark on the alternative you think best describe how long that your parent employed such technique to discipline your misbehavior/when you misbehave, where, 1 (Never true), 2 (Some times true), 3 (Most of the time true), and 4 (Always true).

No	My Parents or my guardians;	1	2	3	4
1	Punish me by a paddle, belt or other objects when I misbehave				
2	Make me feel ashamed or guilty when I misbehave				
3	Shout or yell at me				
4	Insult me saying lazy, thoughtless or with some other words when I misbehave				
5	Send me to bed/school with out giving a meal				
6	Restrict me from participating in activities like play outside home when I made a mistake				
7	Take away allowance, play materials and other privileges				
8	Nag me for every little mistakes				
9	Believe physical punishment s best to correct children’s behavior				
10	Insist that I have to keep quiet or leave the house to keep peace at home				
11	Express their anger towards me for every wrong deed				
12	ten me for wrong doing and warn as they punish me if I repeat the same mistake				
13	Make me say apologize or sorry for any misbehavior				

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14	Praise or give me reinforcement for stopping bad behaviors or behaving well				
15	Show or demonstrate the right things to do				
16	Explain rules and the consequences of violating it prevent repeating misbehavior				
17	Believe that showing/ telling the consequence of bad behavior is best to modify children's behavior				
18	Explain their reasons when they say "don't do it"				
19	Ask me the reasons of my misbehavior than simply punishing me				
20	Make me clear that behaving badly/violating orders is not right				
21	Discuss with me about my mistake and convinces me not to repeat it again				
22	Told me the consequence of my misbehavior on my future personality				
23	Give me more affection when I misbehave to correct my misbehavior				
24	Reduce their affection or love when I misbehave				
25	Express a sense of dislike/hate when I misbehave				
26	Refuse communicating with me when I misbehave				
27	Deliberately not pay attention to my misbehavior				
28	Don't check what I have learned at school				
29	Don't treat me as equally as other children when I misbehave				
30	Reflect a sense of neglect when I show inappropriate behavior/violate rules				
31	Hold back affection by acting cold when I misbehave				
32	Told as they hate me because of my wrong deed/doing				

DECLARATION

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

Name: Simachew Ayalew

Signature: 

Date of Submission: JULY 17, 2009

Advisor

Name: Dr. Desalegn Chlchisa

Signature: 