



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND LANGUAGE STUDIES
SCHOOL OF PSYCHOLOGY

**THE RELATIONSHIP OF PARENTING STYLES AND SELF-EFFICACY WITH
PROSOCIAL BEHAVIOR AMONG ADOLESCENTS IN TIWLED TESFA
SECONDARY AND PREPARATORY SCHOOL, ADDIS ABABA**

BY
TIBAREK GEBRESELASSIE

JUNE 2026
ADDIS ABABA, ETHIOPIA

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**THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS IN DEVELOPMENTAL PSYCHOLOGY**

**JUNE 2026
ADDIS ABABA, ETHIOPIA**

ACKNOWLEDGMENTS

Above all, I am deeply grateful to God for His grace, which granted me the physical and mental strength to successfully finish this journey.

I would also like to express my deepest gratitude to my advisor, Dr. Girma Lemma, for his continuous, encouraging, and thoughtful guidance throughout the preparation of this research. Without his invaluable support, completing this thesis would not have been possible.

I am also truly grateful to the administration, staff, and students of Tiwled Tesfa Secondary and Preparatory School for their willingness to cooperate and support me during the data collection phase.

I would like to acknowledge the School of Psychology at Addis Ababa University providing the necessary resources and a conducive environment for my academic growth. The support I received from faculty members and colleagues in the department has been a great source of motivation and inspiration.

Finally, I express my heartfelt gratitude to my family and friends for their support and understanding. Their patience, love, and encouragement have been my strength throughout this academic journey. A special thank you to my best friend, Befikir, for her endless advice and positivity.

Thank you to everyone who played a role in bringing this research to a successful conclusion

DECLARATION

I, Tibarek Gebreselassie, hereby declare that this research thesis entitled “The Relationship of Parenting styles and Self Efficacy with Prosocial behaviour Among Adolescents in Tiwled Tesfa Secondary and Preparatory Schools Addis Ababa”, submitted to the School of Psychology at Addis Ababa University in partial fulfillment of the requirements for the degree of Master of Arts in Developmental Psychology, is my original work and has not been presented for a degree in any other university or institution.

All sources of material used in conducting this study have been properly cited and acknowledged. I understand that any failure to comply with academic honesty and integrity, Including plagiarism, misrepresentation, or fabrication of information, constitutes grounds for disciplinary measures by the University and may also result in legal consequences from improperly credited sources.

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Date: June 2026

Signature: _____

STATEMENT OF CERTIFICATION

This is to certify that the thesis prepared by Tibarek Gebreselassie entitled “The Relationship of Parenting styles and Self efficacy with Prosocial behaviour Among Adolescents in Tiwled Tesfa Secondary and Preparatory schools, Addis Ababa” has been submitted to the School of Psychology, Addis Ababa University, in partial fulfillment of the requirements for the degree of Master of Arts in Developmental Psychology, with my approval as the university advisor.

Advisor’s Name: Girma Lemma (PHD)

Signature: _____

Date: June 2026

APPROVAL SHEET

**THE RELATIONSHIP OF PARENTING STYLES AND SELF-EFFICACY WITH
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UNIVERSITY IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE
DEGREE OF MASTERS IN DEVELOPMENTAL PSYCHOLOGY**

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ACRONYMS

ACRONYM	FULL FORM
PSS	Parenting styles scale
PTM-R	Prosocial tendencies measure-revised
SEQ-C	Self efficacy questionnaire for childrens
APA	American Psychological associations

ABSTRACT

The purpose of this research was to examine the association between parenting styles and self-efficacy with prosocial behavior in secondary schools students aged approximately 14-18 years in Kolfe Keranyo subcity, Addis Ababa. A quantitative research approach was employed. Specifically, a correlational and cross-sectional design was utilized on a sample size of 238 Grade 9 and Grade 10 students selected from Tiwled Tesfa Secondary and Preparatory School. The instruments utilized for the gathering of data included adapted scales measuring different dimensions of parenting styles(PSS), the Self-Efficacy Questionnaire for Children (SEQ-C), and the Prosocial Tendencies Measure (PTM-R) whose reliability was established by the pilot study conducted on 23 participants(10% of the sample size). For the data analysis, this research applied descriptive statistics, inferential statistics, Pearson product-moment correlation coefficient and multiple linear regression using SPSS statistical software.

