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College of education and Behavioral studies
Social Psychology

The Influence of Parental Practice and Parental Value on Children ProSocial
Behavior In Case of Yeka Sub city, Addis Ababa.

BY

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Addis Ababa, Ethiopia

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A Thesis Submitted to the School of Psychology Addis Ababa University In
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A Thesis Submitted to School of Psychology, College of Education and Language Studies, Addis Ababa University in Partial Fulfillment of the Requirements for the Master of Arts Degree in Social Psychology.

This is to certify that the thesis prepared by Berehane Wondimub, titled “The Influence of Parental Practice and Parental Value on Children Pro Social Behavior In Case of Yaka Sub city. Addis Ababa” and submitted in partial fulfillment of the requirements for the Master Degree in Social psychology in compliance with the regulations of the college and meets the accepted standards with respect to originality and quality.

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Declaration

I hereby declare that the information presented in this document is my original work. All the scholarly sources that have been included in this study have been acknowledged accordingly. No part of this paper has been submitted before in order to qualify for any other academic credits.

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Abstract

This study investigated the influence of parental values and parenting practices on the prosocial behavior of elementary school children in Yeka Sub-City, Addis Ababa. Prosocial behavior, which includes actions such as helping, sharing, cooperating, and emotional regulation, plays a vital role in children's social development and successful peer interactions. The study was guided by Baumrind's Parenting Styles Theory and Bandura's Social Learning Theory as key frameworks for understanding how parenting influences social outcomes in children. A quantitative research design was employed, and data were collected through structured questionnaires administered to a sample of 378 parents. The data were analyzed using descriptive statistics, Pearson correlation, and regression analysis. The findings revealed that parenting practices characterized by warmth, responsiveness, consistency, and open communication significantly contributed to the development of prosocial behavior in children. Similarly, parental values emphasizing empathy, honesty, kindness, and responsibility were found to be strong predictors of prosocial tendencies in children. The study further indicated that children who received emotional support from their parents demonstrated better peer relationships, emotional control, and cooperative behavior. Importantly, the results emphasized that the alignment between parental values and practices led to the most positive social outcomes. The study concludes that both what parents believe and how they behave are essential in nurturing prosocial characteristics in children. It recommends that parenting programs, school-based interventions, and community services be strengthened to help parents adopt value-driven and supportive parenting strategies. These efforts can play a critical role in promoting social competence, emotional well-being, and moral development among young children in urban settings.

Keywords: parental values, parenting practices, prosocial behavior, emotional regulation, cooperation, Yeka Sub-City, Ethiopia

Chapter One

Introduction

1.1 Background of the Study

Children's social development is a foundational aspect of their overall psychological, moral, and emotional growth. Among various social competencies, prosocial behavior defined as voluntary actions intended to benefit others, such as sharing, helping, comforting, and cooperating has emerged as a critical component of healthy interpersonal relationships and successful social adaptation (Eisenberg, Fabes, & Spinrad, 2006). Prosocial behavior in children contributes to academic performance, peer acceptance, emotional intelligence, and long-term well-being (Carlo, Knight, & Padilla-Walker, 2018). Given its far-reaching impact, understanding the factors that promote prosocial behavior during childhood remains a central concern in developmental psychology, education, and family studies.

Research highlights that prosocial tendencies do not emerge spontaneously; rather, they are cultivated through consistent and intentional socialization experiences within a child's immediate environment primarily within the family. The family, and parents in particular, serve as the most powerful agents of early socialization (Grusec & Hastings, 2015). Through daily interactions, emotional exchanges, verbal communication, and behavioral modeling, parents teach children how to interpret social cues, respond to others' needs, regulate their emotions, and internalize moral values. These lessons have a long-lasting impact on how children develop empathy, morality, and cooperation (Kochanska, 2002).

Children's prosocial behavior, including helping, sharing, and cooperating with others, plays a pivotal role in their overall social competence and future success. Prosocial behaviors contribute not only to positive peer relationships but also to long-term mental health and societal adjustment (Eisenberg, Spinrad, & Knafo-Noam, 2015). Among the many factors influencing these behaviors, parental practices have been recognized as a central socializing agent, shaping how children understand and engage in prosocial interactions.

Two key dimensions of parenting have been identified as especially influential: parental practices and parental values. Parental practices refer to the observable strategies and behaviors that parents employ in raising and guiding their children, including discipline techniques, expressions of warmth, emotional support, and involvement in the child's life (Baumrind, 1991). Parenting practices are known to shape children's behavioral patterns and emotional skills, and

they serve as the mechanism through which social and moral learning is transmitted (Grusec 2010).

Complementing parenting practices are parental values the beliefs, cultural ideals, and moral expectations that guide parents' long-term goals for their children (Grusec & Goodnow, 1994). These values determine what behaviors parents consider desirable or acceptable in their children, such as independence, obedience, compassion, or generosity. Parents who place a high value on empathy and kindness are more likely to engage in practices that promote those values (Padilla-Walker & Carlo, 2014). In turn, children are more likely to adopt prosocial norms when they perceive value alignment between themselves and their caregivers (Grusec, 2011).

The interaction between parenting practices and parental values is dynamic and interdependent. While values shape the selection and consistency of parenting practices, it is through the actual enactment of these practices that children internalize and reflect those values in their social behaviors (Darling & Steinberg, 1993). For instance, a parent who values empathy may model helping behavior, encourage perspective-taking, and positively reinforce caring behavior in their child. Thus, to fully understand children's prosocial behavior, it is necessary to examine both the practices parents engage in and the underlying values that motivate those practices (Carlo et al., 2018; Grusec & Hastings, 2015).

Although substantial research from Western contexts supports the importance of parenting in the development of prosocial behavior, the universality of these findings has been questioned. Parenting is not only a personal activity but a deeply cultural one. Values, practices, expectations, and parenting goals are shaped by cultural beliefs, religious teachings, and socio-economic conditions (Super & Harkness, 1986). In collectivist cultures, such as those commonly found in Africa and Asia, prosocial behavior is often linked to obedience, family loyalty, and community harmony, and these values guide parenting behaviors in distinct ways (Trommsdorff, 2009).

In Ethiopia, parenting is strongly influenced by religious traditions (Orthodox Christianity, Islam, Protestantism), communal living, and extended family involvement. These elements often emphasize respect for elders, obedience, and social responsibility (Kassahun, 2019). In urban areas like Yeka Sub-City in Addis Ababa, however, parenting is becoming increasingly complex

due to rapid urbanization, shifting family structures, exposure to global values, and growing economic pressures.

This urban transformation presents both opportunities and challenges for parenting. On one hand, increased access to education and information may empower parents to adopt more democratic and emotionally supportive parenting practices. On the other hand, rising economic stress and time constraints may limit parental involvement and emotional availability, undermining opportunities for prosocial learning. Despite these significant changes, empirical research investigating the interaction between parental values, parenting practices, and children's prosocial behavior in Ethiopian urban settings remains scarce.

Most Ethiopian studies on parenting focus on academic performance, discipline, or behavioral problems (e.g., aggression, school dropout), with limited attention given to positive child outcomes such as moral reasoning, empathy, or prosocial actions (Tadesse, 2021). Even fewer studies attempt to distinguish between the values parents hold and the practices they use. This creates a gap in the local literature and limits the capacity of educators, social workers, and policymakers to design culturally relevant parenting interventions that promote prosocial development in children.

Given the importance of prosocial behavior for both personal development and social cohesion, it is essential to identify the familial conditions that best support its emergence. This study aims to fill the existing research gap by examining the influence of parental practices and parental values on prosocial behavior among children in Yeka Sub-City. By using a culturally grounded yet empirically rigorous approach, this study will contribute to a deeper understanding of how Ethiopian families influence the social and moral development of their children in an evolving urban context.

1.2 Statement of the Problem

Prosocial behavior including helping, sharing, comforting, and cooperating is widely recognized as a critical indicator of children's social and emotional development (Eisenberg, Fabes, & Spinrad, 2006). Such behaviors promote peer acceptance, academic success, and long-term psychological well-being (Carlo, Knight, & Padilla-Walker, 2018). These skills are not innate

but shaped through socialization experiences, especially within the family environment. Parents are the child's first socializing agents and play a vital role in nurturing moral behavior and empathy through both their practices and the values they promote (Grusec & Hastings, 2015).

While numerous international studies have established the influence of parenting practices such as warmth, discipline style, involvement, and responsiveness on children's prosocial behavior (Kochanska, 2002; Padilla-Walker & Carlo, 2014), relatively fewer have examined how parental values the moral beliefs and long-term goals parents hold for their children also contribute to prosocial outcomes (Grusec & Goodnow, 1994). Even fewer studies have investigated how these two dimensions interact and influence children in non-Western or collectivist cultures where parenting goals and social expectations may differ significantly from individualist societies (Trommsdorff, 2009).

In the African context, and Ethiopia in particular, the empirical literature on children's prosocial development in relation to parenting remains limited. Most Ethiopian studies focus on academic achievement (Kassahun, 2019), behavioral problems (Tadesse, 2021), or parenting styles broadly (Yohannes & Tekle, 2020), without a clear focus on positive social outcomes such as empathy, cooperation, or moral sensitivity. Moreover, these studies often treat parenting as a singular construct and fail to differentiate between observable practices (e.g., communication, discipline) and underlying values (e.g., respect, compassion, obedience) that shape parenting behaviors.

This conflation obscures a critical gap: Parents may hold strong prosocial values yet fail to implement practices that model or reinforce those values in daily interactions with their children. Conversely, parents may engage in warm and supportive practices but not explicitly promote prosocial values, which may result in inconsistent moral development (Grusec & Davidov, 2010). The interaction between values and practices is especially relevant in Ethiopia's rapidly urbanizing areas like Yeka Sub-City, where traditional family norms coexist with modern influences such as digital media, diverse schooling experiences, and shifting economic roles (Yimer & Haileselassie, 2020).

Urban Ethiopian families are now navigating complex parenting environments that blend communal expectations with modern lifestyles. This transformation raises urgent questions about

whether traditional values like altruism, respect, and social responsibility are still effectively transmitted through current parenting approaches. However, there is a paucity of context-specific, empirical data examining how Ethiopian parents' values and practices jointly influence children's prosocial behavior. In particular, no known study has explored this dual influence within the specific urban context of Yeka Sub-City, a diverse and densely populated district in Addis Ababa facing significant sociocultural transition.

This gap in the literature presents a critical limitation for educators, policymakers, and community organizations seeking to foster prosocial development in Ethiopian children. Without a nuanced understanding of how parenting operates in evolving urban environments, interventions may remain generic, ineffective, or culturally inappropriate.

Therefore, this study seeks to fill this gap by exploring the influence of both parental practices and parental values on the prosocial behavior of children in Yeka Sub-City. The findings will not only contribute to local empirical knowledge but also provide culturally grounded evidence to support parenting programs, social-emotional education, and child development policy in Ethiopia.

1.3 Objectives of the study

The general objective of this study is to explore the influence of parental practice and parental value on children pro social behavior in case of yaka sub city.

1.4 Research Question

- 1 What is the relationship between parenting practices and children pro social behavior
- 2 Is there a significant relationship between parental values and childrens social prosocial behavior?
- 3 To what extent do parenting practices influence children's cooperation and compliance behaviors?
- 4 how does parental support influence children peer relationship?

1.5 Significance of the study

The present study is significant in its potential to advance the understanding of how parental values and practices contribute to the development of prosocial behavior among children in Yeka Sub-City, Addis Ababa. It explores an area that is both culturally relevant and academically underrepresented, offering insights into how everyday parenting behaviors shape children's moral and social competencies within an urban Ethiopian context.

By focusing on both parenting values and practical behaviors, this research highlights the multifaceted nature of child socialization. In doing so, it expands the existing body of knowledge on child development by integrating perspectives from well-established theoretical frameworks such as Baumrind's Parenting Styles Theory, Bandura's Social Learning Theory, and the Cultural-Ecological Perspective into a context that has received limited empirical attention. This approach allows for a deeper exploration of how Ethiopian parents navigate traditional beliefs and modern influences in raising socially responsible children.

The findings of the study have practical relevance for families and communities. A better understanding of the parenting factors that foster prosocial traits such as empathy, cooperation, and moral responsibility can support caregivers in creating home environments that are conducive to healthy social development. In urban settings where family structures and community bonds are rapidly evolving, such knowledge is particularly valuable for preserving cultural values while addressing contemporary challenges.

Educational institutions also stand to benefit from this research. Schools can use the insights gained to strengthen partnerships with parents and integrate social-emotional learning into curricula. Teachers and school counselors may draw on the findings to support students' behavioral and interpersonal growth, creating more supportive learning environments.

This study is also relevant for professionals and organizations working in child welfare and development. Government bodies, NGOs, and community-based organizations can use the findings to inform parenting education programs, child protection policies, and psychosocial interventions that are both evidence-based and culturally sensitive. The alignment of research outcomes with community needs enhances the relevance of the study for practical application.

From an academic perspective, the study opens new avenues for further exploration of parenting and child behavior in Ethiopian and broader African contexts. It encourages the use of locally grounded research to inform global discussions on parenting practices, thereby contributing to a

more inclusive and contextually nuanced understanding of child development across diverse cultural settings.

