

Running Head: THE EFFECTIVENESS OF PARENTAL DISCIPLINARY TECHNIQUES

The Effectiveness of Parental Disciplinary Techniques in Shaping Children's Behavior in Yeka-
Abado Area from Parents' and Children's Perspective

By

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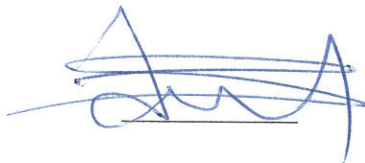
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I declare that “The Effectiveness of Parental Disciplinary Techniques in Shaping Children’s Behavior in Yeka-Abado Area from Parents’ and Children’s Perspective” is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references and that this work has not been submitted before for any other degree at any other institution.

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

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Signature 

This Thesis is Dedicated to my Beloved Parents,
Zenebech Tilahun and Hansemo Hamela

The Effectiveness of Parental Disciplinary Techniques in Shaping Children's Behavior in Yeka-
Abado Area from Parents' and Children's Perspective

Hanna Hansemo Hamela

Abstract

Children are the substantial segment of every society because they are prospective leaders and owners of every country. To help children learn about appropriate behaviors, parents utilize various disciplinary techniques. This area should be given high emphasis because children's current and future behavior highly depends on the discipline taught by parents at young age. Therefore, this study was conducted with a main objective of identifying the effectiveness of parental disciplinary techniques in shaping children's behavior along with the various factors that affect its effectiveness. To materialize this, in-depth interview was conducted with eight parents, eight children of 10-16 age range, two community elders and two religious leaders. Moreover two focus group discussions were held with children of age range 10-12 and 13-16 years. In addition, one focus group discussion was held with parents who have children less than 18 years of age. To present the result of the study thematic analysis was used. This study was conducted in a semi-urban area called "Yeka-Abado" and has added knowledge for future activities in the area of child disciplining. The result of the study has indicated that parents utilize various disciplinary techniques to discipline their children. However, parents' childhood experience, religious perceptions and cultural values are identified to have influence on the selection and utilization of parental disciplinary techniques. Moreover, ages of the children, parent-child relationship, timing, consistency and attached rationale of the disciplinary techniques have been identified to have impact on the effectiveness of the utilized disciplinary technique.

Key words: parental disciplinary techniques, child discipline, effectiveness of parental disciplinary techniques

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THE EFFECTIVENESS OF PARENTAL DISCIPLINARY TECHNIQUES

Acronyms

BA : Bachelors of Art

CBO : Community Based Organization

CSA : Central Statistical Agency

TV : Television

MA : Masters of Art

SNNPRS : Southern Nations, Nationalities and Peoples Regional State

THE EFFECTIVENESS OF PARENTAL DISCIPLINARY TECHNIQUES

Definition of Local Terms

Sama - a leaf which create burning sensation when touched

Limich - a stick which is used to beat a person

Alenga - a whipping instrument which is made out of skin of a goat/sheep

Araqe- a locally brewed high alcoholic content beverage

Idir -A voluntary self help association which serve as a socio-economic insurance
at times of death and carry out various local development activities

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Chapter One: Introduction

Background

Children are prospect leaders and owners of our society (Witkowski, 2001, p.111). However, they require the guidance of adults to acquire a socially desirable and acceptable behaviors (Hirut Teferi, Yoseph Endashaw & Daniel Haile-Gebriel, 2011, p.7). Hence, parents as being the primary agents who have the most vital and lasting influence on children's behavior and attitude (Krause & Dailey, 2009, p.1) utilize various disciplinary techniques to teach their children about desirable and acceptable behaviors (The American College of Pediatricians, 2007, p.1).

The types of disciplinary techniques utilized by parents differ based on parents' sex, life experience and educational status (Gragas, 2001, para.24). Moreover, parenting practice which include child disciplining methods are said to be influenced by cultural values (Wise & Silva, 2007, para. 9-11) and religious perceptions (Horwath, Lees, Sidebotham, Higgins & Imtiaz, 2008, p.5). However, regardless of these factors, the commonly known parental disciplinary techniques are categorized as power assertion method that includes physical punishment, deprivation of material objects or privileges and threat or direct application of force. Moreover, it is classified as love withdrawal and induction method that comprises reasoning (Grusec & Kuczynski, 1997, p.8).

The power assertion method, specifically physical punishment, has been widely used by parents and has gained due emphasis in literature (Halpenny, Nixon & Watson, 2009, p.25). In Ethiopia, physical punishment is seen as a socially accepted parental disciplinary technique and is "sanctioned by various cultures and institutions" (Save the Children Sweden, 2005, p.4; Hirut Teferi et al, 2011, p.2).

A parental disciplinary technique that is effective sets the foundation to increase the child's capability and interest to internalize the parent's message and develop societal standards of conduct and understanding of right and wrong (Kochanska, 1993 as cited in Halpenny et al, 2009, p.25). This should be given high emphasis because children's current and future behavior highly depends on the discipline taught by parent at young age (Kanhere, 2011, para.1).

Therefore, this study is undertaken to identify the various parental disciplinary techniques in a home setting and examine its effectiveness in shaping children's behavior on the basis of parents' and children's perspective.

Statement of the Problem

Parents are the principal agents who play vital role in children's development (Hepburn, 2004, p.3). As a result they are endowed with the responsibility of disciplining their children which will set the ground for their "social, moral, intellectual and physical development" (American Humane Association, 2013, Para.1-2). To materialize their responsibility, parents make use of various disciplinary techniques with a core aim of teaching their children about the appropriate attitudes and behaviors (Kanhere, 2012, para.1). However, there is a controversy in identifying the right disciplinary techniques which help to shape children's behavior and this has made parents to be confounded in identifying and utilizing the effective disciplinary techniques (Pediatrics and child health, 2004, Para.1).

The type of disciplinary technique utilized by parents is said to have an effect on children's development (Morin, 2013, para.1). However, its effectiveness is also believed to rely on various factors that relate to the context in which it is applied. These includes, age of the child which has been demonstrated to have a great influence on the effectiveness of the utilized disciplinary technique (The American College of Pediatricians, 2007, p.1; Grusec & Kuczynski, 1997, p.11). Moreover, quality of parent-child relationship (International Encyclopedia of

Marriage and Family, 2003, p.2), consistency (McClure, 2013, Para.1 & 2) and the timing (Barkley & Benton, 1998, p.79) of the disciplinary technique have been identified as key elements that influence the result of the disciplinary techniques. The attached rationale, which is explanation of the reason of the disciplinary measure (Lee, 2013, Para.8 -11) is also said to play imperative role in affecting the effectiveness of the disciplinary technique.

Explicitly, in Ethiopia physical punishment of children is very common (Save the Children Sweden, 2005, p.4; Hirut Teferi et al, 2011, p.2). However, its effectiveness in bringing the desired change on children's behavior is a contentious issue. That is, many parents view it as an effective disciplinary technique (The African Child Policy Forum & Save the Children, 2006 b, pp.14-25), while many children see it as ineffective disciplinary technique which doesn't make them to abide to parental rule (The African Child Policy Forum & Save the Children, 2006 a, p.8).

In Ethiopia most studies conducted on parental disciplinary techniques have focused on corporal punishment of children in school settings (Save the children Sweden, 2005, p.4; Save the Children Denmark, Ministry of Education & Ministry of Women's Affairs, 2008 as Cited in Save the Children Sweden, 2011, P.6 and Save the Children Sweden –Ethiopia Programme, 2002 as Cited in Save the Children Sweden, 2011 P.13).

In this area, there are three studies conducted on physical punishment of children in home settings. These include a mixed (quantitative and qualitative) research conducted on family violence against children in Addis Ababa which involved 80 students from five schools, 20 children working on the street, 35 parents, 13 police officers working at 4 of the 10 police stations in Addis Ababa that had child protection units, and 17 professionals in the child protection field. The result of the study showed that 85% of the respondents had experienced

physical punishment by family members. This indicated that physical punishments are prevalent in a home setting in Addis Ababa (Genet Tadele, Daniel Tefera & Elias Nasir, 1999 as cited in Save the Children Sweden, 2011, p.14).

Moreover, Save the Children Sweden (2005) has conducted a mixed research on physical and humiliating punishment of children utilizing both qualitative and quantitative research method. The study was conducted in Addis Ababa and the regional states of Oromia, Amhara, Tigray and Southern Nations, Nationalities and Peoples Regional State (SNNPRS) and involved total of 2,321 persons of whom 1,873 (82%) were children and the remaining 448 (18%) were teachers, parents, CBO (Community Based Organization) leaders and representatives or officials of various organizations. The result of the study showed the high prevalence of physical punishment at home, that is, out of 1,873 children who participated in the study, only 17 (1.4%) had never experienced any type of disciplinary technique (as cited in Save the Children Sweden, 2011, pp.9-10).

Save the Children Sweden and The African Child policy Forum (2006 a) also conducted a mixed research (using qualitative and quantitative research method) on physical, psychological and sexual violence against children in Addis Ababa, specifically Gulele, Arada and Bole sub-cities and Oromia, Amhara, Tigray and Southern Nations and Nationalities Peoples Region. The study involved 1,750 children and revealed that more than 70% of the children had experienced physical punishment.

In addition, Hirut Teferi, Yoseph Endashaw and Daniel Haile-Gebriel (2011) have prepared a manual that recommends positive reinforcement disciplinary measures in Ethiopia. The study was based on secondary sources to identify the cause and effect physical punishment. However, it has also utilized primary sources like in-depth interviews and Focus Group

Discussions with children, parents and some community members to identify and forward possible positive reinforcement measures (pp.2-3).

As clearly stipulated above, in Ethiopia most studies related to parental disciplinary techniques revolve around corporal/physical punishment (Save the Children Sweden, 2005, p.4; The African Child Policy Forum and Save the Children Sweden, 2006 a, p.1; The African Child Policy Forum and Save the Children Sweden, 2006 b, p.8 & Hirut Teferi et al, 2011, p.9). This indicates lack of comprehensive study done on the effectiveness of different parental disciplinary techniques in shaping children's behavior that put into consideration the various factors that affect its effectiveness. Therefore, this study aims to add knowledge in this area by identifying the different parental disciplinary techniques and examining its effectiveness in shaping children's behavior along with the various factors that affect its effectiveness both from the parents' and children's perspective.

This study is needed to be conducted because effective parental disciplinary techniques help children to keep away from harmful things and endow them with self capability of handling difficult situations (Omayio, 2005, para.5). Moreover, it forms a base where the children fit into the surrounding environment (American Humane Association, 2013, para.2).

The study was conducted in a semi-urban area called "Yeka-Abado" in order to give a good insight about the effectiveness of various parental disciplinary techniques on children's behavior. This will help to create a ground for effective utilization of the parental disciplinary techniques.

Research Question

General research question.

- How do parents and children describe parental disciplinary techniques and its effectiveness in shaping children's behavior?

Specific research questions.

- How do parents and children describe parental disciplinary techniques?
- How do parents and children explain the factors that affect the selection and utilization of a particular disciplinary technique?
- How do parents and children perceive the effectiveness of parental disciplinary techniques in shaping children's behavior?
- What do parents and children think about the various factors that affect the effectiveness of parental disciplinary techniques?
- What do parents and children suggest to enhance the effectiveness of parental disciplinary techniques

Significance of the Study

Effective parental disciplinary technique is an appropriate foundation to teach children about parental and societal norms and values (Kochanska, 1993 as cited in Halpenny et al, 2009, p.25). This highly contributes in helping the children to integrate and function well in the society (Grusec & Kuczynski, 1997, p.135). Therefore, conducting a research on the effectiveness of various parental disciplinary techniques in shaping children's behavior is highly crucial because it affects children's behavioral development which in turn affects their overall development. Moreover, it affects the functioning of general society because children constitute the significant

population of the Ethiopian society (Central Statistical Agency (CSA), 2012) and are future leaders of the country.

Moreover, since there is no comprehensive study done on the effectiveness of various parental disciplinary techniques on children's behavior, this research adds knowledge on the effectiveness of parental disciplinary techniques in shaping children's behavior, specifically in a home setting and also will serve as a stepping stone for further studies. Furthermore, it helps to indicate areas where social work intervention is needed regarding the study issue.

Limitations of the Study

Time was the major constraint of this study, as a result the study limited itself to one particular place, which is Yeka Abado and failed to include other Woredas in Yeka-Sub-city.

Objectives of the Study

General objective.

- To explore and describe the effectiveness of parental disciplinary techniques on children's behavior both from parents' and children's point of view

Specific objectives.

- To explore the various disciplinary techniques used by parents
- To identify the factors that affect the selection and utilization of a particular disciplinary technique
- To examine the effectiveness of parental disciplinary techniques on children's behavior from parents' and children's point of view
- To discover the various factors that affect the effectiveness of parental disciplinary techniques

- To forward possible suggestion which enhances the effectiveness of parental disciplinary Techniques

Operational Definitions

The following terms are defined operationally for this study.

- Parent :- is someone who is legally in charge of raising a child, this may include birth parents, relatives and legal guardians who takes the responsibility of bringing up of children.
- Child: - every human being below the age of 18 years.
- Child behavior:-actions or reactions of a child in response to external stimuli, which is parental disciplinary technique.
- Child misbehavior/Defiant behavior: - Repeated failure of a child to follow rules, obey commands or comply with requests, and generally do what the parent expects the child to do (Barkley & Benton, 1998, p.9).
- Parental disciplinary technique:-measures used by parents to teach children the values and normative behaviors of their family and society.
- Physical/corporal punishment:-The use of physical force causing some degree of pain or discomfort, in order to discipline, correct, control and change behavior (The African Child Policy Forums, 2006 b).
- Psychological punishment: - Punishment that involves the use of words in various forms to discipline, correct, control and change behavior.
- Parent-child relationship: - The level of closeness found between a parent and child, in terms of existing open and two way communication.

Chapter Two

Review of Literature

This section of the paper presents different issues which are related to the research topic in a summarized form. Some of the issues which are addressed include: Overview of child disciplining practice, types of parental disciplinary techniques and its effectiveness in shaping children's behavior, factors affecting the effectiveness of parental disciplinary techniques, factors affecting the selection and utilization of parental disciplinary techniques and relevant social work theories.

Overview of Child Disciplining Practice

Child disciplining is one of the principal responsibilities of parents. In line to this, parents make use of various disciplinary techniques to teach their children about right and wrong behaviors (The American College of Pediatricians, 2007, p.1). Historically, parents were allowed to use physical punishment as the main disciplinary technique. However, arguments which started in the late 20th and early 21st century have led to its ban in many countries (Lambert, 2012, para.12). That is, starting in 1979 in Sweden, it proceeded to 32 other countries around the world in 2011, most of them being in Europe (Global Initiative to End All Corporal Punishment of Children, 2011).

Recently, two major arguments have risen regarding physical punishment in America. One of the arguments supports the total abandonment of physical punishment by citing its negative effective, whereas the other position suggests "conditional" physical punishment where it is used occasionally by maximizing its benefit in varying conditions. In this regard, studies showed that the context in which physical punishment is applied, that is, timing, consistency and

existing parent-child relationship to highly influence the effect of physical punishment (The American College of Pediatricians, 2007, p.5).

In many Ethiopian societies, parents are endowed with full right to take any measure to discipline their children (Hirut Teferi et al, 2011, p.10). As a result, many parents utilize physical and psychological punishment widely to teach their children about the acceptable and unacceptable behaviors both in the home and society (The African Child Policy Forum & Save the Children Sweden, 2006 b, p.25).

In this regard, a study conducted on physical and humiliating punishment of children utilizing both qualitative and quantitative research methods indicated that most parents view light physical punishment as “parental right” and an acceptable disciplinary technique in contrast to severe physical punishment that lead to physical harm of the child. Contrary to this idea, most children in the similar study contempt the use of any kind of physical punishment as acceptable disciplinary technique (Save the Children Sweden, 2005, p.10).

Moreover, a mixed research was conducted by The African child Policy Forum & Save the Children Sweden (2006) on violence against children in Ethiopia which involved a total of 2321 people as respondents. Out of this total, 1873 (82 percent) were children and the other 448 (18 percent) were teachers, parents, CBO leaders, young adults and representatives or officials of child-focused institutions and law enforcement bodies. The result of the study indicated that many parents view light physical punishment as it is being used for the benefit of the children. Moreover, they assumed that physical and psychological punishment helps children to pay more attention to parents’ message. As a result, it is seen as an effective disciplinary techniques (The African child Policy Forum & Save the Children Sweden, 2006 b, pp.14-25). In contrast to this idea, many children view it as an ineffective technique that doesn’t make them abide to parental

rules and expectations (The African child Policy Forum & Save the Children Swden, 2006 a, p.8). This shows, the existence of controversy regarding the effectiveness of the widely used disciplinary technique in Ethiopia, that is, Physical punishment.

Factors Affecting the Selection and Utilization of Parental Disciplinary Techniques

There are different factors, which affect the selection and utilization of parental disciplinary techniques. This section of the paper describes only some the factors which influence the selection and utilization of parental disciplinary techniques.

Religious perspectives on parental disciplinary techniques.

Explicitly, parents utilize various techniques to build their children's conscience and guide their behavior. These disciplinary techniques are usually justified by one's religious belief. Therefore, this section will briefly describe the Christian's and Muslim's perspective regarding child discipline.

Christian perspective on child discipline.

Discipline should not merely be equated with punishment that involves physical abuse because its main objective is to provide guidance to children so that they learn to differentiate and practice the acceptable attitude and behavior from the unacceptable one. This can sometimes mean encouraging good behaviors whenever available (Arnold, 2007, p.29).

In line to this, many Christians rely on Bible verses to have a guide as to how to discipline their children (Haller and Moorman, 2009, p.1). One of the verses that is often cited to show the need to discipline children at an early age include: Proverbs 22:6 which affirms "train a child in the way he should go, and when he is old he will not turn from it". In line to this verse, Peach (2012, para.3-4) pointed out that children should be disciplined at an early age to help them learn about acceptable behaviors that will be useful for later years. Overall, the above

verse clearly demonstrates that childhood is the best time to teach children about what is right and wrong because it sets the right foundation which the child follows in the current and later years.

Even though many Christians agree upon the need to discipline children at an early age, many arguments arise at point of how to discipline them. These controversies arise from the following Bible verses: Proverbs 13: 24 “He who spares the rod hates his son, but he who loves him is careful to discipline him” and Proverbs 23:13-14 “Do not withhold discipline from a child; if you punish him with the rod he will not die. Punish him with the rod and save his soul from death”. These two verses are often interpreted by parents literally and have made them to assume that physical punishment is the only disciplinary measure that God has commanded to be used (Haller and Moorman, 2009, para.4).

