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SCHOOL OF GRADUATE STUDIES

FAMILY RELATIONSHIP AS PREDICTORS OF
PARENT-ADOLESCENT CONFLICT: THE CASE
OF GULELE SUB-CITY

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ABSTRACT

The main purpose of this study was to explore family relationship as predictors of parent-adolescent conflict within and across gender of parents and of adolescents. Specifically, attempts were made to examine perceived parental behaviors (i.e., support, monitoring, and punitiveness), autonomy from parents, and conformity to parental expectations as predictors of adolescents' perception of parent-adolescent conflict. Two hundred-twenty seven (108 males and 119 females) randomly selected adolescent students of Gulele sub-city participated in the study. Data were collected using adolescents' self-report on measures of parental behaviors, autonomy from parents and conformity to parental expectations, and on parent-adolescent conflict. Results of multiple regression analyses revealed that adolescents' perceived fathers' support appeared negatively and significantly to predict adolescents' perception of parent-adolescent conflict in reference with males but not significant for females. Perceived mothers' support was found to be significant and negative predictor adolescents' perception of parent-adolescent conflict in reference with girls but insignificant for boys. In addition, most of the findings of adolescents' perceived parents' monitoring appeared to decrease perceived parent-adolescent conflict but not significant. On the other hand, fathers' punitiveness was found to be a positive and significant predictor of parents' conflict with adolescent males but not significant for adolescent females. Similarly, perceived mothers' punitiveness was found to be a positive predictor of parents' conflict with adolescent girls but insignificant for boys. Perceived autonomy from fathers was a negative and significant predictor of parents' conflict with adolescent girls but not significant for boys. In addition, perceived autonomy from mothers was found to decrease adolescents' perception of parent-adolescent conflict in reference with girls but insignificant for boys. Adolescents' perceived conformity to parents' expectations was a negative predictor of perception of parent-adolescent conflict but not significant. It was concluded that patterns of family relationship as predictors of parent-adolescent conflict was different as a function of gender of parents and of adolescents. Finally, recommendations were forwarded based on the findings of the study.

CHAPTER 1

I. INTRODUCTION

1.1 Background

Adolescence is viewed as a period of transformation and reorganization in family relationship (Barbara and Schultz, 2004; Fabes, 2000; Santrock, 2006). Prominent among these changes is the shift that occurs from one directional authority exercised by parents over their children to mutual authority in which adolescents show greater tendency to participate in decision-making process and exercise increasing amount of personal jurisdiction over their own behavior (Conger, 1991).

This shifting and renegotiation of authority and control along with biological, social, cognitive and self-definitional identity transition result in transformations in the pattern of family interactions. This transformation is more likely to be associated with the emergence and escalations of conflict between adolescents and their parents (Smetana et al., 1991; Steinberg; 1990). Considerable reports of developmental psychologists revealed that parent-child conflict escalate during adolescence period beyond childhood (Rice, 1995; Santrock, 2006; Steinberg, 1993).

The increased parent-adolescent conflict during adolescence is mostly attributed to a number of factors. Among these the biological changes of puberty, cognitive change involving increased idealism and logical reasoning, social changes focused on independence and identity. (Santrock, 1999; Smetana, 1989; Steinberg 1987)

Regarding the consequence of conflict during adolescence scholars have different ideas. Some say the conflict alternatively seen as a normal aspect of development (“normative”), as facilitator of psychological growth (“healthy”), and as indicator of disturbance within the parent-adolescent relationship (“unhealthy”). Still, many would argue that no intimate relationship can exist without conflict and that occasional conflicts may provide the skills for communication, may permit “venting” of emotions may lead to improvement in the quality of relationship (Cooper cited in Dekovic, 1999). Some theorists such as Kohlberg and Erikson (cited in Dekovic, 1999), assume that conflict is a stimulator of personal growth and fosters development of identity formation, role-taking ability and moral judgment. However, the empirical evidence supporting this idea is limited. On the contrary, the level of conflict

within the parent-adolescent relationship is found to be related with externalizing and internalizing adolescent problems, such as delinquency, running away from home, low self-esteem and depression (Alison and Schultz,2004; Barber,1994; Krishnan,2004 Steinberg,1993).These findings suggest that parent-adolescent conflict has negative consequences for adolescent's development and well-being.

Throughout much of the past years, adolescence in western cultures was viewed as a developmental stage characterized by "storm and stress", declining family influences, and separation from parents (Arnett, Bloss, Davis, Hall cited in Peterson, 2005; Steinberg, 1993). As a result of these traditional conceptions, parent-adolescent conflict has been the subject of a long history of scholarship in the social sciences. Earlier researchers, for example, (Lynd and Lund in 1930s, Punk in 1940s Remmers in 1950s Johnstone in 1970s, Rosental in 1980s cited in Harris, 1993) have tried to study the most common potential disagreements (arguments) between adolescents and their parents.

Most recent research findings confirmed that the conflict more often originates in everyday family task and the life-style preference of adolescents, but not over fundamental differences in beliefs, values and attitudes between parents and adolescents (Rice, 1995; Allison and Schultz, 2004; Smetana, 1989). More specifically, the most common categories of issues adolescents have been in conflict with their parents as documented in various research findings include doing the chores, getting along with others, regulating activities, interpersonal relationships, appearances, and doing homework (Allison and Schultz, 2004; Barbara, 1994; Dekovic, 1999; Smetana, 1989 Wohabie, 2007). The studies focused on normative features of parent-adolescent conflict including its frequency, and intensity, developmental features throughout adolescence, the type of issues creating conflict, and its variation across families.

To extend knowledge in the area of parent-adolescent conflict contemporary scholars exerted considerable efforts to investigate specific factors associated to parent adolescent conflict. In this regard, Dekovic (1999), his research documented that the causes of parent-adolescent conflict are categorized in to two broad classes: those that are attributed to individuals' (adolescents') characteristics such as age, gender, adolescent temperament, and pubertal development, and those originating from parents' parenting behaviors and patterns of family

relations. In connection with this Rice (1995), distinguished numerous factors related to the focus and extent of conflict. These include the parents' parenting behavior; type of discipline that parents use; socio economic status of the family; number of children in the family; stage of development of adolescent; and the gender of adolescents.

As mentioned above, there is no doubt that, personal characteristics of adolescents contribute to conflict. The actual occurrence of conflict also depends on how the parents react to the adolescent and to the changes that accompany this period. Peterson et al. (2005) focused on family relationship and investigated its influence on parent-adolescent conflict within and across cultural groups. Their research finding revealed that parental behaviors as well as the expectations that parents attach to the degree of adolescent autonomy and compliance appeared to predict parent-adolescent conflict to a considerable degree. In addition to this, other researchers have reported that parent-adolescent conflict is significantly and partially predicted by the socialization behavior used by parents (Barber, 1994; Gonzales, 1996) and the degree to which adolescent behavioral autonomy is promoted (Fuligni, 1998).

As noticed in theoretical and empirical literature, the extent to which the kind of family relationship influence or affect parent-adolescent conflict, however, varies across cultures. For example, parents from western cultures that are reputed to place the greatest emphasis on individualistic values, (autonomy, emotional independence, right to privacy, etc..) may contribute to lowering conflict when they encourage their young to become more autonomous during the adolescence years. In contrast, many non-western and traditional cultures are believed to have collectivistic cultural expectations that diminish conflicts based on beliefs about the importance of obeying to authority, having close family bonds, and placing less emphasis on autonomy as part of the socialization process (Arnet, cited in Peterson et al., 2005; Krishnan,2004).

Ethiopian people basically are under the influences of collectivist cultural values (Abraham, 1996; Ayel, 1996; Belaye and Desalegn, 1999, Habtamu, 1995), although the western individualistic cultural values seem to influence the family relation, presently. As a result both collectivist and individualist cultural values reflected in family relationship are expected to exert their influence in managing, fostering, or inhibiting conflict within parent-adolescent relationship in Ethiopian societies.

Little or no information exists on patterns of family relationship as predictors of parent-adolescent conflict in Ethiopian cultural context. The present study, thus, was intended to fill this knowledge gap. More specifically, the present study is an attempt to look into family relationship on parent-adolescent conflict by investigating the relationship between parental behaviors, aspects of parent-adolescent relationship such as autonomy from parents and conformity to parental expectations, and parent-adolescent conflict within and across gender of parents and of adolescents of Gulele Sub-city, (Addis Ababa).

1.2 Statement of the Problem

Literature mentioned that parental behaviors such as parental support, monitoring, and punitiveness as well as aspects of parent adolescent relationships such as the degree to which parents' emphasis autonomy and conformity to their expectation form the kind of relationship contexts in the family (Peterson et al., 2005). It is also suggested that the kind of family relationship contexts structured by parents may foster, manage, or inhibit parent-adolescent conflict.

As indicated in literature, some researches carried out in other countries revealed that the degree to which parental support and monitoring is practiced determine the likelihood of parent-adolescent conflict. In contrast, parental punitiveness that inhibits adolescents' autonomy has been found to foster parent-adolescent conflict. It was also indicated that specific aspects of parent-adolescent relationship such as parental emphasis on autonomy and/or conformity to their expectations were found to affect parent-adolescent relationship, although there had been variation in the research findings across cultures (Fulign, 1998). From this one can understand that the exact pattern of family relationships as predictors of parent-adolescent conflict as mentioned by researchers, however, seems somewhat inconsistent.

Researches on parent-adolescent relation have also indicated that in some societies there is a clear gender differentiation in parenting of children (Chan cited in Krishnan, 2004). For example, in Chinese culture there is a tendency to rely more on reasoning when disciplining daughters than when disciplining sons. On the other hand, there is use of more power assertion and love withdrawal styles when disciplining sons than disciplining daughters (Krishnan, 2004). This led the author to the argument that because of gender differentiation

in styles of parenting, conflict is likely to be experienced differently by gender. Although it was difficult to document literature that has mentioned the existent of clear gender differentiation in the styles of parenting children in Ethiopian culture, the above mentioned Chinese culture experience seems to have partial truth for Ethiopian culture.

The central theme of the present study is, therefore, to explore patterns of family relationship: parental behaviors (i.e., support, monitoring, and punitiveness) and some aspects of parent-adolescent relationship (i.e., autonomy from parents and conformity to parental expectations) as predictors of parent-adolescent conflict within and across gender of parents and of adolescents among adolescents in Gulele sub-city, Addis Ababa.

Based on the existing research findings carried out in other countries the following hypotheses are proposed.

Hypothesis 1: Positive parental support inhibits or negatively predicts parent adolescent conflict.

Hypothesis 2: Positive parental monitoring negatively predicts parent-adolescent conflict.

Hypothesis 3: Parental punitiveness or the use of force to influence children's behavior through yelling, nagging, or through spanking or slapping fosters or positively predicts parent adolescent conflict.

Hypothesis 4: parental autonomy-fostering behavior negatively predicts parent adolescent conflict.

Hypothesis 5: Conformity to parents' expectation is anticipated to inhibit or negatively predict parent-adolescent conflict.

Hypothesis 6: Age of adolescents and parent-adolescent conflict are positively related.

1.3 Objectives

The main purpose of the present study is to explore the family relationship predictors of parent-adolescent conflict within and across gender of parents and of adolescents. (i.e., boys and mothers, girls and fathers, boys and fathers, and girls and mothers) in Gulele sub city Addis Ababa. More specifically, the study has the following objectives:

1. To find out if positive parental support will inhibit parent-adolescent conflict.
2. To find out if positive parental monitoring will inhibit parent-adolescent conflict.

3. To see whether parental punitive behavior will increase parent-adolescent conflict.
4. To examine if parents' autonomy fostering behavior will decrease parent-adolescent conflict.
5. To investigate if conformity to parental expectations will inhibit parent-adolescent conflict.
6. To examine if an increase in adolescent age will increase parent-adolescent conflict.

1.4 Significance of the Study

The study is expected to provide empirical evidence regarding family relationship as predictors of parent-adolescent conflict within and across gender of and of adolescents. The findings of the study can also hopefully extend knowledge of family relationship as predictors of parent-adolescent conflict. More specifically, the study gives insight as to how parental behaviors, autonomy from parents, and conformity to parental expectations affects parent-adolescent conflict. The results of the study are useful for scholars who are interested in the area of family relationship as source of parent-adolescent conflict. The findings of the study can also help parents to be aware of the influences of parenting behaviors, parental emphasis to autonomy and conformity to their expectations in managing, or fostering or reducing parent-adolescent conflict.

1.5 Operational Definitions

The following are operational definitions for concepts and variables used in the study.

1. **Parental Behaviors** refers to the perception participating adolescents have regarding their parents' supportive, monitoring and punitive behavior as well as about the expectations parents attach to the degree of autonomy and compliance.
2. **Parental Support** is defined as the perception adolescents have regarding the extent to which their parents' being accepting, warm, approving and nurturing.
3. **Parental Monitoring** is defined as the perception adolescents have of the extent to which parents supervise their adolescents regarding their physical whereabouts, social activities and peer relationship, availability to be at home on the expected time, and how they use their money.
4. **Parental Punitiveness** is the perception that participating- adolescents have about their parents' use of both verbal and physical controlling behavior in their attempt to influence their behavior.

5. **Autonomy from Parents** is defined as participating adolescents' perception of the extent to which mothers and fathers allow them to make their own decisions and engage in activity choices about friends, life style preferences with out excessive interference.
6. **Conformity to Parents' Expectations** is defined as the perception participating-adolescents have regarding the extent to which they go along with their parents' values, beliefs, and expectations about free time activities, friends, education and careers.
7. **Parent-adolescent Conflict** is defined as the perception adolescents have of frequent and intense disagreement or bickering with their parents in their every day life.

1.6 Delimitation

The present study was confined to Addis Ababa particularly to the Gulele Sub-City. The study was conducted in three schools with students of grades 7, 8, 9, 10, 11, and 12 because such grade levels were expected to encompass adolescent population group. In addition, this research focused on investigating the predictive relationship between parents' parenting behaviors and aspects of parent-adolescent relationship, and parent-adolescent conflict.

CHAPTER 2

II. REVIEW OF RELATED LITERATURE

This section contains three major sub-sections. The first part presents the review of conceptual and theoretical issues on family relationship and conflict between parents and adolescents. The second part presents the review of empirical studies on parent-adolescent conflict followed by summary of the empirical literature reviewed in this section.

2.1. Theoretical Issues on Parent-adolescent Relationship and Conflict

2.1.1 Adolescence

Adolescence as defined by (Papalia and others, 1990) is a long transitional period between childhood and adulthood, and it entails major interrelated physical, cognitive and psychosocial changes.

2.1.2. The Concept of Adolescence

In many cases the concept of adolescence is often associated with physical, cognitive and psychosocial changes observed in this period. It is, thus, embedded with terms like identity crisis, rebellion, self-conscious, sexual exploration, peer pressure, and occasionally despair, anger, “storm” and “stress”, and conflict escalation in the family (Muss, 1996).

The idea of adolescence as a time of rebellion, “storm” and “stress” emerged in the first formal theory of adolescence formulated by psychologist G. Stanly Hall (cited in Papalia and others, 2001). According to Hall, adolescents’ efforts to adjust to their changing bodies and to the demands of adulthood leave them in a new era of “storm” and “stress” which produce conflict between generations (cited in Papalia and others, 2001). However, contemporary developmental psychologists explained that the portrayal of adolescence is much more positive, a time of evaluation, of decision making, of commitment, of making out a place in the world (Muss, 1996; Offer cited in Papalia and others, 2004; Santrock, 2006; Steinberg, 1991).

2.1.3. Family Relationship in Adolescence

Adolescence is a period of changes and reorganization in family relationships. The physical changes, new cognitive abilities and expanded social world of young adolescents results in a change in their family relation (Steinberg, 1993).

Pubertal changes can affect adolescents' self images which in turns, may affect their relations with their parents. The Physical changes appeared at puberty is more likely to bring changes in treatment by parents in particular, and changes in how others care for the adolescents in general. This in turns, results in changes in how adolescents feel about themselves. Puberty seems to create emotional distance between parents and adolescents results in an increased negative interaction and decreased positive involvement (Connolly et al. cited in Fabes, 2000). The implication, in the study of parent-adolescent relationship, therefore, is that the pubertal changes which are characterized by signs of physical maturity affects adolescents' self image. Failure on the part of parents' parenting behavior to adapt to these pubertal changes may make the relationship turmoil.

With cognitive changes adolescents' thinking gets more abstract, imaginary and relativistic. This contributes to the development of idealistic view toward the world they live including their parents parenting behavior (Silk, et al., 2003). Adolescents begin questioning discrepancies of the moral values of adults and moral behaviors using idealistic ability. An important consequence of these changes, thus, is that adolescents may perceive parental authority as subjective and arbitrary. In connection to these cognitive changes, adolescents seek more autonomy from parents to establish their own identity, than any previous times (Silk et al., 2003). The implication to parent-adolescent relationship is that these growing ability in idealistic thinking and increased need for greater autonomy from parents on the part of adolescents may require the adaptation of parents' parenting behavior to the changing cognitive on adolescents, accordingly.