The descriptive results revealed that authoritative parenting was the most predominant style experienced by the respondents (34.9%), and surprisingly, the highest rate of neglectful parenting style was also reported by 27.7%. As for the prosocial behaviour, high rates of altruism and anonymous prosocial behaviors were found, whereas public help got the lowest rate. In terms of self-efficacy subscales, it was found that the emotional self-efficacy had a higher mean score compared to academic self-efficacy and social self-efficacy, implying that students felt relatively more confident in their ability to control emotions internally. The results of multiple regression analysis showed that the set of independent variables accounted for 23.4% of the variance in adolescent prosocial behaviors. Self-efficacy was found to be the most effective predictor of prosocial behavior among all the variables. On the other hand, the variable of parental neglectful showed negative significant effect on prosocial behavior when compared to authoritative parenting while other parenting styles showed no significant differences. The results indicate that having confidence in oneself internally and establishing positive parent-child relationships are key aspects of nurturing prosocial adolescents within the urban environment.

Keywords: Parenting Styles, Self-Efficacy, Prosocial Behavior, Adolescents, Addis Ababa.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Adolescence is widely recognized as one of the most important developmental stages in the human life span characterized by significant physical, emotional, cognitive and social changes that shape an individual's personality and behavior. During this period adolescents begin to develop a clearer sense of identity establish independence and build stronger relationships with peers and other members of society. These transitions require adolescents to adjust to new expectations while learning to manage their emotions and social interactions. As a result adolescence represents a critical stage in which behavioral patterns that may continue into adulthood are formed (Backman et al., 2024; Batool & Lewis, 2020; Carlo et al., 2018).

Some of the many behaviors that become evident include prosocial behavior which is defined as voluntary actions aimed at helping others including helping, sharing and comforting. Such behaviors play a very important role in developing positive relationships and help maintain social cohesion. Individuals who have high prosocial behavior are likely to develop good peer relationships as well as be more socially accepted (Batool & Lewis, 2020; Carlo et al., 2018). In contrast, when such behaviors are lacking, individuals develop social withdrawal or antisocial behavior (Habibi, 2021; Perez-Gramaje et al., 2020).

Prosocial development is associated with several psychological and environmental factors. In relation to environmental factors, one factor that has been identified as very important in prosocial development is the type of parenting style that parents or caregiver adopt. Examples of parenting styles include authoritative, authoritarian, permissive and neglectful which are associated with different level of warmth and control (Luo et al., 2024; Wong et al., 2020). It should be noted that while authoritative parenting style is associated with positive prosocial behaviors, other styles can be associated with inadequate self-regulation skills. (Fatima et al., 2022; Wong et al., 2020).

Apart from environmental factors, an adolescent psychological characteristics matter for the formation of prosocial behaviors. Self-efficacy refers to an individual's perception of his/her ability to perform actions necessary to achieve a certain goal successfully (Bandura, 1997). adolescents characterized by high self-efficacy handle challenges more confidently and tend to demonstrate socially desirable behavior or responsible actions (Glatz et al., 2024; Liu, 2025). In general, an adolescent's self-belief is regarded as a crucial component in initiating and maintaining prosocial behaviors.

while there is sufficient research regarding these associations both in western nations as well as in Asia, the same cannot be said about the African context particularly that of Ethiopia. Adolescents growing up in Addis Ababa face changes in the environment where both traditional values (such as respect toward elders and willingness to help other people) and urban factors coexist (Belay & Tefera, 2023). Although these issues are quite critical little empirical research exists that explores the connection between parenting styles and self-efficacy with adolescents' prosocial behaviors at Addis Ababa schools. Though previous researches (Abel, 2015; Temtmie & Tefera, 2020) on the issue of parenting style exist at Addis Ababa the role played by self-efficacy in this area is yet under researched. It is therefore with an aim to bridge the knowledge gap that this study seeks to investigate the association of parenting style & self efficacy with adolescents prosocial behavior at Tiwled Tesfa Secondary & Preparatory school Addis Ababa, Ethiopia.

1.2. Statement of the Problem

Adolescence is a crucial stage where individuals learn how to manage their emotions, interpersonal relations and social skills for adult life (Steinberg & Morris, 2001). In various urban contexts rapid socioeconomic transitions challenge traditional family structures and parenting practices that can significantly relate to adolescent adjustment (Ruiz-Hernández et al., 2018; Temtmie & Tefera, 2020). Central to this adjustment are prosocial behaviors or voluntary actions such as helping and sharing along with empathy because these are fundamental for social functioning and community cohesion (Carlo et al., 2018; Fatima et al., 2022).

Literature suggests that social self-efficacy is defined as a student's belief in his/her capability to interact effectively and provide assistance. This belief is a major factor associated with these positive social outcomes (Malinauskas & Saulius, 2019). Conversely, students with low self-

efficacy are at a higher risk of engaging in anti-social behavior or violence and school attrition (Akelaitis & Lisinskiene, 2018). Despite its importance, research regarding the fluctuations of these behaviors during adolescence remain inconsistent since some studies show an increase in prosocial actions while others indicate a decline (Carlo et al., 2007; Eisenberg & Fabes, 1998).