In further explaining this verses, Sewell (2011, para.5) pointed out that physical punishment should be used only to teach children the right behavior and not to harm them. In this regard, parents are advised to be aware of their emotions not to punish their children to outlet their anger. This description is strengthened by Jeremiah 10:24 which say “correct me lord, but only with justice not in your anger, lest you reduce me to nothing” and Colossians 3:21 which asserts “Fathers, do not embitter your children, or they will become discourge”. These verses are good indicators that unless disciplinary measures are taken with care and justice they will result negative unintended effects on the child rather than teaching them the right behavior. This goes in line with the negative results of severe physical punishment that include aggressive behavior. In accordance with this, Ephesians 6:4 states “Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the lord”. This shows that physical

punishment is not the only disciplinary technique that parents should use but can resort to it when other measures fail to bring the desired result (Witherington, 2012, para.8).

Generally speaking, it can be said that the Christians' perspective on child discipline highly depend on Bible verses but its interpretation brings difference on how the disciplinary measures are used. On the whole, it is fair to conclude that Christians' perspectives on child disciplining measures encourage giving advice or instruction together with light physical punishment which will be done not to hurt the children but to get their attention and teach them the right behavior.

Islamic religion perspective on child discipline.

The Islamic religion view point on child discipline is clearly described on Shariah. It explains that children are human beings with inherent dignity which needs to be respected. Hence, parents are expected to respect their children's "feeling, sensibilities and esteem" because it directly affects their level of confidence and self-esteem. In this regard, parents are not allowed to use severe disciplinary measures that will not bring the desired behavioral change in children. As a result, parents are forbidden from using insensitive disciplinary measures such as "harsh words-words of abuse, verification, and ridicule against the child" as these harms the child's psychological wellbeing. Moreover, parents are forbidden to punish their children at time of anger because their judgment at that particular time is compromised and they won't be in a good psychological state to take the appropriate disciplinary measure that will teach the children (Fadlullah, 2012, para.7-8).

This portrays that disciplinary measures taken at time of anger might be used by the parent to vent one's anger rather than to teach the child the right behavior. Therefore, parents should pay attention to their own psychological state when they discipline their children as it

affects how they select and use a particular disciplinary technique which in turn affect its effect on the children's behavior.

The Shariah law also forbids parents to use severe physical punishments and advise them to use privilege withdrawal and harsh words that will not harm the child's psychological wellbeing. However, if the child still fails to comply with parental rule in spite of these measures, parents are allowed to resort to light physical punishment that won't leave "red marks" on the child's body (Fadlullah, 2012, para.9).

In general, Islamic perspective gives significance to parents' primary role in child raising practice. In line to this, it endows them with right to use necessary disciplinary measures which include light physical punishment for the child's own benefit. However, it should be noted that parents should always start from the simplest disciplinary measures before resorting to light physical punishment (Al-Munajjid, 2012, para.1). Overall, it can be said that similar to Christian's point of view, Islamic perspective encourages parents to use simpler disciplinary techniques such as inference, love and privilege withdrawal. However, in cases these disciplinary techniques fail to bring the desired result, parents are allowed to use light physical punishments that won't harm the child.

Culture and metaphoric expressions.

Parenting, which includes child disciplining practice, varies according to one's cultural background (Wise & Silva, 2007, para.7-9). This means that cultural values and beliefs affect parents' child raising practice as it has an effect on parents' attitude and belief towards children and their maturity (Wise & Sanson, 2000, p.3). In addition to this, culture highly influences the development and use of metaphoric expressions within a society (Kövecses, 2003, p.314).

According to Cambridge Advanced Learner's Dictionary (2011) a metaphor is an expression, often found in literature, that describes a person or object by referring to something that is considered to have similar characteristics to that person or object. Metaphorical expressions help individuals to communicate their perception about various issues (Essberger, 2013, p.1). Hence, metaphorical expressions are good indicators of individuals' attitude towards varying subject. In Ethiopia, there are many metaphoric expressions on diverse topics. For the purpose of this study, I have identified the below stated metaphoric expressions which I thought would be relevant to show perception of the community towards children.

- **ልጅ ያበካወ ለራት አይበቃም** (A child's dough won't be enough for dinner)
- **የልጅ ነገር አንዱ ብስል አንዱ ጥሬ** (children's thing is ripe on one side and raw on the other)
- **ልጅ ይሮጣል እንጂ አባቱን አይቀድምም** (A child might run but won't beat/defeat his father)
- **ከልጅ አትጫወት ይወጋሀል በእንጨት** (Do not play with a child as he/she will strike you with a wood)
- **ልጅ ያለ ልጅ አከለ**(A person who puts child first will become a child himself/herself)
- **ለልጅ ከሳቁለት ለወሻ ከሮጡለት** (Laughing for a child is like running for a dog)

The first three metaphoric expressions show that children's views and actions are seen as worthless. These discourage parents not to give chance to their children to express their opinion on matters that affect them. Moreover, it makes parents to deprive their children the privilege of participating in issues that concern them. This highly affects the effect of parental disciplinary techniques because it is through communication that put into consideration the perception of

children that parents will be able to pass parental message behind the disciplinary measure. Lack of this practice will negatively affect the effect of the taken disciplinary measure.

The last three metaphoric expressions are related to attitude and behavior of the society towards parent-child relationship. All the expressions discourage parents from having intimate and warm relationship with their children. This also greatly affects the effect of parental disciplinary techniques because warm parent-child relationship is the base which increases children's voluntary response to parental disciplinary measure (Hetherington & Parke, 1979, pp.419-430).

However, there are also some metaphoric expressions that show how children are positively seen by the society. These include:

ዝናብ አይምታህ ልጅ አይጥላህ (Getting wet in a rain is like being hated by a child)

የሚያድግ ልጅ አይጥላህ (Let not a growing child hate you)

These two metaphoric expressions encourage individuals to provide the necessary care and avoid things that embitter children.

Child misbehavior and significance of correction.

In addition to the above factors, a study conducted by The African Child Policy Forum and Save the Children Sweden (2006 b) showed that parents utilize physical/corporal punishment when their children commit certain types of misbehavior (p.3). Moreover, parents make use of various disciplinary techniques to help their children minimize misbehaviors and maximize good behaviors (American Humane Association, 2013, para. 1-3).

Moreover, as Kanhere (2011, para.2) indicated there is a high probability of utilizing disciplinary techniques used by one's parent to discipline one's own children. Nevertheless parents can also make use disciplinary techniques that are different from one's parent.

Types of Disciplinary Techniques and its Effectiveness in shaping Children's Behavior

According to Grusec and Kuczynski (1997, p.8) parental disciplinary techniques can be categorized in to three broad categories named as “power assertion”, “love withdrawal” and “induction”. These disciplinary techniques will be briefly described below

The power assertion method.

This mainly comprises physical punishment, psychological punishment, removal of material objects or privileges, allocation of household chores and threat or direct use of force.

Physical and psychological punishment.

Physical punishment has received wide attention in literature and is widely used by parents (Halpenny, Nixon & Watson, 2009, p.25). However, there is no agreement as to its effectiveness in bringing the desired child behavior. With regard to this, at one point physical punishment is viewed as an effective means of disciplining children, if used appropriately under certain circumstances (Parke, 1972 as cited in Hetherington & Parke, 1979, p.200). This is so, in cases where other disciplinary techniques like giving positive reinforcements, advice and explanation about expected behavior fails in shaping the child's behavior (The American College of Pediatricians, 2007, p.12). However, its use should be very limited and should be utilized only to teach the child the appropriate behavior and not to harm him/her and not to outlet one's anger or impatience (Arnold, 2007, p.30).

Contrary to this idea, physical punishment is believed to rarely encourage children to correct their misbehavior. This is mainly because it doesn't provide instruction as to what is expected from them and doesn't offer incentives to comply with parental rules (Save the Children Sweden, 2002, p.17). Moreover, in the long run it is believed to result unintended side effects which will make the parents to become an aggressive symbol which in short term make

the children to avoid the punishing agent and in the long term to resort to aggressive way of settling arguments like their parents (Hetherington & Parke,1979,p.205). However, if power assertion techniques are used in combination with reasoning or induction its effectiveness will be magnified mainly because “reasoning contains the parent’s message and power assertion helps in capturing the child’s attention so that the message can be heard” (Grusec & Kuczynski,1997,p.9).

Most of all, what should be noted is, in order to avoid short term and long term side effects of physical punishment, it should not over frequently be used and also should be used carefully not to abuse the child (The American College of Pediatricians, 2007,p.12). Overall, physical punishment can be an effective means of disciplining children if used in combination with other disciplinary techniques and if conditions that determine its effectiveness and helps avoid its side effects are carefully taken.

With regard to psychological punishment, a study conducted by The African Child Policy Forum and Save the Children Sweden (2006 b) has indicated that shouting, insulting and threatening are being used as psychological punishment of children at home in Addis Ababa (p.41).

Time-out.

One of the simplest forms of power-assertive discipline is “time out”-this involves making the child who becomes unable to comply with parental rule to sit alone in a particular place quietly for some time (Arnold, 2007, p.30). This has been an effective disciplinary technique (Wolf, 2013, p.1) mainly because it deprives the child the privilege of engaging in any pleasant activities (Arnold, 2013, p.1).

According to Wolf, (2013) as children gets older this technique will take a new term called “grounding” and involves withdrawing a wider privilege of the child that comprises watching TV channel, meeting friends and even putting on favorite clothes (p.1).

Love-withdrawal technique and allocation of household chores.

Love-withdrawal technique includes threat or direct deprivation of affection to show disapproval (Grusec & Kuczynski, 1997, p.8). It involves expressing one’s disapproval using words or showing it by utilizing non-verbal communications like refusing to listen to what the child is saying and avoiding response accordingly (Stevens, 2008, p.1). It is believed that this disciplinary technique help children to correct their misbehavior because they will feel insecure without their parents affection. This technique could be used in two ways, which is, withdrawing love and attention when the child misbehaves as stated above and providing more affection in recognition of good behavior (Ireland, 2010, para.3).

The latter type of technique can be termed as positive reinforcement. The basic premise is that behaviors which are followed by reinforcing agents are more likely to be repeated. The types of reinforcement agents include “Praise, getting out of unwanted work, token rewards, candy, extra playtime and fun activities”. Moreover, food, air, water and sleep can be categorized as primary reinforcement agents (Cherry, 2013 a, para.1-4). Overall, positive reinforcement prevent children from misbehaving by increasing their self esteem and confidence which in turn motivates them to voluntarily behave well (Ireland,2013,para.2-4).

Generally speaking, it should be noted that to be effective in utilizing the various disciplinary techniques rewarding the appropriate behavior is highly needed. This is mainly because “without rewards for the positive, punishments for the negative lose their teeth” (Barkley & Benton, 1998, p.78). Therefore, positive reinforcement as a disciplinary technique

should be given high priority, firstly because it helps in encouraging children to repeat desired behavior and secondly because it affects the effect of other disciplinary techniques.

With to allocation of household chores, Halpenny et al, (2009) described that parents allocates household chores to children as a disciplinary measure. This child disciplining technique is classified as one of the power assertion method (p.32).

Induction/Inferences and modeling.

This involves providing explanation to the child why certain behaviors are unacceptable along with potential consequences if misbehavior continues. A child who is disciplined with inference is said to easily internalize the parental rule because he/she associate the purpose of the discipline with one's own benefit (Ireland, 2010, para.4). This is so because reasoning and provision of explanation provide good opportunity to the child to understand the message of the parent. However, its effectiveness is more amplified when used in combination with other disciplinary techniques specifically power assertive than used alone. This has become evident in how power assertion techniques combined with reasoning help children to successfully pay attention to parental rule so that they develop prosocial behavior (Grusec & Kuczynski, 1997, pp.9-12).

In addition to the above stated disciplinary techniques, modeling is one significant aspect of child disciplining practice (Morin, 2013, para.2). In explicating this point Albert Bandura (1977) mentioned that "behavior is learned from the environment through the process of observational learning" (as cited in McLeod, 2011, para.1). That is, children learn behavior by observing adults and tend to repeat that in later years (McLeod, 2011, para.3).

Factors Affecting the Effectiveness of Parental Disciplinary Techniques

As stated in the previous sections of the paper, the effectiveness of various parental disciplinary techniques on children's behavior depend on some major factors. These mainly comprise age of the child, parent-child relationship and timing, consistency, severity and attached rationale of the disciplinary technique. This sub-section will briefly describe these factors.

Age of the child.

The age of a child determines the effectiveness of a particular disciplinary technique because children's developmental stage affects how they understand the taken disciplinary measure (The American College of Pediatricians, 2007, p.1). This has become highly apparent on how various literatures suggested the use of varying disciplinary techniques for different age group of children.

In the same token, reasoning/inference alone as a disciplinary technique is advised to be taken for older children whose cognitive ability to understand the reason is well developed (Ireland, 2010, para.4). Thus, utilizing reasoning alone for toddlers (1-3 years old) is not recommended. Instead utilizing a combination of other methods such as time out and intermittent spanking or reinforcement and punishment are highly suggested. This is mainly because at this age, children have trouble of differentiating "causation from coincidence and reality from fantasy" (The American College of Pediatricians, 2007, pp.1-3). Moreover, younger children are believed to respond to actions that are taken right away than verbal expressions (Arnold, 2007, p.30).

With regard to preschool aged (3-6 years old) children, utilizing reasoning in combination with other disciplinary techniques will result to the desired behavioral modification.

This includes using reasoning simultaneously with encouragement, privilege removal and /or other disciplinary techniques. Whereas, for school aged (6-12) children whose cognitive development is said to be more enhanced, reasoning alone and /or in combination with other disciplinary technique is said to be effective in getting the desired result. Similarly, reasoning alone can be an effective disciplinary technique for adolescents. Moreover, techniques like grounding and assigning chores will be successful in this age range (12-18 years old) children (The American College of Pediatricians, 2007, pp.1-3). Overall, it should be noted that parents need to be cognizant of their children's age when they choose and apply a particular disciplinary technique in order to get the desired result.

Attached rationale.

The type of rationale attached to a particular disciplinary technique involves explaining the reason of the taken action and is said to highly affect the effectiveness of the measure. When punishment is made simultaneously with rationale; its probability of bringing the intended effect is intensified. However, the type of justification provided should depend on the cognitive developmental level of the child that can be associated with the child's age result (Hetherington & Parke, 1979, pp.200-2003).

This can be seen on how the age of a child affects the understanding of the provided explanation. A study conducted by Parke in 1974 and Hetherington in 1975, indicated that "young children have shorter attention span" and hence should be given shorter justification of the taken measure. However, for older children a longer rationale that constitutes complex content can be effective in getting good result (Hetherington & Parke, 1979, pp.200-2003).

Moreover, to make the attached rationale more effective parental message should be "direct, specific and a one-step task that the child is capable of" (Hembree-Kigin & McNeil

1995; Houlihan 1994, as cited in International Encyclopedia of Marriage and Family, 2003, p.3, Para. 12). In addition, the message should have positive connotation than negative instructions (Houlihan & Jones 1990; Patterson 1982, as cited in International Encyclopedia of Marriage and Family, 2003, p.3). Therefore, while providing reasoning to their disciplinary measure, parents should put into consideration the length and content of their justification that is relevant for their child's level of understanding which goes in line with the child's age.

Timing.

As in the other factors, the timing of a disciplinary measure influences the effect of parental disciplinary technique. According to Barkely & Benton (1998, p.79), one of the basic principles of obtaining the desired behavioral modification of children is to apply the required measure, whether reinforcement or punishment, immediately. For instance, in case of positive reinforcement, a behavior that is encouraged instantly is considered to be more successful than reinforcement applied some time later. This is linked with the age of the child that is related with his/her ability to recall the misbehavior and associate it with the current measure. Similarly, in case of punishment, the timing has influence in bringing the desired result. That is, the more prompt the punishment is with the occurrence of the misbehavior, the more effective it will be (Hetherington & Parke, 1979, p.200). Moreover, according to a study conducted by Mowrer in 1960, punishment conducted at the beginning of misbehavior is more likely to be effective than that of punishment administered during or at the end of misconduct (Grusec & Kuczynski, 1997, pp.6-7).

However, in cases of lately applied measures, utilizing reasoning will help to combat the problem of short term memory and strength the effectiveness of the disciplinary technique. Moreover, increase in age help to alleviate the problem, because children's ability to respond

well to delayed punishment and/or reinforcement increases with their age which in turn enhance their memory ability (Hetherington & Parke, 1979, pp.181-200).

Consistency.

Consistency, that is, the way rules which guide the child's good behavior and misbehavior are established and maintained, play imperative role in influencing the effectiveness of every disciplinary technique (Barkely & Benton, 1998, p.2). According to Barkely and Benton (1998, p.79) one of the basic principles of abiding children to parental rule is to consistently utilize disciplinary techniques.

Inconsistency of disciplinary techniques occurs when parents fail to disapprove same misbehavior constantly. That is, if a particular misbehavior is punished one time and is not disapproved other time for various reasons that include parent being busy, misbehavior occurring in public place etc. Moreover, it results if both parents (father and mother) fail to agree on the child's misbehavior. That is, one parent encouraging the behavior while the other condemns it (Hetherington & Parke, 1979, p.201). It is very much obvious that inconsistency of disciplinary techniques will confuse children as to what to expect following their misbehavior and also to understand which behaviors are acceptable and unacceptable.

Inconsistently applied disciplinary techniques will make the children to constantly try to get away with their misbehavior by continuously testing parental strictness regarding their behavior (Barkely & Benton, 1998, p.37). On the whole, inconsistency results to two side effects, which is ,firstly it makes the current disciplinary technique to lose its effectiveness in bringing the desired result and secondly, it creates resistance to future consistently applied disciplinary techniques to become effective (Hetherington & Parke,1979,pp.201-202). In addition to the above stated factors, consistency play significant role in affecting the effect of

every disciplinary technique, thus, this should be given due emphasis when applying any disciplinary technique.

Parent-child relationship.

The influence of family on children's overall development is paramount. In this regard, good interaction between parent and child, create a ground where parental disciplinary techniques become effective. This is mostly because children continuously seek for their parents' affection and attention (Arnold, 2007, p.75). As a result, the effectiveness of parental disciplinary techniques become extremely dependent on the quality of parent-child relationship (International Encyclopedia of Marriage and Family, 2003,p.2).

Warm parent-child relationship makes children to be happy, confident, sociable, open-minded and understanding of others (Kuppuswamy, 1980, p.260). Moreover, it increases the child's willingness to voluntarily respond to the taken parental measure, which in turn help parents to utilize non-aggressive disciplinary techniques like inference and love-withdrawal. More specifically love –withdrawal disciplinary technique is said to be more effective in this case (Hetherington & Parke, 1979, pp.419-430). This shows that the more warm relationship parents have with their children, the more easily they will get effective result from their disciplinary technique.