Following expanded social world of young adolescents' they spend more time with peers than families. According to Silk et al., (2003), peer relationships provide adolescents emotional and instrumental support for adolescents. These same authors also noted that parents role in this respect should be supervising or monitoring, supporting their adolescents peer relationship rather than restricting their social network which otherwise may increase parent-adolescent conflict.

All the above changes appearing on adolescents may serve as signs for parents to adjust how they relate to discipline and to guide them (Steinberg, 1993). The relationship equilibrium established during childhood need be shifted during adolescence. Particularly, "adolescents

are more in need of support than nurturance, of guidance than protection, of direction than socialization” (Steinberg, 1993 p.139). Apart from this, Northman and his colleagues suggested that adolescents want their parents to be interested in what they are doing and to give moral and emotional support when necessary (cited in Rice, 1995). Furthermore, in their relation with their parents adolescents want and need parents who treat them as grown-ups, not like children, have trust in them, love and like them the way they are, and guide them, (Rice, 1995).

On top of this, adolescents need a greater amount of autonomy that enables them to reflect their own feelings, thoughts, and suggestions in their relation with their parents. According to Conger (1991), the development of age-appropriate autonomy in adolescents, for example, is a critically important task of adolescence not because autonomy itself is important but also because it is closely related to the performance of other tasks. According to this author, age-appropriate autonomy which enables teenagers to feel, think, and make decision on some very personal matters as individuals does not mean freeing oneself from parental bond at the same time parents’ guidance and support should be continued.

Studies of family interaction reported that teenagers’ influences in family relationship during adolescence get advanced as they grown-up. Accordingly, early adolescence may be the time when teenagers may show tendency to play a more forceful role in the family matters but parents may not yet consider the adolescents’ input. By middle adolescence there comes a time when teenagers act and are more treated like adults (Hoffnung, 1994). As adolescents grow older, by late adolescence accompanied by their growing needs and capabilities they become getting recognition and influential in family decisions (Steinberg, 1993). The implication, therefore, is that it is important that parental support for adolescents’ changes and become adaptive to accommodate the changes that adolescents are going through so that it may not disrupt the family life. Because it is through such changes adolescents learn to become more mature independent adults.

Taken together, if one observes critically, the flow of parent-adolescent relationships are two way rather than one-way street. Contemporary researchers cited in adolescence books (Conger, 1991; Fabes, 2000) forward a model of a bidirectional parent-adolescent relationship.

2.1.4. The Bidirectional Nature of Parent-Adolescent Relationship

Both parents and adolescents in their relationship influence the process that shapes who the adolescents are. The emphasis on parental influence often leaves the impression that parent-adolescent relationships are a one way street, with parents directing the flow of the process that determine outcomes for adolescents. However, as Fabes (2000) stresses adolescents also influence their parents in many ways. He elaborates, further:

For instance, adolescents who defy, talk back to, communicate disrespect for others tend parents to use forceful monitoring and punitive acts on them. If the result is better compliance and more peace parents are more likely to continue this coercive strategy. In contrast, parents who view their adolescents as capable and trustworthy are more likely to use non-punitive parenting practices. These parents tend to exercise more moderate monitoring and elicit more positive responses from their adolescents (Fabes, 2000, pp. 230-231).

Generally, as major developmental task, teenagers may show much more pressure to achieve autonomy from parents and establish adult like relationship with them at the same time. In their attempts to achieve this emotional independence from parents, many may face conflict with their parents especially when parents' socialization behaviors do not consider the needs of adolescents' development (Bee, 1995; Havighurst cited in Rice, 1995). Thus, the family relationship context structured by parents may play significant role in fostering/increasing, or managing, or reducing the conflict that occurs during adolescence (Fuligni, 1998).

2.1.5. Parent-Adolescent Conflict

Parent-adolescent conflict' as indicated in previous literature is apparent in adolescence. The most notable author, Steinberg (1993) in his book, *Adolescence*, for example, has documented how the conflict between parents and their children could begin: "A child who is willing to accept his parents view of right and wrong-who does not question his mother when she says that 'we don't leave cloths on the floor' grows into an adolescent who understands that some issues are matters of personal choices rather than social convention. The child may respond to his mother: it is my room, so why should it bother you?" Steinberg (1993, p.132)

These disrespectful behaviors are often disturbing and can be a source of conflict between parents and their young children. As a result parents may begin to feel that they have less influence on their children's behavior. In attempt to regain control, most parents may become increasingly authoritarian resulting in conflict in their relationship with adolescents (Schwabe, 1986).

Most of the issues, over which adolescents had conflict with parents, however, were found to be personal tastes, rather than basic values, beliefs and attitudes (Allison, 2004, Barber, 1994, Schwabe, 1986; Steinberg, 1991). These literatures, however, underlined that a prolonged, and an intense conflict most of the time may lead to a number of serious adolescent problems such as running away from home, juvenile delinquency, school dropout, pregnancy, and alcohol and drug abuse (Rice 1995; Santrock, 1994, 2006; Steinberg, 1993).

2.1.6. Conflict and Development

Many scholars (e.g. Papalia and others, 2001; Santrock, 2006; Fabes, 2000) in developmental psychology seem to have similar contention on the importance of minor conflict between adolescents and their parents. Accordingly, teenagers' minor dispute or argument with their parents and elders serve as important developmental functions. Among others, Cooper (cited in Santrock, 1999,) believed that these disagreements over every day mundane matters enhance the adolescent's transition from being dependent on parents to becoming an autonomous individual. Moreover, this reciprocal exchange observed during parent-adolescent conflict, help teenagers learn to tolerate divergent and opposing views. Laurence and Collins (cited in Fabes, 2000) stated that conflict may encourage parents and adolescents to revise their expectations and renegotiate their relationship without fundamentally changing their feelings of being connected to each other. Therefore, it seems to be convincing that by successfully negotiating adolescents' request for greater autonomy, parent-adolescents conflicts are likely to be constructed to allow adolescents' independence while maintaining close family ties (Bee, 1995; Conger, 1991; Fabes, 2000).

Unfortunately, some families do not successfully resolve the disagreement between them and their adolescents during adolescence. As a result these minor disputes become intense or long lasting. Conflict at this level can weaken parent adolescent-relationship (Bee, 1995).

2.2 Views of Conflict in Individualistic and Collectivistic Cultures

In each society the understanding and meaning of relationships are colored by the values emphasized by in the socialization of its people. As a result experiences such as conflict, is typically viewed differently. In individualistic culture because independence and the right to express autonomy are important in adolescence, conflict may be a way for adolescents to express opinions and autonomous thinking, and a venue for re-negotiating boundaries and readjusting interaction patterns in facilitating adolescent development (Laursen cited in Krishnan, 2004). In collectivist cultures (such as in Malaysia and China) because interdependence and conformity are fostered and are crucial for group harmony, and filial piety, adherence to conventions, obedience and unquestioned loyalty to the family and the group are strongly encouraged. Independence and autonomy are discouraged, and aggression and impulsive behaviors strictly prohibited. Conflict in this social orientation is regarded as a threat to the group goals. The assumptions of collectivist culture described above might be applied to Ethiopian culture (Ayel, 1996; Belaye, 1999). In the context of this social orientation, conflict may be regarded as a threat to the group among Ethiopian families, though the present researcher was unable to review empirical studies on how parent-adolescent conflict is viewed by Ethiopian families. It seems to be sound, therefore, to look into patterns of family relationship that may foster, manage, or inhibit parent-adolescent conflict in a society where conflict may be regarded as threat for family goal. Apart from this, as parent-adolescent conflict tend to be associated with some adolescents' externalized and internalized developmental outcomes mentioned in the background section, there is a need to investigate parenting behaviors and some aspects of parent-adolescent relationships that are related to conflict in parent adolescent relationships.

2.3 Factors that Foster Parent-Adolescent Conflict

There are four major factors described by Wingate (2004) that are believed to foster conflict between adolescent and their parents. These include deficient communication skills, problem solving deficiency, dysfunctional family structure, and distorted and rigid beliefs about behavior (Wingate, 2004). In connection to the above mentioned factors another developmental psychologist, Hurlock (1980) also suggests some causes of family frictions during adolescence.

- **Standard of behavior** - adolescents often consider their parents' standards of behavior old fashioned and resent having to conform to standards different from their peers.
- **Methods of discipline** – when adolescents regard disciplinary methods used by their parents as “unfair” and “childish, they rebel.
- **Feeling victimized** – Adolescent often become resentful if the socio-economic status of their families makes it impossible for them to have the same status symbols, and if they must assume many household responsibilities. This adds to a strained parent-adolescent relationship.
- **Immature behavior** – parents often develop punitive attitudes when adolescents neglect their school work, avoid their responsibilities, or spend their money foolishly. Adolescents resent these critical and punitive attitudes.

2.4. Age and Gender Differences in Parent-Adolescent Conflict

Conflict has most often, but not universally, been reported to be at its highest level in early adolescence and at its lowest level in late adolescence (Allison, 2004). As Fabes (2000) explained the reason is that parents are not ready to accept early adolescents' pressure to attain independence. Another reason given is the changing cognitive abilities of adolescents. Hence, according to Smetana (1989), early adolescence is a time over which teenagers' reasoning abilities are changing; their understanding of family rules and regulation is changing too. As a result disagreement between teenagers and their families increases during early adolescence.

In line with this, Hoffnung (1994) described that early adolescents because they are still trying to establish their identities as separate from their parents are likely to have greater conflict with their parents than late adolescents who are likely to feel more secure with themselves and their parents. Supporting this, Rice (1995) also argued that due to biological and emotional changes at puberty early adolescents are more in conflict with their parents than mid and late adolescents.

In contrast to the evidences observed on western families, in some non- western societies, referred to as “collectivistic” societies, parent adolescent conflict increases with the age of

adolescents, (Peterson et al., 2005). The reason may be due to the fact that in “collectivistic” culture where family bond, interdependence and connectedness are more valued adolescents’ emancipation from parents occurs at a later time than adolescents in western, “individualistic” society (Fuligni, 1998; Peterson et al., 2005). In the present study an attempt was made to look into the relationship between age of adolescent and perception of parent-adolescent conflict.

Studies also reveal that the gender of adolescents and of parents relates to parent-adolescent conflict. Parent-daughter conflict is stated as more frequent than parent-son conflict (Allison, 2004; Peterson et al, 2005, Rice. 1995; Steinberg, 1987). The reason seems to be that parents have greater expectation for their daughters to perform household duties and dress appropriately. Besides, parents are more restrictive over their adolescent girls than boys (White and others cited in Allison, 2004).

The gender of parents also relates to parent-adolescent conflict. Accordingly, conflict between adolescents and their mothers is more frequent than conflict between adolescents and their fathers (Paik, et al., cited in Steinberg, 1993). Quoting previous explanations forwarded by other scholars Steinberg (1987) described four reasons for increased conflict between adolescents and their mother than between adolescents and their fathers.

First, if adolescents perceive status difference that indicates their mother has lower status they may find it easier to attain autonomy at the expense of their mothers lower status. Second, this same author mentioned Chodorow’s object relation theory and stated that both male and female adolescents may have a stronger desire to individuate from their mothers than from their fathers. Third, most conflicts in the adolescents families are over everyday household activities, and mothers are more active in matters of discipline in these issues than are fathers. Finally, conflict with fathers may be less frequent and intense because adolescent-father relationships are not emotionally as strong as adolescent-mothers relationships are (Steinberg, 1987).

2.5 Parental Support, Monitoring and Punitiveness, and Parent-Adolescent Conflict

Some quality of parenting for example, parental support, monitoring and punitiveness are thought to promote or obstruct adolescents’ development. These parental behaviors affect particularly parent-adolescence conflict (Peterson et al., 2005).

Parental support is one of the specific parental behaviors that are frequently cited to bear crucial influence on children and adolescents' development in general, and relationship with their families in particular. As to Kemf (2005), parental support consists of behaviors such as praising, accepting, approving, encouraging and communicating warmth. These behavioral components of parental support have been cited to predict many positive developmental outcomes such as adolescents' self-esteem, identity formation, conformity to parents' expectations, and autonomy in reference to parents and adolescents' development of social competence (Fabes, 2000; Steinberg 1993) which, in turn can reduce parent-adolescent conflict, (Peterson, et al., 2005). Similarly citing other previous works, Papalia and others (2001) also indicates that supportive and warm families can reduce teenagers' conflict with their parents.

Another parents' parenting behavior is parental monitoring. Questions such as: "Where are you going?" "When will you be home?" "Who will you be with?" when asked by parents are indicators of parental monitoring behavior. Previous literature pointed that parental monitoring was found to be associated with several adolescents' behaviors. For instance, poor monitoring is associated with increased adolescent problem behaviors, increased in deviant peers, in substance use, greater sexual activity. Contrastingly, higher parental monitoring was found to be linked with greater relationship enjoyment between parents and adolescents (Hayes, nd. <http://www.aifs.gov.au>). Research has documented that effective monitoring which characterizes parents' involvement in the lives of adolescents and setting of clear expectation about adolescents' curfew, and activities are more likely to reduce parent-adolescent conflict, in most cases (Peterson, et al., 2005). Most scholars have recognized parents' efforts to be aware about their adolescents' peer association, leisure time activities, and curfew may reduce teenagers' engaging in risky activities which may result in negative exchanges in parent-adolescent relationship. This situation maybe observed more in towns and urban areas. Some scholars argue that because of absence of adolescence as developmental stage in some traditional society, the need for parents to continue to set limits, monitor, enforce curfews, and control children's access to certain types of friends and activities were irrelevant and nothing to do with parent-adolescent conflict (McInnis, & others, cited in 1990).

Another parental behavior is parents' punitive behavior. Punitiveness involves parents' use of punishment either physical or verbal forms to influence their children and adolescents. Several theoretical and empirical literatures stress to the negative impacts of parental punitiveness on children. For example, parents who use punishment either physical or verbal forms frequently are more likely to have children or adolescents who develop hostile attitudes towards them. Children and adolescent of such type are also more likely to resist and reject parents' authority and to have confrontations with their parents (Bee, 1995).

2.6 Adolescents' Autonomy from Parents and Conformity to Parental Expectations, and Parent-Adolescent Conflict

Autonomy from parents and conformity to parents' expectations are some relational aspects in family relations. The understanding and meanings of adolescents' autonomy and conformity to parental expectations highly depend on the values emphasized by a certain society in the socialization of its people. Accordingly, in societies referred to as "individualistic" where the attitudes, norms and values emphasis independence,(behavioral and emotional), adolescents' autonomy to define their own goal, to plan competently, and to regulate their action as planned earlier is encouraged (Krishnan, 2004; Noom cited in Martha 2005). In such individualistic society it is believed that adolescents' autonomy granting from parents inhibits parent-adolescent conflict (Peterson et al., 2005). On the other hand, in "collectivistic" cultures attitudes, norms and values emphasis on collective identity, emotional dependence, group solidarity, sharing, and duties and obligations and obedience to parental authority. In such collectivistic cultures because interdependence and conformity to parental expectations are fostered, and are crucial for group harmony adherence to conventions, obedience, and loyalty to the family are strongly encouraged (Krishnan, 2004). In such collectivistic cultures it is believed that conformity to parental expectations is more likely to reduce parent-adolescent conflict (Xiong and others, 2008).

2.7 Issues of Conflict

Most often parents and their teenagers may argue over adolescents' everyday matters, about adolescents' curfew, how adolescents spend their time, whether the teenage keep their rooms clean enough, adolescents' participation in household chores, adolescents' hair and clothing styles, schooling and homework (Bee, 1995; Hoffnung, 1994; Papalia, and others, 2004;

Smetana, 1989, 1991). According to Steinberg's (1993) explanation, adolescents are more influenced by their peers than by their parents in matters of personal tastes and as a consequence disagreement and difference in opinion between parents and young result. Values and beliefs which develop gradually, overtime and are shaped from an early age in the families are not usually the sources of conflict between teens and their parents (Hoffnung, 1994; Steinberg, 1993).

Some scholars in the area of adolescent development also indicate that the types of issues over which adolescents and their parents are in friction are found to be similar, although the frequency and intensity varies across cultures ethnic groups and families (Papalia and others 2001, 2004; Santrock, 2006).

As it is indicated in literature the frequency and intensity of conflict is important to measure the construct of parent-adolescent conflict. Researchers who were interested in identifying the everyday activities as sources of parent-adolescent conflict have used the Issues Checklist(IC) to measure the frequency and intensity of parent-adolescent disagreement over 44 potential areas of in households. These researchers reported that preliminary analyses of measure of parent-adolescent conflict indicated that due to high positive correlation between scores of frequency and intensity of conflict the sum of two scores can reveal single score of parent adolescent conflict (Allison and Schwartz, 2004; Krishnan, 2004; Schwabe, 1986; Xiong and others, 2008). In some literature it was also suggested the construct of global parent-adolescent conflict can be measured by using two simple items that assess frequency and intensity of conflict in parent-adolescent relationship (Krishnan, 2004; Peterson et al., 2005). These researchers have reported that the sum of two scores (score of frequency of conflict and score of intensity of conflict) revealed a single score of global construct of parent-adolescent conflict score.