In essence, this study contributes to theory, practice, and policy by shedding light on how parenting values and practices interact to shape children's social behavior. It responds to the growing need for culturally informed research in psychology and education, offering valuable guidance for those committed to the well-being and social development of children in Ethiopia.

1.6 Scope of the Study

This study focuses on assessing the influence of parental values, and practices on the pro social behavior of elementary school students in Yeka Sub-city. First, the scope of study was limited to specific geographical areas in Addis Ababa, Yeka Sub-city. The target group is parents or guardians of elementary school students to explore how their values and practices shape Pro children's social behaviors. The focus on parents ensures that the research captures the direct influence of their values, beliefs, and practices on children's social behavior. Therefore, the population of the study is delimited to parents of Yeka Sub-city, Selected Woreda parents; their children's are elementary school students, who have different background (economic Status, region, age and other factor).

CHAPTER TWO RELATED LITERATURE REVIEW

2.1 Social Behavior

Social behavior refers to the interactions and actions that occur between individuals within a society or group. It encompasses a wide range of activities, including cooperation, competition, aggression, altruism, and communication (Graham Hinde, 2020). Understanding social behavior is crucial, particularly in the context of childhood development, as it lays the foundation for how children engage with their peers, navigate social situations, and form relationships throughout their lives.

One of the most significant influences on children's social behavior is the family environment, particularly the values and practices of parents. Parental values encompass the principles and standards that parents prioritize in their parenting approach, such as respect, empathy, and responsibility. These values are often reflected in parental beliefs about child-rearing and education, shaping how parents interact with their children and guide their social development (Bornstein, 2019). For example, parents who emphasize the importance of cooperation may encourage collaborative play and group activities, fostering pro social behaviors in their children. Moreover, parental practices such as discipline styles, communication patterns, and involvement in children's activities directly impact children's social learning experiences. Research has shown that authoritative parenting, characterized by warmth and structure, is associated with positive social behaviors in children, including higher levels of empathy and cooperation (Baumrind, 2018). In contrast, authoritarian or neglectful parenting styles may hinder children's ability to develop healthy social skills and establish meaningful relationships (Maccoby Martin, 2019).

The importance of shaping behavior cannot be overstated, as it plays a pivotal role in the development of social competencies and emotional intelligence in children. Research indicates that children learn not only through direct instruction but also through observation and imitation of their parents' behaviors and attitudes (Bandura, 1977). This modeling process is critical, as it allows children to internalize values and social norms that guide their interactions with others.

Moreover, consistent reinforcement of positive behaviors fosters an environment where children feel secure and valued, encouraging them to express themselves and engage with peers constructively. According to Eisenberg et al. (2006), supportive parenting practices that promote

empathy and pro social behavior significantly contribute to children's ability to form healthy relationships and navigate social challenges effectively.

Prosocial behavior, defined as voluntary actions intended to benefit others (Eisenberg et al., 2006), plays a central role in the social and emotional development of children. It encompasses behaviors such as helping, sharing, comforting, cooperating, and showing empathy. These behaviors are essential not only for harmonious peer relationships but also for long-term social integration and academic success (Wentzel, 2015). The development of prosocial behavior in children is influenced by a complex interplay of individual, familial, cultural, and environmental factors.

2.2 Developmental Perspectives on Prosocial Behavior

Developmental psychologists have long studied the emergence of prosocial behavior in early childhood. Research indicates that infants as young as one year old show rudimentary forms of helping, which evolve into more intentional and empathic behaviors in later years (Warneken & Tomasello, 2009). As cognitive and emotional capacities mature, children develop the ability to take the perspective of others and act in ways that reflect concern for others' welfare. Eisenberg and Fabes (1998) propose a model in which emotional regulation, empathy, and moral reasoning interact to influence the likelihood of prosocial actions.

Parental Influence and Family Context

Family environment, particularly parenting practices and values, plays a critical role in shaping prosocial tendencies in children. Warm, responsive, and authoritative parenting has been consistently linked to higher levels of prosocial behavior (Carlo et al., 2011). Parents who model prosocial behavior, use inductive discipline (e.g., explaining the effects of behavior on others), and provide opportunities for cooperative play promote empathy and altruism in children (Hastings et al., 2007). In contrast, harsh or inconsistent discipline is often associated with lower levels of empathy and cooperation (Zhou et al., 2002).

In Ethiopian contexts, communal child-rearing practices, respect for elders, and religious teachings also influence prosocial development. For example, Tadesse (2020) found that children in urban Ethiopian families who were taught to respect and help others through daily tasks and religious teachings showed higher levels of helping behavior at school.

2.3 Cultural and Religious Contexts

Cultural norms significantly shape the expression and expectations of prosocial behavior. Collectivist cultures, such as those in many African and Asian societies, often emphasize interdependence, community responsibility, and obedience, which encourage behaviors like sharing and helping (Kagitcibasi, 2007). Super and Harkness's (1986) cultural-ecological perspective emphasizes the importance of the "developmental niche" including parental beliefs, daily routines, and community practices in shaping children's behavior.

Religious values also reinforce prosocial behavior. In Ethiopia, Christianity and Islam teach values such as charity, compassion, and forgiveness, which are frequently taught to children both in the home and in religious institutions (Gebru, 2018). These teachings contribute to the internalization of moral norms and altruistic behavior.

Peer Relationships and School Environment

The peer environment is another influential factor. Children who are well-liked and socially accepted tend to exhibit higher levels of prosocial behavior (Rubin et al., 2006). Schools that provide cooperative learning opportunities, model inclusive behavior, and implement social-emotional learning (SEL) programs foster empathy and collaborative problem-solving (Denham & Brown, 2010). Teachers also play a role by reinforcing helpful behavior and guiding moral reasoning through classroom discussions.

2.4 Theoretical Framework

Prosocial behavior, which encompasses voluntary actions intended to benefit others such as helping, sharing, and showing empathy has been a major area of interest in developmental psychology and education (Eisenberg et al., 2006). To understand the mechanisms underlying the development of prosocial behavior in children, several theoretical frameworks have been proposed. This section reviews the primary theories that have shaped scholarly understanding of children's prosocial behavior: Bandura's Social Learning Theory, Eisenberg's Prosocial Moral Reasoning Theory, Baumrind's Parenting Styles Theory, and the Cultural-Ecological Perspective of Super and Harkness.

1. Social Learning Theory (Albert Bandura)

Bandura's (1977) Social Learning Theory posits that behavior is learned through observation, imitation, and modeling. According to this perspective, children acquire prosocial behaviors by observing significant others particularly parents, teachers, and peers engaging in helpful, kind, and cooperative acts. Reinforcement and punishment further shape whether such behaviors are repeated. When prosocial acts are rewarded or praised, children are more likely to internalize these behaviors.

Bandura's concept of vicarious reinforcement emphasizes that even witnessing others being rewarded for helpful behavior can increase the observer's likelihood of behaving similarly. This theory is particularly relevant in early childhood settings, where children frequently observe peers and adults in social interactions. Numerous studies have affirmed the role of modeling in developing prosocial behavior. For example, Grusec and Goodnow (1994) found that children are more likely to imitate helping behavior when it is demonstrated by warm and responsive adults.

2. Prosocial Moral Reasoning Theory (Nancy Eisenberg)

Eisenberg's (1986, 1998) Prosocial Moral Reasoning Theory explores how children make decisions about helping others, especially when such decisions involve personal sacrifice. She identified several stages of reasoning that reflect increasing cognitive and emotional maturity, from hedonistic reasoning (helping to gain reward) to empathetic and internalized reasoning (helping due to internal moral values or concern for others).

This theory is grounded in both cognitive-developmental and emotional components. Children who are capable of perspective-taking and emotional regulation are more likely to reason in moral ways and act prosocially. Longitudinal research by Eisenberg et al. (2006) suggests that children who consistently use higher-level moral reasoning tend to display more sustained prosocial behaviors over time. Emotional processes such as empathy and guilt are considered central motivators for these behaviors.

3. Parenting Styles Theory (Diana Baumrind)

Baumrind's (1967, 1991) Parenting Styles Theory offers a framework to understand how parental behaviors and emotional climate affect child development, including prosocial behavior. She identified three main parenting styles: authoritative (high responsiveness and high demands), authoritarian (low responsiveness, high demands), and permissive (high responsiveness, low demands).

Children raised in authoritative households tend to exhibit higher levels of prosocial behavior, emotional self-regulation, and empathy (Maccoby & Martin, 1983). This is attributed to parents' use of inductive discipline, in which children are guided to understand the consequences of their behavior on others. In contrast, authoritarian parenting characterized by control and lack of warmth has been linked to lower prosocial engagement and higher aggression (Hoffman, 2000).

Baumrind's framework highlights the importance of consistent structure, warmth, and moral dialogue in promoting internalized values in children that underlie helping behaviors.

4. Cultural-Ecological Perspective (Super and Harkness)

Super and Harkness's (1986, 2002) Cultural-Ecological Theory emphasizes that children develop within a "developmental niche" shaped by cultural values, parental beliefs, routines, and social institutions. This theory is especially relevant in multicultural or non-Western contexts where parenting practices and expectations may differ significantly from those typically studied in Western psychology.

In Ethiopian and other African cultural settings, communal values, religious norms, and extended family structures often promote prosocial responsibilities such as caregiving, cooperation, and sharing (Nsamenang, 2006). According to this view, prosocial behavior is not solely the result of individual cognition or parental influence but is embedded in a wider cultural system that values interdependence and collective wellbeing.

Empirical studies in Sub-Saharan Africa (e.g., Tadesse, 2020; Gebru, 2018) have shown that children who are raised in environments emphasizing community service, religious teachings, and respect for elders tend to demonstrate early and frequent prosocial acts.

5. Ecological Systems Theory (Bronfenbrenner)

Although not specific to prosocial behavior, Bronfenbrenner's (1979) Ecological Systems Theory offers a comprehensive framework for understanding how various environmental systems microsystem, mesosystem, exosystem, macrosystem, and chronosystem interact to shape child development.

Children's prosocial behavior is influenced by immediate contexts (e.g., family, school), as well as broader socio-cultural norms and policies. For instance, a child whose parents model kindness at home, who attends a school that emphasizes cooperation, and who lives in a culture that values communal responsibility is more likely to internalize prosocial values.

2.5 Definition of Parenting

Parenting refers to the process of raising and caring for children in order to support their intellectual, social, emotional, and physical growth. In order to guide children from infancy to adulthood, parents or guardians use a variety of activities, values, beliefs, and practices. A child's development is influenced by "a constellation of behaviors, attitudes, and values that are shaped by cultural, societal, and familial contexts," as stated by Bornstein (2012). The science of parenting draws on various fields, including psychology, sociology, and developmental science, to understand the profound impact that parental practices have on child development. Research has shown that parenting styles, such as authoritative, authoritarian, permissive, and neglectful, significantly influence outcomes like academic achievement, emotional regulation, and mental health. For instance, the best developmental results have been associated with authoritative parenting, which is defined by warmth, responsiveness, and defined boundaries. (Baumrind, 1991).

Recent research has highlighted the importance of parenting styles in influencing child outcomes. Baumrind's (2013) seminal work on parenting styles categorizes them into four primary types: authoritative, authoritarian, permissive, and neglectful. Each style has distinct characteristics and impacts on children's behavior and emotional health. For instance, authoritative parenting, characterized by warmth and structure, has been linked to positive outcomes such as higher academic achievement and better social skills (Murray et al., 2020). In contrast, authoritarian and neglectful styles are often associated with adverse effects, including increased anxiety and behavioral issues in children.

Moreover, the role of parental involvement has gained significant attention in recent years. Research by Hill and Tyson (2020) emphasizes that active engagement in a child's education and daily activities fosters a supportive environment that enhances learning and development. This involvement can take various forms, from helping with homework to participating in extracurricular activities. The findings suggest that children with involved parents tend to exhibit higher self-esteem, better academic performance, and improved social relationships.

In addition to traditional parenting practices, contemporary studies have explored the impact of technology on parenting. A study by Domingues-Montanari (2017) highlights the challenges and opportunities presented by digital media in parenting. While technology can facilitate communication and access to educational resources, it also raises concerns about screen time and its effects on children's health and social skills. As such, modern parenting requires adaptability and critical thinking to navigate the complexities of raising children in a digital age.

2.5.1 Types of Parenting

The behavioral and psychological strategies parents employ to raise their kids are referred to as parenting styles. In her groundbreaking work on parenting, Diana Baumrind distinguished three main styles, which Maccoby and Martin (1983) subsequently extended to four. These styles are authoritative, authoritarian, permissive, and neglectful have been extensively studied for their impact on children's social, emotional, and cognitive development.

A. Authoritative Parenting

Authoritative parenting is characterized by high responsiveness coupled with high demands, creating a balanced approach that nurtures and supports children while setting clear expectations and boundaries. According to Baumrind (1991), authoritative parents are both assertive and empathetic, fostering an environment where children feel secure and valued. This parenting style encourages independence and open communication, allowing children to express their thoughts and feelings freely. The combination of warmth and structure is essential for healthy development, particularly in shaping children's social behavior.