Furthermore, while school environments have been explored a significant research gap exists regarding how the home environment and specifically parenting styles and an adolescent's self-efficacy, relate to prosocial tendencies. Parenting styles are characterized by patterns of warmth and control as well as communication which are foundational family factors (García & Serra, 2019; Lamborn et al., 1991). Although international research indicates that high self-efficacy is associated with the benefits of positive parenting (Hayek et al., 2022; Ishaq et al., 2025), There is some research on links between parenting style, self-efficacy, and prosocial behaviour in school-age adolescents, but almost none tests these three together in standard secondary schools, and Ethiopian data focus only on parenting style prosocial links without self-efficacy.

While a study in southern Ethiopian towns found that perceived permissive and authoritative styles were positively associated with prosocial behavior local evidence in urban centers is limited (Temtmie & Tefera, 2020). Most regional studies have focused on negative outcomes such as substance use or deviance rather than positive social behaviors (Hunduma, 2024). Consequently, the relative associations of parenting styles and self-efficacy with prosocial behavior in the capital remain largely unknown.

This lack of context specific evidence limits the ability of school psychologists and policymakers to design culturally appropriate interventions. Therefore, a quantitative study is required to investigate the relationship of perceived parenting styles and self-efficacy with prosocial behavior among adolescents at Tiwled Tesfa Secondary and Preparatory School. By clarifying these associations, the present study aims to fill an important gap in the Ethiopian literature and provide a basis for promoting positive youth development.

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study is to examine the relationship of perceived parenting styles & self-efficacy with prosocial behavior among adolescents at Tiwled Tesfa Secondary and Preparatory School Addis Ababa.

1.3.2. Specific Objectives

To achieve the general objective, the study will address the following specific objectives:

1. To identify the predominant parenting style perceived by adolescents in Tiwled Tesfa Secondary and Preparatory School.
2. To assess the levels of self-efficacy and prosocial behavior among adolescents in the selected school.
3. To examine the relationship between perceived parenting styles and prosocial behavior of adolescents.
4. To investigate the relationship between self-efficacy and prosocial behavior of adolescents.
5. To determine if there is a significant difference in the prosocial behavior of adolescents based on their gender.

1.3.3. Research Questions

Based on the problem described, the study was designed to answer the following specific research questions:

1. What is the predominant parenting style as perceived by adolescents in Tiwled Tesfa Secondary and Preparatory School.
2. What are the levels of self-efficacy and prosocial behavior among adolescents in the selected school?
3. Is there a statistically significant relationship between perceived parenting styles and prosocial behavior of adolescents?
4. Is there a statistically significant relationship between self-efficacy and the prosocial behavior of adolescents?
5. Is there a statistically significant difference in prosocial behavior of adolescents based on their gender?

1.5. Significance of the Study

This study addresses a specific gap in local adolescent research by examining how parenting styles and self-efficacy together relate to the prosocial behavior among adolescents. While international research consistently demonstrates that authoritative parenting and high self-efficacy are primary predictors of positive youth development (Ahmed, 2025; Tehrani et al., 2024), there remains a scarcity of empirical evidence from the African context and particularly within Ethiopia (Mamo et al., 2021; Temtmie & Tefera, 2020). studying of parenting styles and self-efficacy in the context of urban Ethiopia like Addis Ababa, the present study seeks to a deeper understanding on the ways in which family and individual psychological attitudes influence social competence or prosocial behaviour. This kind of understanding is not just academically useful it has real practical value for different groups of people. It is anticipated that the findings of the current study will be relevant to a number of stakeholders.

Practically, the findings are directly useful for the school's teachers, counselors, and parents. They can use this information to better understand their students and create supportive, school-level programs that encourage responsible actions and social skills alongside academic success. Policies that take these outcomes seriously alongside academic ones could make a real difference for young people growing up in a rapidly changing city like Addis Ababa.

Finally, for researchers, the operational definitions and standardized tools used in this study can serve as a reference for future work. It adds to the local literature and provides a baseline for further longitudinal studies on adolescent prosociality in Ethiopia. Ultimately, understanding the factors that promote prosocial behaviors like helping and sharing or cooperating is crucial for community harmony and social cohesion in a rapidly urbanizing city such as Addis Ababa ((Tsehay et al., 2014)

1.6. Operational Definitions

Perceived Parenting Styles: Refers to the adolescents' perception of their parents' levels of warmth and strictness, categorized into four types (Authoritative, Authoritarian, Permissive, or Neglectful) based on their scores on the Parenting Styles Scale (PSS).

Self-Efficacy:Refers to the level of confidence adolescents' have in their ability to successfully perform tasks and handle challenges in academic, social, and emotional domains, as measured by their total and sub-scale scores on the Self-Efficacy Questionnaire for Children (SEQ-C).