In contrast, when parent-child relationship is weakened, parents will lose their influencing power on the child's behavior which in some instances leads to serious defiant behaviors. For example: a parent who got tired of correcting a child's misbehavior will distance himself/herself from the child and ignore the misconduct. This will be taken by the child as "unspoken permission" to continue the misbehavior which might lead to a serious defiant behavior such as criminal act (Barkley & Benton, 1998, pp.42-43).

Overall, warm parent-child relationship provides children a warm and loving environment which will make parents a loving agent whom the children wishes to please by responding to their request (Grusec & Kuczynski, 1997, p.8). Thus, in order to help children behave in accordance with ones standardized value and rule; parents need to pay crucial attention to the quality of relationship they have with their children because it highly affects the effectiveness of disciplinary techniques.

In addition to the above mentioned factors, the provision of alternative appropriate behaviors when telling a child to stop a particular misbehavior is one way of creating a ground where the child accept the suggested appropriate behavior (Department of Education and Early Childhood Development, 2010,pp.2-3).

Association/Learning Theory

Social behavioral perspective is a broad approach that includes various theories which view human behavior as learned through individuals' interaction with their environment (Hutchison, 1999, p.55). For the purpose of this study the association /learning theory which is one of the theories under social behavioral perspective will be briefly discussed.

The learning theory asserts that behavior results due to “internal and external forces which are external stimuli and internal response”. This theory focuses on observable behavior of individuals that indicate the outcome of the learning process (Kuppuswamy, 1980, p.80). Moreover, rather than looking for multiple factors, it emphasizes on one environmental factor that influence the occurrence of specific behavior (Hutchison, 1999, p.56). Parallel to this idea, this study will emphasize on the observable behavior of children to see the effect of parental disciplinary techniques.

The learning theory classifies the learning process into simple and complex. The simple learning comprises classical and operant conditioning, whereas the complex one constitutes “non-set influenced” and “set-influenced” learning (Kuppuswamy, 1980, pp.81-83). Operant conditioning is relevant to this study, hence further discussion will be made.

Operant conditioning theory is based on the “work of two American psychologists, John B. Watson and B.F. Skinner” (Hutchison, 1999, p.55). It affirms that individual’s receive consequence of their behavior from the environment. These consequences could be in the form of positive or negative reinforcement. Incidentally, behavior that is followed by positive reinforcement is most likely to be repeated by the actor, in contrast to behavior which results negative reinforcement, which its chance of recurring is very minimal (Wodarski & Dziegielewski, 2002, pp.158-200). According to, this is mainly because human beings by nature are inclined to look for pleasant events and keep away from unpleasant events such as pain (Gergen, 1969 as cited in Wodarski & Dziegielewski, 2002, p.158).

This shows that human behavior; specifically child behavior can be modified through positive or negative reinforcement (Kuppuswamy, 1980, pp.82-83). However, its effectiveness is dependent on various factors such as age of the child, timing and schedule (frequency and regularity) of the reinforcement (Hetherington & Parke, 1979, p.181). Overall, Operant conditioning imply that disciplinary techniques that have the content of positive reinforcement such as encouragement in the form of praise and material rewards, make children to repeat the desired behavior. Whereas, disciplinary techniques that create discomfort in the form of withdrawing privilege and inflicting physical punishment make children to avoid repeating the punished behavior.

Philosophical Worldview

This section of the paper clearly describe the basic philosophical belief that provides explanation as to why the particular research approaches are selected to be used in this study. In view of this, social constructivist philosophical worldview was used to direct the research action of this study.

The basic assumption of social constructivist is that human beings cannot be understood in isolation with their social context (Drake & Jonson-Reid, 2008, p.135). Moreover, individuals are believed to look for ways of understanding the world they live and work in by constructing subjective meaning to their experience, which arise from social interactions and historical and cultural norms (Creswell, 2009, p.8). As a result, to understand human behavior, one should first comprehend individually constructed and shared social reality (Hutchison, 1999, p.49).

The fundamental proposition of social constructivist world view goes in line with one of the social work expressions that say “Begin where the client is”. This encourages scholars to start their therapeutic relationship by first understanding the meaning the clients attach to their current situation and future plan (Hutchison, 1999, p.50). In the same token, this world view guide researchers to understand the study topic by emphasizing on the varied and multiple meaning participants attach to their experience. This highly contributes in obtaining broad and complex information regarding the issue of the study (Creswell, 2009, p.8).

The social constructivist philosophical world view shaped this research by making the primary data to depend as much as possible on the participants’ perspective. Thus, all the research questions of this study primarily were answered based on the subjective meaning that parents, children, religious leaders and community elders attach to the research topic. Moreover, to obtain multiple and broad information from the participants, in-depth interviews and focus

group discussions were held using unstructured questionnaire to allow the participants share their views of the study topic. This highly helps to understand the personal meanings others have about their own experience.

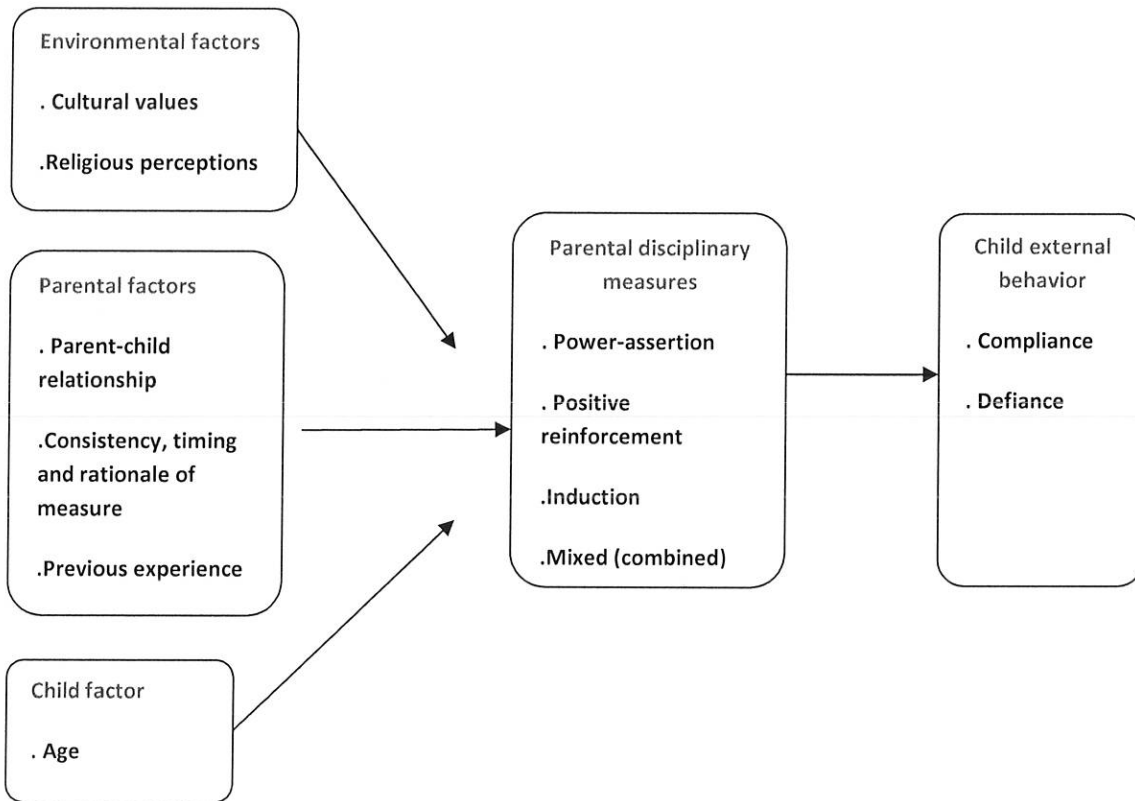
Conceptual Framework

Mosby's Medical dictionary (2009) defines conceptual framework as a group of concepts that are broadly defined and systematically organized to provide a focus, rationale and tool for the integration and interpretation of information. This serve as a supporting tool whereby the researcher have a good understanding of the study constructs and their relationship (Drake & Jonson-Reid, 2008, p.55) to make sense of subsequent results (Abiy Zegeye, Alemayehu Worku, Daniel Tefera, Melese Getu & Yilma Sileshi, 2009, p.56).

The conceptual framework of this study is based on behavioral theory which proposes that all behaviors are learned through conditioning (Cherry, 2013 b, para.2). In this regard, operant conditioning, which is one of the behavioral theories, asserts that consequences which follow particular behavior influence whether that behavior is repeated or not (McLeod, 2007, para.6). Similarly, behaviorist sees child behavior as it results through the child's interaction with his/her environment (The American College of Pediatricians, 2007, p.1). In this regard, the family context in which the child spend larger portion of his/her time has been recognized as having primary influence on the child's behavior (Commonwealth of Australia, 2009, p.3).

Parents as being the paramount influencers of children's behavior in a family setting, utilizes various methods to shape their children's behavior. However, the effectiveness of their effort in bringing the desired result depends on various factors (The American College of Pediatricians, 2007, pp.2-4).

This perspective was used in this study to clearly show how various factors affect the selection, utilization and effectiveness of parental disciplinary techniques in shaping children's behavior.



Adapted from The American College of Pediatricians, 2007, p.2

As it can be seen from the above figure, the type of disciplinary measure that is utilized by a parent has direct impact on the child's behavior. However, the selection and effectiveness of the disciplinary measure is highly influenced by environmental, parental and child factors.

The environmental factors that comprise cultural values and religious perceptions have influence on the selection and utilization parental disciplinary measures which will have impact on its effect on the child's behavior. For instance, it is well-known that Christians justify the type of disciplinary measure they utilize by citing Bible verses (Haller and Moorman, 2009, p.1).

Similarly, Muslims make use of Shariah laws and Sura from Quran to provide reason as to why and how they use a particular disciplinary measure (Fadlullah, 2012,para.7-9; Al-Munajjid, 2012, para.1-7).

Parental factors such as parent-child relationship and the timing, consistency and attached rationale of the disciplinary measure also play pivotal role in affecting the effectiveness of parental disciplinary measures. This has become highly evident in the existence of direct relationship between parent-child relationship and the effectiveness of parental disciplinary measures (International Encyclopedia of Marriage and Family, 2003, para.6). Moreover, as described in the prior section of the paper, studies have indicated the interrelation between the timing, consistency and attached rationale of the selected disciplinary measure and its impact on children's behavior (Hetherington & Parke, 1979, pp.200-206).

The child's age is also another distant factor that affects the effectiveness of parental disciplinary measure. This is mainly because age has a great influence on how the child understands the taken parental measure to bring the desired behavioral change (The American College of Pediatricians, 2007, p.3).

Overall, this study will utilize the behavioral theory to structure the different sections of the study by paying attention to the various factors that influence the selection and effectiveness of parental disciplinary measures. This provides a broad framework to identify the effectiveness of various parental disciplinary techniques in shaping children's behavior.

Chapter Three

Research Method

This section of the paper briefly describes the study design which comprises the dimension of social work that is utilized along with the selected research design and strategy of inquiry. Moreover, illustration will be given about the study area and participants together with participants' inclusion criteria. There will also be a sub-section where the sampling method and size; data collection tools, data analysis procedures, methods of ensuring the trustworthiness of the study, ethical considerations and conceptual and operational definitions will be explained.

Study Design

Descriptive research is one of the dimensions of research which gives detailed picture of a well-defined phenomenon. It helps to get comprehensive understanding of the issue and lead to draw causal analysis (Krueger & Neuman, 2006, p.22). According to this idea, this paper can be categorized as a descriptive research because it provides detailed picture of the research topic by identifying the various parental disciplinary techniques along with its effects on children's behavior. Moreover, it describes the various factors that affect the effect of parental disciplinary techniques and provide description to how people rationalize their reason for utilizing a particular disciplinary technique.

Qualitative research design creates an opportunity of looking for meaning and describing the various aspects of research topic (Abiy Zegeye et al, 2009, p.37). Moreover, it helps the researcher to focus on the meaning the participants attach to the research topic and obtain detailed and complex picture of the issue (Creswell, 2009, p.176). Parallel to this idea, the qualitative research design is utilized in this study to obtain a detailed understanding about

parents' and children's beliefs, experiences, attitudes and behavior regarding the effect of parental disciplinary techniques on children behavior.

Case study is one of the qualitative research strategies of inquiry that help a researcher to obtain detailed and in-depth information on the required issue (Creswell, 2009, p.13). Accordingly, this study utilized case study to deeply investigate all aspects of the research issue and get rich information that provide good insight about the effect of parental disciplinary techniques on children's behavior.

Case studies are classified differently by various Scholars. For instance, Stake (1995) classified case studies as intrinsic, instrumental, or collective. Based on this classification, this research utilized an instrumental case study to reveal the experience and attached subjective meaning of the cases to the study issue. This provided a wide and deeper understanding of the research topic. This goes in line with the description given by Stake (1995) about the goal of instrumental case studies on which the cases are used to obtain "insight into an issue" rather than focusing to understand the case by itself (as cited in Baxter & Jack, 2008, p.549).

In addition to the above classification, a case study need to be categorized as a single or multiple case based on the number of cases involved and the setting in which the study takes place (Baxter & Jack,2009,p.550). Parallel to this, multiple case studies are employed in this research because the study is focused on two different groups of participants, that is, parents and children to identify the results of parental disciplinary techniques on children's behavior. According to Baxter & Jack (2008,p.550),a study that encompass more than a single case is called multiple case study and is used to obtain understanding about "the similarities and differences between the cases".

Study Area and Participants

The child rearing practice and its effect on children's behavior is different between urban and rural areas. This is mostly because there is difference in societal norms and patterns of social relationships that influence individuals' behavior (Kuppuswamy, 1980, pp.51-52). Therefore, this study is conducted in a semi-urban area called "Yeka-Abado". This area is found in Addis Ababa, Yeka sub-city, Woreda 12. According to World Bank report in 2012, 82.4 % of Ethiopian population resides in rural area (Trading Economics, 2012,para.1). Hence, conducting a study in a semi-urban area provides an information that somewhat considered all segment of the population, that is, the country's significant number of rural population as well as the urban population.

The main participants of the study are parents who have children less than 18 years of age and children who are between the ages of 10 and 16 years. The main reason for selecting this age range group is because children who are between the ages of 6 -10 years are said to develop logical and complex thinking (Pope, Sproule & Pellegrino, 2011, para.4). Hence, I have selected the last age that is 10 years to be able to get logical and complex information regarding the study issue. Moreover, age difference has influence on how the child understands and responds to parental disciplinary measure (The American College of Pediatricians, 2001, p.3). Therefore, this study included the views of two age groups of children, that is school age (10-12 years of age) and teen age groups (13-16 years of age).

Two of the factors that influence the selection and utilization of parental disciplinary techniques are cultural values and religious perceptions (Wise & Silva, 2007, para. 9-11)

Horwath et al, 2008, p.5). Hence, community elders and a Christian and Muslim religious leaders were involved in the study as key informants to obtain in depth information about cultural values and religious perceptions regarding parental disciplinary techniques.

Selection Criteria

The following inclusion criteria were used to set boundaries as to who is included in the study as participant.

Selection criteria for adult participants.

- Parents who have children less than 18 years of age
- Willingness to participate in the study
- Community elders who are 60 and above years old
- A Christian and Muslim religious leader

Selection criteria for child participants.

- Children who are between the age range of 10 and 16 years
- Willingness to participate in the study
- Willingness of parents to let their children partake in the study

Sampling Method and Size

Qualitative research gives due attention to participants who have deep and rich knowledge of the research issue (Abiy Zegeye et al, 2009, p.64). As a result, it utilizes purposive sampling method to intentionally identify and include individuals who are assertive and expressive to share their perception and experiences (Padget, 2010, p.53). Similarly, this study used purposive sampling to strategically select participants who provide in-depth information about the research issue.

The sample size of qualitative study depends on what the researcher is trying to find out and whether the required information is obtained as desired (Abiy Zegeye et al, 2009, p.65). Inline to this, the sample size of qualitative research is said to depend on saturation of information in which the researcher requires to study (Guest, Bune & Johnson, 2006, p.61). More specifically, Kuzel (1992) has suggested a sample size of six to eight interviews for homogenous sample (Guest et al, 2006, p.61). Similar to these descriptions, in this study in-depth interview was held with eight parents and eight children of 10-16 age range. This is mainly because enough information was gained and no new information stopped to emerge at the eighth participant of each group.

In addition, key informant interview was held with two community elders and two religious leaders. Moreover, to supplement the finding of the study, one focus group discussion was conducted with five parents and two focus group discussions were conducted with six children of age range 10-12 and six children of 13-16 of age range. According to Creswell (2009) a focus group discussion is recommended to constitute six to eight participants (p.181).

Data Collection Procedures

To collect primary data from the study participants, I first visited the study site to identify ways which helps to strategically select participants who have rich knowledge of the study issue and are articulate to share their experience. Accordingly, I contacted one community member to whom I am familiar with and was suggested to contact one of the “Idir” leaders of the study area. After fully explaining the purpose of the study, the “Idir” leader become willing to assist me in identifying the study participants and gave me appointment to come and conduct the in-depth interviews and focus group discussions.

The data collection process took a total of eight days and was conducted on weekends because the study participants are occupied with school and work activities during the weekdays. At the start of the interview, the purpose of the study was clearly explained and chance was given to the participants to ask questions about unclear points. Following this, participants were required to sign the informed consent. All the in-depth interviews and focus group discussions were conducted using audio-recording tape. With regard to the study setting, all the in-depth interviews took place in the house of the study participants and the focus group discussions took place in the house of the “Idir” leader.

On the first day of data collection, I conducted two in-depth interviews and this has helped me to revise the in-depth interview guide, that is, I avoided irrelevant points and clarified some questions in an understandable way.

Data Collection Tools

Qualitative research depends on multiple sources of data to obtain a comprehensive understanding of the research issue (Creswell, 2009, p.179). As a result, this study used multiple data sources by employing primary and secondary data collection methods. To obtain primary information from the study participants the study utilized interview guide to conduct in-depth interviews and key informant interviews.

The in-depth interview guide utilized unstructured questions that comprised open ended questions which provided good opportunity for the participants to freely share their views and experiences. To be able to get more focused results, probing questions were used as needed in-between the open ended question. Furthermore, the group discussions were held utilizing a discussion guide which also was based on open ended questions. This is so, because qualitative research primarily utilizes unstructured data collection tools to gather the required information

using open ended questions (Crotty 1998, as cited in Creswell, 2009, p.8). According to Creswell (2009) p.175 “qualitative researchers do not tend to use or rely on questionnaires or instruments developed by other researchers”. Pursuant to this, I utilized an in-depth interview and focus group discussion guide that is developed by me based on the research objectives and literature review.