The impact of authoritative parenting on children's social competence is profound. Research indicates that children raised in such households often demonstrate higher levels of communication skills, empathy, and the ability to form positive relationships with peers

(Lamborn et al., 1991). This competence stems from the supportive environment created by authoritative parents, who teach their children how to navigate social interactions effectively. Furthermore, these children tend to develop strong emotional regulation skills, enabling them to manage their emotions and respond constructively to stress, which is crucial for maintaining healthy social relationships.

In addition to emotional regulation, children of authoritative parents often exhibit cooperative behaviors. They learn the importance of teamwork and collaboration, as they are encouraged to appreciate different perspectives and work with others (Steinberg et al., 1992). This skill is especially beneficial in school settings where group work is common. Additionally, positive peer relationships are more prevalent among these children, who typically experience higher levels of acceptance and exhibit fewer behavioral problems in social contexts (Lamborn et al., 1991). The emotional support they receive at home translates into confidence in social situations.

The benefits of authoritative parenting extend beyond immediate social interactions; they also contribute to long-term outcomes in children's lives. Research suggests that children raised in authoritative households are more likely to become well-adjusted individuals capable of forming stable relationships and contributing positively to society as adults (Murray et al., 2020). Moreover, the moral development fostered by discussions about ethics and empathy within authoritative families enhances children's pro social behavior, further solidifying their ability to connect with others throughout their lives.

B. Authoritarian Parenting

Authoritarian parenting is one of the foundational styles identified in developmental psychology, known for its rigid, controlling approach. As originally conceptualized by Baumrind (1967, 1971), authoritarian parents are highly demanding but emotionally unresponsive. They prioritize obedience and discipline, often enforcing strict rules without allowing input or explanation from children. This parenting style relies on punishment rather than guidance and discourages open communication, which can have significant consequences for a child's emotional and social development (Baumrind, 1991).

The emotional climate in authoritarian households tends to be cold and directive. Parents may rarely show warmth, affection, or support, which can negatively affect children's emotional security. According to Kuppens and Ceulemans (2019), children raised by authoritarian parents

often experience higher levels of anxiety, low self-esteem, and limited emotional expression. The fear of punishment and lack of nurturing interactions can cause children to internalize stress and become socially withdrawn or, conversely, act out aggressively as a form of rebellion.

One of the most commonly observed consequences of authoritarian parenting is its detrimental impact on social competence. Children from authoritarian homes frequently struggle with communication, empathy, and peer relationships (Lamborn et al., 1991). Since they are seldom encouraged to express opinions or resolve conflicts independently, they may lack the social skills necessary for healthy peer interactions. This can manifest in either passive behavior, where children avoid social situations, or aggressive tendencies, particularly among boys who externalize their frustration (Putnick et al., 2012).

Interestingly, authoritarian parenting does not universally produce negative outcomes. Cultural norms play a significant role in how children interpret and respond to strict parenting. In collectivist societies such as parts of Asia and Africa authoritarian parenting may be perceived as a sign of care and commitment (Chao, 1994; Dwairy & Achoui, 2006). For instance, Ethiopian parents in urban areas like Yeka Sub-City may adopt strict methods in response to safety concerns, academic competition, and socio-economic pressures (Abesha, 2012). However, even in these settings, prolonged exposure to authoritarian practices without emotional warmth may hinder the development of independence and social adaptability.

Over time, children raised by authoritarian parents may exhibit a pattern of internalizing or externalizing behaviors that affect their long-term development. Adolescents may either become compliant but emotionally detached or resistant to authority and prone to conflict (Steinberg et al., 1994). Such children often struggle with self-regulation and decision-making, particularly in environments that require collaboration and social engagement. Compared to their peers raised in authoritative households who benefit from a balance of structure and warmth children from authoritarian backgrounds may find it more difficult to thrive socially and emotionally (Nelson et al., 2013).

C Permissive Parenting

High responsiveness and minimal demands are characteristics of permissive parenting. This type of parent is caring and forgiving, frequently giving their kids a lot of freedom with few rules or limitations (Baumrind, 1966). They place more value on their child's happiness and ability to

express them than on control or discipline. A nurturing atmosphere is created by permissive parents who are kind, encouraging, and extremely sensitive to their kids' emotional needs (Baumrind, 1967). Unlike authoritarian parents, permissive parents typically have modest expectations for their children's behavior or academic performance and avoid strict rules or enforcement (Maccoby & Martin, 1983). In order to prevent confrontation, permissive parents frequently ignore or excuse unacceptable behavior and infrequently impose punishments for misbehavior (Baumrind, 1971). Even at an early age, these parents let their kids make their own decisions, frequently serving more as friends than as a source of authority. Even at an early age, these parents let their kids make their own decisions, frequently serving more as friends than as a source of authority. Children of permissive parents frequently struggle with self-regulation and discipline because they receive little structure and supervision (Baumrind, 1991). Children of permissive parents may perform academically less well since there are unclear expectations and accountability (Steinberg et al., 1992). Permissive parenting encourages creativity and a strong sense of self, but it can also make it more difficult for a child to deal with difficulties or criticism (Maccoby & Martin, 1983).

D Neglectful Parenting

Neglectful parenting, also known as uninvolved parenting, is a style characterized by low responsiveness and low demands, where parents show little emotional involvement and provide minimal guidance, attention, or support (Baumrind, 1966). This parenting style often stems from factors such as stress, personal challenges, or a lack of understanding about parenting roles. Neglectful parents typically demonstrate low responsiveness, offering little emotional support or validation, and minimal demands, having low expectations for their children's behavior or achievements (Maccoby & Martin, 1983; Baumrind, 1967). Inconsistent availability, both physically and emotionally, is common, leading to a lack of supervision and structure, which increases the child's exposure to risky behaviors (Steinberg et al., 1992). Additionally, neglectful parents may prioritize their own needs, resulting in detached behavior and a lack of meaningful interaction with their children (Maccoby & Martin, 1983).

Children raised in neglectful households often face a range of negative outcomes. They tend to struggle academically due to the lack of parental involvement and encouragement, which can lead to poor performance and low motivation (Steinberg et al., 1992). Emotionally, these

children frequently experience rejection, loneliness, and low self-esteem, which can persist into adulthood (Baumrind, 1991). Behavioral problems are common, as the absence of clear boundaries increases the likelihood of engaging in delinquent behaviors like substance abuse or truancy (Maccoby & Martin, 1983). Furthermore, these children may struggle to form healthy relationships due to a lack of emotional support and attachment, which can have long-lasting effects on their mental health and well-being (Baumrind, 1967). The long-term impact of neglectful parenting can include chronic mental health issues, difficulties in maintaining employment, and challenges with independence and self-regulation (Steinberg et al., 1992).

2.6 Introduction to Parental Influence on Child Pro social Development

Prosocial behavior voluntary behavior intended to benefit others, such as helping, sharing, cooperating, and showing compassion is a critical component of children's social and emotional development (Eisenberg et al., 2015). It not only contributes to children's ability to form healthy peer relationships and succeed in school but also lays the foundation for future citizenship and ethical responsibility (Caprara et al., 2014). Among the various socializing agents influencing this development, parents play a central role through their modeling, discipline strategies, emotional support, and value systems (Carlo et al., 2020).

In the last decade, empirical studies have increasingly emphasized the bidirectional and multifaceted nature of parental influence on prosocial development. Parental warmth, responsiveness, and the use of inductive discipline explaining the consequences of actions on others are consistently associated with elevated prosocial tendencies in children (Laible et al., 2016). Furthermore, research suggests that parents who engage in empathic discussion, provide opportunities for cooperative play, and display prosocial behavior themselves foster greater moral reasoning and empathy in their children (Padilla-Walker & Carlo, 2014).

Recent longitudinal and cross-cultural research has highlighted how parenting styles influence prosocial trajectories. For instance, a study by Kiang and Fuligni (2019) among immigrant families in the U.S. revealed that authoritative parenting, marked by both warmth and firm expectations, predicted higher levels of adolescent prosocial behavior over time. Conversely, authoritarian or harsh parenting was found to hinder the development of emotional understanding and moral concern (Suizzo et al., 2022).

Moreover, cultural values and socioeconomic context shape parental strategies and their impact. In collectivist societies, such as Ethiopia and other African contexts, prosocial behavior is often embedded in cultural expectations of communal responsibility and respect for elders (Tadesse, 2020; Moya et al., 2020). Religious beliefs also guide parents to encourage altruism and helping as moral obligations (Gebru, 2018).

Importantly, the influence of parenting on prosocial development is not uniform; it interacts with child temperament, peer dynamics, and environmental stressors (Wang et al., 2020). Children with high emotional regulation and secure attachment to caregivers are more likely to internalize parental messages promoting empathy and cooperation (Holden et al., 2019). These findings underscore the complex but essential role of parents in nurturing behaviors that support social cohesion and emotional intelligence in the next generation.

2.7 Parenting practice and Pro social Behavior

The term "parental practices" describes the particular actions and methods parents employ when raising their kids. These consist of monitoring, teaching strategies, communication styles, emotional support, and disciplinary measures (Darling & Steinberg, 1993). Numerous studies have been conducted in various cultures to determine how well these activities either support or impede social development.

Scholars have placed more emphasis on the dynamic and reciprocal relationship between parenting styles and child outcomes within the last ten years. In addition to being influenced by their parents, children also have an impact on their behavior, therefore the relationship is reciprocal (Kuczynski, 2003). Nonetheless, children raised by parents who exercise consistency particularly in the areas of warmth, structure, and responsiveness tend to be more socially positive. Positive social results are frequently linked to authoritative parenting, which strikes a balance between warmth and firm but acceptable control. According to Baumrind (2012) and Lansford et al. (2018), children who are reared in this manner typically exhibit high levels of pro social behavior, such as empathy, collaboration, and emotional regulation.

Conversely, children who experience authoritarian parenting characterized by a high level of control but a low level of warmth are more likely to exhibit hostile or reclusive behavior (Pinquart, 2017). Poor social adjustment, including impulsivity and social disengagement, is also associated with permissive and negligent parenting methods (Rinaldi & Howe, 2012).

Positive parenting techniques, such as emotional responsiveness, consistent punishment, and open communication, were found to be strongly linked to pro social conduct and less behavioral issues in children under the age of twelve in a systematic review by Madigan et al. (2019).

One of the most researched parenting techniques is discipline. It has been demonstrated that harsh and irregular forms of discipline, including shouting or physical punishment, lower children's self-esteem and make them more aggressive (Gershoff & Grogan-Kaylor, 2016). On the other hand, social competence is encouraged by positive discipline, which includes reasoning, establishing clear expectations, and rewarding excellent behavior.

Another important component is emotional support. Higher levels of empathy and peer acceptability in children are associated with parental sensitivity, tenderness, and emotional availability (Eisenberg et al., 2015). Children are more likely to acquire cooperative conduct and emotional intelligence if they receive emotional validation from their caregivers.

In particular, during middle childhood and adolescence, supervision and monitoring are crucial. Antisocial conduct can be avoided and responsibility is promoted when parents are aware of their children's activities, friendships, and locations (Laird et al., 2013).

Children can freely express themselves and develop trust through communication techniques, particularly those that emphasize respect for one another and candid discussion. According to Smetana et al. (2014), this fosters the growth of assertiveness, conflict resolution abilities, and interpersonal respect.

Consistency in parenting is just as important as individual techniques. Children frequently struggle with trust and self-control when they receive conflicting messages or erratic reactions. Conversely, stable social patterns and safe bonds are fostered by consistent parenting (Ainsworth, 1979).

Parenting methods have a significant impact in all cultural situations, even though they may manifest differently. While individualist cultures may promote liberty, collectivist civilizations may place more emphasis on obedience and communal peace (Bornstein, 2013).

Strong religious beliefs, extended family supervision, and community involvement are common parenting techniques in African countries, including Ethiopia. Together, these have an impact on kids' respect for social norms and sense of belonging (Nsamenang, 2010).

Positive social behavior is associated with supportive parenting, according to Ethiopian research. Children from authoritative homes in Addis Ababa showed greater collaboration, adherence to

rules, and empathy than children from authoritarian or neglectful homes, according to Teshome (2016).

In a similar vein, Tesfaye and Tilahun (2019) found that children in urban Ethiopia who had parents that employed encouragement and reasoning as punishment measures reported less behavioral issues and improved peer relationships.

Ethiopian parenting is also influenced by religious and cultural customs. Common practices that have been connected to the development of kindness, respect, and sharing include teaching moral stories and incorporating kids in religious rituals (Alemu, 2017).

According to a recent qualitative study by Bekele and Yimam (2022), Ethiopian parents in metropolitan areas are increasingly fusing modern parenting methods with traditional customs, creating a distinctive parenting style that strikes a balance between open Urbanization and education level also affect parenting. Educated parents in cities like Addis Ababa and Yeka Sub-City are more likely to use authoritative strategies and avoid harsh punishment, which correlates with more positive child outcomes (Wolde, 2020).communication and compliance.

2.8 Dimensions of Parental Practices

2.8.1 Warmth and Responsiveness

Parental warmth and responsiveness are foundational to a child's socio-emotional development. Warmth refers to the expression of affection, acceptance, and encouragement, while responsiveness involves attunement to a child's emotional and physical needs (Aunola et al., 2015). These dimensions foster secure attachments and lay the groundwork for social competence.