Prosocial Behavior: Refers to the frequency of voluntary actions intended to benefit others (such as altruistic, dire, compliant, emotional, public and anonymous), measured by the scores on the Prosocial Tendencies Measure-Revised (PTM-R).

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews the theoretical foundations and empirical research on the relationship between parenting styles and self-efficacy along with prosocial behavior. It examines the types and sources of these constructs while it also explores their theoretical links and addresses gender differences in adolescence. The review concludes with a conceptual framework and a summary of the current literature.

2.1. Theoretical Foundations and Empirical Analysis

2.1.1 Theoretical Foundations and Empirical Analysis of Prosocial Behavior

Prosocial behavior is broadly understood as voluntary actions intended to benefit others (Eisenberg et al., 2006). It is widely regarded as one of the finest qualities of human nature because it reflects compassion and social responsibility along with altruism (Davidov et al., 2016). During adolescence developmental period, these actions involve helping and charity or cooperating that are highly significant regarding both individual self-identity and social development (Carlo, 2014). By definition, prosocial behavior reflects a care about other people's well-being that is normally continued at some expenses for oneself (Eisenberg et al., 2015). Scholars typically focus on both individual abilities such as moral judgment and self-efficacy with contextual factors like socialization and culture (Eisenberg et al., 2015). For the purposes of this research, it is necessary to consider the psychological theories of prosocial behavior, because each theory has different motives behind helping behavior (Lam, 2012)

Theoretical Foundations of prosocial behaviour

From the psychoanalytic Freudian theory, prosocial behavior is defined as the process by which individuals develop a sense of self that is shaped by the superego, the part responsible for the development of the moral conscience (Freud, 1923). From this theory, children develop the

prosocial behavior through the adoption of the parents' and society's standards and help others to avoid any form of guilt and identification of the moral standards (Lam, 2012). During infancy, the comfort received from someone else to soothe one's distressed is considered the primary form of prosocial behavior, which is considered an attempt to ease guilt (Dunfield, 2014). Despite being an outdated theory, psychoanalytic accounts of prosocial behavior have few empirical evidences because of the absence of hypothesis and too much focus on innate drives rather than learning (Eisenberg et al., 2015). The concept of internalized conscience is still a critical factor in moral motivation researches (Lam, 2012).

Social learning theory (Bandura, 1977) argues that prosocial behavior results from learning and environmental interactions. Children become prosocial actors if they witness models like teachers and parents helping others and receiving some rewards for it (Bandura, 1977). According to Lam (2012), social approval motivates children to engage in prosocial actions which means they continue to behave prosocially if praised for helping others or sharing their toys. There is empirical evidence that if children observe their peers being rewarded for helping others, they are much more likely to act the same way (Lam, 2012). Therefore, according to the social learning theory, imitation and reinforcements are key aspects of internalizing prosocial norms. It can be justified because several experiments proved a positive correlation between prosocial behavior and parental models of generosity and encouragement (Busching & Krahé, 2020).

However, Bandura's social cognitive theory (1986) adds another element, namely self-regulation, besides imitation and cognitive processes. Unlike being a passive follower, the adolescent acts as an agent who makes plans and judges his/her behavior based on personal standards. The child develops a self-concept as a helper which inspires action in unfamiliar circumstances (Lam, 2012). Moreover, self-efficacy beliefs or individual's confidence in one's capacity to perform altruistic actions is a significant independent variable (Bandura, 1997). Studies show that youth who perceive themselves competent enough to help other people tend to engage in prosocial behavior significantly more often than those who lack such conviction (Caprara & Steca, 2005). As Lam (2012) puts it, taking into account others' perspectives, moral reasoning and self-efficacy work together to foster involvement in helping activities. For example, adolescents with high levels of social self-efficacy volunteer and contribute to charities more frequently (Bandura, 2000).

In terms of moral development, Piaget's and Kohlberg's theories emphasize stage like changes in children's perception of justice as the basis for altruism (Eisenberg, 1986).

According to Kohlberg (1969), the process of growing involves shifting from obedience-driven motives to principled morality, in which case individuals help others out of intrinsic motivation as part of a moral duty. Still, although such models prove helpful especially when applied to the West, they might fail to address the specifics of non-Western societies adequately (Tsehay et al., 2014). Indeed, in a collectivist environment, such as Ethiopia, adolescents tend to prioritize communal duties over Kohlberg's justice-driven approach (Tsehay et al., 2014).