The secondary data was obtained from relevant literatures which include books, journals, magazines, booklets, brochures, compiled reports and websites.

Data Analysis

Data analysis is one major section of a research where the researcher gets deeper understanding of the gathered information to extract meaning and derive an interpretation that will be presented to the reader. In qualitative research, data analysis takes place parallel with data collection process (Creswell, 2009, pp.183-184). Similarly, in this study the data analysis was conducted along with the data gathering procedure by jotting any emerging main points that need to be included in the final draft, reviewing the gathered information to get understanding and planning ahead what sections to include in analysis section of the research.

Thematic analysis is one of the qualitative research analysis methods (Boyatzis 1998, as cited in Ibrahim, 2012, p.10) which focuses on identifying themes within the collected data (Boyatzis 1998, as cited in Harvard University, 2008, para.2). The themes help to provide a detailed presentation and “interpretation” of the results of the study (Boyatzis 1998, as cited in Ibrahim, 2012, p.10). In the same way, this study employed thematic analysis to present and interpret the finding of the research by classifying the collected information under the identified themes.

The general steps that are mostly used in qualitative researches are clearly stipulated in Creswell, 2009, pp.185-188 and Drake & Jonson- Reid, 2008, pp.140-143. Based on these concepts, the data analysis of this study began by transcribing the gathered data using the participants own word. Then the transcription was translated from Amharic into English language. Following this, the transcription was read through to become familiar with the information so as to prepare the data for coding. In coding the collected data, striking words from each interview were identified and written with pencil. Following this, information with similar codes was put together. Then the codes were refined and categorized under themes which were developed based on the objective of the study and literature review concepts. And the data described under each theme and sub-theme. Subsequently, the information was linked with the literature review and meaning interpreted.

In data analysis process, due emphasis should be given on how each research question is addressed (Abiy Zegey et al, 2009, p.66). Likewise, in this study significant attention was paid in providing answer to all the research questions utilizing the gathered information.

Trustworthiness of the Study

The major way of ensuring the trustworthiness of a study is to assure the quality of the data that is going to be collected. In this regard, triangulation of measures is one method of ensuring trustworthiness of the data that involves employing multiple techniques which will help to get full picture of the phenomena (Krueger & Neuman, 2006, p.137). In the same token, this study ensured the trustworthiness of the data by utilizing a triangulation of measure whereby primary information was collected by more than one data collection technique, that is, in-depth interviews and focus group discussions with parents and children, and key informant interview with religious leaders and community elders.

A research should assure the objectivity and integrity of the data being collected to guarantee a fair, honest and unbiased research activity. Hence, “in qualitative research design objectivity is ensured by taking advantage of personal insight, feelings, and human perspectives to understand social perspectives better” (Krueger & Neuman, 2006, p.138). Accordingly, I was personally involved in the data collection process to obtain intimate primary information by being direct and open in my personal participation. This has helped me to show my genuine interest in the participants’ insight and has encouraged them to provide as much information as available.

With regard to integrity, “qualitative research addresses the issue by placing greater trust in the personal integrity of individual researchers” (Krueger & Neuman, 2006, p.138). Accordingly, to address the issue of integrity, I was conscious of my personal beliefs and biases that may interfere in obtaining unbiased information for the qualitative data.

According to Padgett (2010) peer debriefing and member checking are methods of ensuring trustworthiness (pp.181-191). As a result, I have used peer debriefing with three individuals who are PhD candidate, MA (Masters of Art) and BA (Bachelor of Art) graduates. In addition to their educational background, two of the peer debriefing members are parents who have children less than 18 years of age. This group was used to get feedback from discussions held regarding the data analysis. Moreover, after the transcription and coding of the collected information, I revisited three parents and three children to check if the preliminary finding goes in line with what they shared. In all this groups, the preliminary finding was approved by the study participants.

According to Creswell (2009), in a qualitative study the researcher himself/herself collect the data and go through all the steps of data analysis (p.175). Similarly, I took the initiatives to

do all the tasks that is needed to complete a particular research, that is, starting from proposal development, data collection, analysis and compiling of final reports. This helps to assure the quality of the gathered information.

Ethical Consideration

The researcher has a responsibility of minimizing risks to participants while maximizing the quality of information that they produce (Krueger & Neuman, 2006, p.98).

One of the basic ethical principles that need to be considered in conducting research on human beings is respect for persons (University of Minnesota Center for Bioethics, 2003, p. 35).

Likewise, this study has put due emphasis to respecting the autonomy of each participant by acknowledging their personal choice to participate in the study. This has been materialized by making use of an informed consent format which helped the participants to voluntarily confirm their willingness to participate in the research after having been informed of all aspects of the study that are relevant to make decision to participate. The informed consent basically included the purpose of the study, sponsoring institution, level and type of participant involvement, benefits and potential risks of participation, ways of maintaining confidentiality of the study and assurance of participants' freedom to withdraw from the study any time.

With regard to obtaining the consent of child participant, special consideration has been made by first gaining the parents' willingness to allow their children to participate in the study after being informed of all aspects of the research. Moreover, the children's free choice was given due value after confirming parent's willingness. To help child participants better understand the questions and protect them from psychological harm, questions on the personal experience of the children were tailored according to their level of understanding and were thoroughly checked for any psychological threats. In addition, contact was made with the

Woreda women, children's and youth affair branch office to facilitate counseling and legal help, in cases of encountering study participants who require counseling and legal help.

To protect the privacy of the participants and confidentiality of information, the study did not utilize any identifying information of the participants to keep the communication of the result to be anonymous. In writing the research report, due emphasis was given in ensuring the authenticity of all the findings and there was not any modifications and falsification of information. Furthermore, I was very careful and strict not to use words that stereotype the participants based on their age, sex, ethnic group and perception of the study issue.

With regard to time spent with each participant, a onetime visit was conducted with all participants except three parents and three children, whom were used in members checking and were visited twice. In respect to hours spent with the participants, in-depth interview for adult participants on average took one hour, while it took 45 minutes for children. However, all of the focus group discussions took one and half hour. As a result, all participants were financially compensated for their time. That is, they were provided with payment, which amounts to 30 birr and child participants were provided with note books and pens that costs 30 birr for each child participant.

Chapter Four

Findings

This chapter presents the findings of the study in two major sections. The first section describes the socio-demographic information of the study participants who partake in the in-depth interviews, key informant interviews and focus group discussions. Following this, the result of the study will be presented based on the derived themes that go in line with the research objectives.

Socio-Demographic Data

The table below illustrates the socio-demographic information of eight parents and eight children who participated in in-depth interview, two community elders and two religious leaders who participated in key-informant interview and five parents and 12 children who partake in the focus group discussions.

Table 1:- Socio-Demographic Information of Parent Participants and Key Informants

Participant No.	Age	Sex	Marital status	Religion	Educational background	Occupational status	No. of children	Age of children
Parents								
1	48	F	Separated	Orthodox	Illiterate	Farmer	12	35,33,30,28,25,22,20,18,15,12,7,8 years old
2	27	F	Married	Orthodox	7 th grade	Housewife	2	5 years old and 1 year and 8 months
3	28	F	Married	Orthodox	8 th grade	Housewife	4	18,13,7 and 2 years old
4	40	F	Married	Orthodox	12 th grade	Chief consultant in women and children affair office	4	25,22,18 and 17 years old
5	40	F	Married	Orthodox	3 rd grade	House wife	2	18 and 25 years old
6	30	M	Married	Orthodox	5 th grade	Daily laborer	2	8 and 2 years old
7	39	F	Married	Orthodox	Illiterate	House wife	5	14,13,11,9 and 4 years old
8	30	F	Married	Orthodox	5 th grade	House wife	2	6 and 1 years old
Community Elders								
1	84	F	Widowed	Orthodox	Illiterate	House wife	5	60,55,48,44 and 40 years old
2	88	M	Married	Orthodox	Illiterate	Carpenter	3	50,48 and 33 years old
Religious Leaders								
1	40	M	Married	Orthodox	Degree	Preacher	2	5 and 2 years old
2	27	M	Single	Muslim	12 th grade complete	Leader	-	-

As it can be seen in Table 1, in this study eight parents who have children less 18 years of age have participated in the in-depth interview. Moreover, two community elders and two religious leaders have participated in the key informant interview. The numbers of children the parent participants have range from 2 to 12. Corresponding to age of the participants, the parent participants are within 27-48 age range and the community elders are 84 and 88 years of age respectively. The religious leaders are 40 and 27 years old. With regard to sex composition of parent participants, seven participants are female, while one is a male participant. Moreover, both of the religious leaders are male, whereas one of the community elders is a female participant.

Regarding the marital status of the participants, seven parent participants are married, while one is separated. One of the community elders is widowed, whereas one is married. In the religious leader participants one is married, while one is single. All parent, community elder and religious leader participants are followers of orthodox religion, except one religious leader who is a follower of Islamic religion. On the topic of educational status, two parents and community elders are illiterate, while five parents are at the primary educational level (1st -8th grade). In addition, one parent and religious leader are at the secondary educational level (9th -12th grade). One religious leader is also at the tertiary educational level, that is, a degree graduate.

With regard to occupational status, five parent participants and one community elder are house wives and the remaining three parent participants are farmer, government employee and daily laborer, while one of the community elders is a carpenter. Regarding religious leaders, one participant is a preacher in Orthodox Church while the other is a leader of Islamic Mosque.

Table 2:-Socio Demographic Information of Child Participants

Participant No.	Age	Sex	Religion	Educational background
1	16	F	Orthodox	5 th grade
2	10	F	Orthodox	3 rd grade
3	15	M	Muslim	7 th grade
4	10	F	Orthodox	2 nd grade
5	11	M	Orthodox	5 th grade
6	12	M	Muslim	3 rd grade
7	13	F	Orthodox	5 th grade
8	16	F	Orthodox	7 th grade

As it can be seen from the above table, the study has included eight child participants in the in-depth interview, out of which four are within 10-12 age range and the remaining four are from 13 to 16 age range. In relation to the sex composition three are male, while five are female participants. As far as religion is concerned, six of the participants are followers of Orthodox religion, while two are followers of Islamic religion. Regarding educational status, all the participants are in primary level education.

Table 3:- Socio-Demographic Information of Parents Focus Group Discussion

Participant No.	Age	Sex	Marital status	Religion	Educational background	Occupational status	No. of children	Age of children
1	42	M	Married	Orthodox	2 nd Grade	Farmer	3	-20,8 and 1 years old
2	24	F	Married	Orthodox	Illiterate	Daily Laborer	3	5,9 and 11 years old
3	43	M	Married	Orthodox	Illiterate	Farmer	3	6,10 and 12 years old
4	34	M	Married	Orthodox	4 th grade	Daily Laborer	3	1,4 years old and 2 months age
5	21	F	Married	Orthodox	6 th grade	House wife	1	2 years old

The above table clearly stipulates that parents' focus group discussion comprised five parents who have children less than 18 years of age. The numbers of children the participants have range from one to three. With respect to sex composition, three of the participants are male, while the remaining two are female. The participants' age ranged from 21 to 43. Moreover, all the participants are married and followers of Orthodox religion. In respect to educational status, two of the participants are illiterate, while three are at primary educational level.

In addition, two of the participants are farmers, two are daily laborers and one is a house wife.

Table 4:-Socio-Demographic Information of Children Focus Group Discussion

Participant No.	Age	Sex	Religion	Educational status
Child Participants (Age 10-12)				
1	10	M	Orthodox	3 rd Grade
2	12	M	Orthodox	3 rd Grade
3	12	M	Orthodox	5 th Grade
4	12	M	Orthodox	5 th Grade
5	11	M	Orthodox	3 rd Grade
6	10	M	Orthodox	3 rd Grade
Child Participants (Age 13-16)				
1	13	F	Orthodox	1 st Grade
2	15	M	Orthodox	5 th Grade
3	14	F	Orthodox	1 st Grade
4	16	F	Orthodox	3 rd Grade
5	14	M	Orthodox	5 th Grade
6	13	M	Orthodox	3 rd grade

As table four shows, the study constituted two focus group discussions that comprised children of 10-12 and 13-16 age range. In the 10-12 age range focus group discussion, all the participants are male, followers of Orthodox religion and are in primary level education. With regard to 13-16 age range focus group discussion, there are three female and three male

participants. Concerning their religion and educational status, all are followers of Orthodox religion and are in primary level education.

Opinion about Child Disciplining

The perception of the study participants regarding child disciplining is imperative because it highly influences the selection and utilization of the parental disciplinary techniques which in turn has an impact on its effectiveness in shaping children's behavior. In this regard, four parent participants pointed out that children need their parents' guidance to learn about behaviors which are deemed to be right and wrong in the family and society. Similarly, all the focus group discussions held with children and parents indicated that children need their parents' guidance whether it is in school or home. In reinforcing this opinion one of the parent participants said,

Children do not always live with their parents. When they get old they have to start to live on their own and also if parents at some points fail to provide the required assistance they might be forced to live alone even at young age. Hence, it is good for them to learn about what is right and wrong at young age and while parents are available to teach them.
(Parent participant number 3, age 28)

In addition, one parent participant said that parents should use various disciplinary techniques to enable children occupy better future position. In line to this, two parent participants and two community elders described that parents should specifically utilize physical punishment to create fear so that the children will not be spoiled. Moreover, one parent participant mentioned that parents should give more emphasis on creating conducive environment in the house whereby children's behavior will be influenced positively. In respect to this, the focus group discussion held with parents showed that two parent discussants

emphasized fulfilling the basic needs of children, following their behavior, providing a free time where they can play and giving advice as best methods to guide children's behavior. Whereas, the three parent focus group discussants added providing advice and being good example to the children as important points that needs to be considered when shaping children's behavior.

With regard to child participants, all the participants believed that children need to be disciplined by their parents to help them acquire good behavior. However, the difference in opinion lies in the type of disciplinary technique suggested to be used by parents. In this respect, two child participants described that children need to be physically punished when they misbehave so that they know the right behavior. As it is explained by Child participant number 1, age 16 "Punishment might seem unimportant at the moment because it is painful but in the long run we will understand its advantage". This child participant goes on and shared her experience by saying "Thanks to my parents, I like working hard now because they have thought me that with their punishment. However, if they ignored my misbehavior while I was very young, I could have been spoiled and will not know what is important."

Two other child participants pointed out that parents should only use light physical punishment to correct children from their misbehavior. One of this two child participants further said that the severe physical punishment include using cane, "Sama"- a leaf which create burning sensation when touched and other harsh punishments which include forcing children to get out of the house. This child participant also said that these types of punishment negatively affect children's attention on their education. Whereas, two child participants believed that parents should use advice, while one child participant encouraged the use of scolding. The remaining one child participant revealed that parents should use a combined disciplinary technique which is scolding and physical punishment to correct their children from their misbehavior. Likewise, the

focus group discussion held with children showed that four children of the age range 13 to 16 and three of age range 10-12 encouraged the use of advice to guide children's behavior.

Whereas, two children of age range 13 to 16 emphasized the combined utilization of advice and physical punishment, while three children of age range 10-12 supported scolding to be used to correct children's misbehavior.

In this regard, the Orthodox religious leader explained the significance of child disciplining by citing a bible verse found on Proverbs 22:6 which states "train a child in the way he should go, and when he is old he will not turn from it". Based on this bible verse, he said that the best time for children to learn about what is right and wrong is the childhood period because this sets the basic foundation on which their future life is built. Most of the things that adults do are based on what they learnt in childhood period. Therefore, parents should provide due emphasis on how they guide their children's behavior because this not only affect the children but also the whole family, society and country. Similarly, the Islamic religious leader comprehended that parents have significant role in fulfilling children's basic necessities which also include shaping their behavior.

Types of Parental Disciplinary Techniques

This theme provides description of the participants' perception regarding the type of disciplinary techniques that are being used by parents.

Power assertion method.

This sub-theme portrays parental disciplinary techniques that include physical punishment, psychological punishment, removal of material objects or privileges, allocation of household task and threat and direct use of force as explained by the participants.

Physical punishment.

All parent participants mentioned that they use some form of physical punishment with their children to correct them from misbehaving. However, this was not the only form of parental disciplinary technique used by parents. That is, all parents who participated in the in-depth interview and focus group discussion explained that they resort to physical punishment when their children fail to correct their misbehavior with other disciplinary techniques which will be explained in the subsequent subthemes. Moreover, four parent participants (parent participant number 1, 2, 3 and 4) indicated that they use physical punishment for younger children while they use other forms of disciplinary techniques such as giving advice for older children. In addition, parent participant 2 said that the type of misbehavior determine the kind of disciplinary technique to be used. She said “for instance if my child insults people, he will be spanked on the buttock”. In this regards, two parent focus group discussants mentioned that stealing various materials is one of the major misbehaviors which pushes them to use physical punishment.

The types of physical punishments used by parents include beating, slapping, pinching and tying and beating. Four parent participants mentioned that they use beating as a physical punishment, while two of the participants said that they use combined forms of physical punishment, which is, beating and pinching, and slapping and beating interchangeably. The remaining two participants said that they use only pinching as a physical punishment. The instruments utilized by parents to apply the mentioned physical punishments include using hand, foot, “Limich”- a stick which is used to beat a person, cane and belt. In addition to this, one child focus group discussant of age range 10-12 mentioned that parents use “Alenga”- a whipping instrument which is made out of skin of cattle, as physical punishment instrument.

With regard to child participants, four children mentioned that they have experienced beating by parents, out of this one participant said that her father used to kick her with his foot when she misbehaves. Whereas, two child participants pointed out that they experienced pinching, while two children mentioned to be punished with a combined method of beating and pinching; and pinching and slapping. Regarding child participants' focus group discussion, all the children of age range 10 to 12 said that they experience physical punishment when they repeat misbehavior in spite of the initially provided advice. Moreover, one child focus group discussant of age range 13 to 16 said "if I repeat misbehavior after being advised and beaten, my parents will tie me with a rope and beat me". However, three children who participated in the in-depth interview and three children focus group discussants of age range of 13 to 16 said that they have experienced beating as an initial disciplinary technique by their parents.

Psychological punishment.

The psychological punishments identified by the study participants include scolding, yelling, insults, threatening and warning. Corresponding to this, three parents who participated in in-depth interview and one parent focus group discussant stated that they use scolding whenever their children repeat misbehavior after being provided with what they basically need and advised about the need to correct their misbehavior. However, one parent participant said that she yells at her child especially when she makes her angry with repeated misbehavior. As to child participants, four child participants pointed out that they have experienced scolding by their parents. Out of this, two children mentioned that they experience scolding whenever they repeat misbehavior after being advised, whereas one child said that her parents utilize scolding as a primary disciplinary technique and will use physical punishment if this doesn't make her to

correct her mistake. Moreover, one child participant said that besides scolding, her parents utilize yelling, insulting, threatening and warning as a disciplinary technique.