2.8. Empirical Studies on Parent-Adolescent Conflict

This section presents the review made on the available previous research findings on parent-adolescent conflict.

Although parent-adolescent conflict seems to be normal in adolescence, the type of parental behavior and some relational aspects predicts the extent of parent-adolescent conflict. Peterson et al, (2005) conducted a study to examine perceived parental behavior and some

relational aspects as potential predictors of parent-adolescent conflict across three cultures (USA, Russia and China families). The study included 1365 adolescent students with age ranges 13 to 18. From the perceived parental behaviors only parental punitiveness was found to be consistently related to increased parent-adolescent conflict in all three cultures. The other variables used in the study, adolescents' perception of parental support, monitoring, conformity to parents and autonomy from parents affected parent-adolescent conflict in some of the cultures differently for adolescent boys and girls. From their research findings it can be understood that adolescents' perceptions of parental influences on parent-adolescent conflict seem to be different and complex across cultural groups and gender of adolescents.

There are also other factors that might account for variation in the level of parent adolescent-conflict. Dekovic (1999) examined the possible determinants and consequences of parent-adolescent conflict on 508 families of Netherlands (254 females and 254 males). In this study the adolescents represented the three age groups: early adolescence (between 12 and 13 years old), middle adolescence (between 14 and 15), and late adolescence (between 16 and 18). The author assessed pubertal timing and temperament, and perceived child-rearing styles such as affection, parental responsiveness, autonomy granting, parental monitoring, and parental strictness, as determinants of parent adolescent conflict. Perceived quality of parent-adolescent relationship, and adolescents' and parental well-being were assessed as possible consequence of parent-adolescent conflict. The finding revealed that the amount of conflict was related to temperamental characteristics of the adolescents, and to parental strictness. However, the amount of conflict was not related to pubertal timing and to all child-rearing style components which was in contrast to the above cross cultural findings reported by Peterson and his colleagues. With regard to the consequences of parent-adolescent conflict, it was reported that higher level of conflict was a better predictor of adolescents' well-being (including depression and self-esteem) than parental well-being. As can be understood from this research compared to child-rearing style, temperament of adolescents had strong relationship with amount of conflict.

Many of the other previous researches in the area of parent-adolescent conflict reviewed in this study, however, focused on the investigation of conflict, including its frequency and intensity, its feature throughout adolescence, and the types of issues creating conflict (Allison and s, 2004; Schwabe, 1986; Smetana, 1989, 1991; Wohabie, 2007; Yeh, 2004).

Allison and Schultz (2004) studied parent-adolescent conflict in early adolescence on adolescent children (grade 6, 7 and 8 students). The result showed that in most of the 13 domains of conflict: substance abuse, personal autonomy/personal jurisdiction, negative moral characteristics, meal choices/table manners, room care, household responsibilities, (chores), homework, punctuality/curfews, inconsiderate behavior, personal appearance/clothing, personal hygiene, irritating/disruptive behavior and television watching, the 14 years old adolescents (grade 8 students) had more frequent conflict than grade 6 and 7 students. The finding also asserted that there was a concurrence between the levels of frequency and intensities of conflict for a member of domains i.e. , high frequency-high intensity, low frequency- low intensity as well as differences between the levels of frequency and intensity of conflict for other domains (high frequency-low intensity).

Another issue in area of parent-adolescent conflict study was on how parents and adolescents define the issues of conflict. In this regard, Smetana (1989) studied 102 fifth through twelfth graders from 2-parent families and their families to investigate their reasoning about actual family conflict. He content analyzed the issues causing conflict. The result showed 10 categories of conflict: chores, appearance, personality/behavioral style, homework and academic achievement, interpersonal relations, regulations of interpersonal activities, bedtime and curfew, health and hygiene regulation of activities, finance, and others which were consistent with other previous findings in the area. Interestingly, the finding also showed that family members differed in their interpretation of conflicts. It was further revealed that children and adolescents were significantly more likely appeal to personal choice, whereas parents were found more likely to view conflicts as violation of conventional rules. Parents and their adolescents need to understand each others' view in order to manage or reduce conflict that occurs in family relationship. From this research finding report it can be understood that as a result of change in cognitive ability, particularly in reasoning on adolescents, parents and adolescents may define the issues of contention differently.

Scholars have extended their investigation of parent-adolescent conflict in different family structures. In this regard, Smetana and his associates (1991) studied family structure as an attribution of parent-adolescent conflict on divorced and unmarried mother-custody families and two-parent married families with 6th-11th grade students about the conflict they had. By content analyzing participants' reports of conflict areas they identified several domains of

family conflicting areas, which were consistent with the conflicting areas identified by Semtana (1989). The finding demonstrated that divorced and married mothers and their adolescents did not differ in the types of conflicts that were in contrast to their hypothesis. Interestingly, their research findings depicted that adolescent parent conflict was greater in married families than in divorced families, particularly in early adolescence. The implication of their research finding that divorced families had less turbulent parent-child relation than married families for adolescent development would need future research.

Turning the focus back to children, in some cultural groups where authoritarian parenting is practiced it is understood children play the most important role in determining whether parent-child conflict occurs because they have the filial obligation of complete, obedience to parents, attendance to parental needs, and respect for their parents. Yeh and Bedford (2004) studied the relation between filial belief and parent child conflict on 733 junior and senior high school students. The study focused on investigation of the frequency, origins and solutions from child's perspective using an indigenous Chinese view. The research findings provided a support for the indigenous Chinese view that a child's filial beliefs relate to the level of parent child conflict. From the six origins of conflict: demands conflict with desire; demands exceed ability; filial duties conflict with other obligations; unreasonable parental behaviors; inconsistent parental demands, and inter parental disputes, parental demands conflicting with child's desire were the chief source of conflict for each of the four filial types: absolute filial type, not filial type, reciprocal type, and authoritarian filial type (Yeh and Bedford 2004). To resolve conflict between children and their parents according to the result, most children employed reframing solution, followed by compromise, ego-centered, escape and self-reliance. This suggests conflict levels may be a consequence of bidirectional interaction.

The first research that was done with Ethiopian adolescents goes back to the classic work of Cox (1967). Cox (1967), attempted to explore the problems and experiences of 137 Ethiopian adolescents of the then Haile Sellasie I University (Addis Ababa University) who came from all parts of the country. The author reported that authoritarian control in the home was one of those problems most listed by adolescents. Moreover, it was documented that about fifty-one percent of the participants indicated that they had arguments or other types of conflict with their parents. After some years Renner (1974), also studied adolescence in retrospect with

150 Ethiopian adolescent students enrolled in the then Haile Sellasie I University (Addis Ababa University). The author reported that conflicts over parental authority and need for independence were among most of problematic experiences that adolescents encountered. The implication of their research findings is that parent-adolescent conflict was expected among Ethiopian families starting from earlier times.

Recently, Wohabie (2007) examined the relation of some socio-demographic variables and parent-adolescent conflict on 150 adolescents (9th and 12th grade) and their parents in Sodo town. The obtained result revealed the majority of parents and adolescents had conflicts over household chores and issues of autonomy. Wohabie (2007) also showed that early adolescents had frequent and intense conflicts with their parents than mid and late adolescents. Consistent with other western research findings this local research finding also depicted female adolescents have had high frequency and intensity conflict with parents than their male counterparts. Finally, uneducated fathers and unemployed mothers had more conflict than educated fathers and employed mothers.

2.9. Summary of the Review of Empirical Literatures

In the summary of the review of empirical literature section an attempt was made to critically review the previous mentioned empirical studies in relation to variables of the present study.

The first sub section of the review of literatures assessed the difference in parental attributes and some relational aspects that affect parent-adolescent conflict. According to the literature the pattern of parental behaviors and some relational aspects such as adolescents' autonomy from parents and conformity to parental expectations as predictors of parent-adolescent conflict were found to be different within and across gender of parents and cultural groups.

The second sub section of the review of empirical study dealt with on examining the influences of temperament adolescents, pubertal timing, and child-rearing style. According to the literature adolescents' temperament such as behavior like impulsivity and disinhibition were found to be as determinants of parent-adolescent conflict.

The third and fourth sub sections of the review of empirical studies focused on the investigation of the types of conflicts between adolescents and their parents. Accordingly,

household chores, school performance/home work, curfew, cleaning of the room, television viewing, etc.). Particularly, under fourth empirical study it was reported that adolescents and parents differed in their interpretations of conflicting issues

The next subsection dealt with the association between family structure and parent adolescent conflict. Accordingly, the finding revealed that there was no difference in the types of conflict among divorced and married parents and their adolescents. Interestingly, in contrast to hypothesis formulated in that study, the finding revealed that more parent-adolescent conflict in married families than in divorced families particularly in early adolescence

The sixth subsection attempted to show the role played by children and adolescents in determining parent-adolescent conflict in some cultural groups where authoritarian parenting style is practiced. According to the result of the study parental demands conflicting child's as source of child-parent conflict were found to be related to the four types of filial beliefs mentioned in that study.

The seventh subsection assessed problems and experiences that Ethiopian adolescents encountered in their relation with their parents starting from early times.

The last subsection of the empirical study reviewed previously revealed attempted to investigate the relation of some demographic variables. Accordingly, it was indicated that early adolescent had more frequent and intense conflicts than mid and late adolescents. Gender of adolescents and parents' level of education and occupation were found to be related to level of parent-adolescent conflict.

In sum, most of the above motioned empirical studies focused on the investigation of the types of conflicting issues. However, theoretical literature and some empirical evidence have suggested that there is other possible origin of parent-adolescent conflict that needs to be investigated intensively. This include the important aspects of relationship context that parents structure and the kind of socialization behaviors such as parental support and monitoring, and disciplinary styles used by parents.

The present study, therefore, is intended to investigate patterns of family relationship as predictors of parent-adolescent conflict within and across gender of parents and of adolescents.

CHAPTER 3

III. METHODS

This section describes the data source, participants included in the study, sampling technique used, variables, instruments used, data collection procedure, and data analyses.

3.1 Data Source

The data for the present study were collected from adolescent students of three government schools found in Gulele sub- City, (Addis Ababa). The three schools were Belay Zelek Primary School (only grades 7 and 8 students were included), DelBer Secondary School, and Medihanialem Preparatory School. About 582 (262 males and 330 females) students in Belay Zelek Primary school, 3407 (Males = 1240 and Females = 1167) students in DelBer Secondary school, and 2790 (1460 males and 1330 females) adolescent student in Medhanialem Preparatory School are currently enrolled. Primary data were gathered using self-report questionnaire from adolescents of the above mentioned schools.

3.2 Participants

Participants of the study were adolescent students of grades (7, 8, 9, 10, 11, and 12) in the three schools. The total population of students in these schools was 5789 (Males, = 2961 and Females, = 2827). Their age ranged from 12-18 years old.

3.3 Sampling

Sampling techniques in this study involved a two stage procedures. The first task done by the researcher was to select schools in which adolescent are found.

Accordingly, three schools, one primary, one secondary, and one preparatory school, whose names are mentioned earlier, were selected from the twelve government schools found in Gulele Sub-city.

Then to obtain equal number of sample sizes from male and female clusters simple random technique was employed. The availability of lists of adolescent students enabled the researcher to use simple random sampling technique. Therefore, lottery was drawn for each member of adolescent students of the schools until the desired sample sizes were obtained. Consequently, samples of 150 adolescent males and 150 females were drawn from the three schools. Finally, a total of 300 participating-adolescents were taken.

Analyses, however, were made on 227 (Males = 108 and Females = 119) subjects. The responses of forty-four participants were excluded since they came from a single parent only. Twenty-seven questionnaires were excluded from the analyses because they were not properly completed.

3.4 Variables

In this study parental behaviors (i.e., parental support, monitoring, and punitiveness), autonomy from parents, and conformity to parental expectations were independent (predictor) variables whereas parent-adolescent conflict was dependant (criterion) variables.

3.5 Instrument

For this study a questionnaire was developed based on literature. The purpose of this questionnaire was to find out information on adolescent students' perception of their parents' parenting behavior and some aspects of parent-adolescent conflict, and the conflict they had with their parents.

The questionnaire had three parts. Part one includes demographic items such as gender, age and grade level of participating-adolescents and their parents' educational level and occupation.

Part two consists of 34 items that were employed to measure adolescents' perception of their parents' parenting behavior and aspects of parent-adolescent relationship developed based on literature. This part of the questionnaire requests participating adolescents to report on their mothers' and fathers' parenting behaviors separately and some aspects of parent-adolescent relationships such as the adolescents' perception of maternal and paternal autonomy-fostering behavior and conformity to mothers' and fathers' expectations. The items were close ended Likert type statements that were answered on four point scales that indicate "strongly agree"=4, "agree"=3, "disagree"=2, "strongly disagree"=1. These items were categorized into five sub scales in this study: Parental Support, Parental Monitoring, Parental Punitiveness, and Autonomy from Parents, and Conformity to Parental Expectations.

Parental behavior in this study as mentioned by Peterson et al., (2005) was assessed by variables such as parental support, monitoring, and punitiveness.

Parental Support: parental support in this study was measured by items 1-5 on the questionnaire. The items measured the extent to which mothers and fathers were perceived by adolescents as being accepting, warm, approving, and nurturing. The possible score on this subscale ranged between 5 and 20. Higher scores on this sub scales indicate high parental support and lower scores indicate low parental support.

Parental Monitoring: Parental monitoring was measured by items 6-12 on the questionnaire. The items assessed the extent to which parents were perceived by their adolescents as supervising their adolescents' schedules, peer group, activities, whereabouts, and their use of money. The possible score on this subscale ranged between 7 and 28. Higher scores on this sub scale indicate high parental monitoring and lower scores indicate low parental monitoring.

Parental Punitiveness: parental punitiveness was assessed by items 13-16 on the questionnaire. The items specifically measured the perception of participating adolescents that mothers and fathers use both verbal and physical control to influence their behavior and quality. The possible score on this sub-scale ranged between 5 and 16. Higher scores on this sub scale indicate high parental punitive behavior and lower scores on this sub scale indicate low parental punitive behavior.

Autonomy from Parents: autonomy from parents was assessed by items 17-26 on the questionnaire. The items measured participating adolescents' perception of the extent to which their mothers and fathers allow them to make their own decision and engage in activities of choice about friends, clothing, and education without excessive interference. The possible score on this sub scale ranged from 10 to 40. Higher scores indicate high parental autonomy-fostering behavior and lower scores indicate low parental emphasis to adolescents' autonomy.

Conformity to Parents' Expectations: conformity to parental expectations was measured by items 27-34 on the questionnaire. The items measured participating adolescents' perception of the extent to which they go along with parents' values, beliefs, attitudes and expectation about leisure time activities, friends, education and careers. The possible score on this sub-scale ranged from 8 to 32. Higher scores on this subscale indicate high parental emphasis to conformity to parental expectations and lower scores indicate parents' low

emphasis to adolescents' conformity to parental expectations.

Part three consists of two items that were intended to measure parent-adolescent conflict. The use of only two items was based on previous researchers' work. As mentioned in literature review section to measure parent-adolescent conflict researchers have used either of the two ways depending on the purpose of their studies. Researchers whose study interest have been on identifying the everyday activities as sources of parent-adolescent conflict have used the Issues Checklist(IC) that assesses the frequency and intensity of parent-adolescent disagreement over 44 potential areas of in households. Some researchers (e.g., Peterson et al., 2005) whose interests focused on investigation of some correlates of parent-adolescent conflict used two items that measure frequency and intensity of conflict to measure the global construct of parent-adolescent conflict. These researchers have reported due to high correlation between score of frequency and intensity of conflict the sum of two scores revealed a single score of global construct of parent-adolescent conflict score (Allison and Schwartz,2004; Krishnan,2004;Schwabe,1986; Xiong and others,2008).

Parent-Adolescent Conflict: The purpose of the present study was to examine whether family relationship predict parent-adolescent conflict. Parent-adolescent conflict as used by (Peterson et al., 2005) in the present study was measured by two items that assessed participating adolescents' perception of frequency and intensity of conflict with their parents on 5 point scales. Response on the frequency of conflict was answered on five point scales that indicate "always"=5, "most of the time"=4, "some times"=3, "rarely"=2, "very rarely"=1. Responses on the intensity of conflict sub scale was answered on five point scales that indicate "very Serious"=5, "Serious"=4, "Moderate"=3, "very Minor"=2, "Minor"=1. By summing the two scores (frequency and intensity) of conflict for each respondent a single global parent-adolescent score was obtained. The possible score on the parent-adolescent conflict scale in this study ranged from 2 to 10. High scores on this sub scale indicate more parent-adolescent conflict and lower scores indicate less parent-adolescent conflict in this study.