Empirical of Prosocial Behavior

Empirical research has found that socialization and parent child relationships play a vital role in helping young people develop a positive orientation towards others and a desire to assist others (Eisenberg et al., 2015). Authoritative parenting (characterized by high responsiveness and balanced control) appears to encourage children's helping intentions (Baumrind, 1991; Padilla-Walker et al., 2012). Longitudinal research shows that parenting styles that provide high levels of responsiveness and guidance predict the development of prosocial behaviour across time (Lam, 2012). In Ethiopia, Getahun (2023) found that the use of an authoritative parenting style is an effective way of developing prosocial values in secondary school students due to the balance provided between support and guidance. In addition, having a warm parent-child relationship fosters empathy and is a significant predictor of adolescent helping behaviour (Pastorelli et al., 2016; Stern et al., 2024).

While this general pattern is supported by research in North America and other countries, it is not necessarily universal. For instance, Temtmie and Tefera (2020) found in their study of adolescent prosocial behaviour in Southern Ethiopia that both the permissive and authoritative parenting styles were predictive of adolescent prosocial behaviour but that the permissive parenting style had a larger positive effect on adolescent prosocial behaviour. This finding may indicate some cultural differences in how high quality parent child relationships influence adolescent prosocial behaviour, or it could be that adolescents perceive being given more independence as a sign of parental trust and they may be more inclined to assist others (Temtmie & Tefera, 2020). In the same way, Tsehay et al. (2014) found that in Addis Ababa, female adolescents have higher scores

than boys on altruism and empathy. This gender difference is often moderated by local culture, where the giving of money communally or for religious reasons like Sadaqa is very important to the community's cultural practices (Tsehay et al., 2014).

The concept of self-efficacy plays another vital role in prosocial studies. Bandura's (1997) theory states that adolescents who believe they can make a difference are more likely to provide help. Lam (2012) explains that self-efficacy and self-transcendence values work together to increase social participation. Adolescents who believe they have strong social or leadership abilities will be eager to participate in organizations and voluntary activities (Bandura, 2000). While evidence is still growing in Ethiopia particularly in the capital city of Addis Ababa. Mohamed (2022) stated there's evidence to suggest students' self-concept (a construct related to their level of self-efficacy) is strongly related to prosocial behavior. This suggests that increasing youth confidence has the potential to foster helping behavior & this requires further research in Ethiopia (Mohamed, 2022).

Overall, while it has been shown that having supportive parents and high self-efficacy generally will lead to prosocial acts, cultural differences in Ethiopia/ Addis Ababa also serve to influence these relationships (Lam, 2012; Mahajan & Dhillon, 2025)

2.1.2. Types of Prosocial Behavior

The definition of prosocial behavior includes any action done (voluntarily) for the purpose of helping someone else. There are many kinds of actions that can be considered prosocial, ranging from small everyday acts of kindness to large acts of altruistic sacrifice (Eisenberg et al., 2006). The researchers have divided prosocial behavior into subcategories of prosocial behavior based upon the reason(s) why the person exhibits the prosocial behaviors and the context of the situation (Carlo & Randall, 2002).

2.1.2.1. Altruistic Prosocial Behavior

One form of prosocial behavior is altruism, an altruistic act is done solely to help someone else without any regard for oneself or for the cost of doing so (Eisenberg et al., 2015). In other words, when you are altruistic, your helping others is determined by their needs rather than how it might

benefit you (Batson, 1987). For example, an adolescent might stay after school to provide a struggling student with tutoring even though he/she is missing out on some of his/her own study time (Lam, 2012). Altruistic acts do not require an external reward when they are performed, altruistic acts reflect a very high degree of moral internalization (Eisenberg et al., 2006).

2.1.2.2. Public Prosocial Behavior

public helping as the name implies it is helping other in the presence of an audience and is driven partly by a desire for social approval (Carlo & Randall, 2002). In an effort to gain peer recognition while volunteering to help people in school events, adolescents may be attempting to acquire social status from their peers or may simply be attempting to gain recognition from authority figures (Terre et al., 2021) also public prosocial acts often reflect more strategic or egoistic motives than purely altruistic ones (Carlo & Randall, 2002).

2.1.2.3. Anonymous Prosocial Behavior

Anonymous helping refers to helping other people without the person you are helping knowing who helped them. i.e., there is no way for the helper to receive any form of social reward (Carlo & Randall, 2002). This type of helping behaviour can be considered to have been performed for intrinsic reasons because no one will ever know the identity of the helper and it is most closely related to pure altruism (Eisenberg et al., 2015). This type of helping behaviour tends to reflect deeply rooted and personal moral values and a strong feeling of personal responsibility (Temtmie & Tefera, 2020).

2.1.2.4. Compliant Prosocial Behavior

Compliant helping refers to helping someone else only after another person has made an explicit request for assistance (Carlo & Randall, 2002). For instance an adolescent who helps clean a classroom only after being asked by a teacher is showing compliant behavior. The act of providing assistance due to another person requesting help is called complying because it

involves being a reactive helper and acting due to having been prompted/pressured by others (Eisenberg et al., 2015).