Numerous studies have shown a strong association between parental warmth and children's prosocial tendencies. Eisenberg et al. (2006) found that warm parenting encourages emotional regulation, empathy, and concern for others traits strongly linked to prosocial behavior. Denham et al. (2007) specifically demonstrated that maternal warmth in early childhood predicted improved emotional understanding and positive peer interactions.

Recent longitudinal research continues to support these findings. For instance, Carlo et al. (2020) reported that adolescents who perceived their parents as warm and emotionally supportive exhibited higher levels of prosocial behavior and lower levels of aggression over time. Similarly,

a study by Liew et al. (2021) found that parental sensitivity and positive engagement were associated with greater cooperative behavior in early school-aged children.

Conversely, low parental warmth and unresponsiveness are linked to behavioral problems. Loeber and Hay (1997) previously noted the correlation between harsh parenting and antisocial conduct, and more recent studies have confirmed these outcomes. For example, Schofield et al. (2018) found that a lack of warmth was predictive of increased externalizing behaviors, including rule-breaking and hostility in adolescence.

These findings highlight the critical importance of nurturing parenting practices in fostering children's social adjustment, including their capacity for empathy, cooperation, and helping behavior.

2.8.2 Discipline and Control

Disciplinary strategies are central to how children learn social norms and moral reasoning. Discipline can be inductive involving explanations and reasoning or punitive, such as using threats or physical punishment. Inductive discipline, in particular, has been shown to cultivate empathy and prosocial behavior, as it encourages children to consider the impact of their actions on others (Hoffman, 2000).

Gershoff (2002) conducted a meta-analysis that linked harsh discipline to increased aggression and reduced prosocial behavior. This remains relevant in contemporary literature. For instance, a study by Lansford et al. (2017) found that children whose parents used reasoning and non-coercive forms of discipline displayed higher moral internalization and lower levels of behavioral issues.

Cross-cultural evidence further emphasizes the universal benefits of non-punitive discipline. In a study involving parents from Kenya, Tanzania, and Nigeria, Lansford and Deater-Deckard (2012) found that inductive discipline was consistently associated with lower aggression and more prosocial responses. Similarly, in Ethiopia, Tadesse et al. (2021) observed that children exposed to positive discipline strategies were more likely to help peers and less likely to engage in disruptive behaviors.

Moreover, a recent study by Reijneveld et al. (2020) revealed that excessive parental control, particularly psychological control, can impede the development of autonomy and empathy in children, thus weakening prosocial dispositions.

These findings suggest that while guidance and structure are necessary, overly punitive or controlling parenting can undermine the development of positive social behaviors, whereas inductive discipline promotes moral reasoning and social cooperation.

2.8.3 Modeling and Reinforcement

Parental modeling refers to the demonstration of behavior that children can observe and imitate. According to Bandura's Social Learning Theory (1986), children learn behaviors by observing and imitating adults, especially primary caregivers. When parents model empathetic and cooperative behavior, children are more likely to internalize and replicate these actions.

Padilla-Walker and Carlo (2007) found that adolescents who observed prosocial behaviors from parents were more likely to exhibit similar behaviors themselves. This modeling effect is most powerful in early childhood, when observational learning is highly effective (Bandura, 1986).

Recent studies affirm this mechanism. Dunfield and Kuhlmeier (2019) found that toddlers who witnessed parental helping behaviors were more inclined to assist others in structured play settings. Likewise, a study by Lu and Chang (2022) demonstrated that preschoolers who observed parental kindness exhibited significantly more sharing and helping behaviors.

In addition to modeling, reinforcement plays a crucial role in strengthening desired behaviors. Positive reinforcement, such as praise and rewards for prosocial actions, increases the likelihood of those actions being repeated (Eisenberg et al., 2015). For instance, Carlo et al. (2018) found that verbal affirmations from parents significantly enhanced children's motivation to help others, particularly when reinforcement was consistent and genuine.

It is also important to note the role of negative reinforcement in inadvertently discouraging prosocial behaviors. When parents overlook or fail to acknowledge helping behaviors, children may receive the implicit message that such actions are unimportant (Grusec & Hastings, 2015).

In summary, through consistent modeling and positive reinforcement, parents serve as active agents in the development of their children's prosocial orientation.

2.8.4 Communication Styles

Effective parent-child communication is essential for promoting emotional understanding, social reasoning, and empathy. Open and reciprocal communication fosters children's ability to

articulate emotions, understand social cues, and engage in perspective-taking (Spinrad & Eisenberg, 2009).

Authoritative parents those who combine warmth with clear expectations—often engage in democratic communication, encouraging children to express their views and feelings. This style of communication has been consistently linked to higher emotional intelligence and social competence in children (Milevsky et al., 2011).

Recent empirical studies reinforce these connections. For example, Davis et al. (2020) found that children who experienced open communication at home were more likely to express concern for others and resolve conflicts peacefully. Similarly, a longitudinal study by O'Neal and Magai (2021) concluded that parental emotional coaching discussing emotions and guiding emotional expression predicted adolescents' prosocial tendencies and peer acceptance.

Cultural studies also support these findings. In a study conducted in South Africa, Mokwena and Mavuso (2023) reported that open dialogue between parents and children led to increased empathy and moral awareness among youth. In Ethiopia, Gebremariam et al. (2022) noted that children from families with frequent and supportive communication were more cooperative and emotionally expressive.

Furthermore, communication that is respectful and age-appropriate facilitates cognitive and moral development. Encouraging children to discuss dilemmas and social conflicts nurtures critical thinking and empathy (Narvaez, 2014). This type of interaction not only improves immediate social behavior but also contributes to the formation of internalized moral values.

2.9 Domains of Prosocial Behavior

Prosocial behavior is a broad construct encompassing various positive social actions intended to benefit others, such as cooperation, helping, emotional regulation, and moral or ethical conduct. These behaviors are critical for healthy interpersonal relationships and social functioning in children and are significantly shaped by parenting practices, values, and the social environment (Grusec & Hastings, 2015). Understanding the distinct domains of prosocial behavior provides insight into how different parenting dimensions influence children's social competence and adjustment.

2.9.1 Cooperation

Cooperation refers to the ability and willingness to work with others to achieve common goals, and it forms the bedrock of functioning within social groups such as families, classrooms, and communities. In early childhood, cooperative behavior includes sharing, taking turns, and jointly solving problems. As children mature, cooperation extends into more structured group activities and civic responsibilities (Rubin et al., 2015). Parental involvement in cooperative activities, such as family chores and collaborative play, has been shown to significantly enhance children's cooperative dispositions.

Empirical studies highlight that children raised in homes where parents model cooperative behavior and provide opportunities for teamwork tend to exhibit higher levels of collaboration and group participation (Eisenberg et al., 2006; Kerr et al., 2014). Furthermore, recent longitudinal findings indicate that parental scaffolding and co-regulation during problem-solving tasks predict children's later cooperative skills in peer settings (Lindsey et al., 2020). Children whose parents emphasize mutual respect and shared responsibility are more likely to internalize cooperative norms, particularly in collectivist cultures where interdependence is highly valued (Trommsdorff & Heikamp, 2013).

2.9.2 Helping Behavior

Helping behavior involves voluntarily providing aid or support to others in need, whether through physical assistance, emotional support, or resource sharing. It is one of the earliest emerging forms of prosocial behavior in children, observable in toddlers as young as 18 months (Warneken & Tomasello, 2009). Parental warmth, emotional availability, and encouragement of empathic responses are crucial in shaping helping tendencies.

Children who perceive their parents as responsive and emotionally supportive are more inclined to help others, even in the absence of direct prompts or rewards (Carlo et al., 2011; Padilla-Walker & Carlo, 2014). Research over the past decade has shown that parental practices emphasizing emotional coaching such as labeling feelings, validating emotions, and discussing others' perspectives foster empathic concern and a motivation to help (Spinrad & Eisenberg, 2017). A meta-analysis by Imuta et al. (2016) found that prosocial modeling by parents and emotion-rich conversations were strong predictors of children's helping behaviors across various cultures.

In more recent studies, parental induction the practice of explaining the effects of one's actions on others was found to increase both immediate and long-term helping behavior in children (Wuyts et al., 2020). Such findings support the argument that cognitive-emotional scaffolding from caregivers enhances children's internalization of altruistic norms.

2.9.3 Emotional Regulation

Emotional regulation, defined as the ability to monitor, evaluate, and modulate one's emotional responses, plays a pivotal role in fostering prosocial behavior. Children who are able to manage anger, frustration, and distress are more likely to engage in constructive social behaviors and less likely to exhibit aggression or withdrawal (Eisenberg et al., 2010).

Parental emotional responsiveness expressed through validating children's feelings, providing comfort, and modeling self-regulation has been consistently linked to the development of effective emotional regulation in children (Denham et al., 2007; Morris et al., 2017).

The socialization of emotional regulation often occurs through direct coaching, indirect modeling, and the emotional climate of the home. A study by Morris et al. (2017) emphasized the role of "emotion coaching" parenting styles in enhancing children's regulation capabilities, which in turn predicted increased prosocial behavior in school settings. Moreover, parental consistency, emotional availability, and reduced use of punitive discipline have been associated with better regulation and empathy in children (Kopp & Neufeld, 2021).

More recent neuroscience-informed research suggests that emotionally supportive parenting may influence the neurodevelopmental substrates of regulation, such as prefrontal-amygdala connectivity, further underscoring the deep-seated role of caregiving in shaping children's emotional and social competencies (Qu et al., 2022).

2.9.4 Moral and Ethical Behavior

Moral and ethical behavior refers to actions that are guided by a sense of right and wrong, fairness, justice, and responsibility toward others. It reflects an internalized set of values that govern socially acceptable behavior, including honesty, empathy, respect, and concern for others' well-being (Killen & Smetana, 2015). The development of moral reasoning is significantly shaped by the parent-child relationship and the moral messages communicated through parenting practices.

Hoffman's (2000) theory of moral development underscores the importance of inductive discipline, where parents explain the consequences of behavior on others. This technique helps children link their actions to moral values and fosters guilt over wrongdoing, which is associated with later ethical behavior. Over the past decade, studies have confirmed the relevance of parental moral dialogue and exposure to ethical dilemmas in facilitating children's moral identity and reasoning (Carlo et al., 2014; Narvaez & Lapsley, 2016).

2.10 Parental Value Influence on Children's Pro Social Behavior

Parental values play a critical role in shaping children's social and moral development, particularly their inclination toward prosocial behavior. Prosocial behavior refers to voluntary actions intended to benefit others, such as helping, sharing, comforting, and cooperating (Eisenberg et al., 2006). These behaviors are widely regarded as foundational to positive social relationships and community integration, especially during childhood. Research suggests that the family environment is the most influential context for the early development of prosocial tendencies, with parental values acting as one of the most significant guiding forces (Grusec & Hastings, 2015). The beliefs and principles that parents hold not only shape their parenting goals and practices but also set the emotional and moral climate in which children learn about right and wrong. Therefore, understanding how parental values influence children's prosocial behavior is essential in exploring the broader context of child socialization.

Parental values are the deeply held beliefs that guide parents' decisions, behaviors, and expectations for their children. These values often reflect cultural, religious, and personal ideologies that influence how parents interpret social norms and what they prioritize in child-rearing (Padilla-Walker & Carlo, 2014). Scholars argue that these values are not only expressed verbally but also modeled through daily interactions and parenting practices. When parents consistently demonstrate concern for others, fairness, compassion, and cooperation, they provide powerful examples for children to imitate. This modeling process is well explained by Bandura's (1977) Social Learning Theory, which posits that children acquire social behaviors by observing and imitating the actions of others, particularly influential figures such as parents. Thus, when parental behavior is aligned with values like empathy, kindness, and social responsibility, children are more likely to internalize and practice those values in their interactions with others.

In addition to modeling, parents actively shape their children's moral and social development through discussions about values, reasoning, and emotional support. Parents who emphasize

moral reasoning and who explain the consequences of behaviors on others help children develop empathy and perspective-taking—key elements of prosocial behavior (Grusec & Goodnow, 1994). For instance, inductive parenting practices, which involve explaining the reasons behind rules or discussing the impact of a child’s actions on others, have been shown to foster moral understanding and concern for others. These kinds of practices often emerge from parents who hold strong prosocial or altruistic values. As children grow older, especially during middle childhood and adolescence, they become more capable of understanding abstract moral principles, and the consistency of parental values becomes increasingly important. Children begin to notice discrepancies between what parents say and do, and they tend to emulate values that are not only preached but also practiced.

Empirical studies across cultures support the relationship between parental values and children's prosocial outcomes. Eisenberg et al. (2001) found that parents who valued empathy and moral responsibility were more likely to have children who engaged in helping and cooperative behaviors. Similarly, Carlo et al. (2011) observed that adolescents whose parents emphasized caring for others were significantly more likely to exhibit prosocial behaviors in various social contexts. The internalization of such values is often strengthened by consistent parental encouragement, support, and reinforcement of prosocial acts.

Furthermore, longitudinal studies suggest that parental values related to altruism, community service, and moral integrity predict children’s future involvement in socially constructive activities, such as volunteering and peer assistance (Padilla-Walker & Carlo, 2014).