3.6 Procedure of Data Collection

3.6.1 Items Construction

The researcher first developed three scales of parental behaviors, two scales of parent-adolescent relational aspects, and one scale of parent-adolescent conflict.

The scales referred to Parental Support, Parental Monitoring, Parental Punitiveness, Autonomy from Parents, Conformity to Parental Expectation, and Parent-Adolescent Conflict.

The items in the original six scales were presented to three persons, holding MA in Developmental Psychology for their comments on the relevance (validity) of the items to measure parental behaviors, autonomy from parents, conformity to parental expectations, and parent-adolescent conflict. The scales were improved on the basis of the feedback obtained.

In completing the scale respondents were asked to put a tick or check mark (✓) under one of the four options to indicate if the item describes their parents (mothers' and fathers') behavior and aspects of relationship with parents (mothers and fathers). Similarly, respondents were requested to put a tick (✓) mark under one of the five options to indicate the frequency and intensity of conflict they had with their parents.

To ensure linguistic equivalence of the original instrument the questionnaire prepared in English language was translated into Amharic following translation back to translation procedure. First two second year post-graduate students from Amharic Language with good command of English language translated the original instrument to Amharic. Then, two post-graduate second year English students with good command of Amharic language translated the scale back to the original language. After ensuring the consistency of the translation, the six scales became ready for pilot test.

3.6.2 Pilot Study

To check its reliability and make some kind of corrections, modifications on the items and to avoid ambiguity, the questionnaire with 35 items was pilot tested on 45 adolescent students selected randomly from Abiyot Kirs Preparatory School, W/ro Kelemowork Secondary School and Arbegnoch Primary School. All the schools selected for the pilot study were outside of the main study sites. This was made to avoid participants' contact effect. The

questionnaires from 42 participating-adolescents were properly filled. Thus, reliability of the instrument was tested on this number of respondents. Accordingly, the instrument of parental support was found to have a reliability of Chronbach alpha.794, parental monitoring .629, and parental punitiveness was found to have a reliability index of .668. Similarly, the measure for adolescents' autonomy from parents was found to have reliability of Chronbach alpha .831 and conformity to parental expectations, .636. In addition the two items (frequency and intensity of conflict) measuring the global construct of parent-adolescent conflict were found to have significant positive correlations .443. Based on the information obtained from pilot study, revision of some items was made. Besides, one item from parental punitiveness sub-scale was excluded from the instrument because its inclusion reduced the reliability of the original sub-scale significantly. After ensuring an acceptable psychometric property of the instrument, it was used for the main study.

3.6.3 Administration

With the assistance of the principals, unit leaders, and some staff of the three schools, the randomly selected participating adolescents were gathered in a classroom. However, when the randomly selected adolescent students were not present, any available adolescent student was made to fill out the questionnaire. During the administration of the questionnaire the main objective of the study was clearly communicated to participating adolescents. In addition, oral instruction and necessary help were given to participants. Then subjects were made to fill the questionnaire individually. Finally, a total of 300 questionnaires were administered in the three schools.

3.7 Data Analyses

As mentioned earlier the main objective of the present study was to explore family relationship as predictors of parent-adolescent conflict within and across gender of parents and of adolescents. To see the general patterns of the variables descriptive statistics such as mean, standard deviations and maximum- minimum scores were obtained for both adolescent males and females, separately.

In order to find out the extent of relationships among dependent and independent variables correlation matrix was computed for the four parent-adolescent relationship dyads: Boys-Fathers, Boys – Mothers, Girls –Fathers, and Girls – Mothers.

Finally, multiple and step-wise regression analysis were employed for the four parent-adolescent relationship dyads to find out the combined and independent contribution of predictor variables in estimating parent-adolescent conflict. Test of significance was performed using $p < .05$.

CHAPTER 4

IV. RESULTS

As earlier mentioned, the main objective of this study was to explore family relationship as predictors of parents-adolescent conflict within and across gender of parents and of adolescents. Adolescents' perception of parents' support, monitoring, and punitiveness, and autonomy from parents' and conformity to parental expectations are independent variables. Parent-adolescent conflict is the dependent variables in this study.

Under the first section of this chapter, socio-demographic characteristics of participating-adolescents' are presented. In the second section, descriptive statistics of the independent variables (parental support, monitoring, punitiveness, autonomy from parents, and conformity to parental expectations), and dependent variable (i.e., parent-adolescent conflict) are presented. In an attempt to look into the relationship between the variables of interest the results of intercorrelation between independent and dependent variables are presented in the third section. To examine adolescents' perceived parents' parenting behaviors, autonomy from parents and conformity to parental expectations as predictors of adolescents' perception of parent-adolescent conflict the results of multiple and step-wise regression analyses for the four parent-adolescent relationship dyads carried out in this study are presented under the last section.

4.1 Socio-Demographic Characteristics of Respondents

Socio- demographic characteristics of participants are presented in Table1. These data include adolescents' sex, age, and adolescents' parents' education level.

Table 1: Socio-Demographic Characteristics of Participants

Variables	Frequency	Percentage
Adolescent's sex		
Male	108	47.6
Female	119	52.4
Total	227	100
Adolescents' Age		
12-14 (early adolescence)	59	25.9
15-18 (middle adolescence)	168	74.1
Total	227	100
Mothers' Education Level		
No formal education	126	55.5
Completed primary education	55	24.3
Completed secondary education	34	14.9
College and above	12	5.3
Total	227	100
Father' Education Level		
No formal education	98	43.2
Completed primary education	32	14.1
Completed secondary education	55	24.2
College and above	42	18.5
Total	227	100

As one can see from Table 1, there were 227 participating adolescents. Among the participants 108 (47.6%) of them were males and 119 (52.4%) were females. The table also depicted the age of participants. In this regard 59 (25.9%) participants were between the ages of 12 to 14 (referred in this study, as early adolescents) and 168 (74.1%) were in the age ranges of 15 -18 (referred as middle adolescents). Regarding participating adolescents' parents' level of education the table indicated that, 126 (55.5%) participating adolescents' mothers and 98 of (43.2%) fathers did not have formal education, 55 (24.3%) of mothers and 32(14.1%) fathers completed primary education, 34(14.9%) of adolescents' mothers and 55(24.3%) fathers completed secondary education, and 12 (5.3%) mothers and 42(18.5%) fathers were with college and above education level.

4.2 Mean and Standard Deviation of Independent and Dependent Variables

The descriptive statistics of the independent variables, i.e., means, standard deviations and ranges are presented below in Table 2.

Table 2: Descriptive Statistics of the variables (N=227)

Variables	Statistics			
	Mean	Standard Deviation	Ranges of scores	
			Min	Max
Mothers' support				
Male	16.92	3.18	5.00	20.00
Female	17.36	2.51	9.00	20.00
Mothers' monitoring				
Males	20.52	4.09	7.00	28.00
Female	21.84	3.82	12.00	28.00
Mothers' punitiveness				
Males	9.15	2.64	4.00	16.00
Females	9.62	2.64	4.00	16.00
Autonomy from mothers				
Males	32.32	5.94	10.00	40.00
Females	31.52	5.98	15.00	40.00
Conformity to mothers' expectations'				
Males	21.03	4.20	8	29
Females	20.02	5.14	8	32
Fathers' support				
Males	15.65	4.01	2	20
Females	16.42	3.37	8	20
Fathers' monitoring				
Males	17.75	4.52	7	27
Females	17.51	5.05	6	28
Fathers' punitiveness				
Males	10.25	2.83	4	16
Females	10.18	3.21	4	16
Autonomy from fathers				
Males	31.10	6.95	3	40
Females	31.7	5.69	14	40
Conformity to fathers' expectations				
Males	20.28	4.54	8	31
Females	19.98	5.09	8	32
Parent-adolescent conflict				
Males	3.91	2.11	2.00	10.00
Females	4.1	2.00	2.00	10.00

4.3 Correlation between Perceived Adolescent Males' Fathers' Parenting Behaviors Autonomy from Fathers and Conformity to Fathers' Expectations, and Parent-Adolescent Conflict

The strength of relationship between predictor variables and criterion variable for adolescent males-fathers combinations were computed. Table 3 shows the Intercorrelation results.

Table 3: Intercorrelation among Predictor Variables and Dependent Variable for Adolescent Males-Fathers Combination (N=108)

Variables	1	2	3	4	5	6	7	8
1 AA	-							
2 FEL	.085	-						
3 PFS	.217*	.098	-					
4 PFS	.041	.060	.259**	-				
5 PFP	-.134	-.107	.002	.007	-			
6 PAF	-.145	.010	.441**	.318**	.136	-		
7 PCFE	-.100	.057	.352**	.306**	.317**	-.332**	-	
8 PAC	.182*	-.037	-.432**	-.151	.215**	-.297**	-.137	-

*p<.05, **p<.01

- Note: 1. AA= Age of Adolescents
 2. FEL= Fathers' Education Level
 3. PPS= Perceived Fathers' Support
 4. PPM= Perceived Fathers' Monitoring
 5. PPP= Perceived Fathers' Punitiveness
 6. PAP= Perceived Autonomy form fathers
 7. PCPE = Perceived Conformity to Fathers' Expectations.
 8. PAC= Parent-Adolescent Conflict.

As can be seen from Table 3, parent-adolescent conflict was negatively and significantly related to perceived adolescent males' fathers' support ($r=-.432$, $p<.01$) as well as to perceived adolescent males' autonomy from fathers ($r=.297$, $p<.01$). In addition, parent-adolescent conflict was also negatively related to perceived adolescent males' fathers' monitoring but not significant. Similarly, adolescent males' perception of parent-adolescent conflict appeared to be negatively related adolescent to males' perception of conformity to fathers' expectations but insignificant. Moreover, as revealed in the table, adolescents' perception of parent-adolescent conflict appeared to be positively and significantly related to

males' perceived fathers' punitiveness ($r = .215, p < .01$). Parent-adolescent conflict was also found to be positively and significantly related to age of adolescents ($r = .182, p < .05$) for adolescent males.

4.4 Results of Multiple Regression Analyses for Males' Perceived Fathers' Parenting behaviors, Autonomy from Fathers, And Conformity to Fathers' Expectations on Parent-Adolescent Conflict

Multiple regression analyses were carried out to examine the combined contribution of the independent/predictor variables in predicting parent-adolescent-conflict for adolescent males' perceived fathers' parenting behaviors. The Results are presented in Table 4.

Table 4: Summary of Linear Multiple Regression for Males' Perceived Fathers' Parenting Behaviors, Autonomy from Fathers, and Conformity to Fathers' Expectations on Parent-Adolescent Conflict (N=108)

No.	Independent variables entered in the equation	Unstandardized coefficients		standardized Coefficient Beta (β)	T-value	Sig.t
		B	Std. Error SEB			
1	PFS (X ₁)	-.181	.052	-.344	-3.462	.001
2	PFM (X ₂)	-.009	.043	-.020	-.212	.833
3	PFM (X ₃)	.186	.068	.250	2.751	.007
4	PAFX ₄)	-.049	.030	-.161	-1.6115	.109
5	PCFE (X ₅)	-.017	.046	-.36	-.356	.722
	Constant	6.844	1.173			
	Multiple Correlation	R= .508				
		R ² = .258				
	Coefficients (R)	R ² a=.222				
	F-ratio	7.096				.000

- Note: 1. PFS=Perceived Fathers' Support
 2. PFM= Perceived Fathers' Monitoring
 3. PFP= Perceived Fathers' Punitiveness
 4. PAF= Perceived Autonomy from Fathers
 5. PCFE= Perceived Conformity to Fathers' Expectations.

As shown on Table 4, perceived adolescent males' fathers' behaviors (supportive, monitoring and punitiveness), autonomy from fathers and conformity to father's expectations jointly contributed 25.8% of the variance in reference to parents' conflict with males. F-test depicted

that this proportion of variance is statistically significant, ($F(5, 102) = 7.096, P < .05$).

As indicated in table, PFS (X_1) and PFP (X_3) were found to be significant contributors to the explained variance in parents' conflict with adolescent males ($B = -.344, t = -3.462, p < .05$, and $B = .250, t = 2.751, p < .05$, respectively). According to the above results of multiple regression analysis the majority of the variance in parents' conflict with adolescents (Y) is due to PFS (X_1) and PFP (X_3).

In line with the above analysis, the independent contribution of predictor variables to the variance in (Y) was examined through step-wise regression analysis, presented in Table 5.

Step-wise Regression Analysis for Males' Perceived Fathers' Parenting Behaviors, Autonomy from Fathers, and Conformity to Fathers' Expectations on Parent-Adolescent Conflict

To examine the relative contribution of each of the predictor variables and to identify the strongest predictor variables stepwise regression analysis was carried out for adolescent males-fathers relationship dyads. Table 5 reveals the results of this analysis. The predictor variables considered in the analysis were X_1, X_2, X_3, X_4 , and X_5 . In the analysis X_1 and X_3 , in descending order are found to be significant contributors at 0.05 level of significance. Hence the proportion of variance accounted for Y by X_1 and X_3 were found to be 18.7% and 23.3% respectively. Therefore, the variance accounted for in Y attributable to X_3 would be 4.6%. In other words, fathers' support contributes 18.7% of the variance in decreasing parents' conflict with adolescent males whereas 4.6% of the explained variance in increasing parents' conflict with adolescent males is attributed to fathers' punitive behavior.

Table 5: Results of Step-wise Regression Analysis for Males' Fathers' Perceived Parenting Behaviors, Autonomy from Fathers, and Conformity to Fathers' Expectations on Parent-Adolescent Conflict ($N=108$)

No.	Variables Entered	Unstandardized Coefficients		Standardized Coefficient Beta (β)	Multiple		ΔR^2	F-ratio
		Reg. Coef. B	Std. Error SEB		R	R ²		
1	PFS	-.227	.045	-.433	.432	.187	.187	24.352
2	PFP	.160	.163	.216	.483	.233	.046	15.984

Constant= 7.458
 Standard Error of Estimate = .743
 Multiple regression F-value= 15.84

Regression equation=

$$\hat{y} = -227x_1 + .160x_3 + 7.458$$

Where X_1 = Perceived Fathers Support

X_3 = Perceived Fathers' Punitiveness

The stepwise regression analysis indicated X_1 and X_3 (adolescent males' perceived fathers' support and punitiveness, respectively) were as significant predictors of parents' conflict with adolescent males. Had the remaining variables, X_2 , X_4 , and X_5 been included in the regression model the total variance accounted for in Y would have been 25.8%. Thus they could have increased the proportion by 2.5%. This shows that the additive, effects of the predictor variables, (X_2 , X_4 , and X_5) is very little.

4.5 Correlation between Perceived Adolescent Males' Mothers' Parenting Behaviors, Autonomy from Mothers and Conformity to Mothers' Expectations, and Parent-Adolescent Conflict

The strength of relationship between predictor variables and criterion variable for adolescent males-mothers relationship dyads were computed. Table 6 shows the Intercorrelation results.

Table6: Intercorrelation among Predictor Variables and Dependent Variable for Adolescent Males-Mothers Combination (N=108).

Variables	1	2	3	4	5	6	7	8
1 AA	-							
2 MEL	.085	-						
3 PMS	.272	.042	-					
4 PMM	-.150	-.006	.427**	-				
5 PMP	.171*	.209*	-.054	.114	-			
6 PAM	-.277**	-.119	.721**	.353**	-.72	-		
7 PCFE	-.069	-.024	-.252**	.293**	.128	.131	-	
8 PAC	.182*	-.037	-.389**	-.220*	.093	-.495**	-.099	-

* $p < .05$, ** $p < .01$

- Note: 1. AA= Age of Adolescents
2. MEL= Mothers' Education Level
3. PMS= Perceived Mothers' Support
4. PMM= Perceived Mothers' Monitoring
5. PMP= Perceived Mothers' Punitiveness
6. PAM= Perceived Autonomy Form Mothers
7. PCME = Perceived Conformity to Mothers' Expectations.
8. PAC= Parent-Adolescent Conflict.

As seen from Table 6 parent adolescent conflict was negatively and significantly related to perceived adolescent males' mothers' support, monitoring as well as to perceived autonomy from mothers ($r = -.389$, $p < .01$, $r = -.220$, $p < .05$ and $r = -.495$, $p < .01$, respectively). In addition, parent-adolescent conflict was negatively related to adolescent males' perceived mothers' monitoring, and conformity to mothers' expectations but not significant. Parent-adolescent-conflict was positively related to males' perceived mothers' punitiveness but not significant. Table 6 also indicated that parent-adolescent conflict was positively and significantly related to age of adolescents ($r = .182$, $p < .05$).