2.1.2.5. Emotional Prosocial Behavior

Emotional helping involves the use of empathy to help someone else who is experiencing an intense (e.g., sadness, pain) emotional response (Carlo & Randall, 2002). For example, helping a friend who is upset would be an example of emotional helping because the helper (i.e., the adolescent in this case) would use their empathy to determine what action to take (Stern et al., 2024). Youth with high levels of empathy are more likely to engage in emotional helping behaviors because they emphatically experience a similar emotional response as that of the youth being assisted (Davidov et al., 2016).

2.1.2.6. Dire Prosocial Behavior

Dire helping refers to assistance provided during crises or emergency situations (Carlo & Randall, 2002). The dire response means it's done to provide an immediate alleviation of the damage that an event has caused during its occurrence. Due to the seriousness of these situations, they often provoke immediate actions without any thought about there being potential for danger to the recipient of the help (Eisenberg et al., 2006).

In the Ethiopian context Temtmie and Tefera (2020) utilized this typology to study adolescent samples while noting that altruistic and anonymous behaviors correlate with high empathy and internal moral standards. Meanwhile public and compliant acts are more closely tied to social influences and external environments. Empirical studies suggest that the frequency of these types is influenced directly by parenting styles and self-efficacy which determine the confidence an adolescent has in responding to different social and emotional cues (Carlo & Randall, 2002; Tsehay et al., 2014).

2.1.3. Theoretical Foundations and Empirical Analysis of Parenting Styles

In developmental psychology the construct of parenting style was developed to capture the global patterns of parental behaviors and values along with attitudes towards children. Originally researchers defined parenting as a series of specific goal-directed behaviors but later conceptualizations shifted toward the emotional climate in which these behaviors occur (Darling & Steinberg, 1993). In this sense parenting styles reflect the consistent psychological environment that a child or adolescent experiences at home. The foundational work of Diana Baumrind in the 1960s introduced the idea that parents could be classified into broad prototypes based on their approach to child-rearing specifically by looking at how they balance control with warmth (Baumrind, 1967)

Theoretical Foundations of Parenting Styles

The modern two dimensional model is still the fundamental conceptual basis for parenting style research today. Research in a two-dimensional, modern framework has been conducted since its update in the early 1980s as described by Maccoby and Martin (1983). They took the original categories of parenting and organized them into two independent scales called parental responsiveness (warmth) and parental demandingness (behavioral control). Parental responsiveness refers to the degree to which parents support their children's development of their own individuality and ability to be independent by providing emotional availability and support. Parental demandingness is the degree to which parents set rules and supervise and consistently discipline their children to help ensure they follow family rules (Maccoby & Martin, 1983). Children's learning behaviors are not just rules for them to follow rather they represent how children learn to take on the values of their society (Mussen et al., 1990). Research has shown that when parents provide both a loving environment and a clear structure for their children, they will generally feel that they have the ability to be successful and motivated to do so, which often results in improved academic performance and social health (Steinberg, 2001). Researchers can use this system which has four distinct categories of parenting style (authoritative, authoritarian, permissive and neglectful) to study the effects of the home environment on adolescence. The classification of these styles is common among researchers however, they have been developed

based upon parenting practices in Western cultures. Many other cultures have parents using some type of warm control that does not adhere to the traditional Western definitions of these four styles (Eisenberg et al., 2015).

Empirical Analysis of Parenting Styles

Empirical findings consistently show that these parenting styles serve as powerful associated factors of critical adolescent behavior. Longitudinal evidence suggests that parents who provide firm guidance within an emotionally supportive climate foster the best social and emotional adjustment in their children (Stern et al., 2024). Specifically the authoritative profile which is high in both warmth and control tends to produce adolescents with superior psychosocial competence and self-reliance (Baumrind, 1991). on the other hand profiles combining low responsiveness with high control or low levels on both dimensions are associated with poorer developmental paths. Overly strict parenting without warmth is frequently linked to lower self-regulation and weaker social skills (Baumrind, 1991).

These empirical regularities have been observed globally yet they take on specific characteristics in the Ethiopian context. Getahun (2023) established that authoritative parenting is highly associated with prosocial values among secondary school students in Ethiopia because it provides a structured environment where children feel safe to express empathy. Interestingly a study in Southern Ethiopia by Temtmie and Tefera (2020) found that while authoritative parenting predicted prosocial behavior the permissive style which is characterized by high warmth and low coercive control actually showed a stronger positive association. This suggests that In some Ethiopian communities, a supportive and trusting parent might be more important than tight supervision in motivating children to be helpful. Mohamed (2022) also discovered that there is a very large amount of variance in youth prosocial behaviors due to the style of parenting they receive, and that this relationship surpasses any connection to adolescent self-concept. Therefore, the overall quality of the parent-child relationship is important in regard to helping others as an adolescent. Helping establish the foundation for higher levels of adolescent self-efficacy and social responsibility is a parenting climate that provides both high emotional support and clear expectations from parents. The need to explore the relationships mentioned in the context of the

cultural and educational context of Addis Ababa's secondary schools is emphasized (Mohamed, 2022; Temtmie & Tefera, 2020)