With regard to adult focus group discussants, one parent said that she uses scolding as an initial disciplinary measure. From child focus group discussants of age range 10-12, four children mentioned that they will be scolded by their parents whenever they repeat misbehavior regardless of the provided advice.

Threatening is one of the psychological punishments identified by the study participants. In this regard, parent participant number 2, age 27 said she threatens her child by saying "God will be angry at you and he will punish you if you misbehave", whereas parent participant number 5, age 40 said she threatens her child by saying "I will cut your hands or neck with knife if you steal". In relation to child participants, child participant number 2, age 10 said her parents threat her to tell the misbehavior to her teachers to made her correct the misbehavior. Moreover, in the child focus group discussion of age range 10-12, one child participant said his parents' threat him not to let him enter the house in the evening time if he repeats a particular misbehavior.

Removal of material objects or privileges.

The study has identified time-out, removal of playing toys and withholding of food as a parental disciplinary technique. This technique is said to be utilized by only one parent participant and one child participant has experienced one of this parental disciplinary techniques. The parent participant explained her practice by saying

When my child refuse to go to school and do home work, I will lock him in one room to sit alone for 15-30 minutes. He understands that he is being punished because he will be bored of sitting alone and doing nothing. (Parent participant number 2, age 27)

Moreover, this same parent said that when the child misbehaves, she will take away playing toys which were bought for him as an encouragement when he behaved well. In relation to child participant, one child revealed that her mother withholds food for the whole day if she refuses to go to school.

In addition to this, the study indicated that one child participant is assigned to do a household chore by her parent as a last resort when she fails to correct her misbehavior regardless of the taken physical and psychological punishment. She explains the disciplinary technique by saying:

At times when I repeat a misdeed in spite of the taken measure, my mother will give the shepherd a time-off and order me to look after the cattle alone and bring them back to their barn. She does this because she knows that I am afraid of being alone in a forest.

(Child participant number 2, age 10)

Induction/Inference.

Most parent participants, that is, seven participants who participated in in-depth interview and four parent focus group discussants said that they use providing advice in combination with other forms of disciplinary techniques. In their advice, they explain to their children why they should not misbehave and also tell them what the next consequence will be, if they repeat their misbehavior. In addition to this, one parent participant stated

I tell to my child how he will benefit from good behavior by providing example of people that he knows of and has become successful in their life. Hence, especially in regard to his education, I tell him that he will be like those people when he grows up, if he studies hard. (Parent participant number 6, age 30)

The data from child participants also indicated that most children, that is, five children who participated in in-depth interview, four child focus group discussants of age range of 10 to 12 and three child focus group discussants of age range 13-16 stated that their parents provide advice before they resort to other forms of disciplinary techniques.

Positive reinforcement.

Positive reinforcement which involves encouraging children for their good behavior has been used by the study participants as one form of shaping children's behavior. With respect to this, four parent participants, two child participants who participated in in-depth interview and one child focus group discussant of age range 10-12 said that punishment will be avoided when children behave well. Whereas, three parent participants and two child participants who participated in in-depth interview, all adult focus group discussants and four child focus group discussants of age range 10-12 said that there will be material reward at times when the child behave well. In this respect, all the three parent participants said that they will take their children to recreational area and buy things their children like which include toys, clothes and shoes. As parent participant number 4, age 40 said, "In addition to providing a reward to my children after they behaved well, I promise them to buy something they like if they score good grades at school". Furthermore, child participant number 3, age 15 said that when he comes straight to home from school without being late while playing football, his father will order his mother to give him lunch quickly by saying "a student who comes from a school is like a hyena that comes out from its cave". This is said to show how hungry the child is.

With regard to word praise, one parent participant, four child participants and all child focus group discussants of age range 13-16 stated that they will be praised by their parents verbally when they behave well, while one parent participant mentioned that she will provide

both word and material reward to her children when they behave well. The word praise which the participants identified include being blessed and as per child participant number 8, age 16 her parents will say "May God make you grow well" when she does what they like. Unlike all participants, one child focus group discussant of age range 10-12 said that behaving well will make his parents to love him more, which in turn also make him to love them back more.

With regard to the effectiveness of positive reinforcement in shaping children's behavior, four parent participants, five child participants and all child and parent focus group discussants pointed out that children are encouraged to repeat good behaviors when they are provided with word praise and/or material reward. In explaining the effectiveness, child participant number 4, age 10 said, "When my parents buy clothes and shoes when I behave good, it makes me happy and I will be encouraged not to misbehave. Moreover, I repeat doing what my parents like".

Modeling.

This involves being a good model/example to children's behavior and this has been identified as one method which is being used by study participants to shape children's behavior. As to parent participant number 6 and two parent focus group discussants, the basic thing to shape children's behavior in the needed direction is to be a real example as to how they are expected to behave. This is mainly because children tend to highly imitate their parents behavior. Hence, these participants said that they try their best to behave in the way they expect their children to behave. In emphasizing this point two of the parent focus group discussants said "children follow the foot step of their parents". In support of this idea, religious leader participant number 1, age 40 stated "children follow what their parents do rather than what they say"

Moreover, in showing the significance of modeling, parent participant number 6, age 30 shared his experience by saying

I once asked a neighbor's child what he wants to be when he grows up. To my surprise he said that when he completes his education, he wants to excavate stone in the day time and in the evening drink "Araqe"- a locally brewed high alcoholic content beverage and get home drunk.

According to parent participant number 6, this child said this because his father does the same thing. In this regard, this same participant cited an Amharic metaphoric expression which says "አናቷን አይተህ ልጅቷን አግባ" which is translated as "look at the mother before you decide to marry her daughter". This metaphoric expression explains that children will be just like their parents.

Factors Affecting the Selection and Utilization of Parental Disciplinary Techniques

This theme describes the various reasons provided by the study participants as a justification for utilizing the various disciplinary techniques.

Significance of the parental disciplinary technique.

Most parent participants, that is, five participants said that they utilize a combination of the above stated disciplinary techniques to help their children correct their misbehavior and learn the right behavior which will benefit them in later years. In supporting these ideas, parent participant number 2, age 27 said that children have to be disciplined with the appropriate disciplinary technique so that they know how to behave. She also pointed out that a neglected child's misbehavior will make the child to be "like untied calf", that is once it fled it will be very difficult to catch. In line to this metaphor, this participant said "once a child is spoiled, it will be very difficult to correct".

In regard to child participants, three participants said that parents utilize the various disciplinary techniques to make them correct their misbehavior, while the other three participants said that it is to teach them good behaviors which they will repeat when they get older. Moreover, one child participant stated that parents utilize various disciplinary techniques to prevent children from repeating the same mistake when they grow up.

Types of misbehavior.

Children's misbehavior has been identified as one of the major reasons that make parents to apply various disciplinary techniques. The following are the type of misbehaviors recognized by the study participants.

Two parent participants stated that spending too much time playing and not carrying out the order given by parents as misbehavior of a child which will make them to apply their disciplinary measure. Moreover, one of these parents indicated that refusal to study, not coming from a place where they are send on time and losing money and failure to look after the cattle appropriately as a child's misbehavior which pushes her to apply her disciplinary techniques. In addition, one parent participant listed breaking of household utensils and going to a place which parents do not allow as children's misbehavior.

As to parent focus group discussants, three discussants indicated that they apply a disciplinary technique when their children refuse to study and spend too much time playing, fight with other children and pick neighbors household items without permission. Furthermore, one parent focus group discussants mentioned that truancy from school, while the other discussant stated trying to touch fire and spilling water in the house as the children's behavior.

From children's point of view, four child participants mentioned that breaking household utensils such as coffee cup, flask and coffee pot is one type of misbehavior which makes parents

to apply their disciplinary technique. Moreover, one child participant listed playing foot ball, failure to look after the cattle while playing and coming home late as misbehavior, while two child participants listed refusal to go to school as a misbehavior. Moreover, one child participant said that his parents apply a disciplinary measure when he fights with his brother or other children in the neighborhood, whereas one child said that failure to carry out parents' order such as washing clothes is a misbehavior that results a disciplinary action.

The focus group discussion held with children of both age indicated that children will receive a disciplinary action when they cut a tree without the approval of their parents, throw a stone on people's house roof, loose a cattle which they were requested to look after, if the cattle eat the crop and break household utensils.

Previous experience.

Some parents utilize a particular disciplinary technique because it was what their parents used to utilize to discipline them while they were children. In relation to this, two parent participants specifically, one who uses a combined method of advice, scolding and pinching and the other who uses advice, slapping, beating and occasional yelling said that they chose to use these disciplinary techniques because it was what their parents used to utilize. In explaining the issue, parent participant number 3, age 28 said "My parent's way of disciplining has helped me to get where I am now. That is why I use the same disciplinary technique with my children".

In the same token, three other parent participants said even though the type of disciplinary technique they utilize has many similarities with how they were disciplined as children, there is some difference with it. As to two parent participants, the difference lies in the intensity of the physical punishment, that is, their parents used to use severe physical punishment. However, these two participants said that they now use light physical punishment

combined with advice just to create fear so that their children won't repeat the misbehavior. Moreover, parent participant number 4 revealed that the difference between how she was disciplined by her parents and how she discipline her children lie on the closeness between parent and children. To explain this she said "While I was a child, discussing various issues with parents was not allowed, mainly because children's view was seen as unimportant. However, even though I utilize same disciplinary technique to discipline my children, I am very open and free to discuss every issue with them." Parent participant number 4, age 40

The remaining two parent participants said that the type of disciplinary technique they use is different from what their parents used to utilize, while one parent participant said he was not disciplined by his parents because they passed away while he was young and grew up in religious teaching methods.

Cultural reasons /Societal influence.

This is one reason that the study has explored to be related to ways of selecting a particular disciplinary technique. In this regard, two parent participants said that child disciplining practice which involves utilization of disciplinary techniques is related to one's culture. In explaining this issue parent participant number 2, age 27 said "Our society puts high responsibility on us regarding our children's behavior. That is, if your child is seen misbehaving, it is you who is going to be blamed for not disciplining him well. So, this makes us to be very conscious of our child disciplining practice". Similar to this idea, child participant number 1 mentioned that one of the reasons why parents discipline their children is to prevent themselves from being blamed by the society.

In line to this, parent participant number 4, age 40 said "our culture emphasizes more on punishing children rather than giving advice". In underlining this point, community elder

participant number 1, age 84 said “As long as a child is not hungry and thirsty, he/she will not be hurt if pinched”.

Religious perceptions.

The study showed that religious values are one of the factors that influence the selection and utilization of parental disciplinary techniques. Two parent participants said that teaching children about the word of God will make them to have fear of God which in turn guide their behavior . Consistent with this, one religious leader participant said that children who knows and obeys God’s law will also abide to the rules of conduct given by the government to such as faithfulness, accountability, transparency and so on. This is mainly because these rules go in line with the word of God. Moreover, one of the parent participants said that the Bible orders parents to teach children the right behavior by using physical punishment. In highlighting this point, parent participant number 2, age 27 cited a Bible verse on Proverbs 23:13-14 “Do not withhold discipline from a child; if you punish him with the rod he will not die. Punish him with the rod and save his soul from death”. She explained this verse by saying “even God acknowledge that punishment will not hurt children, it rather help them to benefit”

In regard to the type of disciplinary technique to be applied by parents, religious leader participant number 1 said that the basic things that parents need to do is to seek their children heart. That is, if their heart is open to their parents, they voluntarily listen to what their parents say. With regard to disciplinary techniques, this same participant cited a Bible verse on Proverbs 23:13-14 which was cited by other parent participant. In explaining the verse, the religious leader noted that parents should not always utilize physical punishment but they can use other forms of disciplinary techniques that will not hurt children.

According to religious leader participant number 2, the Quran says “an individual looks like his friend”, therefore parents should follow and supervise with whom their children are friends with because a spoiled friend most likely will negatively influence the child. As to the disciplinary techniques, the same participant said that the Quran orders parents to give first advise to their children and if that doesn’t work they can scold, and use light physical punishment that will not leave red marks on the child’s skin/body.

Factors that Affect the Effectiveness of Parental Disciplinary Techniques

This theme briefly describes the result of the study regarding the factors that are deemed to affect the effectiveness of parental disciplinary techniques.

Age of the child.

The study indicated that five parent participants’ selection and utilization of disciplinary techniques differ based on the age of their children. Pursuant to this, three parent participants pointed out that they use provision of advice for the older children and physical punishment for the younger ones. In specifying the children’s age and type of disciplinary technique, one parent participant said that she uses physical punishment for children of age range 12-14 and advise for children older than 14 years of age. The other parents said that she uses advice for children of age range 13-18, while using scolding and pinching for children of age range 7-2. The third parent revealed that she uses pinching for children of age range 5-6, while using advice for children older than 6 years old.

Moreover, one parent participant indicated that, she utilizes frowning and telling the consequence of misbehavior for 1 year and eight months child, while using combination of advise, time-out, threatening and light physical punishment for 5 years old son. Whereas, one parent participant stated that he doesn’t utilize any disciplinary technique for 2 years old

daughter, while using combination of advice and pinching for 8 years old son. This same participant said that when his child gets old; he will stop using pinching and will only utilize advice.

In providing justification for utilizing different disciplinary techniques for different age group of children, parent participant number 3, age 28 said “giving advice for the younger children will not help because they will not understand it”. In line to this, parent participant number 4, age 40 said “using pinching for younger children is good because it will create fear and make the children to pay attention to what is said. However, advice will not be effective, because they shortly forget what they are told”. With regard to older children, parent participant number 4 and 6 said that using physical punishment has negative effect of making the children to run away from home. Furthermore, parent participant number 4 added that physical punishment might even have risk of being beaten back by the older children.

In relation to the general effectiveness of the parental disciplinary techniques in shaping children’s behavior, three out of five participants who use different disciplinary techniques based on the age of their children said that their disciplinary technique is effective in correcting the children’s misbehavior. However, one parent participant who uses similar disciplinary technique for all age group of children also said that the disciplinary techniques have brought the desired modification in children’s behavior. Moreover, two out of three participants who uses similar disciplinary techniques said that their disciplinary technique is somewhat effective, that is, it only bring compliance of children to parental order only sometimes. On the other hand, two parent participants who use different disciplinary technique for different age group of children said that the disciplinary techniques are only partially effective.

Contrary to the above finding, three parent participants and all child participants said that the type of disciplinary techniques does not differ based on the age of the child.

Timing.

In respect to the timing of the various parental disciplinary techniques, seven parent participants who participated in in-depth interview, four parent focus group discussants, four child focus group discussants of age range 10-12 and four child participants pointed out that the disciplinary techniques will be applied right after the occurrence of the misbehavior. In explaining its timing, the parents said that they apply their disciplinary technique at the spot of the misbehavior. Moreover, parent participant number 2, age 27 mentioned "If children are not disciplined at the spot of the misbehavior they will not understand the reason of the disciplinary measure". In addition, other parent participants said that their main reason for applying their disciplinary technique immediately is to prevent their children from being spoiled by giving them a chance where they repeat misbehavior.

Corresponding to child participants, child participant number 5, age 11 indicated that parents apply their disciplinary technique immediately to make them understand the reason of the punishment. Unlike the above stated timing, one parent focus group discussant mentioned that he doesn't apply any disciplinary technique for first time misbehavior but will apply his disciplinary technique right away for a repeated misbehavior.

However, one parent participant said that she applies a disciplinary technique immediately, if she finds her children at the spot of the misbehavior. Nevertheless if they are not found at the time the parents knew about their misbehavior, no disciplinary technique will be applied. Similarly, one child participant who partake in in-depth interview, two child focus group discussants of age range 10-12 and all child focus group discussants of age range 13-16

pointed out that parents apply their disciplinary technique right away if they find them at the spot of the misbehavior, whereas in cases where they couldn't find them at the spot, the disciplinary technique will be applied some time later. In explaining the issue, one child participant said

When they lately apply their disciplinary technique, they don't tell us the reason. I usually understand why I am being punished without being told; however, sometimes I don't recall the reason. In this instances when my parents cool down, I ask them why I was punished. (Child participant number 1, age 16)

In addition, three child participants pointed out that at times parents couldn't find them at the spot of the misbehavior; they sometimes apply a disciplinary technique later but also sometimes forget to take any disciplinary technique. In explaining its non-effectiveness, one child participant stated "when my parents forget my misbehavior and do not apply any disciplinary technique, it will make me to repeat the misbehavior because I will assume that there is a chance that they will forget my misbehavior this time also." child participant 3, age 15

In respect to the relationship between timing and effectiveness of parental disciplinary techniques in shaping children's behavior, three out of four parent participants, four out of five parent focus group discussants, four out of six child participants and two child focus group discussants of age range 10-12 who pointed out to have an effective result from parental disciplinary techniques, said that disciplinary techniques are applied immediately. Moreover, one child and parent participant who mentioned to have an effective result of the parental disciplinary techniques said that disciplinary techniques are applied immediately sometimes. Whereas, one child participant who is 13 years old said that parents apply disciplinary techniques and pointed out that it has made her to correct the misbehavior. In addition, all child focus group discussants of 13-16 age range and four child focus group discussants of 10-12 age range have

said disciplinary techniques are applied lately and it is effective in bringing behavioral modification.

With regard to participants who mentioned to have a partial effective result from the disciplinary techniques, all (four) parent participants apply their disciplinary techniques right away and one parent focus group discussant apply disciplinary techniques only sometimes. Whereas, all (two) of the child participants said that disciplinary techniques are applied later.

Attached rationale.

In regard to providing rationale of the disciplinary technique to children, seven parent participants pointed out that they tell their children the reason for applying their disciplinary techniques. In the same token, six child participants also said that their parents provide reason when they apply a particular disciplinary technique. With respect to content of the rationale, parent participant number 1, age 48 mentioned, she says “Why did you do this, you don’t have to do this again” to her children. Whereas, parent participant number 4,6,7,8 and all parent focus group discussants stated, they say “Why did you do, what you were told not to do”. Moreover, parent participant number 5, age 40 indicated, she says “Why did you do that, if you do something that I told you not to do, you will be punished”. Dissimilar to the above parents, parent participant number 2 said that she explains the reason for applying a particular disciplinary technique by telling her child the importance of good behavior, for instance advantage of going to school.