4.6 Results of Multiple Regression Analyses for Males' Perceived Mothers' Parenting Behaviors, Autonomy from Mothers, And Conformity to Mothers' Expectations on Parent-Adolescent Conflict

Adolescent males' perceptions of mothers' support, monitoring, punitiveness, autonomy from mothers, and conformity to parental expectations scores were regressed on global construct of parent-conflict scores. The result of multiple regression analysis is presented in Table 7 below.

Table 7: Summary of Linear Multiple Regression for Males' Perceived Mothers' Parenting Behaviors, Autonomy from Mothers, and Conformity to Mothers' Expectations on Parent-Adolescent Conflict (N=108)

No.	Independent Variables entered in the Equation	Unstandardized Coefficients		Standardized Coefficients Beta (β)	t-value	Sig.t
		B	Standardized Error SEB			
1	PMS (x_1)	-.028	.086	-.043	-.328	.743
2	PMM (x_2)	-.024	.050	-.046	-.474	.637
3	PMP(x_3)	.054	.070	.068	.774	.441
4	PAM(x_4)	-.156	.044	-.439	-3.530	.001
5	PCME (x_5)	-.013	.046	-.025	-.275	.784
	Constant	9.683	1.444			
Multiple Correlation		R=.503				
Coefficients (R)		R ² = .253				
F-ratio		6.908				
						.000

Note: 1. PMS= Perceived Mothers' Support

2. PMM= Perceived Mothers' Monitoring

3. PMP= Perceived Mothers' Punitiveness

4. PAM= Perceived Autonomy from Mothers.

5. PCME= Perceived Conformity to Mothers' Expectations.

As shown on Table 6, 25.3% of the variance in parents' conflict with adolescent males was explained by perceived adolescent males' mothers' support, monitoring, and punitiveness, autonomy from mothers and conformity to mothers' expectations. F-test revealed that this proportion of variance is statistically significant ($F(5, 102) = 6.908, p < .05$)

Based on the beta coefficients of each predictor variable, the significant variable in predicting parent adolescent-conflict was only adolescents' perceived autonomy from mothers, PAM(x_4). Accordingly, only the effect of perceived adolescent males' autonomy from mothers (X_4) was significant and strong ($B = -.439, t = -3.530, P < .05$).

According to the result of multiple regression analysis the majority of the variance in parents' conflict with adolescent males is attributed to PAM(X_4).

Step-Wise Regression Analysis for Males’ Perceived Mothers’ Parenting Behaviors, Autonomy from Mothers, and Conformity to Mothers’ Expectations on Parent-Adolescent Conflict

To examine the relative contribution of each of independent variables in predicting criterion variable and to determine the strongest predictor variables stepwise regression analysis was employed. Table 8 depicts the results. The predictor variables considered in the analysis are X₁, X₂, X₃, X₄, and X₅. In the analysis only X₄ is found to be significant contributor at 0.05 level of significance, and the proportion of variance accounted for Y by X₄ is appeared to be 24.5%.

Table 8: Results of Step-wise Regression Analysis for Males’ Perceived Mothers’ Parenting Behaviors, Autonomy from Mothers, and Conformity to Mothers’ Expectations on Parent-Adolescent Conflict (N=108)

No.	Variables Entered	Unstandardized Coefficients		Standardized Coefficient Beta (β)	Multiple		ΔR ²	F-ratio
		Reg. Coef. B	Std. Error SEB		R	R ²		
		1	PAM (x ₄)		-.175	.030		

Constant= 9.578

Standard error of estimate.720

Multiple Regression F-value= 34.351

Regression equation

$$\hat{y} = -.175x_4 + 9.578$$

Where X₄ = Perceived Autonomy from Mothers.

The step-wise regression analysis revealed that only X₄ as significant predictor of parents’ conflict with adolescent males, contributing 24.5% of the variance accounted for in Y. In other words 24.5 % of variance in decreasing parents’ conflict with adolescent males is attributed to perceived adolescent males autonomy from mothers. Had the rest of variables X₁ X₂, X₃ and X₄ been included in the regression model the total variance accounted for Y would have been 25.3%, and thus they could have raised the proportion by 0.8%. This shows that the additive effect of the predictor variables (X₁ X₂, X₃ and X₅) is very little.

4.7 Correlation between Perceived Adolescent Females' Fathers' Parenting Behaviors, Autonomy from Fathers' Conformity to Fathers' Expectations, and Parent-Adolescent Conflict

The strength of relationship between predictor variables and dependent variables for adolescent females' fathers' parenting behaviors were computed. Table 9 shows the Interrelation results.

Table 9: Interrelation among Predictor Variables and Dependent Variable for Adolescent Females-Fathers Combination (N=119)

	Variables	1	2	3	4	5	6	7	8
1	AA	-							
2	FEL	.082	-						
3	PFS	-.009	-.113	-					
4	PFM	-.444	-.005	-.253*	-				
5	PFP	-.111	-.052	.253*	.047	-			
6	PAF	-.036	.194*	.524**	.336**	-.212*	-		
7	PCFE	-.217**	-.038	.184**	.139	.158*	.054	-	
8	PAC	.230**	-.110	-.335**	-.221**	.234**	-.425**	-.012	-

* P<.05 ** P<.01

- Note:
1. AA = Age of Adolescents
 2. FEL = Fathers' Education Level
 3. PFS = Perceived Fathers' Support
 4. PFM = Perceived Fathers' Monitoring
 5. PFP = Perceived Fathers' Punitiveness
 6. PAF = Perceived Autonomy Form Fathers
 7. PCFE = Perceived Conformity to Fathers' Expectations.
 8. PAC = Parent-Adolescent Conflict

As can be learned from Table 8, parent-adolescent conflict was negatively and significantly related to adolescent females' perception of fathers' support ($r = -.335, p < .01$) as well as to autonomy from fathers ($r = -.425, p < .01$).

In addition, parent-adolescent conflict appeared to be negatively and significantly related to only females perceived fathers monitoring ($r = -.221, p < .01$). Besides, parent-adolescent conflict was negatively related to conformity to fathers' expectations but not significant. As it was indicated, parent-adolescent conflict was positively and significantly related to females fathers' punitiveness ($r = .234, p < .01$). Table 9 also depicted that age of adolescents was

positively and significantly related to adolescent females' perception of conflict with parents ($r=.230, p<.01$).

To examine the predictive relationship between variables multiple regression analysis was carried out. The result of multiple regression analysis is described in the next sub-section.

4.8 Results of Multiple Regression Analyses for Females' Perceived Fathers' Parenting Behaviors, Autonomy from Fathers' Conformity to Fathers' Expectations on Parent-Adolescent Conflict

Multiple regression analyses were carried out to examine the joint contribution of the independent variables i.e., mothers' support, monitoring, and punitiveness, autonomy from fathers and conformity to fathers expectations in predicting parent-adolescent conflict for adolescent girls-fathers dyads. The results are presented in Table 10 below.

Table 10: Summary of Linear Multiple Regression Results for Females' Perceived Fathers' Parenting Behaviors, Autonomy from Fathers' Conformity to Fathers' Expectations on Parent- Adolescent Conflict (N=119)

No.	Independent variables Entered in the equation	Unstandardized Coefficients		Standardized Coefficient Beta(β)	t-value	Sig t
		B	Std. Error SEB			
1	PFS (X_1)	-.064	.62	-.109	-1.038	.302
2	PFM (X_2)	-.034	.37	-.086	-.932	.352
3	PFP (X_3)	.890	.056	.143	1.603	.112
4	PAF (X_4)	-.109	.035	-.310	-3.094	.002
5	PCFE (X_5)	.005	.034	.014	.159	.874
	Constant	8.174	1.358			
	Multiple Coefficient(R) F- ratio	R= .470				
		R ² = .221				
		R ² a= .186				
		6.400				.000

- Note: 1. PFS = Perceived Fathers Support
2. PFM= Perceived Fathers' Monitoring
3. PFP Perceive Fathers Punitiveness
4. PAF= Perceived Autonomy from Fathers
5. PCFE= Perceived Conformity to Fathers' Expectations.

As shown on Table 10, all the predictor variables together contributed 22.1 % to the explained variance of dependent variable. In other words, the predictor variables jointly contributed 22.1%of the explained variance in parents' conflict with adolescent females. The F- test revealed that this proportion of variance is statistically significant, ($F(5,113) = 6.400$, $p < .05$).

Based on the magnitude of standardized regression coefficient of the five predictor variables only perceived adolescent females' autonomy from fathers was found to be significant in predicting parent-adolescent conflict. Accordingly, only the effect of perceived adolescent females' autonomy from fathers PAF (X_4) on parents' conflict with males ($B = -.310$, $t = -3.094$, $p < .05$) was statistically significant.

Step-Wise Regression Analysis for Females' Perceived Fathers' Parenting Behaviors, Autonomy from Fathers' Conformity to Fathers' Expectations on Parent-Adolescent Conflict

To evaluate the relative contributions of each of independent variables in predicting dependent variables and identify the strongest predictor/s step-wise regression analysis has been carried out. The predictor variables considered in the analysis are X_1 , X_2 , X_3 , X_4 and X_5 .

Table 11: Results of Step-wise Regression Analysis for Females' Perceived Fathers' Parenting Behaviors, Autonomy from Fathers' Conformity to Fathers' Expectations on Parent-Adolescent Conflict (N=119).

No.	Variable Entered	Unstandardized Coefficients		Standardized Coefficient Beta (β)	Multiple		ΔR^2	F-ratio
		Reg. Coef. B	Std.Err or SEB		R	R ²		
1	PAF	-.150	.029	-.425	.425	.181	.181	25.811

Constant = 8.825

Standard error of Estimate.778

Multiple Linear Regression F- value = 25.811

Regression Equation

$$\hat{y} = -.150x_4 + 8.825$$

Where, X_4 = Perceived Autonomy from Fathers' (PAF)

As indicated on Table 10, in the analysis only x_4 (PAF) appeared to be significant at 0.05 level of significance. Accordingly, the proportion of variance account for in Y by X_4 is 18.1%. In other words, 18.1 percent of the variance in the decreasing parents' conflict with adolescent females was attributed to adolescent females' perceived autonomy from fathers, Had the remaining variables, X_1 X_2 , X_3 and X_5 been included in the model, the total variance accounted for in Y would have been 22.1% .This shows that the independent contribution of x_4 is much more than the additive effects of four variables could be.

4.9 Correlation between Perceived Adolescent Females' Mothers' Parenting Behaviors, Autonomy from Mothers Conformity Mothers' Expectations, and Parent-Adolescent Conflict

The strength of relationship between predictor variables and criterion variable for adolescent females-mothers relationship dyads were computed. Table 12 depicts the intercorrelation results.

Table: 12 Intercorrelation among Predictor Variables and Dependent Variable for Adolescent Females-Mothers Combination (N=119)

	Variables	1	2	3	4	5	6	7	8
1	AA	-							
2	MEL	.80	-						
3	PMS	-.098	.075	-					
4	PMM	-.014	.055	.284**	-				
5	PPP	-.151	-.231	-.162*	-.123	-			
6	PAM	-.035	.095	.563**	.305	-.297**	-		
7	PCME	.226**	-.083	.081	-.014	.275**	-.039	-	
8	PAC	.230**	-.110	-.334**	-.123	.265**	-.312	-.035	-

* p<.05 ** p<.01

- Note:
1. AA = Age of Adolescents
 2. MEL = Mothers' Education Level
 3. PMS = Perceived Mothers' Support
 4. PMM = Perceived Mothers' Monitoring
 5. PMP = Perceived Mothers' Punitiveness
 6. PAM = Perceived Autonomy form Mothers
 7. PCME = Perceived Conformity to Mothers' Expectations.
 8. PAC = Parent-Adolescent Conflict

As can be seen from Table 12, perceived parent-adolescent-conflict was negatively and significantly related to adolescent females' perceived mothers' support($r=-.334$, $p<-.334$). Similarly, parent- adolescent conflict was negatively related to adolescent females' perceived mothers' monitoring, perceived conformity to mothers expectations, and autonomy from mothers but not significant. As it was also indicated, parent-adolescent conflict was positively and significantly related to adolescent females' perceived mothers' punitiveness($r=.265$, $p<.01$). Table 12 also depicted that perceived parent-adolescent conflict was positively and significantly related to age of adolescents($r=.230$, $p<.01$).

4.10 Results of Multiple Regression Analyses for Females' Perceived Mothers' Parenting Behaviors, Autonomy from Mothers, and Conformity to Mothers' Expectations on Parent-Adolescent Conflict

Similarly, adolescent females' perceptions of mothers' support, monitoring, punitiveness, autonomy from mothers, and conformity to parental expectations scores were regressed on

global construct of parent-conflict score to see their effect in predicting parent-adolescent conflict. The result presented in Table 11, below.

Table 13: Summary of Linear Multiple Regression for Females' Perceived Mothers' Parenting Behaviors, Autonomy from Mothers Conformity to Mothers' Expectations on Parent Adolescent Conflict (N=119)

No.	Independent variables Entered in the equation	Unstandardized Coefficients		Standardized Coefficient	t-value	Sig. t
		B	Std. Error SEB	Beta(β)		
1	PMS (X_1)	-.177	.084	-.222	-2.104	.038
2	PMM(X_2)	.002	.048	.033	.038	.970
3	PMP (X_3)	.159	.071	.209	2.243	.027
4	PAM (X_4)	-.043	.036	-.128	-1.182	.240
5	PCME (X_5)	-.031	.035	-.079	-.883	.379
	Constant	7.562	1.722			
	Multiple Coefficients (R)	R= .414 R ² = .171 R ² a= .135				
	F- Ratio	4.672				.001

- Note: 1. PMS = Perceived Mothers' Support
 2. PMM= Perceived Mothers' Monitoring
 3. PMP = Perceived Mothers' Punitiveness
 4. PAM= Perceived Autonomy from Mothers'
 5. PCME= Females' Conformity to Mothers Expectations

As can be learned from Table 13, the predictor variables jointly contributed 17.1% to the explained variance of dependent variable. In other words, perceived adolescent females' mothers' support (X_1), monitoring (X_2), punitiveness (X_3), autonomy form mothers (X_4) and conformity to mothers' expectations (X_5) together contributed 17.1% of the explained variance in parents' conflict with adolescent females. The F-test revealed this proportion of variance is statistically significant ($F(5, 113) = 4.672, p < .05$)

The magnitude of standardized regression coefficient can be indicated in descending order based on the significant independent contribution of each predictor variables in predicting parent adolescent conflict (Y) as X_1 and X_3 . As indicated X_1 and X_3 were found to be significant ($B=-.22$, $t = -2.104$, $p <.05$, and $B=.209$, $t= 2.24$, $p <.05$, respectively)in the prediction of Y.

According to the result of multiple regression analysis the majority of the variance in parents conflict with adolescent females (Y) is attributed to perceived adolescent females' mothers' support (X_1) and punitiveness, (X_3).

In line with the above analysis, the independent contribution of predictor variables to the variance in Y was examined through step-wise regression analysis, presented in Table 14.

Step-wise Regression Analysis for Adolescent Females' Perceived Mothers' Parenting Behaviors, Autonomy from Mothers, and Conformity to Mothers' Expectations on Parent-Adolescent Conflict

To examine the relative contribution of each of the predictor variables in predicting criterion variable and identify the strongest predictor variable/s step-wise regression analysis was carried out .Table 14 shows the result. The predictor variables considered in the analysis are X_1 , X_2 , X_3 , X_4 , and X_5 . In the analysis X_1 and X_3 in descending order are found to be significant contributors at 0.05 level of significance, hence the proportion of variance accounted for Y by X_1 and X_3 appeared to be 11.1% and 15.6%, respectively. The variance accounted for in Y attributed to X_3 , therefore, would be 4.5%. Meanwhile, perceived adolescent females' mothers' support explained 11.1% of variation in decreasing parents' conflict with adolescent females whereas 4.5% of explained variance in increasing parents' conflict with adolescent females is attributed to perceived adolescent females' mothers' punitiveness.

Table 14: Results of Step-wise Regression Analysis for Adolescent Females' Perceived Mothers' Parenting Behaviors, Autonomy from Mothers, and Conformity to Mothers' Expectations on Parent-Adolescent Conflict (N=119)

No.	Variable Entered	Unstandardized Coefficients		Standardized Coefficient	Multiple		ΔR^2	F-ratio
		Reg. Coef. B	Std. Error SEB	B(β)	R	R ²		
1.	PMS	-.267	.070	-.334	.334	.111	.111	22.456
2.	PMP	.162	.066	.213	.394	.156	.045	16.746

Constant 6.67

Standard error of estimate .864

Multiple Linear Regression F. value

Regression Equation

$$\hat{y} = -.267 X_1 + .162 X_3 + 6.73$$

Where, X_1 = Perceived Mothers' Support

X_3 = Perceived Mothers' Punitiveness

The stepwise regression analysis identified X_1 and X_3 as significant predictors of parents' conflict with adolescent females. Had the remaining predictor variable X_2 , X_4 , and X_5 been included in the regression model the total variance accounted for in Y would have been 17.1%, thus they could have raised the proportion only by 1.5%. This shows that the additive effect of the predictor variables, X_2 , X_4 and X_5 is very little.