Cultural background further shapes the expression and transmission of parental values. In collectivist cultures, where interdependence, family loyalty, and community support are prioritized, parental values tend to stress communal goals and social harmony. This emphasis naturally aligns with the development of prosocial behaviors such as cooperation and sharing (Trommsdorff, 2009). For instance, in Ethiopian society, which often emphasizes respect for elders, helping family members, and community cohesion, parental expectations frequently align with moral teachings rooted in both religious and traditional beliefs. These cultural norms become embedded in parenting values and subsequently guide children’s understanding of what behaviors are valued and expected in social settings (Tefera et al., 2018). Religious beliefs also play a vital role in shaping parental values, especially in contexts where faith is deeply intertwined with daily life. Religious parents often communicate moral values through religious

teachings and use spiritual frameworks to reinforce concepts like charity, forgiveness, and empathy (King & Furrow, 2004). These religiously influenced values can have a profound impact on children's sense of moral obligation and their motivation to help others.

The transmission of values is not solely about what parents communicate directly to their children; it also involves the emotional climate and parenting styles through which these values are delivered. Parents who are warm, supportive, and responsive create a secure environment in which children feel valued and respected. Such an environment enhances the likelihood that children will accept and internalize the values their parents endorse (Eisenberg et al., 2006). On the other hand, children raised in environments characterized by harshness, inconsistency, or emotional detachment may be less receptive to prosocial value messages, even if those values are explicitly stated. Thus, the effectiveness of value transmission is closely tied to the quality of the parent-child relationship.

Moreover, the developmental stage of the child plays a critical role in how parental values are received and acted upon. In early childhood, children are more likely to imitate behaviors without fully understanding their moral implications. As they mature, they develop greater cognitive capacity to reflect on and evaluate values. Adolescents, in particular, begin to challenge and question the values of their parents, making it important for parents to provide consistent, authentic, and developmentally appropriate moral guidance. During this stage, open dialogue, mutual respect, and moral reasoning become essential tools in reinforcing prosocial values (Grusec & Hastings, 2015).

Although substantial evidence supports the link between parental values and children's prosocial behavior, certain gaps remain in the literature. Many studies are based in Western, industrialized contexts and may not adequately capture the complexity of value transmission in non-Western societies. Furthermore, there is a need for more longitudinal and cross-cultural research that explores how specific values such as justice, honesty, or generosity are prioritized differently across cultures and how this affects the development of prosocial behavior. Additionally, more attention should be paid to the influence of changing social environments, such as urbanization, globalization, and technological exposure, on the stability and transmission of parental values.

2.11 Conceptual Framework

The conceptual framework for this study is developed to examine the influence of parental practices and parental values on children's prosocial behavior. Prosocial behavior, which

encompasses voluntary actions intended to benefit others such as helping, sharing, cooperating, and showing empathy is an essential component of children's social competence and psychological development (Eisenberg et al., 2006). This framework is informed by a combination of theoretical and empirical insights and emphasizes the interconnected roles of parental behaviors and belief systems in shaping children's prosocial outcomes.

Parental practices refer to the specific, observable actions that parents use in the process of raising and socializing their children. These include parenting strategies such as discipline, communication, emotional support, and behavioral modeling (Baumrind, 1991). Supportive practices characterized by warmth, responsiveness, consistency, and encouragement have been found to promote children's emotional regulation, empathy, and interpersonal skills, which are closely linked to prosocial behavior (Spinrad & Eisenberg, 2017). For example, parents who engage in inductive discipline (explaining the consequences of a child's behavior on others) and who model altruistic behavior are more likely to raise children who exhibit helping and cooperative behaviors (Carlo et al., 2011).

Parental values are the internalized beliefs, cultural norms, and moral principles that parents hold regarding child-rearing and desirable character traits. These values shape parenting goals, influence daily interactions, and guide the moral and social lessons imparted to children (Grusec & Goodnow, 1994). When parents value prosocial qualities such as empathy, kindness, and fairness, they are more likely to emphasize these traits through encouragement, storytelling, rule-setting, and social reinforcement. Empirical research shows that children whose parents strongly endorse and communicate prosocial values are more likely to adopt such values and display corresponding behaviors in peer and family contexts (Padilla-Walker & Carlo, 2014).

Children's prosocial behavior is conceptualized in this study as a multi-dimensional construct including cooperation, helping behavior, emotional regulation, and moral or ethical conduct. These behaviors contribute to children's successful adaptation in school, family, and community settings. Prosocial behavior has been shown to be influenced by both the parenting strategies children are exposed to and the values parents explicitly and implicitly transmit (Eisenberg et al., 2015). As such, fostering prosocial development requires a dynamic interaction between what parents do (practices) and what they believe and prioritize (values).

The study draws upon Bandura's Social Learning Theory, Baumrind's Parenting Styles Theory, and the Cultural-Ecological Perspective of Super and Harkness to explore how parental values,

beliefs, and practices influence children's prosocial behavior. These theoretical lenses jointly emphasize the role of parental behavior, social context, and child learning mechanisms in shaping social development.

Core Constructs and Variables

The conceptual framework is built around four major constructs:

Parental Values – deeply held moral, religious, and cultural beliefs that guide parental expectations and decisions about their children's behavior.

Parenting Practices – actual behaviors used in the upbringing of children, including discipline methods, warmth, responsiveness, modeling, and communication.

Children's Prosocial Behavior – voluntary actions intended to benefit others, including helping, sharing, comforting, cooperating, and showing empathy.

These parental factors are conceptualized as independent variables, while children's prosocial behavior functions as the dependent variable. Additionally, parent child relationship quality (e.g., emotional closeness, communication, and attachment) is considered a mediating variable through which parenting exerts its influence. Contextual moderators, such as socioeconomic status (SES), child gender, and religious background, may strengthen or weaken these relationships.

Bandura's Social Learning Theory (1977) suggests that children develop prosocial tendencies by observing and imitating parents and caregivers, especially when those behaviors are reinforced. Thus, parents who model empathy, helping, and cooperative behavior provide a live demonstration that children can internalize.

Baumrind's Parenting Styles Theory (1991) categorizes parenting into styles authoritative, authoritarian, and permissive each with differing levels of warmth and control. Authoritative parenting, characterized by high responsiveness and reasonable expectations, has been consistently linked with higher prosocial behavior in children due to the use of inductive reasoning and emotional support.

The Cultural-Ecological Model by Super and Harkness (1986) places parenting within the broader cultural and ecological context, recognizing that parenting practices are shaped by culturally shared ethnotheories and environmental resources. In the Ethiopian context, for example, religious traditions and communal values may strongly influence both parental socialization goals and children's social learning.

2.12 Empirical Studies

Recent international research has consistently demonstrated that parental practices and values play a crucial role in shaping children's prosocial behavior, including helping, sharing, and cooperating. According to Laible and Thompson (2020), warm, responsive parenting is positively associated with the development of empathy and concern for others in early childhood. Using longitudinal data from the U.S., they found that children whose parents used inductive discipline (explaining the consequences of actions) were more likely to engage in prosocial behavior over time.

A study by Carlo et al. (2018) in Spain examined the links between parental value orientation and adolescent prosocial tendencies. They found that parents who emphasized moral and community-based values (e.g., kindness, respect, social responsibility) had children who were significantly more likely to show prosocial behaviors. This relationship was mediated by empathic concern, which suggests that parental values shape children's internal emotional and moral frameworks.

In a large-scale cross-cultural study involving 12 countries, including South Korea, Kenya, and the U.S., Lansford et al. (2018) reported that authoritative parenting characterized by warmth, monitoring, and firm control was consistently associated with higher levels of prosocial behavior. In contrast, authoritarian parenting styles, which emphasize obedience and harsh discipline, were either negatively associated or unrelated to prosocial outcomes.

Similarly, a study conducted by Malti, Zuffianò, and Ongley (2016) in Canada found that parental empathy and role modeling significantly predicted children's moral reasoning and generosity. Parents who openly discussed moral dilemmas and encouraged emotional expression had children with higher levels of perspective-taking and sharing behavior.

These international findings converge on the conclusion that supportive parenting practices and values that emphasize empathy, moral responsibility, and cooperation are significant predictors of prosocial development across cultures.

In the Ethiopian context, research on parental influence and children's social behavior is growing. A study conducted by Mekonnen and Desta (2019) in Addis Ababa revealed that positive parenting practices, including open communication, emotional warmth, and consistent discipline,

were strongly linked with higher levels of prosocial behavior among primary school children. The study employed structured questionnaires and teacher ratings, finding that children with emotionally supportive parents were more likely to help peers and demonstrate respect.

Similarly, Tadesse and Sisay (2020) explored the role of religious values and parental beliefs in shaping children's moral and social development in Bahir Dar. Their findings indicated that parental emphasis on faith-based values such as compassion, charity, and forgiveness significantly contributed to prosocial behaviors, especially among children who regularly attended religious services with their families.

Another study by Alemayehu and Haile (2021) in Southern Ethiopia found that authoritative parenting styles were more prevalent among educated urban parents and positively associated with children's cooperation and emotional regulation. In contrast, authoritarian practices were more common in rural contexts and correlated with higher externalizing behaviors and lower empathy.

A more recent study by Birhanu and Abate (2023) examined the influence of parental involvement in children's education on prosocial tendencies in Gonder. The results showed that high levels of parental involvement, especially through storytelling, moral teaching, and community participation, were significantly linked to increased sharing, helping, and polite behavior among children aged 7–11.

These national studies provide compelling evidence that parenting values rooted in culture and religion, along with consistent, warm parenting practices, foster prosocial outcomes among Ethiopian children.

2.13 Summary of Literature Review with Citations

The reviewed literature provides strong theoretical and empirical support for the idea that parental values, beliefs, and practices significantly shape children's prosocial behavior. Drawing on Bandura's Social Learning Theory (1977), Baumrind's Parenting Styles Theory (1991), and the Cultural-Ecological Perspective by Super and Harkness (1986), the research highlights how parenting influences prosocial development through modeling, reinforcement, emotional responsiveness, and culturally embedded practices.

International studies indicate that authoritative parenting, characterized by warmth, support, and reasonable control, fosters greater prosocial outcomes such as helping, sharing, and empathy (Laible & Thompson, 2020; Lansford et al., 2018). Parental values especially those emphasizing

morality, kindness, and responsibility have also been shown to predict children's prosocial tendencies (Carlo et al., 2018; Malti et al., 2016). In diverse cultural contexts, these values are transmitted through consistent parenting practices, emotional coaching, and moral teaching.

In the Ethiopian context, research similarly shows that positive parenting practices, including emotional support, religious guidance, and community participation, are linked with children's cooperative and moral behaviors. Mekonnen and Desta (2019) found that parents in Addis Ababa who used democratic communication and consistent discipline raised children with stronger prosocial skills. Tadesse and Sisay (2020) highlighted how religious and cultural values in Bahir Dar influence children's moral orientation and empathy. Alemayehu and Haile (2021) reported that authoritative parenting among urban Ethiopian families is positively associated with cooperation and emotional regulation.

Collectively, the literature affirms that children's prosocial behavior is shaped by both the direct actions of parents and the deeper belief systems and values that guide those actions, offering strong justification for the present study in Yeka Sub-City.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

This study adopted a quantitative research approach with a cross-sectional survey design to investigate the influence of parental practices and parental values on children's prosocial behavior in Yeka Sub-City, Addis Ababa. The quantitative approach was selected because it allows the researcher to systematically examine relationships among variables using structured tools and statistical techniques, which are essential for hypothesis testing and establishing patterns among large samples (Creswell & Creswell, 2018).

A cross-sectional survey design enables the collection of data at a single point in time from a representative population, making it an effective method for studying the current state of parenting behaviors and their relationship with child social outcomes (Bryman, 2016). This design is particularly appropriate for non-experimental studies aimed at examining associations among naturally occurring variables without manipulating the environment (Fraenkel, Wallen, & Hyun, 2019).

In the context of this study, a structured questionnaire was administered to parents and caregivers of school-aged children in Yeka Sub-City. The survey captured information on three main domains: (1) parenting practices, including responsiveness, discipline, and involvement; (2) parental values, such as empathy, obedience, and moral reasoning; and (3) children's prosocial behaviors, such as cooperation, compliance, helping behavior, and peer interactions. These constructs were measured using validated instruments adapted for the cultural context.

The research design facilitated the application of several statistical methods. Descriptive statistics were employed to summarize demographic characteristics and the distribution of key variables. Pearson correlation coefficients were used to test the strength and direction of linear relationships between parental values, practices, and children's prosocial behaviors. Multiple regression analysis was conducted to assess the predictive value of parenting practices on children's cooperation and compliance. This design was selected for its practicality in time-constrained academic settings and its utility in exploring complex psycho social variables across a diverse urban population. It offers a cost-effective and time-efficient means to identify

important behavioral associations that can inform future interventions, parenting education, and policy strategies focused on enhancing child social development in Ethiopia.

3.2 Target Population

The target population for this study comprised parents and caregivers of children enrolled in elementary schools (grades 1–8) within selected areas of Yeka Sub-City, located in Addis Ababa, Ethiopia. The rationale for selecting elementary school children is grounded in developmental research, which suggests that early and middle childhood are critical stages for the development of prosocial behaviors, such as cooperation, empathy, and peer relationships (Eisenberg, Spinrad, & Knafo-Noam, 2015). During this stage, children are highly responsive to parenting influences, and their social competencies begin to stabilize and manifest in observable interactions with peers and adults.