Corresponding to child participants, child participant number 2,3,5,7 and 8; all child focus group discussants of age range 13-16 and three child focus group discussants of age range 10-12 said that their parents describe reason for applying the disciplinary technique by saying “Why did you do this?”, while child participant number 6, age 12 pointed out his parents say

“Didn’t I told you not to do that”. In explaining the attached rationale of the disciplinary technique all child focus group discussants of age range 13-16 said that in response to the provided reason for the disciplinary technique, they will provide reason why they did the misbehavior. However, only three of the focus group discussants said their reasoning sometimes will be accepted, the rest said their parent will not accept their reason. In explaining this issue,

One child participant said:

The rationale provided by my parents is understandable. But it doesn’t involve explanation of the disadvantage of misbehavior and advantage of good behavior.

Moreover, it doesn’t give us a chance to explain why we did what we did. For instance, I once used to refuse to go to school because I was afraid of being stolen by strange people as a result of a story told by my aunt .Moreover, since I have heard people talking about abduction, I am also afraid of being abducted when I go alone to school which will take a long distance walk in a very quiet place .However, when I refuse to go to school, my mother never wanted to listen to my side of story, but uses force to make me go. (Child participant number 2, age 10)

Moreover, child participant number 3 said that his parents provide explanation of good behavior before he misbehaves and when he misbehaves they give explanation for applying their disciplinary technique by including the importance of good behavior. In explaining this issue child participant number 3,age 15 stated “Even if my parents explain to me why I shouldn’t play foot ball, I continue to play in spite of the various disciplinary technique they apply because it is something which I really like and couldn’t do anything about”

One parent participant and child participants said that the rationale of the disciplinary technique is told only sometimes, while one child participant who partake in-depth interview and

three focus group discussants of age range 10-12 said their parents never provide reason for their disciplinary technique. In describing the issue child participant number 1, age 16 said “Parents do not tell us the reason because they think we already know the reason. Sometimes, if I don’t know why I was punished, I will ask them and they will tell me”. Moreover, one child participant said:

In cases where my mother applies a disciplinary technique without providing reason, I will try to associate it with something I did. For example:-one day I broke a coffee cup and my mother hit me without telling me the reason. But I associate it with the broken coffee cup. (Child participant number 4, age 10)

With regard to the relationship between the attached rationale of parental disciplinary technique and its effectiveness in shaping children’s behavior, all parent participants who pointed out to have effective result from their disciplinary technique said that they provide reason to their children at the time they apply the disciplinary technique. Out of these participants, only one parent participant provide full explanation with a positively structured sentence.

With regard to child participants, four out of six participants who mentioned that rationales are told at time of applying disciplinary techniques and said it is effective. On the other hand, one child participant who said that parents never provide rationale for their disciplinary technique and one child participant who mentioned that parents sometimes provide reason for their disciplinary technique; pointed out that parental disciplinary techniques are effective. Moreover, all child and parent participants who described that parental disciplinary technique are only partially effective; said that parents provide reason to their disciplinary techniques.

In attaching a rationale to the disciplinary techniques, four parent participants said that the reason they provide to their children differ based on their age, whereas three parents pointed out that their rationale is the same for all age group of children. However, one parent participant said that she provides rationale only for older children because she thinks the younger ones will not understand the reasoning. In explaining the reason for differentiating the type of rationale provided to the children, parent participant number 2, age 27 said “I try to use words that my children understand when I explain the reason for applying a particular disciplinary technique”.

Consistency.

Consistency is one factor that affects the effect of disciplinary techniques. In this regard, a religious leader participant number 1 cited one Amharic expression which says “**ጠብታ ውሃ አለትን ጎሰብራለች**” this means a drop of water will crack a stone. This was cited by the participant to show how a consistently applied advice forms a good base for children’s future good behavior.

In addition to this, in the study four parent participants, four child participants, three child focus group discussants of age range 13-16, all child focus group discussants of age range 10-12 and three adult focus group discussants mentioned that disciplinary techniques are applied consistently regardless of inconvenient situations such as presence of guests. In explaining the issue, the participants pointed out that even though the type of disciplinary technique differs, parents always apply particular disciplinary technique to all misbehavior. Corresponding to this, child participant number 3, age 15 said “when I misbehave, my parents give me advise, warning. If I repeat the misbehavior in spite of all these, they will use physical punishment”.

In contrast, four parent participants, four child participants, three child focus group discussants of age range 13-16 and two adult focus group discussants said that the disciplinary

techniques are not applied consistently due to various reasons. That is, parent participant number 3, age 28 said “Nearly all of the time I take one particular measure for most misbehavior. However, sometimes I leave some misbehavior without applying any disciplinary technique because following all misbehavior is tiresome”. Similarly, parent participant number 6, age 30 added “Sometimes, I leave misbehavior without applying any disciplinary technique purposely because I don’t want to focus on my child’s minor misbehaviors”. In explaining this, he said that it’s not good to focus on each minor misbehavior of a child. In addition, parent participant number 7 and 8 said that they leave their children’s misbehavior without applying any disciplinary technique when they don’t find them at the spot of the misbehavior and when guests are available at time of the misbehavior.

With regard to the relationship of consistency and effectiveness of parental disciplinary techniques, two out of four parent participants, three out of four parent participants, three child focus group discussants of age range 13-16, all child focus group discussants of age range 10-12 and three adult focus group discussants who said that disciplinary techniques are applied consistently; pointed out that parental disciplinary techniques are effective. However, two parent participants and one child participant pointed out that the parental disciplinary techniques are ineffective irrespective of the consistently applied disciplinary techniques.

In relation to inconsistently applied disciplinary techniques, two out of four parent participants, one out of four child participants and one parent focus group discussant said that the disciplinary techniques are only partially effective. In explaining the effect of inconsistently applied disciplinary technique, parent participant number 8 said that the inconsistent application of disciplinary technique has made her child not to always obey her order and in contrast to abide to the orders given by her father who consistently apply the disciplinary technique.

Moreover, two out of four parent participants, three out of four child participants, three child focus group discussants of age range 13-16 and one parent focus group discussants said that the disciplinary techniques are effective in spite of its inconsistent application.

With regard to child participants, child participant number 1 illustrated that her parents do not apply any disciplinary technique at times they are not angry, while child participant number 2 pointed out not being found at the spot of misbehavior as a factor that prevent her parents from applying a disciplinary technique. Moreover, child participant number 6 mentioned minor misbehaviors and child participant number 7, stated availability of guest at time of misbehavior as factors which prevent parents from applying their disciplinary technique.

In accordance with consistency between parents regarding the disciplinary techniques, one child participant, three parent participants and three adult focus group discussants indicated the existence of agreement between parents regarding the child's misbehavior and applied disciplinary technique. Whereas, five parent participants, seven child participants, all child focus group discussants of age range 13-16, all child focus group discussants of age range 10-12 and two adult focus group discussants pointed out that there is disagreement between parents in regard to child's misbehavior and applied disciplinary technique. In explaining the disagreement between parents, parent participant number 2 and 4 indicated that fathers sometimes support a child's misbehavior and when they try to apply a disciplinary technique, they come in between and argue with them in front of the children. Parent participant number 4, age 40 further explained her experience by saying "Sometimes when I am about to physically punish the children, they run and hide behind their father and he argue with me".

In respect to its effectiveness in shaping children's behavior, both parents said that the disagreement make the children to be more close to their fathers, who protect them from disciplinary measure and also it creates opportunity for the children to repeat the misbehavior.

However, parent participant number 1 and 7 said that they apply their disciplinary technique regardless of the disagreement they encounter from the fathers of their children. This is mainly because they want to protect their children from being spoiled and also to protect themselves from being blamed by the society.

Parent-child relationship.

Regarding parent-child relationship, the parent participants explained their relationship in terms of closeness the children have with them. In this regard, seven parent participants, five child participants, three parent focus group discussants, all child focus group discussants of age range 10-12 and all child focus group discussants of age range 13-16 said that children are more close to their mothers in terms of spending much time together and discussing various issues freely. However, one parent participant and three child participants pointed out that children are equally close to both parents, while two parent focus group discussants said their children are more close to their fathers. In explaining the closeness with her child, parent participant number 2, age 27 said "I am like a friend with my child. He asks me questions about various issues and I give him response. We also talk about his behavior." Similarly, the other parents also described their closeness in terms of the open discussion they have with the children.

However, all parent participants said that they do not value the views of their children because they think children are unable to produce significant opinions. Mindful of this, parent participant number 3, age 28 said "I explain to my children the importance of good behavior. Since their opinion might not be important, it is me who usually tell them what is needed to be

done”. Moreover, parent participant number 7, age 39 said “My children ask what they want and if it is something that I can resolve, I will try to solve it. But since they are children I do not accept what they say, I rather tell them what is right”.

In illustrating their closeness to their mother the child participants said they love their mother more because she spends much time with them, works hard and provide what they need more closely. In support of this idea, child participant number 3, age 15 stated “ I am more close to my mother because it is my mother who spends more time with me and provide what I need more closely than my father. She is also the one who carried me for nine months and gave birth to me”.

With regard to the effect of parent-child relationship on children’s willingness to obey to parental order, five parents out of seven parents who pointed out their children to be more close to their mothers said that their children are more inclined to obey to their mothers than the fathers. Moreover, four out of five children who said are more close to their mothers pointed out that they obey more to the order given by their mothers than fathers. Regarding the focus group discussants, all of the child focus group discussants of age range 13-16 and five of the child focus group discussants of age range 10-12 said that they obey more to their mother’s order than fathers. In addition, three of child participants who said are equally close to both parents, one child participant and one child focus group discussant of age range 10-12 who said to be more close to their mothers stated that they obey equally to the order of both parents. Furthermore, two parent focus group discussants who said their children are more close to their fathers stated that their children obey more to their fathers.

However, two parent participants and three parent focus group discussants who said their children are more close to the mothers and one parent who said her children are equally close to

both parents stated that children obey more to their father than mother. In describing the reason why children obeys more to their fathers regardless of their equal closeness to both parents and more closeness to their mothers, all parents mentioned that it is because fathers apply their disciplinary technique consistently. In stressing this point, parent participant number 8, age 30 said “My child obeys more to her father because he punishes her constantly when she misbehaves. However, since she knows that I sometimes leave misbehavior without applying a disciplinary technique, she doesn’t usually obey to me.” In expressing the situation the participant said that her child doesn’t usually obey to her because she knows that her mother will not take any serious disciplinary measure.

Effectiveness of Parental Disciplinary Techniques in Shaping Children’s Behavior

One of the objectives of this study was to identify the effectiveness of parental disciplinary techniques in shaping children’s behavior. Accordingly, in this study parent participant number 1 who utilizes a combined disciplinary technique of advise and physical punishment ;parent participant number 2 who uses a combined disciplinary technique of advise, time-out, threatening through God and physical punishment; parent participant number 6 who utilizes a mixed disciplinary technique of advise, scolding, giving hope (provision of real examples) and physical punishment; and parent participant number 7 who uses supervision of children’s behavior, advice and physical punishment said that their disciplinary technique is effective in terms of bringing the desired behavioral modification in their children. Similarly, four parent focus group discussants said that their disciplinary technique is effective. All the parent participants and four parent focus group discussants explained the effectiveness of their disciplinary techniques in terms of their children’s current obedience to parents order and not repeating the misbehaviors. Consistent with this, parent participant number 1, age 48 stated the

effectiveness of her disciplinary technique by saying “I know the effectiveness of my disciplinary techniques because the older children now understands what the right behavior is and give advice to the younger ones”, Moreover, parent participant number 2, age 27 stated:

One time my child started to insult people using words he learned from school friends and I advised him to stop it but he didn't. Hence, I used physical punishment specifically beating on the buttock. As a result he never insults people now. For what is more, when other children insult people, he tells them that God will be angry at them.

In contrast, parent participant number 3 who uses advise, scolding and physical punishment ;parent participant number 4 who uses advise and physical punishment; parent participant number 5 who utilizes following and supervising children's behavior ,advise, scold and physical punishment and threatening to cut hands/neck; parent participant number 8 who uses advise, yelling and physical punishment said that their disciplinary technique is somewhat effective, that is, they said there are things which the disciplinary techniques have modified on the children's behavior . However, there are also some things which didn't change on the children's behavior regardless of the applied disciplinary techniques. Likewise, one parent focus group discussants said that her disciplinary technique is not completely effective, that is, it makes her children to obey to her order only sometimes.

In explicating this point, parent participant number 8 said that her child obey to her order only sometimes and parent participant number 3, age 28 said “My children sometimes obey to parental order but since they are children, they sometimes fail to do what they are advised to do. I hope that they will understand the advice when they get older.” Moreover, one parent said:

I think my disciplinary technique is effective because my children love and respect me.

Moreover, obey to me. However, I sometimes question its effectiveness, when I see my

22 years old son who usually resorts to beating when encountered argument with his older sister. Moreover, my 18 years old son is too shy to communicate with other individuals, even to play football with his friends. Therefore, I doubt may be my strictness has negatively affected my children's behavior in spite of their obedience to my order. (Parent participant number 4, age 40)

With regard to parent participant number 5, age 40 the participant explained the effectiveness of her disciplinary technique by saying "My child doesn't steal and show bad behavior such as going to neighbors house... Moreover, she is very quiet and doesn't engage in conversation with other people".

From children's point of view, six child participants more specifically, child participant number 1 whose parents utilize scolding, warning, yelling, insulting, withholding food and physical punishment; child participant number 4 whose parents use scolding and physical punishment; child participant number 5 whose parents employ advise and physical punishment; child participant number 6 whose parents utilize advise, scolding and physical punishment; child participant number 7 whose parents employ advise, scolding and physical punishment; and child participant number 8 whose parents use advise and physical punishment pointed out that their parents disciplinary technique is effective in terms of making them not to repeat their misbehavior. Moreover, all child focus group discussants of both age range, that is, 10-12 and 13-16 said that their parents' disciplinary technique is effective in making them not repeat the misbehavior.

In support of its effectiveness child participant number 1, age 16 said:

When my mother one day refused to give me food for the whole day because I refused to go to school, I was very angry at her that didn't talk to her for some time. However, after that incident I never refused to go to school.

In addition, child participant number 8, age 16 said "The disciplinary measure taken by my parents have made me not repeat the mistake...For instance: when I break household utensils, I will be beaten as a result I am very careful not to break anything because I know the consequence."

In same token, one child focus group discussant of age range 13-16 said that he was once beaten when he picked money from the house. However, when he repeats the same mistake, his parents applied the same disciplinary technique. Following that he never picked money from the house.

Contrary to the above child participants' point of view, two child participants, that is, child participant number 2 whose parents utilize physical punishment, threat to tell misbehavior to teachers, withholding lunch and order to look after the cattle alone; and child participant number 3 whose parents use advise and physical punishment said that only some forms of parents disciplinary technique is effective in making them obey parents' order and not repeat their misbehavior. In line to this, child participant number 2, age 10 stated

The severe physical punishment and yelling didn't make me to correct my misbehavior. Sometimes it makes me so angry that I want to repeat the mistake...It also affect my education because instead of concentrating on the lesson I will be thinking when I am going to be punished...However, when the punishment is light and is combined with advise, it makes me to correct the misbehavior

Moreover, child participant number 3, age 15 said:

The disciplinary measure taken by my parents which is beating, didn't made me to stop playing football, leaving the cattle unattended...I was beaten many times for this, but it didn't made me to stop playing...advise can make us to correct our misbehavior, however physical punishment with cane will make us to be like a stone, which doesn't provide response to the taken action.

Suggestion for the Betterment of the Effectiveness of Parental Disciplinary Techniques

The study participants have forwarded the following suggestions which they thought would enhance the effect of parental disciplinary techniques.

- Parents should fulfill the need of their children so that the children will be happy. This will prevent them from misbehaving. (Parent participant number 1, age 48 and two parent focus group discussants)
- Parents should be close to their children, discuss with them about various issues and value their view. This will help children to discuss freely with parents and accept their rule. (Parent participant number 2, age 27)
- Parents should explain to their children the importance of parental rule for future benefit. That is, clearly explain the advantage of good behavior and disadvantage of misbehavior. (Parent participant number 3, age 28 and Parent participant number 4, age 40)
- Parents should not always physically punish their children, they should rather give advice. (Parent participant number 5, age 40; Parent participant number 7, age 39; Child participant number 3, age 15 and Child participant number 4, age 10)

- Parents should be real example to their children's behavior.(Parent participant number 6,age 30 ,Parent participant number 8,age 30 and three adult focus group discussants)
- Parents need to fulfill their children's need and when they misbehave they can use light physical punishment that will not hurt them.(Child participant number 1,age 16)
- Parents should give advice to their children first and resort to light physical punishment if that doesn't work. This is because advice makes children understand right and wrong and also respond to light physical punishment. (Child participant number 2,age 10;child participant number 5,age 11;Child participant number 6,age 12;Child participant number 7,age 13 and Child participant number 8,age 16)
- Parents should follow their children's behavior and encourage them to attend religious teachings because it highly influence their behavior.(Religious leader participant number 1 and 2,age 40 and 27)
- Parents need to follow their children behavior and punish them when needed to prevent them from repeating the misbehavior.(Community elder participant number 1 and 2,age 84 and 88)

Similarly, the focus group discussants of age range 10-12 forwarded the following suggestions

- Parents should provide care to their children and when they misbehave they should scold them and if they repeat the misbehavior, they should use physical punishment
- To help children abide to parental rule, they should be given advise
- Parents should teach their children about good behavior and when they misbehave they should give advice and scold them

Whereas, the focus group discussants of age range 13-16 forwarded the following suggestion

- Parents should encourage their children when they behave well because it will make them to behave even more and prevent them from misbehaving
- Parents should give advice when children misbehave
- Parents should give advice to children and threaten to beat them when they misbehave
- Parents should give advice and use physical punishment when their children misbehave

Chapter Five

Discussion

This chapter discusses the finding of the study by relating it to relevant literatures which are written around the objective of the study. The discussion will be made based on the themes identified in the previous chapter. This will help to have a good understanding of the major results of the study which include perception of the study participants regarding parental disciplinary techniques, reasons behind utilizing particular disciplinary techniques, factors affecting the effect of parental disciplinary techniques and its effect on children's behavior.

Opinion about Child Disciplining

The result of the study revealed that most participants agreed on the need of parents' guidance to teach children about behaviors which are deemed to be acceptable and appropriate in the family and society. Similarly, Hirut Teferi et al (2004) stated that children require the guidance of adults to acquire socially desirable and acceptable behaviors (p.7). Furthermore, few participants mentioned that childhood period is the best time for children to learn about what is right and wrong. Likewise, Peach (2012, para.3-4) depicted the great need to guide and teach a child at an early age about acceptable behaviors that will be useful for later years.