2.1.4. Types of Parenting Styles

Building on the foundational theory of Baumrind (1967) and the more advanced approach of Maccoby and Martin (1983), researchers classify home environment into four separate parenting types. These types of parenting styles classify parents based on how they balance 'demandingness' and 'responsiveness' to create different emotional climates for their adolescent children (Steinberg, 2001).

2.1.4.1. Authoritative Parenting Style

Authoritative parents are characterized by high demandingness and high responsiveness (Maccoby & Martin, 1983). They set clear standards and enforce rules while remaining warm and communicative as well as supportive of the autonomy of their child (Baumrind, 1991). This style effectively combines strictness with affection and positions itself between the extremes of authoritarian and permissive approaches (Baumrind, 1967). Research consistently shows that children of authoritative parents exhibit the highest levels of social competence and resilience along with self-esteem and academic achievement (Baumrind, 1991).

2.1.4.2. Authoritarian Parenting Style

High demandingness and low responsiveness are characteristic of authoritarian parents (Maccoby & Martin, 1983). This type of parenting is focused on obedience to authority, discipline, and the importance of respecting authority as well as being seen as a style that puts greater value on parents controlling their children rather than allowing the children to express themselves (Baumrind, 1967). Negative adjustments, such as aggression and anxiety as well as low self-esteem can be associated with adolescents from authoritarian families. studies have frequently associated this style with higher levels of psychological distress and delinquency (Gómez-Ortiz et al., 2022).

2.1.4.3. Permissive (Indulgent) Parenting Style

Permissive parents are highly responsive but low in demandingness (Maccoby & Martin, 1983). They are warm and accepting but impose few rules or maturity demands because they often act more as friends than disciplinarians (Baumrind, 1967). While these children may enjoy significant freedom they often lack the structure necessary for optimal development which can lead to poor self-regulation and lower academic motivation (Baumrind, 1991). However in some contexts the high warmth of permissive parenting is linked to higher creativity or social confidence (Temtmie & Tefera, 2020).

2.1.4.4. Neglectful (Uninvolved) Parenting Style

Neglectful parenting is characterized by low levels of both responsiveness and demandingness (Maccoby & Martin, 1983). These parents provide little warmth or supervision and stay largely detached from the lives of their children. This style is consistently associated with the poorest developmental patterns including struggles with social skills and academic failure as well as a higher risk for antisocial behavior or depression and anxiety (Baumrind, 1991; Steinberg, 2001). The global patterns regarding parenting styles are echoed in Ethiopian research. Mihret et al. (2019) found that while the authoritarian style was common in their sample the authoritative style was the strongest positive correlate of academic motivation among Ethiopian adolescents. On the other hand they reported a significant negative association between neglectful parenting and student motivation which is consistent with international literature on emotional detachment (Mihret et al., 2019). Further Temtmie and Tefera (2020) noted that in certain Ethiopian communities the authoritative approach is the most adaptive for fostering social responsibility whereas neglectful and authoritarian styles carry the highest risks for adolescent adjustment.

2.1.5. Theoretical Foundations and Empirical Analysis of Self-Efficacy

Self-efficacy is defined as the belief an individual has in one's capability to organize and execute the courses of action required to manage prospective situations and achieve desired outcomes

(Bandura, 1997). Within the broader framework of social cognitive theory self-efficacy is considered the most pivotal factor in human agency because it affects how people think and feel plus how they motivate themselves and behave (Tsang et al., 2012). This theory framework has been built on the concept of triadic reciprocal determinism theory which is based on the interaction between personal characteristics and self-efficacy beliefs with behavior and the environment (Bandura, 1986). In the case of an adolescent, self-confidence does not come about in isolation but through constant interactions from the environment including the influence of parents and teachers as well as self-evaluations (Tsang et al., 2012).

Theoretical Foundations of self efficacy

The core of Bandura's (1986) theory suggests that unless individuals believe their actions can produce the results they desire they have little reason to act or keep trying when facing difficulties. A strong sense of efficacy allows individuals to view challenging tasks as obstacles to be mastered rather than threats to be avoided (Alessandri et al., 2009). This belief system is dynamic rather than fixed because it guides how much effort an adolescent will expend and how long they will stay with a task in the face of difficulties. According to Bandura (1997) those with high self-efficacy are more likely to set ambitious goals and remain committed to them whereas those with low self-efficacy often give in to self-doubt which leads to avoidance or quitting early in stressful situations (Alessandri et al., 2009).