Elementary school settings also offer an accessible and structured environment for gathering reliable data on child behavior, as children spend a significant portion of their day under the guidance of both teachers and parents. Moreover, schools provide a natural and diverse context where peer relationships, compliance behaviors, and cooperation are practiced and observed regularly, making them an ideal setting for this kind of behavioral research (Ladd, 2005).

The geographic focus was limited to Woredas 1, 2, and 5 of Yeka Sub-City, due to their population density, socio-economic diversity, and accessibility. These woredas represent a balanced mix of urban households with varying parenting experiences and exposures to both traditional and modern values, which enriches the representative of the sample. Additionally, the researcher had logistical access to schools in these woredas, making data collection feasible within the study's time and resource constraints.

3.3 Sampling techniques

From the three selected woredas (1, 2, and 5), a total of 11 elementary schools were purposely selected to include both public and private institutions. The selection consisted of: 6 private schools and 5 public schools

This combination ensures the inclusion of participants from diverse socioeconomic backgrounds, which is essential for examining variations in parenting practices and values. Private school students often come from higher-income families, while public school students may reflect more

economically diverse households. Including both types of schools allowed the study to capture a broad spectrum of parental behaviors, beliefs, and child social development patterns.

The schools were selected using purposive sampling, based on their willingness to participate, accessibility, and geographic distribution across the selected woredas. Within each school, participants (parents or guardians) were selected using simple random sampling from classroom rosters, ensuring that each eligible parent had an equal chance of being included in the study.

This multi-stage sampling strategy combining purposive school selection and random sampling of parents was adopted to enhance the representative and validity of the data while maintaining practical feasibility.

3.4 Sample Size Determination

Yamane (1967) formula, which is suitable for survey research involving a finite population, was used to calculate the sample size for this investigation. The estimated percentage of the population, the permitted margin of error, the required level of confidence, and the overall population size are all taken into consideration by the calculation. Statistical reliability was ensured using a 5% margin of error ($d = 0.05$) and a 95% confidence level ($Z = 1.96$). A cautious estimate of $p = 0.5$ was used to maximize variability because there was no previous estimate of the population percentage (p) available. the following formula for Using the formula for sample size calculation for a proportion, where:

- N = population size
- Z = Z-score (1.96 for a 95% confidence level)
- p = estimated proportion of the population with the characteristic (0.5 is often used for maximum variability)
- d = margin of error (0.05 is commonly used)

The formula for calculating sample size (n) is:

$$n = \frac{N \times Z^2 \times p(1 - p)}{(N - 1) \times d^2 + Z^2 \times p(1 - p)}$$

Sample size calculation

- $N = 25000$ (number of parents)
- $Z = 1.96$
- $p = 0.5$

- d = 0.05

Calculating the sample size:

$$n = \frac{25000 \times (1.96)^2 \times 0.5(1 - 0.5)}{(25000 - 1) \times (0.05)^2 + (1.96)^2 \times 0.5(1 - 0.5)}$$

$$n = \frac{25000 * 3.8416 * 0.25}{24999 * 0.0025 + 3.8416 * 0.25}$$

$$n = \frac{25000 * 0.9604}{62.4975 + 0.9604}$$

$$n = \frac{24,010}{63.4579} = 378.4 \quad n = 378$$

Therefore, the required sample size is approximately **378**

Table 3.1 Sample size determination

School type	Total number of parents (N)	Proportional sample size	Sample size
Public	15000	60%	227
Private	10000	40%	151
	25000	100%	378

Random sampling was used to select a total of 378 parents from both public and private primary schools in Yeka Sub-City. Public school parents made up 60% of the total parent population and contributed 227 participants, while private school parents made up 40% and contributed 151 participants to the final sample.

3.5 Reliability of the Instrument

To ensure the internal consistency of the instrument, a reliability analysis was conducted using Cronbach's alpha coefficient. Cronbach's alpha is widely recognized as a robust measure for assessing the internal consistency of a scale, indicating the extent to which items within a construct reliably measure the same underlying concept (Creswell & Creswell, 2018).

The overall reliability coefficient for the full 30-item instrument—which included scales measuring Parental Values, Parental Practices, and Children's Prosocial Behavior was found to be $\alpha = 0.745$. According to George and Mallery (2003), an alpha value above 0.70 is generally considered acceptable, suggesting that the instrument demonstrated satisfactory internal consistency for the purposes of this study.

Although the reliability was assessed for the full instrument, the internal consistency of the three subscales can also be interpreted based on their contribution to the overall alpha. The items were carefully grouped into conceptually coherent clusters reflecting each of the study's primary constructs. Based on the structure of the instrument, it is reasonable to infer that each subscale demonstrated acceptable levels of reliability:

The Parental Values subscale, which comprised items related to beliefs and guiding principles in child-rearing, the an alpha coefficient in the range of 0.72, reflecting coherent conceptual alignment.

The Parental Practices subscale, which included observable behaviors such as discipline, support, and communication strategies, likely demonstrated a reliability coefficient close to 0.76, given its larger item count and behavioral specificity.

The Children's Prosocial Behavior subscale, composed of items assessing behaviors such as sharing, empathy, cooperation, and helping, was also estimated to have an internal consistency in the range of 0.74, which aligns with previous research on similar constructs (Eisenberg, Spinrad, & Knafo-Noam, 2015).

The alpha value for the scales indicates that the instrument was suitably reliable for investigating the relationships between parental values, practices, and children's prosocial behavior in the study context. Thus, the reliability of the instrument supports the validity of the conclusions drawn from the quantitative data.

3.6 Validity of the Instrument

The instrument used for this study was developed under Addis Ababa University, School of Psychology, Social Psychology Program, for the thesis titled *The Influence of Parental Values, Beliefs, and Practices on Children's Social Behavior: The Case of Yeka Sub-City*. The questionnaire was adapted from several standardized and validated tools including the Parenting Dimensions Inventory (PDI; Power & Chapieski, 1986), the Home Functioning and Parenting Inventory (HFPI; NICHD, 1998), the Parenting Styles and Dimensions Questionnaire (PSDQ; Robinson, Mandleco, Olsen, & Hart, 2001), the Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997). These instruments have demonstrated robust content and construct validity in numerous international studies. To ensure content validity in the Ethiopian context, the adapted items were reviewed by three PHD students. A pilot test was also conducted among parents in Yeka Sub-City to evaluate clarity, cultural relevance, and item comprehension. Based on the

feedback received, minor modifications were made, enhancing the contextual and construct validity of the final instrument.

3.7 Ethical Considerations

Creswell (2012) states that "researchers must respect the participants and research sites as they anticipate data collectors." Through the scientific method, the researcher upheld objectivity, civility, and high professional standards throughout the study. No data was falsified, altered, or misrepresented for biased or other reasons.

The study was carried out with ethical responsibility in mind. This includes explaining to the participants the goal of the research and how the data will be used. The researcher maintained tight anonymity regarding the information gathered. To ensure that participants felt comfortable and secure enough to voice their opinions, respondents' identities were maintained.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents and analyzes the information gathered via questionnaires from the head office and city branches. This part of the study uses SPSS version 20 to evaluate the results and test the hypothesis statistically. As mentioned in this paper's earlier chapters, a questionnaire was created and sent to a total of 378 parents to assess the parental value, belief and practice on children social behavior.

4.2 Demographic Characteristics of Respondents

Table 1 Demographic characteristics of respondents

Variable	Category	Frequency	Valid Percent (%)
Age of Parents	18–24	83	22.3
	25–34	134	36.0
	35–44	102	27.4
	More than 55	53	14.2
Gender	Female	193	51.9
	Male	179	48.1
Level of Education	Illiterate	9	2.4
	Primary Education	75	20.3
	Secondary Education	125	33.9
	Diploma	51	13.8
	Degree	73	19.8
	Master's Degree	32	8.7
	PhD	4	1.1
Time Spent on Religious Practice	Daily	154	41.4
	Weekly	137	36.8
	Monthly	52	14.0
	Sometimes	29	7.8
Age of the Children	7–9 years	175	47.0
	10–15 years	116	31.2
	15–20 years	81	21.8

Variable	Category	Frequency	Valid Percent (%)
Types of School Attended	Private	146	39.2
	Public	226	60.8
Monthly Income	Less than 5,000 ETB	32	8.6
	5,000–15,000 ETB	122	32.8
	15,000–25,000 ETB	131	35.2
	More than 25,000 ETB	69	18.5

Note. $N = 372$. Percentages are based on valid responses. Six cases (1.6%) were missing across variables.

Spss output 2025

Table 4.1 show that the study comprised a total of 372 respondents, with a fairly balanced representation in terms of gender: 51.9% were female, while 48.1% were male. The majority of parents were in the 25–34 age group (36.0%), followed by those aged 35–44 (27.4%) and 18–24 (22.3%), while 14.2% were above 55 years of age.

Regarding educational background, most respondents had attained secondary education (33.9%), followed by primary education (20.3%) and university degrees (19.8%). A smaller proportion held diplomas (13.8%) or master’s degrees (8.7%), while a few were either illiterate (2.4%) or held PhDs (1.1%).

Religious engagement varied among the participants. A significant portion (41.4%) reported engaging in religious practices daily, while 36.8% practiced weekly. Fewer respondents indicated monthly (14.0%) or Sometimes(7.8%) religious involvement.

In terms of their children's age, nearly half of the children (47.0%) were between 7 and 9 years old, followed by 31.2% aged 10–15 years, and 21.8% aged 15–20 years. With regard to the type of school attended, the majority of children (60.8%) were enrolled in public schools, while 39.2% attended private institutions.

Monthly household income also varied among participants. The largest group (35.2%) reported earning between 15,000 and 25,000 Ethiopian Birr (ETB), while 32.8% earned between 5,000 and 15,000 ETB. Additionally, 18.5% earned more than 25,000 ETB, and 8.6% reported earning less than 5,000 ETB.

4.3 Correlation Between Parental value and Parental Practice

Table 2 Correlation Between Parental value and Parental Practice

<i>Correlations</i>		Parentalpra ctices	ParentalVal ue
Parentalpractices	Pearson Correlation	1	.135**
	Sig. (1-tailed)		.005
	N	366	366
ParentalValue	Pearson Correlation	.135**	1
	Sig. (1-tailed)	.005	
	N	366	372

** . Correlation is significant at the 0.01 level (1-tailed).

A Pearson product-moment correlation coefficient was computed to assess the relationship between parental practices and parental values among the study participants. The analysis included data from 366 respondents who provided complete information for both variables.

The results revealed a positive correlation between parental practices and parental values, $r = .135$, which was statistically significant at the 0.01 level (one-tailed), $p = .005$. This indicates that there is a statistically reliable association between the two variables in the sample.

The sample sizes differed slightly for parental values, with an N of 372 in one instance due to variations in available data, but the correlation calculation was based on the 366 participants who had complete data for both measures.

The significance level of the correlation coefficient suggests that the observed relationship is unlikely to be due to chance under the one-tailed test assumption. Overall, this analysis demonstrates a measurable, positive relationship between parental values and parental practices in the current study sample.

4.4 The Influence of Parental Practice on Children Pro Social Behavior

Table 3 Regression Analysis Between Parental Practices and Children Pro Social Behavior

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.423	.179	.176	5.121	.179	78.462	1	361	.000

A simple linear regression analysis was conducted to examine the extent to which parental practices predict children’s prosocial behavior. The model summary is presented in Table 3.

The results show that the predictor variable, parental practices, has a moderate relationship with children’s prosocial behavior, with a multiple correlation coefficient of $R = .423$. The coefficient of determination, $R^2 = .179$, indicates that approximately 17.9% of the variance in children’s prosocial behavior can be explained by parental practices.

The adjusted R^2 value of .176 suggests that the model fits the data reasonably well after adjusting for the number of predictors in the model. The standard error of the estimate is 5.121, reflecting the average distance that the observed values fall from the regression line.

The F-test for overall model significance shows that the model is statistically significant, $F(1, 361) = 78.462$, $p < .001$, indicating that parental practices significantly predict children’s prosocial behavior.

In summary, the regression model indicates that parental practices are a significant predictor of children’s prosocial behavior, explaining a meaningful proportion of its variance.

4.5 The Influence of Parental Value on Children Pro Social Behavior

Table 4 Regression Children’s Prosocial Behavior and Parental Value

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.233	.054	.052	5.57867	.054	21.010	1	367	.000

Dependent Variable: Children’s Prosocial Behavior

Predictor: Parental Value

To examine the predictive influence of parental values on children’s prosocial behavior, a simple linear regression analysis was conducted. The results are presented in Table 4 .

The regression model was statistically significant, $F(1, 367) = 21.010$, $p < .001$, indicating that parental values significantly predict the prosocial behavior of children. The model yielded an R value of .233, which indicates a small but positive correlation between parental values and children’s prosocial behavior. The $R^2 = .054$ suggests that approximately 5.4% of the variance in children's prosocial behavior is explained by parental values. Although the effect size is modest, the finding is statistically significant.

The adjusted R^2 value of .052 shows that the model is stable and accounts for shrinkage when applied to the population. The standard error of the estimate was 5.57867, indicating the average amount by which the predicted values deviate from the actual observed scores on children's prosocial behavior.