In general, findings of family relationship as predictors of parent-adolescent conflict showed different pattern as a function of gender of parents and of adolescent of the study.

Accordingly, findings for parental support provided partial confirmation to Hypothesis 1, hence only two of the four gender of parents gender of adolescent dyads (i.e. fathers' support as predictor of reduced parent adolescent conflict with males) demonstrated a significant negative prediction but insignificant for adolescent females. By the same token mothers' support as a predictor of inhibiting parent adolescent conflict demonstrated a significant and negative prediction for adolescent girls but insignificant for boys (see Table 4, 7, 10 and 13).

Findings for parental monitoring provided weak confirmation with Hypothesis 2 by being a negative but insignificant predictor of parent-adolescent conflict in three of parent adolescent

combinations. In congruence with the hypothesis of the study, one of the four combinations of parent-adolescent dyads: Girls-mothers, perceived females' mothers' monitoring as predictor of decreasing parents' conflict with adolescent females, however, provided no support for Hypothesis 2.

Findings for parental punitiveness provided partial confirmation with Hypothesis 3 by being positive and significant predictor of parent-adolescent conflict for only the two parent-adolescent dyads (i.e. father and mothers' punitiveness as increasing parent-conflict with males and females, respectively (see Tables 4 and 10).

Hypothesis 4 was received confirmation by the findings of only two of the four parent-adolescent combinations: Boys-Mothers and Girls-Fathers. Accordingly, adolescent males' and females' perceived autonomy from mothers and fathers respectively, as reducing parents' conflict with males and females demonstrated negative and significant prediction with reference to parent-adolescent conflict (see Tables 8 and 11). In the other parent-adolescent combinations: Boys-Fathers and Girls-Mothers, adolescent boys and girls perceived autonomy from fathers and mothers respectively as predictor of reducing parents' conflict with boys and girls, were insignificant (see Table 4 and 10).

Findings on conformity to parental expectations as predictor of parent-adolescent conflict provided partial confirmation to Hypothesis 5 by demonstrating negative but weak prediction power in all the four gender of parents and of adolescent combinations (see Tables 4, 7, 10, and 13).

Findings on the relationship between age of adolescent and perception of conflict with parents provide confirmation to Hypothesis 6 by demonstrating positive and significant relationship between age of adolescent and perception of conflict with parents for males and females (see Table 3, 6, 9 and 12).

CHAPTER 5

V. DISCUSSION

Several hypothesis were proposed in this study in an attempt to explore whether or not family relationship predictors such as perceived parental behavior (i.e. parental support, monitoring, and punitiveness), aspects of parent-adolescent relation—autonomy from parents and conformity to parental expectations predict parent-adolescent conflict in the four parent – adolescent relationship dyads. On the basis of Hypotheses of the study the finding will be discussed in the following section.

5.1 Parental Support as a Predictor of Parent- Adolescent Conflict

Hypothesis 1: positive Parental support inhibits or negatively predicts parent –adolescent conflict. The present study findings revealed the existence of difference for parental support based on the sex of adolescents and parents as predictor of parent–adolescent conflict.

Result of multiple regression analysis indicated that 18.7% of variance in parents' conflict with adolescent sons is attributed to perceived adolescent sons' fathers' support, but the contribution of fathers' support to parents' conflict with adolescent daughters was insignificant. Similarly, perceived mothers' support contributed 11.1% of the changes in parents' conflict with adolescent daughters but perceived adolescent sons' mothers' support for the variance in parents' conflict with adolescent sons was not significant.

Consistent with other researches (Peterson, et al., 2005), the study indicates that parental/fathers' and mothers'/ support appeared to inhibit parent adolescent conflict for adolescent sons and daughters, respectively. Moreover, the finding indicated that the influence of fathers' supportive behavior appeared to reduce conflict for adolescent sons than for girls. Similarly, mothers' supportive behavior appeared as strong influential parenting behavior to manage conflict in parent–adolescent relationship for adolescent daughters than for sons among adolescents.

Regardless of the observed differences in parent-adolescent relationship dyads parental support may foster closeness, positive emotional regards, and trust between parents and their children. All of which may help adolescents to manage conflict within parent-adolescent relationship.

The findings of the study is in line with the discussion reviewed in literature review section that turbulent relation within parent–adolescent relationship is less common when parents are perceived by adolescent as caring, affectionate, accepting, and warmth (Dekovic, 1999; Fabes, 2000).

Finally, the different patterns of the influence of parental support on parent–adolescent conflict as a function of gender of parents and of adolescents seen in this study might be attributed to the different kinds of interaction boys and girls have with parents (Krishnan, 2004).

5.2 Parental Monitoring as a Predictor of Parent-Adolescent Conflict

Hypothesis 2: Positive parental monitoring negatively predicts parent–adolescent conflict. In three of the four parents–adolescent relationship dyads parental monitoring behavior was a negative predictor of parent–adolescent conflict but demonstrated insignificant coefficients (see Table 4, 7, and 10). In contrast to the hypothesis of the study mothers' monitoring behavior, however, revealed positive predictive relation to parent-adolescent conflict with daughters but non significant beta coefficient (see Table 13).

The finding was partially consistent with other researcher (Deckovic, 1999), who reported that in early adolescence the degree of monitoring was significantly related to the mother-son conflict.

The finding is also partially inconsistent with some other arguments (Dekovic, 1999) that revealed mothers' monitoring had no effects on level of conflict in middle and late adolescence.

As mentioned earlier, monitoring refers to efforts to become aware of their adolescents' activities, peer associations, and physical whereabouts, and curfews. The main role of parental monitoring thus is to exercise a reasonable and fair form of control. Parental monitoring should be intended to protect teenagers' exposure to problematic relationships, risk behaviors, and antisocial activities.

Most of the findings of parents monitoring behavior tend to support the assumption reviewed in the literature review section which contends that there are numerous risky activities found in urban areas; the role of parents' effort to be aware of adolescents' whereabouts and peer

association is protective factor in reducing turbulent relation within parent–adolescent relationship caused by adolescents involvement in risky activities (Fabes, 2000; Peterson et al, 2005; Xiong and others, 2008).

The insignificant but positive beta coefficient for mothers' monitoring as a predictor of parents' conflict with adolescent females, which is inconsistent with the hypothesis, may be explained by parents' exertion of strong supervision on adolescent daughters in the area of social relationship than sons (Krishnan, 2004). This suggests that girls tend to view parents'/mothers' strict supervision as controlling or a sanction placed on their social relationship and inclined to engage in conflict with parents.

5.3 Parental Punitiveness as a Predictor of Parent –Adolescent Conflict

Hypothesis 3: Parental punitiveness positively predicts parent–adolescent conflict. Similar to the above mentioned findings of the study, findings for hypothesis 3 also revealed differences in gender of parents and of adolescent relationship dyads.

As the stepwise regression analysis result indicates, significant proportion(4.6%) of the variance increasing in parents' conflict with adolescent sons' was attributed to perceived sons' fathers' punitiveness but the relation of fathers' punitive behavior on parents' conflict with daughters was insignificant for daughters (see Tables 5 and 10).

By the same token, the findings indicated that in the two of parent-adolescent dyads: Mothers-Sons and Mother–Daughters, adolescent daughters' perceived mothers' punitiveness explained significant proportion (4.5%) of variance in increasing parents' conflict with daughters but not significant in reference to sons (see Tables 14 and 7).

Parental punitiveness, as mentioned earlier, refers to the use of excessive force and threats through verbal actions such as nagging, scolding, yelling or physical attempts in the intention to influence children's behavior; use of psychological controls for example, parents' interrupting of adolescent when they want to express themselves, threatening to withdraw love and attention if they don't behave as expected, belittling their worth, and parents rejecting of adolescent (Bee, 1995; Siegler and others, 2006).

Most of the findings of parental punitiveness as predictor of parent–adolescent conflict ascertained that parents who were viewed by children as being harsher disciplinarians allowed for more opportunities of conflicts within their relationship.

Finally, although in all of the four parent–adolescent dyads, parental punitive behavior contributed to increased parent–adolescent conflict, the beta coefficients revealed variation in terms of power and strength of influence across the four dyads (see Tables 4, 7, 10 and 13). The slight variation may be attributed to girls' and boys' understanding of the meaning behind parents' nagging, scolding, and yelling, thus they tend to react to parents punitive practices differently which may result in different amount of conflicts. The finding in this respect tends to be congruence with one research report Xiong and others (2008) indicated that adolescents whose origin was traditional society (i.e. Homong society) grew up in modern multicultural area (i.e. United States of America) inclined to lack the understanding of the meanings behind parents' punitive practices, thus they tend to react negatively to parents' socialization efforts resulting in more frequent and intense conflict.

5.4 Parents' Autonomy-Fostering Behavior as a Predictor of Parent–Adolescent Conflict

Hypothesis 4: Parents' autonomy-fostering behavior or negatively predicts parent-adolescent conflict: Similar to the above findings of the study, finding for hypothesis 4 also revealed differences in perceived autonomy from parents as predictor of reducing parent-adolescent conflict based on sex of adolescents and parents.

As shown in Tables 8 and 11, the result of stepwise regression indicated that adolescents' perceived autonomy from parents had significant and negative predictive relation with parent-adolescent conflict. Hence, significance proportion (24.5%) of the changes in decreasing parents' conflict with boys accounted by perceived boys' autonomy from mothers. However, the effects of mothers' autonomy–fostering behavior on parents' conflict with girls appeared negative but insignificant (see Table 13).

Similarly in the two parent –adolescent dyads: Fathers-Girls and Father-Boys, adolescent girls' perceived autonomy from fathers contributed significance proportion (18.1%) of the explained variance in decreasing parents' conflict with girls but the variance for adolescent boys perceived autonomy from fathers was not significant (see Tables 14 and 4).

Parental autonomy-fostering behavior as operationally defined referred to the extent to which mothers and fathers allow adolescents to make their own decision and engage in activities without excessive interference regarding choice/about friendships, life style preference, clothing selection, education and career plans.

The present study findings in this respect was partially consistent with other empirical studies (Barber 1994; Montemayor , 1986; Peterson et al., 2005) whose results indicated that adolescent autonomy from parents helped to manage conflict within parent–adolescent relationship in western families.

Furthermore, the finding supports the idea reviewed in the background and literature review section in that teenagers’ greater need to assert independence and autonomy is mostly attributed to adolescents’ turbulent relationship with their parents (Bee, 1995 Conger, 1991; Rice 1995, Steinberg, 1993; Santrock, 2006). However, the findings seem to be partially inconsistent with some research findings Fuligni(1998) indicated that adolescents’ autonomy from parents did not contribute significantly to manage conflict within parent–adolescent relationship among “collectivistic” societies (such as China, Japan, India and Malaysia).

Most of the findings for the hypothesis, as a whole indicated that adolescents of Gulele Sub-City whose parents encouraged adolescents’ self exploration of new things and activities were more likely to manage conflict than adolescents who are not encouraged to take up independent activities.

5.5 Conformity to Parental Expectations as a Predictor of Parent- Adolescent Conflict

Hypothesis 5: Conformity to parental expectations negatively predicts parent-adolescents conflict: Findings on conformity to parental expectations as inhibiting parent-adolescent conflict provided weak support in all of the four parent-adolescent relationship combinations).The beta coefficients indicated insignificant negative predictive relationship between conformity to parental expectations and parent–adolescent conflict in the four parent-adolescent relationship dyads(see Table 4, 7, 10 and 13.

As mentioned earlier conformity to parental expectations refers to the extent to which adolescents go along with their parents’ values, beliefs, and attitudes about leisure time activities, friend’s education and heterosexual relationship.

The finding was partially consistent with Barber (1994) and Fuligni (1998) whose reports indicated that higher expectations for children's conformity negatively predict parent-child conflict for Hispanic, Chinese Mexican and Filipino Families.

5.6 The Relationship between Age of Adolescent and Perception of Parent-Adolescent Conflict

Hypothesis 6: *Age of adolescent and parent-adolescent conflict are positively related*: The result of the study provided confirmation to hypothesis 6 by demonstrating positive and significant relationship between age of adolescent and perception of conflict with parents. This suggests that parent –adolescent conflict escalates with the age of adolescents.

This finding for age and parent-adolescent conflict is inconsistent with most of the conclusion in Western researchers, indicating that parent–adolescent conflict increases in early adolescence goes down in middle adolescent and becomes stable in late adolescence (Allison, 2004; Fabes, 2000; Hoftnung & Seifert 1994; Smetana 1989; Santrock, 2006). The finding was also inconsistent with on local research finding of Wohabie (2007).

The finding, however, provided assertion for scholars' suggestion (Barber, 1994; Krishnan, 2004; Soutrock, 2006) who reported that in more collectivistic culture delayed push for autonomy in youth is expected. Therefore, parent- child conflict may not be recognized or easily noted during early adolescence.

Finally, a positive and significant relationship between age of adolescents and perception of conflict with parents evidenced in the study suggests that older adolescents are less likely to accept parents' authority over their lives compared to younger adolescents results in conflict with parents.

CHAPTER 6

VI. SUMMARY, CONCLUSION AND RECOMMENDATION

6.1 Summary

The purpose of this study was to explore family relationship as predictors of parent-adolescent conflict within and across gender of parents and of adolescents. More specifically, attempts were made to examine parental behaviors (i.e., support, monitoring and punitiveness), autonomy from parents and conformity to parental expectations as predictors of parent-adolescent conflict in four of parent-adolescent relationship dyads.

To this effect, the study examined the combined and relative predictive power of variables on parent-adolescent conflict considered dependent/criterion variable using multiple and step-wise regression analysis in four of parent-adolescent dyads: Boys-Mother, Boys-Father, Girls-Fathers, and Girls-Mothers.

The study was carried out on 227 (Males=108 and Female=119) adolescent students from Belay Zelek primary school, DelBer secondary school, and Medihaniaalm preparatory schools in Gulele Sub-City.

Data on parental behaviors, autonomy from parents, conformity to parental expectations and global construct of parent-adolescent conflict were gathered using self-report questionnaire.

Results of correlation analysis demonstrated that parental support and autonomy from parents were negatively and significantly related to perception of adolescent females and males conflict with parents. On the other hand, perceived parent-adolescent conflict was negatively related to adolescent males' perceived mothers' monitoring, but not significant for females' perceived mothers' monitoring behavior. Similarly parent-adolescent conflict was negatively related to adolescent females perceived fathers monitoring.

In addition, parent-adolescent conflict was positively and significantly related to parental punitiveness in three of the four parent-adolescent combinations: Boys -Father, Girls -Fathers, and Girls-Mothers.

Similarly, the correlation analysis revealed that conformity to parental expectations was negatively associated with parent-adolescent relationship dyads but not significant. Finally,

the analysis demonstrated a positive and significant association between age of adolescent and perception of conflict with parents.

The multiple and step-wise regression analyses determined the joint and relative influences of predictor variables on parent-adolescent conflict in four of parent-adolescent dyads. The results are summarized below.

- a) The multiple and step-wise regression computed for adolescent males' perceived fathers' parenting attributes (parental support, monitoring, punitiveness, autonomy from parents and conformity to parental expectations) showed that all the variables contributed jointly 25.8% of the variance in parents' conflict with males. Of these two significant predictor variables parental support and punitiveness contributed 23.3% of the explained variance in parents' conflict with males.
- b) The multiple regression computed for boys- mothers dyads revealed that all the predictor variables jointly contributed 25.3% of the explained variance in parents' conflict with males but the one significant variable (perceived adolescent males' autonomy from mothers) contributed 24.5% of the variance in parents' conflict with males.
- c) The multiple regression analysis carried out for girls-fathers combination, each of the predictor variables in parents' conflict with females (accounting for 22.1% of the variance), but only adolescent females autonomy from fathers accounted for significant unique variance (18.1%).
- d) Finally the multiple regression computed for girls-mothers relationship dyads showed that each of the predictor variable added significantly to the prediction of variance in parents' conflict with females girls (accounting for 17.1% of the variance), but only parental support and punitiveness accounted for significant variance (15.6%).

6.2 Conclusions

Based on the evidences obtained in this study the following conclusions can be made.