In addition, the study participants recommended that parents should use various disciplinary techniques to help their children acquire good behavior and occupy better future position. In line to this, Kanhere (2012, para.1) also indicated that parents make use of various disciplinary techniques with a core aim of teaching their children about the appropriate attitudes and behaviors.

In specifying the disciplinary techniques, some of the participants suggested that parents should use physical punishment, while some mentioned advice and others stated combined disciplinary techniques of scolding and physical punishment; and advice and physical punishment. As Kanhere (2012) described the type of disciplinary techniques utilized by parents differs from one family to the other (para.1).Moreover, the commonly known parental disciplinary techniques are physical punishment and induction which include providing advice (Grusec & Kuczynski, 1997, p.8).

Types of Parental Disciplinary Techniques

This section discusses the types of disciplinary techniques identified by the study participants by linking the result with pertinent literatures.

Power assertion method.

The study has identified physical punishment, removal of material objects or privileges, allocation of household chore and threat as power assertion parental disciplinary techniques. This parental disciplinary techniques are categorized under this sub-theme mainly because Grusec and Kuczynski (1997, p.8) has classified physical punishment, removal of material objects or privileges and threat or direct use of force under power assertion disciplinary technique.

Regarding physical punishment, all parent and child participants stated physical punishment as one of the disciplinary techniques which is being used by parents to make

children correct their misbehavior. The study also indicated that all parents who partake in the study utilize physical punishment as a last resort of disciplining children and in combination with other disciplinary techniques such as induction, psychological punishment, provision of household chore; and removal of privilege and object. This result is consistent with the work of (Save the Children Sweden, 2005, p.2) which states that physical punishment is very common in Ethiopia. However, unlike Save the Children Sweden (2005) finding, this study has showed that physical punishment is used in combination with other forms of disciplinary techniques and also as a last resort. In line to this finding, Fadlullah (2012, para.9) pointed out that parents can use light physical punishment as last resort to teach children about the right behavior when other forms of disciplinary techniques fail to bring the desired result. However, some of the child participants have indicated that their parents utilize physical punishment as an initial disciplinary technique.

In addition, the study participants have identified scolding, yelling, insults, threatening and warning as one type of disciplinary technique which is being used by parents. These disciplinary techniques goes in line with the results of The African Child Policy Forum and Save the Children Sweden (2006 b) which found out that shouting, insulting and threatening are being used as psychological punishment of children at home in Addis Ababa (p.41).

One of the simplest forms of power-assertive discipline is “time out”-this involves making the child who becomes unable to comply with parental rule to sit alone in a particular place quietly for some time (Arnold, 2007, p.30). Pursuant to this, one parent participant has mentioned that she uses time-out as one disciplinary technique. According to Wolf (2013, para.9), as children gets old withdrawing privilege of the children can be used as a disciplinary technique. Consistent with this, one parent participant said that she utilizes withdrawing material

objects such as playing toys from the child as a disciplinary technique. In addition, one child participant has pointed out that her parents withhold food as disciplinary technique.

As to Halpenny et al (2009) allocating household chores to children is classified as one of the power assertion parental disciplinary techniques (p.32). Similarly, one child participant indicated that her parent give her a duty to look after the cattle alone as a disciplinary technique.

Induction/Inference and Modeling.

In this study most parent and child participants showed that parents utilize providing advice in combination with other forms of disciplinary techniques. Corresponding to this, Ireland (2010,para.4) said that inference which involves providing explanation to the child why certain behaviors are unacceptable along with potential consequences if misbehavior continues is one type of parental disciplinary technique which enhances children's ability of internalizing the parental rule. Moreover, according to Grusec and Kuczynski (1997, pp.9-12) the effectiveness of induction is said to be more amplified when used in combination with other disciplinary techniques specifically power assertive than used alone.

In addition to the above finding, the study showed that few parent participants believe in becoming real example, that is, role model to shape children's behavior in the needed direction. This is mainly because children tend to highly imitate their parents behavior. According to Morin (2013, para.2) modeling is one significant aspect of child disciplining practice. In explicating this point Albert Bandura (1977) mentioned that "behavior is learned from the environment through the process of observational learning" (as cited in McLeod, 2011, para.1). That is, children learn behavior by observing adults and tend to repeat that in later years (McLeod, 2011, para.3).

Positive reinforcement.

The result of the study showed that positive reinforcement which involves encouraging children for their good behavior is being used by the study participants as one form of shaping children's behavior. In this respect, at times the children behave well, some of the study participants said that punishment will be avoided, while some say that material reward and/or word praise will be provided.

With regard to the effectiveness of positive reinforcement most of the study participants pointed out that children are encouraged to repeat behaviors which are followed with word praise and/or material reward. This goes in line with operant conditioning theory which affirms that behavior that is followed by positive reinforcement is most likely to be repeated by the actor (Wodarski & Dziegielewski, 2002, pp.158-200).

Factors that Affect the Selection and Utilization of Parental Disciplinary Techniques

One of the reasons that most parent participants and some child participants gave for utilizing particular disciplinary technique was the significance of child disciplining practice which is needed to teach the children about right behavior and help them correct their misbehavior. Similarly, The American College of Pediatricians (2007, p.1) stated that parents utilize various disciplinary techniques to teach their children about desirable and acceptable behaviors. Moreover, disciplining children through disciplinary techniques help them to minimize misbehaviors and maximize good behaviors (American Humane Association, 2013, para. 1-3).

In addition, children's misbehavior has been identified as one of the major reasons that make parents to apply various disciplinary techniques. This goes in line with the work of The African Child Policy Forum and Save the Children Sweden (2006 b, p.3); and Halpenny et al

(2009, p.13) which stated that parents utilize physical/corporal punishment when their children commit certain types of misbehavior.

Some of the study participants also indicated that they chose to utilize particular disciplinary techniques because it was what their parents used to utilize to discipline them while they were children. However, dissimilar to this result, some of the study participants have also pointed out that there are some difference between the disciplinary techniques used by their parents and the disciplinary technique they use to discipline their children in regard to parent-child relationship and intensity of physical punishment. As Kanhere (2011, para.2) indicated there is a high probability of utilizing disciplinary techniques used by one's parent to discipline one's own children. Nevertheless parents can also make use disciplinary techniques that are different from one's parents.

According to Wise & Sanson (2000) cultural values and beliefs affect parents' child raising practice as it have an effect on parents' attitude and belief towards children and their maturity (p.3). Parallel to this idea, this study indicated that culture influence the selection of parental disciplinary techniques. In relation to this, one participant mentioned that the culture of the study area encourages parents to use punishment rather than giving advice.

In addition to the above factors, the study showed that religious values influence the selection and utilization of parental disciplinary techniques. Mindful of this, one parent participant has indicated that the bible encourages parents to use physical punishment. In this regard, the Christian religious leader participant indicated that the bible orders parents to first seek their children's heart and to use advice and positive reinforcement to shape their children's behavior. In support of this result, Witherington (2012, para.8) pointed out that physical

punishment is not the only disciplinary technique that parents should use but can resort to it when other measures fail to bring the desired result.

Furthermore, the study showed that the Islamic religion encourages parents to first give advice to their children and to use scolding and light physical punishment as last resort.

Similarly, Al-Munajjid (2012, p.1) has noted that parents should always start from the simplest disciplinary measures before resorting to light physical punishment.

Factors that Affect the Effectiveness of Parental Disciplinary Techniques

Age of the child.

In this regard, most of the parent participants indicated that they utilize different parental disciplinary technique based on the age of their children. Moreover, the participants indicated that they utilize provision of advice for the older children and physical punishment for the younger ones. With regard of its effectiveness, most parents who use different disciplinary technique for different age group of children said that their disciplinary technique is effective in bringing the desired behavioral modification on children. This finding is supported by Ireland (2010, para.4) who advised reasoning/inference alone as a disciplinary technique to be taken for older children whose cognitive ability to understand the reason is well developed. Moreover, Arnold (2007, p.30) indicated that younger children are believed to respond to actions that are taken right away than verbal expressions.

In specifying the age range, three parent participants pointed out that older children are those who are older than 14 years of age, older than six years of age and those who are between 13-18 age ranges. Whereas, younger children are those who are between the age range of seven to two years, five to six years and 12 to 14 years. As the American College of Pediatricians (2007, pp.1-3) indicated utilizing reasoning alone and /or in combination with other disciplinary

technique is said to be effective in getting the desired result for school aged (6-12) children and adolescents. This goes in line with this study finding, where some of the parent participants pointed out to use advice only as a disciplinary technique for children who are between the age ranges of 6-18 years.

Moreover, two parent participants out of three parents who use similar disciplinary techniques for all age group of children said that their disciplinary technique is effective only partially. Similarly, The American College of Pediatricians (2007, p.1) stated that the age of a child determines the effectiveness of a particular disciplinary technique because children's developmental stage affects how they understand the taken disciplinary measure.

Timing .

In the study, most parent participants and some child participants pointed out that parental disciplinary technique are applied right after the occurrence of the misbehavior. In this regard, three out of four parent participants, four out of five parent focus group discussants, four out of six child participants and two child focus group discussants of age range 10-12 who pointed out to have an effective result from parental disciplinary techniques; have pointed out that parental disciplinary techniques are applied immediately. According to Barkely and Benton (1998, p.79), one of the basic principles of obtaining the desired behavioral modification of children is to apply the required measure, whether reinforcement or punishment, immediately.

With regard to lately applied disciplinary techniques, most of the child focus group discussants and one child participant pointed out that parental disciplinary technique are effective irrespective of lately applied disciplinary techniques. Moreover, one child and parent participants who mentioned that parental disciplinary techniques are applied right away only sometimes said that the disciplinary techniques are effective. However, two child participants

that mentioned the lately application of parental disciplinary techniques pointed out that the disciplinary techniques are only partially effective. As Hetherington & Parke (1979) stated lately applied measures that are not accompanied by explanation will affect the effectiveness of the disciplinary techniques (pp.181-200). However, increase in age help to alleviate the problem, because children's ability to respond well to delayed punishment and/or reinforcement increases with their age which in turn enhance their memory ability (Hetherington & Parke, 1979, pp.181-200). Similarly, School age children (6-12) and adolescents are said to have a more enhanced cognitive development (The American College of Pediatricians, 2007, pp.1-3).

Therefore, the effectiveness of parental disciplinary techniques in spite of its lately application could be linked with increase in the age of children, more specifically all child participants of this study are within 10-16 age range and are said to have a more enhance cognitive development.

Attached Rationale.

Most of the study participants, who indicated that parents attach a rationale to their disciplinary technique, showed that the applied disciplinary techniques are effective. As to Hetherington and Parke (1979, pp.200-2003) when punishment is made simultaneously with rationale; its probability of bringing the intended effect is intensified.

The study also indicated that, all child and parent participants who described that parental disciplinary technique are only partially effective; said that parents provide reason to their disciplinary techniques. As two child participants indicated, parents do not provide full explanation of the disciplinary techniques and also fail to give alternatives of acceptable behaviors when they tell their children not to do a particular misbehavior. This has been clearly evident on how one child participant who was afraid of going to school alone was forced to go

without providing alternative to alleviate the fear and one child participant who was told not to play football without providing options on how to spend free time. Cognizant of this finding, Department of Education and Early Childhood Development (2010,pp.2-3) stated that providing alternative appropriate behaviors when telling a child to stop a particular misbehavior is one way of creating a ground where the child accept the suggested appropriate behavior.

Moreover, the rationales provided by most parents are negatively constructed. In relation to this, according to Houlihan and Jones (1990); and Patterson (1982) cited by International Encyclopedia of Marriage and Family (2003, p.3) to make the attached rationale more effective parental message should have positive connotation than negative instructions.

On the other hand, one child participant who said that parents never provide rationale for their disciplinary technique and one child participant who mentioned that parents sometimes provide reason for their disciplinary technique; pointed out that parental disciplinary techniques are effective. This shows that attached rationale of the disciplinary techniques is not the only factor that affects the effect of parental disciplinary techniques.

Consistency.

Most of the study participants that pointed out the consistent application of parental disciplinary techniques indicated that parental disciplinary techniques have brought the required behavioral modification on children's behavior. Corresponding to this, Barkley and Benton (1998) stated that the basic principle of abiding children to parental rule is to consistently utilize disciplinary techniques (p.79).

Moreover, four out of seven parents who said to have partial effectiveness in their disciplinary technique, apply their disciplinary technique inconsistently. As to Hetherington and Parke (1979, pp.201-202) inconsistency results to two side effects, which is, firstly it makes the

current disciplinary technique to lose its effectiveness in bringing the desired result and secondly, it creates resistance to future consistently applied disciplinary techniques to become effective. Parallel to this point, one parent participant has mentioned that the inconsistent application of disciplinary technique has made her child not to always obey her order.

One of the situations where inconsistency of disciplinary techniques occur is when both parents (father and mother) fail to agree on the child's misbehavior .That is, one parent encouraging the behavior while the other condemns it (Hetherington & Parke, 1979, p.201). In respect to this, some participants mentioned that there is agreement between parents regarding the child's misbehavior and applied disciplinary technique. Whereas, most of the participants pointed out that there is disagreement between parents in regard to child's misbehavior and applied disciplinary technique. As per the study participants, this has created opportunity for the children to repeat the misbehavior. In line to this finding, Pediatrics and Child Health (2004) illustrated that inconsistency of disciplinary technique will make children to disrespect parents' authority which in turn affect their willingness of accepting parental rule (para. 12-13).

In addition, disagreement between parents has made the children to be more close to the parent who prevent the disciplinary technique from being applied. These finding showed that disagreement between parents regarding child misbehavior and applied disciplinary technique negatively affects parent-child relationship which in turn negatively affect the effectiveness of the applied disciplinary technique.

Moreover, the study has indicated that some parents have obtained only partial effectiveness in spite of the consistently applied disciplinary techniques and some participants have obtained complete effectiveness regardless of the inconsistently applied disciplinary

technique. This shows that consistency is not the only factor that influences the effectiveness of parental disciplinary techniques.

Parent-child relationship.

The study participants described parent-child relationship in terms of closeness the children have with their parents. In respect to the effectiveness of parent-child relationship on children's willingness to obey to parental order, most of the study participants stated that children are more inclined to obey to the parent whom they are more close to. In support of this finding, Hetherington and Parke (1979, pp.419-430) have depicted that warm parent-child relationship increases children's willingness to voluntarily respond to the taken parental measure. Moreover, Arnold (2007, p.75) pointed out that good interaction between parent and child, create a ground where parental disciplinary techniques become effective mostly because children continuously seek for their parents' affection and attention .

However, few of the study participants who claimed that children are more close to their mothers mentioned that children are equally obey to both parents. Moreover, two parent participants and three parent focus group discussants who said their children are more close to the mothers and one parent who said her children are equally close to both parents stated that children obey more to their fathers than mothers. The reason given by the parents as to why children obeys more to their fathers regardless of their more closeness to their mothers is the consistency of the disciplinary technique applied by fathers. This result showed that without consistency of disciplinary technique the effect of warm parent-child relationship on disciplinary techniques will be compromised.

Effectiveness of Parental Disciplinary Techniques in Shaping Children's Behavior

Identifying the effectiveness of parental disciplinary techniques in shaping children's behavior is one of the major objectives of this study. Accordingly, the study showed that most of the participants, that is, four parent participants, six child participants, four parent focus group discussants and all child focus group discussants of both age group, that is, 10-12 and 13-16 pointed out that the disciplinary techniques utilized by parents is effective in making the children not to repeat the misbehavior. As it has been discussed in the finding section of this paper all parents utilized combined disciplinary techniques. In line to this, Grusec and Kuczynski (1997,p.9) have stated that the effectiveness of power assertion techniques, which are used in combination with reasoning or induction is magnified mainly because "reasoning contains the parent's message and power assertion helps in capturing the child's attention so that the message can be heard" .

In addition, all parent participants who partake in in-depth interview and focus group discussion have pointed out that they resort to physical punishment when other forms of disciplinary techniques fail to bring the desired result .With regard to child participants, all except three children who partake in in-depth and three child focus group discussants of age range 13 to 16 have said that parents utilize physical punishment when they fail to correct their misbehavior in spite of the initially provided advise. This way of utilizing physical punishment is one factor that contributed to the effectiveness of the parental disciplinary technique. This is because as stated by The American College of Pediatricians (2007, p.12) physical punishment can be an effective means of disciplining children if used when other disciplinary techniques like giving positive reinforcements, advice and explanation about expected behavior fails in shaping the child's behavior.

In explicating the effectiveness of the disciplinary techniques, three child participants have said that the created fear by the power assertion parental disciplinary technique which included withholding of food and physical punishment has prevented them from repeating the misbehavior. According to operant conditioning theory, the recurrence of a behavior which results negative reinforcement is very minimal (Wodarski & Dziegielewski, 2002, pp.158-200). This is mainly because human beings by nature are inclined to look for pleasant events and keep away from unpleasant events such as pain (Gergen 1969, as cited in Wodarski & Dziegielewski, 2002, p.158).

In contrast to the above finding, four participants specifically, parent participant number 3, 4, 8 and one parent focus group discussants mentioned that their disciplinary technique is somewhat effective, that is, it has modified some behavior of the children but there is also some misbehavior which is not corrected with the utilized disciplinary technique. In providing reason for the partial effectiveness of the disciplinary techniques, parent participant number 3, 8 and one parent focus group discussant have indicated that their disciplinary technique is applied inconsistently and this have affected its effectiveness. As stated in the previous section of this paper, inconsistency in applying disciplinary technique negatively affects the effect of parental disciplinary techniques.

However, parent participant number 4 described the partial ineffectiveness of her disciplinary technique by stating negative effect of physical punishment which she has observed in her children, this include, the child choosing aggressive way of settling argument and inability to easily socialize with other individuals .Mindful of this finding, Hetherington and Parke (1979, p.200-205) and Save the children Sweden (2002, p.1) have described the link between physical

punishment and aggressive and antisocial behavior in adolescence and into adulthood. Moreover, it negatively affects the confidence of the children and ability to socialize with other children.

With regard to parent participant number 5, the parent has described the effectiveness of her disciplinary technique which includes threatening the child to cut the hand and neck by saying that the child doesn't steal and doesn't engage in conversation with other people. Even though, the child is obedient to parental rule, the negative effect of the disciplinary technique is clearly evident in the child's shyness and inability to socialize with other individuals.

In respect to child participants, two child participants pointed out that severe physical punishment utilized by their parents is ineffective in making them correct their misbehavior. In line to this, Hetherington and Parke (1979, p.200) showed that increase in the intensity of physical punishment lead to abusing the child instead of teaching him/her the appropriate behavior. Hence, it is apparent that severe physical punishment is ineffective in bringing the desired behavioral modification in children.