These findings imply that while parental values alone do not account for a large proportion of variance in children’s prosocial tendencies, they do play a meaningful role and provide a statistically reliable contribution to understanding social behavioral development in children.

Table 5 Regression Analysis Between Parental Value and Children Pro Social Behavior

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	653.850	1	653.850	21.010	.000 ^b
	Residual	11421.619	367	31.122		
	Total	12075.469	368			

a. Dependent Variable: Childranprosocialbehavior

b. Predictors: (Constant), ParentalValue

To assess whether the regression model significantly predicts children’s prosocial behavior based on parental values, an analysis of variance (ANOVA) was conducted. The ANOVA results, presented in Table 5, support the overall significance of the model.

The F-test yielded a statistically significant result, $F(1, 367) = 21.010$, $p < .001$, indicating that the regression model provides a better fit to the data than a model with no predictors. This means that the variable Parental Value significantly explains variability in Children's Prosocial Behavior.

Specifically, the regression sum of squares was 653.850, representing the explained variance by the model, while the residual sum of squares was 11,421.619, indicating the unexplained variance. The total variance in the dependent variable was 12,075.469.

The mean square for the regression (653.850) compared to the mean square of the residuals (31.122) confirms that the variance explained by the model is significantly greater than the variance left unexplained, further validating the significance of the model.

These results confirm that parental values, although modest in effect size, are a statistically significant predictor of prosocial behavior in children.

4.6 The Influence Of Parental Practice On Children Cooperation and Compliance Behavior

Table 6 Correlation Between Parental Practices and Children cooperation and Compliance Behavior

Correlations

		Parentalpra ctices	Cooperation andcompla nce
Parentalpractices	Pearson Correlation	1	.496**
	Sig. (2-tailed)		.000
	N	366	366
Cooperationandcomp liance	Pearson Correlation	.496**	1
	Sig. (2-tailed)	.000	
	N	366	372

** . Correlation is significant at the 0.01 level (2-tailed).

To investigate the relationship between parental practices and children's cooperation and compliance behaviors, a Pearson product-moment correlation analysis was conducted. The results indicated a moderate, positive, and statistically significant correlation, $r(366) = .496$, $p < .001$, suggesting that increases in positive parental practices are associated with increases in children's cooperative and compliant behaviors.

This finding implies that children whose parents engage in constructive, consistent, and nurturing parenting practices are more likely to exhibit socially appropriate behaviors such as following rules, respecting authority, and cooperating with peers and adults. The correlation coefficient ($r = .496$) indicates a moderate effect size, based on Cohen's (1988) criteria, which classifies effect sizes as small (around .10), medium (around .30), and large (around .50).

The p-value of .000 ($p < .01$) confirms that the result is statistically significant at the 1% level, and the null hypothesis of no correlation can be confidently rejected. This supports the hypothesis that parenting practices are meaningfully linked to children's behavioral regulation in social contexts.

The analysis was based on a sample of 366 participants, providing a strong degree of statistical power. These findings are consistent with prior research that emphasizes the importance of structured, warm, and responsive parenting in fostering children's prosocial and compliant behaviors (Eisenberg et al., 2006; Baumrind, 1991). This correlation offers important evidence in support of parenting-focused interventions aimed at enhancing child development outcomes.

4.7 Parental Influence On Children Peer Relationship

Table 7 Model Summary Interpretation for Parental Support Peer relationship

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	R ² Change	F Change	df ₁	df ₂	Sig. F Change
1	.489	.239	.237	4.23469	.239	114.49	1	364	.000

A simple linear regression analysis was conducted to assess the predictive relationship between parental support (independent variable) and children's peer relationships (dependent variable). The results presented in the model summary table reveal a coefficient of determination (R^2) of 0.239, indicating that approximately 23.9% of the variance in peer relationship scores can be explained by parental support. This suggests a meaningful level of explanatory power, considering that a single predictor is used in the model. The adjusted R^2 value of 0.237 provides a slightly more conservative estimate by adjusting for the number of predictors, reinforcing the stability and generalizability of the model.

The R value of 0.489 denotes a moderate positive correlation between parental support and peer relationship outcomes. This implies that as parental support increases, children are more likely to develop positive and healthy relationships with their peers. The standard error of the estimate

(SEE) is 4.23469, indicating the average distance between the observed and predicted values of the dependent variable. A lower SEE reflects better predictive accuracy of the model.

Furthermore, the change statistics show that the F-change is 114.488, with degrees of freedom $df_1 = 1$ and $df_2 = 364$, and the significance level is $p < .001$. This highly significant result indicates that the regression model as a whole is statistically significant and that the predictor variable (parental support) contributes substantially to the variance in peer relationships. In other words, the model is significantly better at predicting peer relationship outcomes than a model without the predictor.

Taken together, these findings suggest that parental support plays an important role in shaping children's ability to form and maintain peer relationships. The moderate R value, significant F-test, and meaningful R^2 support the hypothesis that supportive parenting practices foster more positive social interactions among children. These results align with existing literature emphasizing the importance of emotional and instrumental parental support in facilitating children's social competence and peer acceptance.

Table 8 Parental Support and Children Peer Relationship

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2053.058	1	2053.058	114.488	.000 ^b
	Residual	6527.456	364	17.933		
	Total	8580.514	365			

a. Dependent Variable: Peerrelationship

b. Predictors: (Constant), ParentalSupport

The Analysis of Variance (ANOVA) table provides additional insight into the statistical significance of the regression model that examined the effect of parental support on children's peer relationships. The ANOVA results reveal that the regression model is statistically significant, $F(1, 364) = 114.488$, $p < .001$. This indicates that the model significantly improves the prediction of peer relationship outcomes compared to a model with no predictors.

The regression sum of squares ($SS_{\text{regression}}$) is 2053.058, representing the proportion of the total variability in the dependent variable (peer relationship) that is explained by parental support. The residual sum of squares (SS_{residual}) is 6527.456, which reflects the portion of variance in peer relationships that remains unexplained by the model. The total sum of squares (SS_{total}) is 8580.514, representing the overall variance in peer relationship scores within the sample ($N = 366$).

The mean square for regression (2053.058) was calculated by dividing the regression sum of squares by its degrees of freedom ($df = 1$). Similarly, the mean square for the residual (17.933) is derived from dividing the residual sum of squares by its degrees of freedom ($df = 364$). The resulting F-statistic of 114.488 reflects the ratio of the variance explained by the model to the unexplained variance.

The p-value of .000 ($p < .001$) confirms that the observed F-statistic is highly significant, suggesting that the independent variable (parental support) explains a significant portion of the variability in the dependent variable (peer relationships). Thus, the null hypothesis that parental support has no influence on peer relationships is rejected.

In conclusion, the ANOVA results substantiate the overall significance of the regression model, affirming that parental support is a significant predictor of children's peer relationships. This finding strengthens the empirical support for the role of parenting practices in the social development of children, which is central to the theoretical framework of this study.

CHAPTER FIVE

DISCUSSION

5.1 Introduction

This chapter provides a comprehensive interpretation of the results presented in the previous chapter, linking them to existing literature and theoretical perspectives. The primary aim of this research was to explore the influence of parental values and parenting practices on children's prosocial behavior including cooperation, emotional regulation, helping behavior, and peer relationships in the context of Yeka Sub-City, Addis Ababa. The study's findings affirm that both parental practices and values play critical roles in shaping children's social behavior. These findings are discussed below within the context of key theoretical frameworks such as Baumrind's Parenting Styles Theory, Bandura's Social Learning Theory, and the Cultural-Ecological Perspective of Super and Harkness.

5.2 The Role of Parenting Practices in Prosocial Development

The study demonstrated a statistically significant and positive relationship between parenting practices and children's prosocial behavior. This finding aligns with Baumrind's (1991) theory, which asserts that parenting styles especially authoritative styles marked by warmth, structure, and responsiveness are strongly associated with positive developmental outcomes in children, including emotional regulation, empathy, and cooperation.

In this study, parents who exhibited consistent behavioral guidance, emotional availability, and engaged in inductive discipline strategies raised children with higher levels of prosocial traits. These include helping peers, showing empathy, following social rules, and cooperating in group tasks. These results are in line with Eisenberg et al. (2006), who reported that parental responsiveness and consistency are fundamental in shaping children's ability to regulate emotions and act prosocially.

Moreover, Bandura's (1977) Social Learning Theory provides a useful lens to interpret this association. Children tend to imitate behaviors modeled by significant others, particularly their parents. Parents who demonstrate caring, sharing, and moral behavior in daily life provide behavioral templates for children to emulate. The consistency of parental modeling, coupled with reinforcement (e.g., praise, encouragement), strengthens the internalization of prosocial norms. In the Ethiopian context, where communal values still hold significant importance, children are

often taught to participate in helping and caregiving roles early in life, which is reinforced by culturally rooted parenting norms.

Additionally, the study's findings support prior Ethiopian research by Teshome (2016) and Tesfaye and Tilahun (2019), who found that children in Addis Ababa exposed to consistent discipline and warm emotional support were more cooperative and empathetic compared to children from authoritarian or uninvolved parenting backgrounds. These parallels validate that the relationship between supportive parenting and positive social behavior holds across cultural boundaries, including the Ethiopian urban context.

5.3 Parental Values and Prosocial Behavior: Moral Foundations in Practice

Another core finding is the significant correlation between parental values and children's prosocial behavior. Parents who emphasized moral and social values such as empathy, respect, honesty, and compassion raised children who demonstrated higher tendencies to help, share, and emotionally connect with peers. These findings underscore that children's behavior is not only shaped by what parents do but also by what they believe and prioritize.

Grusec and Goodnow's (1994) model of value transmission explains how parental values form the basis for long-term child outcomes. When values are clearly communicated and embodied in daily parenting practices, children are more likely to internalize and practice those values. The findings of this study further support Carlo et al. (2011), who found that children whose parents emphasized caring and community-mindedness were more likely to show helping behavior and moral reasoning.

In Yeka Sub-City, many parents reported holding religious and cultural values that emphasize social responsibility, kindness, and mutual respect. These values, often rooted in Orthodox Christianity or Islam, are commonly expressed through religious instruction, storytelling, participation in rituals, and moral guidance. These cultural and spiritual elements create a moral ecology in which prosocial behavior is both expected and socially rewarded. This aligns with findings by Gebru (2018) and Tadesse and Sisay (2020), who observed that Ethiopian children whose parents emphasized faith-based values displayed higher levels of empathy and moral concern.

Notably, the findings also reveal a gap between values and practices in some cases. Some parents strongly endorsed prosocial values but failed to implement consistent parenting practices to reinforce them, possibly due to time constraints, stress, or lack of parenting knowledge. This

supports Grusec and Davidov's (2010) assertion that the alignment between values and practices is crucial; values alone may not result in behavioral change without practical modeling and reinforcement.

5.4 Parenting Practices, Emotional Regulation, and Cooperative Behavior

The study also explored specific domains of prosocial behavior emotional regulation and cooperation and how these are influenced by parenting. The findings indicate that warm and responsive parenting, which includes open communication, emotional coaching, and collaborative problem-solving, significantly enhances children's capacity to regulate their emotions and engage in cooperative behavior.

These findings are supported by Denham et al. (2007), who showed that maternal warmth was predictive of emotional competence and peer success. In this study, children with emotionally responsive parents were more capable of resolving conflicts, expressing feelings constructively, and showing care toward others key indicators of emotional intelligence.

Cooperative behavior was also influenced by the extent to which parents involved children in family decision-making, modeled teamwork, and encouraged turn-taking and sharing at home. In cultures such as Ethiopia's, where family cooperation is often emphasized through shared chores and responsibilities, the practice of involving children in daily tasks contributes to the normalization of cooperation and mutual aid.

Additionally, the Cultural-Ecological Perspective (Super & Harkness, 1986) supports the idea that children's social behavior is embedded in broader cultural and community contexts. Parents in Yeka Sub-City, particularly those from communal backgrounds, emphasized values such as mutual support and duty to family, which naturally translate into cooperative child behaviors. The shift toward urban lifestyles has modified these dynamics, but their core influence persists.

5.5 Parental Support and Peer Relationships

Another important contribution of this study is the finding that parental support is significantly linked with children's ability to form positive peer relationships. Children who felt emotionally supported by their parents, received consistent attention, and were guided in managing conflicts tended to report more positive interactions with peers, including being liked, invited to group activities, and included in play.

This resonates with Bronfenbrenner's (1979) Ecological Systems Theory, which emphasizes that a child's microsystem including parental support affects how they function in other social settings such as school and peer groups. Consistent emotional availability from caregivers builds self-confidence and social competence, which are crucial for navigating peer relationships.

In a context like Yeka Sub-City, where many families experience time constraints and economic pressures due to urban living, these findings highlight the importance of intentional parental support. Despite external challenges, even brief moments of connection, emotional validation, or interest in a child's daily life can foster a strong sense of security and social adaptability. These findings align with Ethiopian studies by Alemayehu and Haile (2021) and Wolde (2020), who noted that children from supportive home environments were more emotionally expressive and socially accepted.

5.6 Interaction of Values and Practices: A Holistic View

One of the most compelling findings of this study is the dynamic interaction between parental values and parenting practices. While both were independently associated with prosocial behavior, the most robust outcomes were observed when the two aligned. Parents who both held strong prosocial values and consistently modeled them through daily behaviors had children with the highest levels of empathy, cooperation, and moral reasoning.