1. The results of the study may lead one to make an overall conclusion that there is gender of adolescents and of parents differences in the patterns of family relationship as predictors of parent-adolescents conflict among adolescents in Gulele Sub-City families.
2. Positive parental support in the two parent-adolescent relationships: Boys-fathers and Girls-Mothers contribute strongly to manage parent-adolescent conflict. In the remaining two parent adolescent relationship dyads: Boys-Mothers and Girls-Fathers, parents supportive behavior appeared to be a negative predictor of parent-adolescent conflict, but insignificant. This motivates one to think that supportive behaviors of parents of the same sex such as accepting, approving, warmth, and nurturing reaction helps more to manage conflict for adolescents in their family relationship than accepting, warmth and nurturing reactions by parents of opposite sex.
3. Of the four parent-adolescent relationship dyads, parental monitoring appeared to inhibit parent-adolescent conflict in the three parent-adolescent relationship combinations: Boys-Fathers, Boys-Mothers, and Girls-Fathers, but insignificant. In one of the parent-adolescent relationship: Girls-Mothers, parental monitoring behavior, however, failed to provide conformity to the hypothesis of the study that parental monitoring reduces parent-adolescent conflict. This leads one to think that there needs a further investigation on how adolescents' (boys and girls) and parents perceive parental monitoring.
4. In this study there appeared a positive and significant predictive relationship between parents' (same sexes with adolescents) punitiveness and parent-adolescent conflict. This leads one to think that punitive practice by parents of the same sexes such as nagging, scolding, yelling, etc. fosters more conflict for adolescents in their family relationship than punitive practices by practices parents of the opposite sexes.
5. Of the aspects of parent adolescent relation considered in this study, perceived adolescent autonomy from parents demonstrated significant and negative predictive relationship with parent- adolescent conflict than conformity to parents' expectations. This leads one to think that during adolescence parents' more willingness to foster independence and

self-directing on adolescents is more helpful for parents and adolescent to manage conflict within their relationship than their expectations of adolescents to conform to most of their demands. In addition, expectations for autonomy which have been recognized among scholars as major contributor to parent-adolescent conflict in individualistic society tends to be true in the context of the current study as well.

The present study, however, was not without potential limitations. The interpretations of results are limited by their exclusion of several other variables. In this respect, one may think to that individual characteristics such as temperament of adolescents and pubertal development, childhood problem behavior, school difficulty, socio-economic status (parents' occupation and level of education), family structure, number of children in a family, etc. could influence the relationship and effects of family relationship on parent-adolescent conflict. Thus, had all these factors been included hopefully, the results obtained in this study would have been different.

The measures of parental behaviors, autonomy from parents and conformity to parents' expectations used in this study are developed by the present researcher. Thus, the scales used for this study may hopefully lack psychometric adequacy.

Participants of the study were only school adolescents. Out of school adolescents were not included in the study. Thus, the conclusion made on family relationship as predictors of parent adolescent conflict may be not relevant to out of schools adolescents and their families.

The results obtained on measures of parents-adolescent conflict in this study were global parent-adolescent-conflict scores. As indicated in literature, however, there are a number of specific and sub-categories of issues over which adolescent could engage in conflict with their parents. The global parent-adolescent scores obtained in this study, therefore, is very crude to fully and intensively understand frequency and intensity of conflict within parent-adolescent relationship over various issues of conflict.

6.3 Recommendations

Based on the evidences obtained from the literature and the results obtained in this study, the following recommendations are proposed for parents, youth associations and institutions who are working on family well-being.

1. Findings for parental support as predictor of parent-adolescent conflict in this study revealed that adolescents' perceived parental support appeared to have decreased perception of parent-adolescent conflict significantly. As explained in the literature, parents' supportive behaviors such as accepting, praising, approving and warmth have been cited to show positive developmental outcomes such as adolescents' self-esteem, identity formation and adolescents' development of social competence. This in turns can decrease parent-adolescent conflict. Bearing this in mind, it is suggested that parents of Gulele Sub-City need to show positive reactions by being accepting, nurturing, warmth and approving to manage conflict in their relation with adolescents.
2. Parents' punitive behaviors in the four parent-adolescent relationship dyads appeared to have increased parent-adolescent conflict. As explained increasingly in literature, parental explanations and reasoning are strongly associated with adolescents internalizing ethical and moral principles. Contrastingly, parents use of frequent forceful and harsh techniques in disciplining children /and or adolescent are related to adolescents' hostility, aggression and impulsivity. This in turn, is associated with increased resistance to parents' authority on the part of children/adolescents. Therefore, it is suggested that parents of Gulele Sub-City should show mutual respect and exchange and high regard for the needs of adolescents, should exchange ideas and information to successfully enforce family rules among their adolescents. This in turn, can help them mange conflict with their adolescents.
3. During adolescence teenagers want to feel they can make their own decisions and run their own lives, without their parents' intervention. In this respect, the present finding revealed parents' higher autonomy-fostering behavior (as perceived by adolescents) helps to manage parent-adolescent conflict. As researchers have noted, that adolescents need parents who grant them autonomy slowly increasing the amount as they learn to use it responsibly. Bearing this in mind, it is suggested that parents need to assist their

adolescents successful transition into adulthood by maintaining emotional connected in the family and a certain degree of autonomy.

4. As previous literature documented and the present study finding evidenced parents' punitive practices such as nagging, scolding, and yelling foster turbulence within parent-adolescent relationship. These cultural practices of socialization might have worked in the past and may work presently in a mono-cultural traditional rural area where both generations (parents and adolescents) understand the meanings behind these practices. However, adolescents who are growing up in town and cities (such as in Addis Ababa) tend to lack the understanding of the meanings behind parents' scolding, and yelling. Thus, they tend to react negatively to parents' socialization efforts resulting in more frequent and intense conflicts. This in turn, may push teenager to running away from home, dropping out of school, and joining antisocial activities such as delinquency. It is suggested that parents should improve their parenting behavior by communicating with their children/adolescents differently. For example parents should try to be more conscious of how they talk to their adolescent by avoiding old habits.
5. Youth associations or clubs need to have discussion program to make adolescents of Gulele Sub-City be aware of that parents who nag, scold, and yell at them tend to be involved and concerned, parents who want nothing but the best for them. The theme of the awareness creating needs to be extended to help adolescents to concentrate on what their parents tell them instead of listening to how parents tell them. In doing so, adolescents (of Gulele Sub-City) can be selective in what they listen and still maintain a cooperative relationship with their parents. By establishing these cooperative habits, adolescents could also learn to deal with difficult parents in particular, and adults in the society, in general.
6. As it was proposed in previous literature and evidenced by the present study family relationship was found to be a significant predictor of parent-adolescent conflict. This idea can be advocated by institutions or organizations who are working for family welfare. In this regard it is suggested that institutions and professionals who are working for family welfare should sensitize Ethiopian families by focusing on the role of parents'

parenting behaviors and aspects of parent-adolescent conflict in managing turbulent relation within parent adolescent relationship in the family.

In general, results of the study were good beginnings for further research. Particularly, beliefs regarding autonomy from parents and conformity to parents' expectations as determinants of parent-adolescent conflict needs in-depth and intensive investigation by including both adolescent and parent participants as they might have different meaning of relationship and parenting practices. Another area of study that needs further investigation is how parental monitoring is viewed by parents and adolescents by including various cultural groups.

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Appendix A
Addis Ababa University
School of Graduate Studies
Department of Psychology

Questionnaire

The purpose of this questionnaire is to obtain data from adolescent students with regard to their perception of parents' parenting behavior and some aspects of relations with their parents and the conflict they had with their parents.

General

This questionnaire consists of three parts. Under the first part of this form you are asked to give information on some demographic items. In the second section you are requested to fill out a brief questionnaire with regard to your parents parenting behaviors and some aspects of relationship (both your fathers' and mothers'), separately. Finally, in the last section you are asked to respond to the two items concerning the conflict that you had with your parents.

The data obtained will be used to examine the extent to which parental behaviors and some relational aspects predict parent-adolescent conflict. In this respect, your genuine and realistic responses to each items is highly valuable.

The information you give will be used only for the above mentioned purpose. Please also note that there is no need to write your name on any part of the questionnaire.

Consent

I have read this form and I have had all my questions answered to my satisfaction and therefore I agree to take part in this study.

Participant's signature _____ Researcher's signature _____

Thank you in advance!

I. Socio demographic variables

Instruction: put a tick mark (√) in the box that characterizes you best.

1. Sex Male Female

2. Age

Below 12	12	13	14	15	16	17	18	Above 18
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Grade

7	8	9	10	11	12
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Your school name _____

5. With whom are you living currently?

1. With two parents/guardians
2. With one parent/guardian

6. Your mother's /guardian's education level

1. illiterate (can not read and write)
2. primary school completed
3. secondary school completed
4. college and above

7. Your father's/guardian's education level

1. Illiterate/ cannot read and write
2. primary school completed
3. secondary school completed
4. college and above

8. Your mother's work condition/occupation

1. Employed
2. Unemployed

9. Your father's work condition

1. Employed
2. Unemployed

II. Parental Behavior

A) Instruction: Please indicate with tick (√) mark to what extent the following statements describe your **mother's** parenting behavior

No.	Statement	Strongly disagree	Disagree	Agree	Strongly agree
		1	2	3	4
1	My mother seems to approve of me and the things I do				
2	My mother tells me how much she loves me				
3	My mother says nice things about me				
4	My mother tells me that I am the son/daughter she wished to have				
5	My mother tells me that she wishes me bright/happy future				
6	My mother knows where I am after school.				
7	If am going to be late home I am expected to let her know				
8	I tell my mother who I am going to be with before I go out.				
9	When I go out at night my mother know where I am.				
10	My mother knows who my friends are.				
11	My mother knows how I use the money I have.				
12	My mother knows the parents of my friend.				
13	My mother yells at me when I do not do what she says.				
14	My mother treats me harshly when I don't do what she says.				
15	My mother punishes me when I do not do what she says.				

16	My mother does not let me come home when I do not do what I am supposed to do.				
17	My mother allows me to choose my friends without interfering too much.				
18	My mother allows me to choose a field of study without interfering too much.				
19	My mother gives me chance to try new things by my own.				
20	My mother gives me a chance to express my feelings independent of others.				
21	My parent mother allows me to change my mind.				
22	My mother allows me to set my goal without interfering too much.				
23	My mother allows me to plan and act on my daily activities without interfering too much.				
24	My mother gives a chance to regulate and control my behavior without interfering too much.				
25	My mother allows me to make decision on personal matters without interfering too much.				
26	My mother allows me to express my opposition (objection) in a discussion.				
27	If my mother wanted me to go around with a particular group of friends, then I would do what she wants me to do.				
28	If my mother wanted to have a boy/girl friend only with the ethnic group I belong to then I would do what she wants me to do.				
29	If my mother wanted me to choose a field of				

	study that the family appreciated and highly valued, then I would do what wants me to do.				
30	If my mother wanted me to not to express feelings interests, beliefs and values those that are different from the family feelings, interests, beliefs and values, then I would do what she wants me to do.				
31	If my mother wanted me to perform all my activities in a way to keeping the unity of and cooperation of the family, then I would do what she wants me to do.				
32	If my mother wanted me to keep all the attitudes beliefs, and values of the family, then I would do what she wants me to do.				
33	If my mother wanted me to spend my leisure time working for the family care and safety all the time, then I would do what she wants me to do.				
34	If my mother wanted me to oppose and dislike one individual, belief, (faith), or political party opposed and disliked by the whole family members, then I would do what she wants me to do.				

B) Instruction: Please indicate with tick (✓) mark to what extent the following statements describe your **fathers'** parenting behavior

No.	Statement	Strongly disagree	Disagree	Agree	Strongly agree
		1	2	3	4
1	My father seems to approve of me and the things I do				
2	My father tells me how much he loves me				
3	My father say nice things about me				
4	My father tells me that I am the son/daughter he wished to have				
5	My father tells me that he wishes me bright/happy future				
6	My father knows where I am after school.				
7	If am going to be late home I am expected to let him know				
8	I tell my father who I am going to be with before I go out.				
9	When I go out at night my father know where I am.				
10	My father knows who my friends are.				
11	My parent know how I use the money I have.				
12	My father knows the parents of my friend.				
13	My father yells at me when I do not do what she says.				
14	My father treats me harshly when I don't do what he says.				
15	My father punishes me when I do not do what he says.				

	study that the family appreciated and highly valued, then I would do what he wants me to do.				
30	If my father wanted me to not to express feelings interests, beliefs and values those that are different from the family feelings, interests, beliefs and values, then I would do what he wants me to do.				
31	If my father wanted me to perform all my activities in a way to keeping the unity of and cooperation of the family, then I would do what he wants me to do.				
32	If my father wanted me to keep all the attitudes beliefs, and values of the family, then I would do what he wants me to do.				
33	If my father wanted me to spend my leisure time working for the family care and safety all the time, then I would do what he wants me to do.				
34	If my father wanted me to oppose and dislike one individual, belief, (faith), or political party opposed and disliked by the whole family members, then I would do what he wants me to do.				

III. Parent-Adolescent Conflict

Instruction: This questionnaire requests you about the conflict experience you might have had with your parents. The first question requests you to give information about the frequency of conflict whereas the second question asks you about the intensity of conflict experience with your parents. Indicate your response for the questions by putting a tick (✓) mark under one of the five options to indicate your experiences of frequency and intensity of conflict with their parents.

1	How often do you argue with your parents?	Always	Most of the time	Sometimes	Rarely	Very rarely
		5	4	3	2	1
2	How intense your arguments with your parents?	Very Serious	Serious	Moderate	Minor	Very Minor
		5	4	3	2	1

Appendix B

አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት
ሳይኮሎጂ ትምህርት ክፍል
መጠይቅ

የዚህ መጠይቅ ዋና ዓላማ የወላጆች የልጅ አስተዳደግ ባህሪዬን እንዲሁም ከወጣት ልጆቻቸው ጋር ያላቸውን የግንኙነት ገጽታዎች እና በወጣቶችና ወላጆቻቸው መካከል ስላለ የግጭት ሁኔታ በተመለከተ ከወጣት ተማሪዎች መረጃ ለመሰብሰብ ነው።

አጠቃላይ መመሪያ

ይህ መጠይቅ ሶስት ክፍሎች አሉት። የመጀመሪያው ክፍል የአንተን/የአንቺን የግል ሁኔታ እንዲሁም የወላጆችህ/ሽን የትምህርት ደረጃና የስራ ሁኔታ የሚጠይቁ ጥያቄዎችን ይዟል። ሁለተኛው ክፍል ደግሞ የወላጆችህ/ሽን የልጅ አስተዳደግ ባህሪዬ እንዲሁም ከአንተ/ቺ ጋር ያላቸውን የግንኙነት ገጽታዎች በተመለከተ ጥያቄዎችን አካቷል። የስለተኛው ክፍል ደግሞ በአንተ/ቺ እና በወላጆችህ/ሽ መካከል ስለሚፈጠር ግጭት በተመለከተ ጥያቄዎችን ይዟል።

ከመጠይቁ የሚገኘው መረጃ የወላጆች የልጅ አስተዳደግ ባህሪዬን እንዲሁም ከወጣት ልጆቻቸው ጋር ያላቸው የግንኙነት ገጽታዎች እና በወጣቶችና ወላጆች መካከል የሚፈጠሩ ግጭቶችን ምን ያህል ይገልጻሉ ለሚለው ጥያቄ መልስ ለማግኘት ለሚደረግ ጥናት ይውላል። ስለሆነም የአንተ/ቺ ታማኝ እና እውነተኛ መልስ የሚኖረው አስተዋጾ እጅግ የላቀ ነው።

በመጨረሻም ለጥያቄዎቹ የሰጠህ/ሽው ምላሽ ከላይ ለተገለጸው ዓለማ ብቻ ይውላል።

ማሳሰቢያ በማንኛውም የመጠይቅ ገጽ ላይ ስምን መጻፍ አያስፈልግም።

ስምምነት

ይህን የመጠይቅ ፎርም አንብቤና ተረድቼ በዚህ ጥናት ውስጥ ለመሳተፍ ፍቃደኛ መሆኔን አረጋግጣለሁ።

የጥናቱ ተሳተፊ ወጣት ተማሪ ፊርማ _____

ጥናቱን የሚካሄደው ሰው ፊርማ _____

ስለትብብርህ/ሽ በቅድሚያ በጣም አመሰግናለሁ።

ክፍል አንድ:- የግል ሁኔታ መጠይቅ

መመሪያ:- ከዚህ በታች ለቀረቡት ጥያቄዎች አንተን/ቺን በተመለከተ ትክክለኛውን መልስህ/ሽን የ“✓” ምልክት በማድረግ ስጥ/ጪ።

1. ጾታ:- ወንድ ሴት

2. ዕድሜ:-

ከ12በታች	12	13	14	15	16	17	18	19	20	21	22	ከ22 በላይ
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. የክፍል ደረጃ: 7ኛ 8ኛ 9ኛ 10ኛ 11ኛ 12ኛ

4. የት/ቤት/ህ/ሽ ስም _____ (በተሰጠው ባዶ ቦታ ላይ የት/ቤት/ህን/ሽን ስም ጻፍ/ፊ)

5. በአሁኑ ሰዓት ከማን ጋር ነው የምትኖረው/ረው?