Discussion Summary

As indicated in the conceptual framework, the findings showed that parental factor, that is, previous experience and environmental factors such as religious perceptions and cultural values influence the selection and utilization of disciplinary techniques. Furthermore, the types of disciplinary techniques have been identified to have direct influence in shaping children's behavior. However, child factor which is age of the child and parental factors such as parent-child relationship, timing, consistency and attached rationale of the parental disciplinary techniques are identified to affect the effectiveness of parental disciplinary techniques.

Chapter Six: Conclusion and Implications

Conclusion

This study was conducted to identify the effectiveness of parental disciplinary techniques in shaping children's behavior. Accordingly, it has provided good understanding about the various parental disciplinary techniques and its effectiveness in shaping children's behavior. Moreover, a good knowledge is generated regarding the various factors that affect the selection of parental disciplinary techniques and its effectiveness in shaping children's behavior.

The study was based on the perception and experience of parents who have children less than 18 years of age and children who are between 10-16 age ranges. Moreover, religious leaders and community elders were involved as key informants in the study to supplement the finding.

The study revealed the need of parents' guidance to help children learn about acceptable and appropriate behaviors in the family and society. To realize this responsibility parents make use of various disciplinary techniques. In this regard, the study showed that most parents utilize combined disciplinary technique which is power assertion method, induction, positive reinforcement and modeling. This shows that parents cannot be identified as users of single disciplinary techniques, since they utilize a combined disciplinary technique to discipline their children.

The identified power assertion disciplinary techniques include physical punishment which include beating, pinching, slapping, kicking and tying and beating; withholding of privilege and object; psychological punishment which include scolding, yelling, insulting, threatening and warning; and allocation of household chores. Moreover, the study has showed

that parents utilize induction, positive reinforcement and modeling in combination with power-assertion disciplinary techniques.

With regard to factors that affect the selection of parental disciplinary techniques, the study indicated that type of children's misbehavior; the way parents were disciplined as a child, religious perceptions and cultural values to have influence on parents' selection and utilization of particular disciplinary techniques.

In relation to factors that affect the effectiveness of parental disciplinary techniques, the study indicated that age of the child, parent-child relationship, timing, consistency and attached rationale of the disciplinary technique to have an impact on the effectiveness of the utilized parental disciplinary techniques in shaping children's behavior. In this regard, the study showed that most parents who utilize different parental disciplinary technique for different age group of children, that is, advise for older children; and physical punishment and combined disciplinary techniques for younger children have obtained effective result from their disciplinary techniques. Moreover, few participants who utilize similar disciplinary techniques for all age group of children pointed out that they are only partially effective in getting the desired behavioral modification. This shows that age of a child highly influences the effectiveness of parental disciplinary techniques in bringing the desired behavioral change on the child's behavior. This is mainly because children's developmental stage affect how they understand and respond to the applied parental disciplinary techniques.

In addition to this, the study revealed that some of the study participants obtained effective result from immediately applied disciplinary techniques, while few gained partial desired result from lately applied disciplinary technique. In contrast, some of the participants have obtained effective result from lately applied disciplinary techniques and this is linked with

the increase in the age of the children. This finding illustrated that timing of parental disciplinary techniques affect its effectiveness. However, its influence is minimized as children's age increase. This is because children's cognitive ability to link one's misbehavior to lately applied parental disciplinary techniques is enhanced with increase in age.

In respect to attached rationale of the disciplinary technique, most parents who attach rationale to their disciplinary techniques have gained effective result, while few participants ,who stated that the attached rationales are negatively constructed and do not include full explanation and two way communication with children, obtained only partial effectiveness from their disciplinary techniques. This finding clearly stipulated that attaching rationale to parental disciplinary techniques play imperative role in obtaining the desired behavioral change in children. However, in order to get an effective result, parents need to pay attention to positively construct their rationale and provide full explanation of advantage of the specific good behavior and disadvantage of the specific misbehavior. Moreover, a focus should be made to give chance to children to provide explanation of the misbehavior.

Corresponding to consistency, some participants obtained effective result from consistently applied parental disciplinary technique, while some obtained partial effective result regardless of the consistently applied disciplinary technique. Moreover, inconsistently applied parental disciplinary technique led to ineffective and partial effective result. In general, the finding confirmed that consistency in applying parental disciplinary techniques affect its effectiveness. In addition, inconsistency between parents regarding the need to apply parental disciplinary techniques negatively affects the effectiveness of parental disciplinary techniques and parent child- relationship.

With regard to parent-child relationship, the study portrayed that children are more inclined to respond voluntarily to the parent whom they are more close to. However, in cases of inconsistently applied disciplinary techniques, the effect of warm parent-child relationship in bringing the desired change on children's behavior is minimized. This result demonstrated that parent-child relationship influence the effectiveness of parental disciplinary techniques. Nevertheless, the influence of warm parent-child relationship in bringing effective result is minimized in cases of inconsistently applied disciplinary techniques.

In explicating, the effectiveness of parental disciplinary techniques on children's behavior, most participants stated that their disciplinary technique is effective in making the children not repeat the misbehavior. The reasons that can be cited as enhancing the effectiveness of the disciplinary techniques include utilizing combined disciplinary techniques, using physical punishment as last resort only to teach the children the right behavior and using age appropriate disciplinary technique along with understandable rationale. Moreover, warm parent-child relationship, timing and consistency of the parental disciplinary technique have enhanced the effectiveness of the disciplinary techniques.

In addition, the study showed that some parents' disciplinary technique is only partially effective due to the inconsistency of the applied disciplinary technique. Moreover, aggressive way of settling arguments, shyness and difficulty to socialize with other individuals was mentioned to be seen on children whose parents utilize severe physical and psychological punishment.

Generally speaking, this study has revealed that religious beliefs, cultural values, types of children's misbehavior and parent's prior experience influence parent's selection of particular disciplinary techniques. Moreover, age of the children, parent-child relationship, attached

rationale; timing and consistency of parental disciplinary techniques affect the effectiveness of disciplinary techniques.

Implications

This study has identified the effectiveness of various parental disciplinary techniques in shaping children's behavior along with the factors that affect the selection and its effectiveness. The following implications are derived and forwarded based on the finding of the study.

Social work implications.

Children are one major concern of social work profession. Therefore, an issue regarding parental disciplinary techniques which creates the base for children to learn about appropriate and acceptable behavior is one main area which requires social work intervention.

This study indicated that factors that affect the selection and effectiveness of parental disciplinary techniques are not being fully utilized by the study participants to bring the desired behavioral modification on children. Therefore, social work intervention is required in the following areas:

- Awareness creation should be made using mass medias and other concerned bodies about inappropriate utilization various parental disciplinary techniques that results negative effect on children's psychological, social and physical wellbeing.
- Cultural values are identified to influence the selection and utilization of parental disciplinary techniques. Therefore, effort should be made to make cultural values influence the community members to appropriately select and utilize parental disciplinary techniques which will result effective behavioral modification on children.

- Create a ground where religious beliefs will be utilized to positively influence the selection and utilization of appropriate disciplinary techniques that will bring the desired change on children's behavior. Moreover, awareness should be created on how religious beliefs are associated with child disciplining practice so as to address misperceptions which will lead to inappropriate utilization of disciplinary techniques that result negative short and long term effects on children.
- The way parents were disciplined as children have been identified to influence the selection of parental disciplinary techniques. Therefore, awareness creation regarding parental disciplinary techniques should address not only current parents but also community elders because they are one segment of the community who has influential power in changing the perception of the community members.
- Create awareness among community members about the factors that affect the effectiveness of parental disciplinary techniques, which include age of the child, parent-child relationship, timing, consistency and attached rationale of the disciplinary techniques.

Research implications.

In Ethiopia, many of the studies done on parental disciplinary techniques have limited their scope on corporal punishment. Even though, this study has identified the various parental disciplinary techniques along with the context in which it is applied and its effectiveness in shaping children's behavior, it has limited itself to one particular study area and small number of study participants. Therefore, to enhance the effectiveness of parental disciplinary techniques in shaping children's behavior further studies need to be done by concerned scholars putting into consideration cultural and religious factors that affect the selection and utilization of parental

disciplinary techniques and the various factors that affect the effectiveness of parental disciplinary techniques.

This study utilized qualitative research design and has generated knowledge on the research topic. Therefore, it will be good if concerned scholars conduct a mixed research by involving many Woredas in Yeka-Sub city.

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Appendix I

Informed Consent

My name is Hanna Hansemo, and I am a post graduate student at Addis Ababa University School of Social Work. I am conducting a research on the effectiveness of parental disciplinary techniques in shaping children's behavior at Yeka-Abado area. I am doing this research for partial fulfillment of my master's degree in social work. The objective of this research is to understand the perception of parents and children on the types of parental disciplinary techniques and its effectiveness in shaping children's behavior. The research will help to identify the disciplinary techniques utilized by parents along with the context in which it is applied, this in turn will help to revise some parental disciplinary techniques and reinforce effective utilization of disciplinary techniques.

Your participation in the study will involve an interview or focus group discussion. The in-depth interview will take an estimated length of one hour. This interview will be audio recorded for later analysis. The focus group discussion is estimated to take one and half up to two hours and it will also be audio recorded for later analysis. This study poses little to no risk to its participants since asking personal and stressful situations might be traumatic but the researcher in collaboration with professional counselor will prepare a counseling session when it is appropriate. Besides I will do my best to ensure that confidentiality is maintained by not citing your actual name within the study report. Moreover, the recorded tape will be destroyed after the data analysis is finalized and the paper has been defended. In the process of interview and discussion, you may choose to skip any question that creates inconvenience to you or quit the interview session at any time.

If you have any question or concerns, you may contact the researcher by the following telephone number - Hanna Hansemo. By signing below you agree that you have read and understood the above information, and would be interested in participating in this study.

Age _____

Sex _____

Signature _____

Date _____

Appendix I

Informed Consent

My name is Hanna Hansemo, and I am a post graduate student at Addis Ababa University School of Social Work. I am conducting a research on the effectiveness of parental disciplinary techniques in shaping children's behavior at Yeka-Abado area. I am doing this research for partial fulfillment of my master's degree in social work. The objective of this research is to understand the perception of parents and children on the types of parental disciplinary techniques and its effectiveness in shaping children's behavior. The research will help to identify the disciplinary techniques utilized by parents along with the context in which it is applied, this in turn will help to revise some parental disciplinary techniques and reinforce effective utilization of disciplinary techniques.

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Age _____

Sex _____

Signature _____

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ስሜ ሐና ሐንሰሞ ይባላል፣ የአዲስ አበባ ዩኒቨርሲቲ የ social work ድህረ ምረቃ ተማሪ ነኝ። በዚህ ወቅት የመመረቂያ ጽሁፌን ወላጆች የልጆቻቸውን ባህሪ ለማስተካከል የሚጠቀሙበት መንገዶች ወጤታማነት በሚል እርስ በየካ አባዶ አካባቢ ላይ ጥናት እየሰራሁ ነው። የዚህ ጥናት ዋና አላማ ወላጆች እና ልጆች ስለተለያዩ የልጆች ባህሪ ማስተካከያ መንገዶች እና ወጤታማነታቸው ያላቸውን ግንዛቤ ማወቅ ነው ። ይህ ጥናት ወጤታማ የሆኑትን የልጆች ጸባይ ማረሚያ መንገዶች ለማጠናከር እና የተሻሉ መንገዶችን ለመጠቀም ይረዳል ።

እርሶ በዚህ ጥናት የሚሳተፉት በቃለ መጠይቅ ወይም በህብረት ወይይት ይሆናል። ቃለ መጠይቁ በአማካኝ 1 ሰአት የሚወስድ ሲሆን፣ የህብረት ወይይቱ በአማካኝ 1:30 ሰአት ይወስዳል ። የጥናቱን ዋና ዋና ግኝት አጠናቅሮ ለማቅረብ እንዲረዳ ቃለ መጠይቁ እና የህብረት ወይይቱ በድምጽ መቅረጫ ቴፕ ይቀረጻል ። ይህ ጥናት በተሳታፊዎች ላይ የሚያመጣው ምንም ጉዳት የለም ፣ ሆኖም ተሳታፊዎች የባለሙያ ምክር ከተነሳው ወይይት አንጻር በያስፈልጋቸው ጥናቱን እያካሄደ ያለው ሰው አስፈላጊው የሞያ እገዛ እንዲመቻች ያደርጋል። በተጨማሪም ተሳታፊዎች የሚሰጡት መረጃ ሚስጥራዊነት በጥብቅ የተጠበቀ ይሆናል፣ ማለትም የተሳታፊዎች ማንነት በጥናቱ ግኝት ላይ አይገለጽም ። ጥናቱ ካለቀ በወኋላም ድምጽ የተቀረጸበት ካሴት ይደመሰሳል/ይቃጠላል። ወይይቱ ወይንም ቃለ መጠይቁ እየተካሄደ መመለስ የማይፈልጉት ጥያቄ ካለ ማለፍ ይችላሉ፣ በተጨማሪም አቋርጠው መውጣትም በፈልጉ እንዲሁ ማድረግ ይችላሉ ።

በዚህ ዙሪያ ጥያቄ ካልዎት የጥናቱን አጥኚ በዚህ የስልክ አድራሻ ማግኘት ይችላሉ -
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Appendix II

In-depth interview guide for parents

Demographic Data

- Age
- Sex
- Marital status
- Religion
- Educational background
- Occupational status
- Number of children
- Age of children
- Children educational status
- Length of stay in the study area

1. What is your opinion about child disciplining practice?
2. What do you think of parental disciplinary techniques?
3. How do you explain your reason for selecting these parental disciplinary techniques?
4. How do you utilize the disciplinary techniques?
 - Regarding age of the child, timing and attached rationale of the disciplinary techniques
 - How do these factors affect the effect of the utilized disciplinary techniques?
5. How do you explain the consistency of your disciplinary technique?
 - Regarding how constantly the disciplinary techniques are applied
 - Regarding agreement between both parents in respect to child misbehavior and application of parental disciplinary techniques
6. How does the consistency/inconsistency of the disciplinary techniques affect the child's behavior?
7. How do you explain your relationship with your child?
 - How does this affect the effect of the disciplinary techniques?
8. In addition to disapproving the misbehavior of the child with various disciplinary techniques, what do you do when the child behaves well?
 - How does this affect the children's behavior

9. How do you explain the effect of your disciplinary technique on your child behavior?

10. What do you suggest should be done to make children abide to parental and societal values?

Appendix III

In-depth interview guide for community elders

Demographic Data

- Age
- Sex
- Marital status
- Religion
- Educational background
- Occupational status
- Number of children
- Age of children
- Children educational status
- Length of stay in the study area

1. What is your opinion about child disciplining practice?
2. How do you think parents should discipline their children?
 - Provide justification for your recommendation
3. How do you explain the cultural values of the community which are directly related to disciplining children?
4. How do you explain the effect of cultural values on the selection and utilization disciplinary techniques by parents?
 - How does it affect the effect of the disciplinary techniques
 - How does it affect children's behavior?
5. What do you suggest should be done to make parental disciplinary techniques effective?

Appendix IV

In-depth interview guide for religious leaders

Demographic Data

- Age
- Sex
- Religion
- Length of service in the religious organization
- Length of stay in the study area

1. What is your opinion about child disciplining practice?
2. How do you explain the religious values related to child disciplining?
 - Describe the values, could be Bible verses, Sura in Quran
 - Do these values affect how parents select and utilize disciplinary techniques? How?
3. How do religious values affect child disciplining practice in this community?
4. What type of disciplinary techniques should parents use to discipline their children?
 - Provide justification for your suggestion
5. What is the purpose of child disciplining based on religious perspectives?
6. How do you explain the utilization of parental disciplinary techniques in relation to religious perspectives?
7. What do you suggest should be done to make the disciplinary techniques of parents effective?

Appendix V

In-depth interview guide for children

Demographic Data

- Age
- Sex
- Religion
- Educational status

1. What is your opinion about child disciplining practice?
2. How do you explain the types of disciplinary techniques your parents use?
3. Why do you think parents utilize these particular disciplinary techniques?
4. When do parents apply the disciplinary techniques?
5. How do you explain the timing of the disciplinary measure in regard to the occurrence of the misbehavior?
 - How does this affect your behavior?
6. How do your parents apply the disciplinary techniques?
 - Regarding age of the child and attached rationale of the disciplinary techniques?
 - How do these affect your behavior?
7. How do you explain consistency of parents' application of disciplinary technique?
 - Regarding how constantly the disciplinary techniques are applied
 - Regarding agreement between both parents in respect to your misbehavior and application of parental disciplinary techniques
8. How does the consistency/inconsistency of the parental disciplinary measure affect your behavior?
9. How do you explain your relationship with your parents?
 - How does this affect the effect of the disciplinary technique on your behavior
10. In addition to disapproving your misbehavior with various disciplinary techniques, what do your parents do when you behave well?
 - How do your parents encourage you for good behavior?

11. How do you explain the effect of the parental disciplinary technique on your behavior?
12. What do you suggest should be done to enhance the effect of parental disciplinary techniques?

Appendix VI

Focus Group Discussion Guide for Parents

Demographic Data

- Age
- Sex
- Marital status
- Religion
- Educational background
- Occupational status
- Number of children
- Age of children
- Children educational status
- Length of stay in the study area

1. What is your opinion about child disciplining practice?
2. How do you explain the types of disciplinary techniques commonly used by parents?
3. How do parents justify their disciplinary techniques?
4. How are the various disciplinary techniques applied?
 - Regarding age of the child , timing, consistency and attached rationale of the disciplinary techniques
 - How do these factors affect the effect of parental disciplinary techniques?
5. How do you explain parent-child relationship?
 - How does this affect the effect of the disciplinary techniques?
6. What happens when a child behave well?
 - How does this affect the child's behavior
7. How do parents explain the effect of their disciplinary techniques on children's behavior?
8. What do you suggest should be done to enhance the effect of parental disciplinary techniques?

Annex VII

Focus Group Discussion Guide for children

Demographic Data

- Age
- Sex
- Religion
- Educational status

1. What is your opinion about child disciplining practice?
2. How do you explain the types of disciplinary techniques which are commonly used by parents?
3. Why do parents apply these disciplinary techniques?
4. How are the various disciplinary techniques applied?
 - Regarding age of the child , timing, consistency and attached rationale of the disciplinary techniques
 - How do these factors affect the effect of parental disciplinary techniques?
5. How do you explain parent-child relationship?
 - How does this affect the effect of the disciplinary techniques?
6. What happens when a child behave well?
 - How does this affect the child's behavior
7. How do you explain the effect of the parental disciplinary techniques on children's behavior?
8. What do you suggest should be done to enhance the effect of parental disciplinary techniques?