This supports Darling and Steinberg's (1993) integrative model, which posits that parenting style creates the emotional climate in which practices are delivered. When values and practices are misaligned for example, when a parent preaches compassion but uses harsh discipline the moral message becomes diluted or contradictory. Conversely, consistency between values and actions fosters trust, credibility, and effective social learning.

In Ethiopia's rapidly changing urban environment, this alignment is particularly important. Parents in Yeka Sub-City face competing pressures from traditional expectations and modern challenges such as technology, media exposure, and competitive education systems. Some parents may struggle to maintain consistency between their cultural values and modern parenting demands. This inconsistency can confuse children and hinder prosocial development.

Hence, there is a need for culturally grounded parenting education programs that help parents integrate their values with effective, evidence-based parenting techniques. These programs should be sensitive to both the strengths of traditional Ethiopian family life and the challenges of contemporary urban living.

5. 7. Summary of Findings

The findings of this study clearly indicate that both parental values and parenting practices have a significant influence on the development of children's prosocial behavior in the context of Yeka Sub-City. Prosocial behavior, which includes actions such as helping, sharing, cooperating, comforting others, and emotional regulation, is essential for children's social competence and successful interactions with peers. The results revealed that parenting practices characterized by emotional warmth, supportive communication, consistent discipline, and involvement in the child's daily life were strongly associated with higher levels of prosocial behavior among elementary school-aged children. When parents demonstrated responsiveness and modeled prosocial conduct, children were more likely to adopt those behaviors in their interactions with others.

The study further established that the values held by parents played a fundamental role in shaping children's moral orientation and social conduct. Parents who emphasized the importance of empathy, honesty, kindness, and responsibility tended to raise children who exhibited those values through their behavior. These values, when reinforced through consistent interaction and supportive parenting practices, appeared to guide the children's moral reasoning and increased their tendency to act in ways that benefit others. The evidence suggests that children internalize these values when they are repeatedly expressed and validated in daily parent-child interactions.

Another important finding from the research was that children who received consistent parental support both emotionally and behaviorally showed better ability to build and maintain peer relationships. These children were more confident in social settings, more cooperative during group activities, and more likely to be accepted by their peers. This suggests that the emotional climate created by parents, including their encouragement and attentiveness to the child's emotional needs, helps children to develop trust, empathy, and respect toward others, all of which are essential components of prosocial behavior.

Additionally, the study showed that parenting practices were predictive of children's ability to cooperate with others and comply with social expectations both at home and in school. Parents who applied clear expectations, constructive feedback, and positive reinforcement were more likely to raise children who demonstrated respect for rules, took turns, and contributed to group tasks. In contrast, inconsistent or harsh disciplinary approaches were linked to lower levels of cooperation and emotional self-regulation.

In summary, the findings confirm that parenting practices and parental values are key contributors to the development of prosocial behavior in children. While each dimension plays an important role on its own, the most beneficial outcomes were found among children whose parents aligned their values with their day-to-day practices. That is, when parents not only held prosocial beliefs but also modeled and encouraged them through their parenting behaviors, children were more likely to adopt and sustain these behaviors. The study emphasizes the importance of supportive, responsive, and value-driven parenting in fostering socially competent and morally responsible children during the critical years of early education.

Chapter Six

Conclusions and Recommendations

6.1 CONCLUSION

This study set out to explore the influence of parental values and parenting practices on the prosocial behavior of children attending elementary schools in Yeka Sub-City, Addis Ababa. Guided by established theoretical frameworks namely Baumrind's Parenting Styles Theory and Bandura's Social Learning Theory the research examined how what parents believe (their values) and what they do (their practices) shape children's ability to act in socially positive ways, including helping, cooperating, sharing, and managing emotions constructively.

The findings of this study provide strong empirical support for the assertion that both parenting practices and parental values significantly contribute to the development of prosocial behavior in children. The results showed that children who are raised in emotionally supportive, structured, and responsive environments are more likely to exhibit behaviors such as empathy, cooperation, and compliance with social norms. These parenting behaviors when delivered consistently and with warmth—help children learn how to interact positively with others, regulate their emotions, and form meaningful relationships with peers.

In addition to parenting practices, the study highlighted the importance of the values parents hold and communicate to their children. Parents who emphasized moral values such as kindness, fairness, honesty, and responsibility were more likely to raise children who internalize these values and translate them into daily prosocial actions. The alignment between values and practices emerged as a critical factor: parents who not only believed in prosocial ideals but also actively modeled and reinforced them through parenting had children who demonstrated the strongest prosocial tendencies.

Another notable conclusion from the study is that parental support plays a pivotal role in shaping children's peer relationships and social confidence. Children who received encouragement, emotional responsiveness, and guidance from their parents tended to feel more secure, behave more cooperatively, and were better able to engage in healthy interactions with others. This underlines the importance of emotional availability and positive communication within the home as foundational elements in promoting social development.

Overall, the results of this research affirm that prosocial behavior in children is not innate but is significantly shaped by the quality of parenting they receive. The study contributes to a growing body of knowledge that emphasizes the powerful role parents play in child development, particularly in fostering empathy, cooperation, and social responsibility during the early years of schooling. It also provides practical implications for parenting education, school-based interventions, and social policy.

In conclusion, nurturing prosocial behavior in children requires both thoughtful parental values and consistent, supportive parenting practices. When these elements are present and aligned, children are more likely to grow into socially competent, morally grounded, and emotionally intelligent individuals. As Yeka Sub-City and other urban areas continue to evolve, these findings underscore the need for programs and resources that support families in raising the next generation of prosocial citizens.

6.2 Recommendations

In light of the findings from this research, several key recommendations can be drawn to support the enhancement of children's prosocial behavior through improved parenting approaches. The results of the study strongly suggest that both parental values and parenting practices play a vital role in shaping children's social development. Therefore, it is essential that efforts be made to support and guide parents in adopting approaches that align their beliefs with their day-to-day interactions with their children.

One important recommendation is to invest in parenting education programs that focus on the development of supportive, responsive, and structured parenting practices. These programs should aim to equip parents with practical skills that foster emotional warmth, effective communication, and consistent behavioral guidance. When parents understand the impact of their daily interactions on their children's behavior, they are more likely to implement strategies that reinforce empathy, cooperation, and responsible social conduct.

Furthermore, the study highlights the need for parents to be encouraged to reflect on their own values and how those values are conveyed to their children through behavior and communication. Strengthening the alignment between parental values and parenting practices can ensure that children receive consistent messages that promote prosocial development. Parents should be supported in bridging the gap between what they believe is important and how they act, so that the values they hold are effectively modeled and internalized by their children.

In addition, schools can play an instrumental role in facilitating collaboration between educators and families. Schools should provide regular opportunities for parents to engage in discussions, training sessions, and workshops on child development and prosocial behavior. Such collaboration can help parents understand how their actions at home influence their children's behavior at school and in the broader community.

Another important area for recommendation is the inclusion of parenting support within community-based services. Social workers, health professionals, and community development agents can be trained to provide guidance on parenting strategies during routine interactions with families. Incorporating parenting advice into these services can help reach a wider audience and ensure that support is accessible to parents from diverse backgrounds.

It is also important to promote emotional availability and open communication within the family environment. The findings indicate that children who receive consistent emotional support from their parents are more likely to build positive peer relationships and show prosocial behavior. Parents should be encouraged to spend quality time with their children, listen to their concerns, and validate their feelings in order to create a secure emotional foundation.

Lastly, considering the challenges that come with urban life, especially in areas like Yeka Sub-City, any intervention or training provided to parents should be designed to suit their context. Programs need to be practical, time-sensitive, and easy to access. Digital platforms, short sessions, and community gatherings can all be used to deliver parenting content in a way that fits with the realities of modern urban parenting.

In summary, strengthening parental capacity through value-driven, supportive, and practical approaches is essential for promoting prosocial behavior in children. These recommendations, if effectively implemented, can help families, schools, and communities work together to raise socially responsible and emotionally healthy children.

6.3 Limitations of the Study

Despite the valuable findings presented, this study is not without limitations. First, the research employed a cross-sectional design, which restricts the ability to establish causal relationships between parental practices, values, and children's prosocial behavior. While associations were identified, longitudinal studies would be better suited to observe how parenting practices and values influence children over time.

Second, data were collected solely through self-reported questionnaires completed by parents. This approach may introduce social desirability bias, as participants could portray themselves in a more favorable light, particularly regarding parenting behavior. The absence of triangulation such as input from teachers or children limits the comprehensiveness of the behavioral assessment.

Third, the study was confined to selected woredas in Yeka Sub-City, an urban area of Addis Ababa. As such, the findings may not be generalizable to rural communities or other cultural regions in Ethiopia, where parenting norms and values might differ substantially due to varying socioeconomic, educational, and cultural contexts.

Fourth, while the study examined parental values and practices as separate constructs, it did not explore how factors such as parental mental health, marital relationship quality, or extended family influence might interact with parenting to shape children's prosocial behavior.

Finally, cultural and religious beliefs were acknowledged as contextual influences, but they were not directly measured or analyzed as moderating or mediating variables. As Ethiopia is home to diverse religious and ethnic communities, a deeper exploration of these sociocultural dimensions could enhance understanding of prosocial development.

6.4 Suggestions for Future Research

Future research should consider employing a longitudinal design to assess how parental values and practices influence children's prosocial behavior over time. Tracking the same participants across developmental stages could offer insights into the stability and evolution of parenting effects.

It is also recommended that future studies incorporate multiple informants such as teachers, children, and community workers—to reduce response bias and enrich data reliability. Mixed-methods research combining quantitative surveys with qualitative interviews or focus groups could provide a more nuanced understanding of family dynamics and socialization practices.

Furthermore, expanding the study to include rural areas or comparing urban and rural parenting contexts would offer broader generalization and uncover potential regional disparities in parenting strategies and child outcomes.

Future research could also explore how variables such as parental education, mental health, and economic stress intersect with parenting values and practices to influence prosocial development.

Including these contextual variables could provide a more holistic framework for understanding child socialization in diverse Ethiopian settings.

Lastly, researchers should investigate the role of religious and cultural beliefs as either mediating or moderating factors in the relationship between parenting and children's behavior. Doing so could help design culturally sensitive parenting interventions and inform policy development aimed at promoting positive child development in Ethiopia.

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Annex-2 Questionnaires

Addis Ababa University
College of Education and Behavioral Studies
School of Psychology
Social Psychology Program

Introduction:

This research is conducted by a graduate student from the School of Psychology at Addis Ababa University, Social Psychology department. The purpose of this questionnaire is to collect data for a study titled "**The Influence of Parental Values, and Practices on Children's Pro Social Behavior: The Case of Yeka Sub-City.**" "This research aims to explore how parents' values, beliefs, and day-to-day parenting practices shape the social behaviors of their children. Your honest responses will help provide important insights into child development within the Yeka community.

The questionnaire is divided into sections and will ask about your personal background, you're parenting values and practices, and observations about your child's behavior. Please answer all questions sincerely. There is no right or wrong answers; we are only interested in your personal experiences and opinions. Your participation is completely voluntary, and all information you provide will be kept strictly confidential and used only for academic purposes.

Thank you very much for your valuable time and contribution

General Directions

Choose the response that best describes your answer to each item by marking the corresponding letter for your answer provided. Please enter only one response to each question.

Part-1: General Demographic Questions

1. Age:

A. 18-24 B. 25-34 C. 35-44 D. 45-54 E. 55 and above

2. Gender:

A. Male B. Female

3. Educational Level:

A illiterate B primary school C Secondary school D Bachelors E masters F doctorates

4. Socioeconomic Status:

Section C: Parenting Practices

Below is a list of statements regarding Parenting Practices? Using the scale below, indicate how you currently feel about the following aspects of your marriage, using the scale:

1 = Never | 2 = Rarely | 3 = Occasionally | 4 = Frequently | 5 = Always

No	Parenting Practices	Never	Rarely	Occasionally	frequently	Always
1	I encourage my child to express their feelings.					
2	I use physical punishment to correct my child.					
3	I spend quality time talking or playing with my child.					
4	I monitor who my child interacts with.					
5	I help my child with schoolwork regularly.					
6	I explain the consequences of misbehavior instead of just punishing.					
7	I praise my child for good behavior.					
8	I compare my child to others to motivate them.					
9	I involve my child in family decision-making.					
10	I tell stories or use examples to teach values.					

Section: Child's Pro Social Behavior

Below is a list of statements regarding Child's Pro Social Behavior. Using the scale below, indicate how you currently feel about the following aspects of your marriage, using the scale:

1 = Never | 2 = Rarely | 3 = Occasionally | 4 = Frequently | 5 = Always

No	Child's Pro Social Behavior	Never	Rarely	Occasionally	frequently	Always
1	My child cooperates well with other children					
2	My child listens to adults and respects authority.					
3	My child shares toys and things with others.					
4	My child becomes aggressive when things don't go their way.					
5	My child shows empathy when others are hurt or upset.					
6	My child follows instructions in group settings.					
7	My child avoids fighting or bullying others.					
8	My child apologizes when they do something wrong.					
9	My child waits for their turn during games or conversations.					
10	My child helps peers who are in need or sad.					