ከሁለቱ ወላጆቹ/አሳዳጊዎቹ ጋር ከአንድ ወላጅ/አሳዳጊ ጋር

6. የእናት/ህ/ሽ የትምህርት ደረጃ

ማንበብና መጻፍ የማትችል

ማንበብና መጻፍ የምትችል

የአንደኛ ደረጃ ትምህርት ያጠናቀቀች

የሁለተኛ ደረጃ ትምህርት ያጠናቀቀች

ኮሌጅና ከዚያ በላይ

7. የአባት/ህ/ሽ የትምህርት ደረጃ

ማንበብና መጻፍ የማይችል

ማንበብና መጻፍ የሚችል

የአንደኛ ደረጃ ትምህርት ያጠናቀቀ

የሁለተኛ ደረጃ ትምህርት ያጠናቀቀ

ኮሌጅና ከዚያ በላይ

8. የእናት/ህ/ሽ የስራ ሁኔታ

የቤት እመቤት

ንግድ ወይም የግል ስራ

የመንግስት ሰራተኛ

መንግስታዊ ያልሆኑ መ/ቤት ሰራተኛ

9. የአባት/ህ/ሽ የስራ ሁኔታ

አርሶ አደር

ንግድ ወይም የግል ስራ

የመንግስት ሰራተኛ

መንግስታዊ ያልሆኑ መ/ቤት ሰራተኛ

ክፍል ሁለት፡ የወላጆች የልጅ አስተዳደግ ባህሪያን በተመለከተ

መመሪያ፡- ቀጥሎ በ “ሀ” ና በ “ለ” ክፍል የቀረቡ ዓ.ነገሮች የወላጆችን የልጅ አስተዳደግ ባህሪን ይገልጻሉ። በ“ሀ” ክፍል የቀረቡ ዓ.ነገሮች የአንተ/ችን እናት ባህሪ ምን ያህል እንደሚሰማሙ እንደማይሰማሙ በ “ለ” ክፍል ደግሞ የአባት-ህ/ሽን የልጅ አስተዳደግ ባህሪ በመገለፅ ምን ያህል እንደሚሰማሙ እንደማይሰማሙ የ “ህ” ምልክት በማድረግ ከቀረቡት የመልስ ደረጃዎች ስር ግለፅ/ጩ።

ሀ. የእናት የልጅ አስተዳደግ ባህሪያን እና የግንኙነት ገጽታዎችን በተመለከተ

ተ.ቁ	የእናቶችን የልጅ አስተዳደግ ባህሪያ የተመለከቱ አረፍተ ነገሮች	በጣም እስማማለሁ 4	እስማማለሁ 3	አልስማማም 2	በጣም አልስማማም 1
1	እናቴ እኔንና ስራዎችን ትደግፋለች።				
2	እናቴ ምን ያህል እንደምትወደኝ ትገልጽልኛለች።				
3	እናቴ ስለኔ ጥሩ ነገሮችን ትናገራለች።				
4	እናቴ እኔ ለእርሷ የምትመኘውን ልጅ አይነት እንደሆንኋት ትነግረኛለች።				
5	እናቴ የእኔ የወደፊት ህይወት ጥሩ(ብሩህ) እንዲሁን እንደምትመኝልኝ ትነግረኛለች።				
6	እናቴ ከት/ቤት መልስ የት እንደምሆን ታውቃለች።				
7	ከቤት ውጪ ቆይቼ ወደቤት ስመለስ የምዘገይ ከሆነ ለእናቴ አሳውቃለሁ።				
8	ከቤት ወደውጪ ከመውጣቴ በፊት ከማንጋር እንደምሆን ለእናቴ እናገራለሁ።				
9	በምሽት ከቤት ስወጣ እናቴ የት እንደሆንኩ ታውቃለች።				
10	እናቴ ጓደኞቼ እኮማን እንደሆኑ ታውቃለች።				
11	እናቴ ያለኝን ገንዘብ እንዴት እንደምጠቀም ታውቃለች።				
12	እናቴ የጓደኞቼን ወላጆች ታውቃለች።				
13	እናቴ ያዘዘችን ስራ ሳልሰራ ስቀር አጥብቃ ትቆጣኛለች።				
14	እናቴ ያዘዘችኝን ስራ ሳልሰራ ስቀር ስሜት በሚጎዳ ንግግር ታናግረኛለች።				
15	እናቴ ያዘዘችኝን ስራ ሳልሰራ ስቀር ትቀጥፍለች።				
16	እናቴ ያዘዘችኝን ስራ ሳልሰራ ወደቤት እንድመለስ አትፈቅድልኝም።				
17	እናቴ ያለብዙ ጣልቃገብነት ጓደኞቼን እንድመርጥ አድል				

	ትሰጠኛለች።				
18	እናቴ ወደፊት ለማጥናት የምትፈልገውን የትምህርት መስክ ያለብዙ ጣልቃ ገብነት እኔ እንደመርጥ ዕድል ትሰጠኛለች።				
19	እናቴ አዳዲስ ነገሮችን በራሴ እንደሞክር እድል ትሰጠኛለች።				
20	እናቴ በሌሎች ሰዎች ላይ ጥገኛ ሳልሆን የሚሰማኝን ስሜትና ሃሳቤን እንደገልጽ ትፈቅድልኛለች (እድል ትሰጠኛለች)።				
21	እናቴ በአንድ ጉዳይ ላይ ቀደም የተሰማማሁበት ሃሳቤን መለወጥ ቢያስፈልገኝ እንደለውጥ ትፈቅድልኛለች (ዕድል) ትሰጠኛለች።				
22	እናቴ ያለብዙ ጣልቃ ገብነት የወደፊት ግቤን (ዓላማዎን) እራሴ እንደገደፍ እድል ትሰጠኛለች።				
23	እናቴ ያለብዙ ጣልቃ ገብነት የአለት ከዕለት ተግባሮችን እራሴ እንዳቅድና እንዳከናውናቸው ዕድል ትሰጠኛለች።				
24	እናቴ ያለብዙ ጣልቃ ገብነት የእራሴን ባህሪ እራሴው እንደቆጣጠርና እንደመራ ዕድል።				
25	እናቴ ያለብዙ ጣልቃ ገብነት በግል ጎዳዎቼ ላይ እራሴ እንደወሰን ትፈቅድልኛለች(እድል ትሰጠኛለች)።				
26	እናቴ በውይይት ወቅት የማልሰማማበት ሃሳብ ላይ ተቃውሞዬን እንደገልጽ ትፈቅድልኛለች።				
27	እናቴ እኔ ጓደኝነት እንደመሰርት የምትፈልገው እርሷ ከምትፈልጋቸው ሰዎች ጋር ብቻ ስለሆነ ጓደኝነቴን ከ እነዚህ ሰዎች ጋር ብቻ አደርጋለሁ።				
28	እናቴ ወደፊት የፍቅር ጓደኛ የሚሆነኝ ከእኔ ብሔር ከሆነ ሰው ውስጥ ብቻ ነው ብላ የምትፈልግ ስለሆነ የወደፊት የፍቅር ጓደኛዎንም ከኔ ብሔር ውስጥ ከሆነ ሰው አመርጣለሁ።				
29	እናቴ የማጠናው የትምህርት መስክ ቤተሰቦችን የማያደጉባቸውና ከጭነት ግምት የማሰጠው ትምህርት መስክን እንደመርጥ ስለምትፈልግ እኔም የእናቴን ሃሳብ አቀባለሁ።				

30	እናቴ የእኔ ስሜት፣ ፍላጎትና፣ ድርጊት ከቤተሰቡ ወግ፣ እምነትና እሴት የተለየ መሆን የለበትም ብላ ስለምትፈልግ እኔም ስሜቴን፣ ፍላጎቴንና ድርጊቴን የእናቴን ፍላጎት እንዲጠብቅ አደርጋለሁ።				
31	እናቴ የእኔ ማጽናዎም እንቅስቃሴ የቤተሰባችን አንድነትና ህብረት የሚያጠናክር እንዲሆን ስለምትፈልግ እኔም ለ እናቴ ፍላጎት ታማኝነቴን አሳያለሁ።				
32	እናቴ ቤተሰባችን የሚከተላቸውን እምነቶችና ወጎች ሁሉም አጥብቄ እንድይዛቸው ስለምትፈልግ እኔም ለእናቴ ፍላጎትና ምኞት ታማኝነቴን አሳያለሁ።				
33	እናቴ ባለኝ ትርፍ ጊዜ ሁሉም የቤተሰባችንን ደህንነት እና እንክንብሮ የሚጠብቅ ስራ እንድሰራ ስለምትፈልግ እኔም የእናቴን ትእዛዝ በማክበር ታማኝነቴን አሳያለሁ።				
34	እናቴ ቤተሰባችን የሚቃወመውን፣ የማይወደውን (የሚጠላውን) የግለሰብ፣ የእምነት ወይም የፖለቲካ አይነት እኔም እንድቃወመው እና እንድጠላው የምትፈልግ ስለሆነ እኔም ለእናቴ ፍላጎት ታማኝነቴን አሳያለሁ።				

ለ/ የአባት የልጅ አስተዳደግ ባህሪይንና ከወጣት ልጆቹ ጋር ያለው ግንኙነት ገጽታ

ተ. ቁ	የአባቶችን የልጅ አስተዳደግ ባህሪይ ና የግንኙነት ሁኔታ የሚመለከቱ አረፍተ ነገሮች	በጣም እስማማለሁ 4	እስማማለሁ 3	አልስማማም 2	በጣም አልስማማም 1
1	አባቴ እኔንና ስራዎችን ይደግፋል።				
2	አባቴ ምን ያህል እንደሚወደኝ ይገልጻልኛል።				
3	አባቴ ስለኔ ጥሩ ነገሮችን ይናገራል።				
4	አባቴ እኔ ለእርሱ የሚመኘውን ልጅ አይነት እንደሆንኩለት ይነግረኛል።				
5	አባቴ የእኔ የወደፊት ህይወት ጥሩ(ብሩህ) እንዲሁን እንደሚመኝልኝ ይነግረኛል።				
6	አባቴ ከት/ቤት መልስ የት እንደምሆን ያውቃል።				
7	ከቤት ውጪ ቆይቼ ወደቤት ስመለስ የምዘገይ ከሆነ ለአባቴ አሳውቃለሁ።				
8	ከቤት ወደውጪ ከመውጣቴ በፊት ከማንጋር እንደምሆን ለአባቴ አሳውቃለሁ።				
9	በምሽት ከቤት ስወጣ አባቴ የት እንደሆንኩ ያውቃል።				
10	አባቴ ጓደኞቹ እንደምን እንደሆኑ ያውቃል።				

11	አባቴ ያለኝን ገንዘብ እንዴት እንደምጠቀም ያውቃል።				
12	አባቴ የጓደኞቼን ወላጆች ያውቃል				
13	አባቴ ያዘዘኝን ስራ ሳልሰራ ስቀር አጥብቆ ይቆጣኛል።				
14	አባቴ ያያዘኝን ስራ ሳልሰራ ስቀር ስሜት በሚጎዳ ንግግር ይናገረኛል።				
15	አባቴ ያዘዘኝን ስራ ሳልሰራ ስቀር ይቆጣኛል።				
16	አባቴ ያዘዘኝን ስራ ሳልሰራ ወደቤት እንድመለስ አይፈቅድልኝም።				
17	አባቴ ያለብዙ ጣልቃ ገብነት ጓደኞቻን እንድመርጥ አድል ይሰጠኛል።				
18	አባቴ ወደፊት ለማጥናት የምራልገውን የትምህርት መስክ ያለብዙ ጣልቃ ገብነት እኔ እንድመርጥ ዕድል ይሰጠኛል።				
19	አባቴ አዳዲስ ነገሮችን በራሴ እንድጥክር ዕድል ይሰጠኛል።				
20	አባቴ በሌሎች ሰዎች ላይ ጥገኛ ሳልሆን የሚሰማኝን ስሜትና ሃሳቤን እንድገልጽ ዕድል ይሰጠኛል።				
21	አባቴ በአንድ ጉዳይ ላይ ቀደም የተሰማግሁበት ሃሳቤን መለወጥ ቢያስፈልገኝ እንድለውጥ አድል ይሰጠኛል።				
22	አባቴ ያለብዙ ጣልቃ ገብነት የወደፊት ግቤን(ዓላማየን) እንድነድፍ አድል ይሰጠኛል።				
23	አባቴ ያለብዙ ጣልቃ ገብነት የእሳት ከኋላት ተግባር እቅዶችን እራሴ እንዳከናውን አድል ይሰጠኛል።				
24	አባቴ ያለብዙ ጣልቃ ገብነት የራሴን ባህሪ እራሴው እንድቆጣጠርና እንድመራ አድል ይሰጠኛል።				
25	አባቴ ያለብዙ ጣልቃ ገብነት በግል ጉዳዮች ላይ እራሴ እንድወስን አድል ይሰጠኛል።				
26	አባቴ በውይይት ወቅት የማልሰማግዘት ሃሳብ ላይ ተቃዋሚነት እንድገልጽ አድል ይሰጠኛል።				
27	አባቴ እኔ ጓደኝነት እንድ መሰረት የሚፈልገው እርሱ ከሚፈልጋቸው ሰዎች ጋር ብቻ ስለሆነ ጓደኝነቴን ከእነዚህ ሰዎች ጋር አደርጋለሁ።				
28	አባቴ የወደፊት የፍቅር ጓደኛ የሚሆኝ ሰው ከእኔ ብሔር ከሆነ ሰዎች ውስጥ እንዲሆን ስለሚፈልግ እኔም የአባቴን ግንኙነት አፈጽማለሁ።				
29	አባቴ እኔ የማጠናው የትምህርት መስክ ቤተሰቦችን የሚያደገውና ከገብነት ግምት የማሰጠው የትምህርት መስክ እንድመርጥ ስለሚፈልግ እኔም የአባቴን ሀሳብና ግንኙነት አቀጠለሁ።				
30	አባቴ የእኔ ስሜት፣ ግንኙነትና ድርጊት ከቤተሰቦችን ወግ፣ ልምድ፣ እምነትና እሴት የተለዩ መሆን የለብኝም ብሎ ስለሚያምን እኔም የአባቴን ግንኙነትና እምነት አጠብቃለሁ።				
31	አባቴ የእኔ ማንኛውም እንቅስቃሴ ቤተሰባችን አንድነትና ህብረት የሚያጠናክር መሆን				

	አለበት ብሎ ስለሚፈልግ እኔም ለአባቴ ፍላጎት ታማኝነቴን አሳያለሁ።				
32	አባቴ ቤተሰባችን የሚከተላቸውን እምነቶች(ሀይማኖቶች) ጠብቄ እንድይዛቸው ስለሚፈልግ እነዚህ እምነቶችና ወጎች አጥብቄ በመያዝ ለአባቴ ታማኝነቴን አሳያለሁ።				
33	አባቴ ባለኝ ትርፍ ጊዜ ሁሌም የቤተሰባችንን ደህንነት እና እንክብካቤ የሚጠብቅ ስራ እንድሰራ ስለሚፈልግ እኔም የአባቴን ትዕዛዝ በማክበር ታማኝነቴን አሳየዋለሁ።				
34	አባቴ ቤተሰባችን የሚቃወሙትን፣ የሚደወደውን (የሚጠላውን) የግለሰብ፣ የእምነት ወይም የፖለቲካ ፓርቲ አይነት እኔም እንድቃወሙ፣ እንድጠላው ስለሚፈልግ ለአባቴ ፍላጎት ታማኝነቴን ሳያለሁ።				

ክፍል ሦስት፡ - በወላጆችና ወጣቶች መካከል ስላለ ግጭት መመሪያ፡- ይህ መጠይቅ በአንተ/ቺ እና በወላጆችህ/ሽ መካከል ስላለ የግጭት ተሞክሮዎች ይመለከታል። የመጀመሪያው ጥያቄ ስለ ግጭቶች ድግግሞሽ የሚጠይቅ ሲሆን የሁለተኛው ጥያቄ ደግሞ ስለ ግጭቶች መጠን (ደረጃ) ይጠይቃል። ለእያንዳንዳቸው ከ1-5 የቀረቡ የመልስ ደረጃዎች ተሰጥቷል። በአንተ/ቺ እና በወላጆችህ/ሽ መካከል ስላለ የግጭት ተሞክሮዎችን በትክክል የሚገልጸውን የ “√” ምልክት በማስቀመጥ ግለጽ/ጪ።

1	ከወላጆችህ/ሽ ጋር ምን ያህል ጊዜ ትጋጫለህ/ሽ?	ሁልጊዜ	አብዛኛውን ጊዜ	አንዳንድ ጊዜ	አልፎ አልፎ	በጣም አልፎ አልፎ
		5	4	3	2	1

2	በአንተ/ቺ እና በወላጆችህ/ሽ መካከል የሚፈጠሩ ግጭቶች መጠናቸው (ደረጃቸው) ምን ያህል ነው?	በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
		5	4	3	2	1