Beyond the initial work of Bandura, Pajares (1996) argued that self-efficacy is often a better way to understand behavior than actual ability since it determines what an individual does with the acquired skills. In this study, self-efficacy is viewed as an important personal resource that influences how adolescents respond to different situations. It develops through multiple influences, including individual and social experiences, with the home environment being one important source of these experiences (Bandura, 1997).

Empirical Analysis of Self-Efficacy

Studies widely show that self-efficacy is a powerful part of an adolescent's life. In school, high self-efficacy is consistently connected to stronger motivation and choosing harder career paths as

well as a better ability to handle stress (Tsang et al., 2012). Beyond the classroom, these beliefs serve as a vital protection for mental health. Recent findings by Hayek et al. (2022) show that adolescents struggling with depression often have much lower self-efficacy than their healthier peers, which suggests that a lack of confidence is a major sign of struggling.

Family plays an important role in shaping beliefs about oneself and one's ability to help others. You (2024) found that supportive parenting (consisting of warmth and defined expectations) is greatly linked to beliefs about self-efficacy. On the contrary, harsh and neglecting families are associated with lower self-belief. As studies confirm adolescents brought up in authoritative families demonstrate higher levels of confidence in their social skills than those raised in authoritarian and neglecting families (Hayek et al., 2022)

Importantly, there is a direct connection between self-efficacy and the frequency of prosocial behavior among adolescents according to recent studies. According to Bandura social cognitive theory individuals perform kind and helpful behaviors only if they are convinced that they have appropriate skills (Alessandri et al., 2009). Studies carried out by Kausar et al. (2023) support this idea stating that the self-beliefs can be associated with the choice of helping others daily.

Therefore, self-confidence's influence on helping behaviour cannot be separated from other factors such as parenting style. Research regarding prosocial behaviour in Addis Ababa suggests that both parenting style and an adolescent's self efficacy are important predictors of prosocial behaviour. Mohamed (2022) found that parenting styles and an adolescent's self-concept are both strongly associated with helping behaviors among students. This indicates that while both matter, they each bring something different to the way an adolescent interacts with others. In summary, self-efficacy is a core part of how adolescents think and act which helps explain their voluntary contributions to those around them (Mohamed, 2022; Tsang et al., 2012).

2.1.6. Types of Self-Efficacy

Self-efficacy refers to the belief in the ability of an individual to organize and execute the actions required to achieve specific goals (Bandura, 1997). The social cognitive theory of Bandura emphasizes that self-efficacy is specific to different areas of life which means that individuals hold different beliefs depending on the task at hand (Tsang et al., 2012). For adolescents these

beliefs are categorized into distinct types that relate to their academic and social as well as emotional functioning.

2.1.6.1. Academic Self-Efficacy

Academic self-efficacy is the confidence a student has in managing educational tasks and challenges (Temtmie & Tefera, 2020). It is defined as the belief in the capacity of an individual to successfully perform activities such as understanding complex material and passing exams or mastering new concepts (Mihret et al., 2019). High academic efficacy is associated with students who set ambitious goals and stay with their learning efforts even when they face difficulty. Within the school environment this type of efficacy is a primary reason for achievement and academic resilience.

2.1.6.2. Social Self-Efficacy

Social self-efficacy or interpersonal efficacy involves confidence in social interactions and relationships (Tsang et al., 2012). It is defined as the belief an individual has in one's ability to engage in the social tasks necessary to start and maintain friendships as well as communicate effectively and handle peer pressure. Adolescents with high social efficacy feel capable of starting conversations and navigating social groups whereas those with low efficacy may experience shyness or anxiety in social settings. This is particularly relevant for the development of prosocial behavior because helping others often requires a baseline of social confidence.

2.1.6.3. Emotional Self-Efficacy

Emotional self-efficacy refers to beliefs about the ability of an individual to manage and regulate emotions (Bandura, 1997). This involves the perception an adolescent has of their emotional management and specifically their confidence in handling feelings like anger or frustration and sadness. Strong emotional efficacy allows adolescents to calm themselves when upset or maintain a positive outlook during stress which serves as a protective factor for their overall psychological well-being (You, 2024).

2.2. Theoretical Linking of Parenting Styles, Self-Efficacy, and Prosocial Behavior

The integration of parenting styles and self-efficacy along with prosocial behavior is theoretically grounded in the intersection of Social Cognitive Theory and Ecological Systems Theory. Together these frameworks explain how environmental socialization and personal cognition contribute to social action. Under the Social Cognitive Theory of Bandura the relationship is governed by the principle of triadic reciprocal determinism which assume that personal factors and environmental influences as well as behaviors mutually influence one another (Bandura, 1986). In this model parenting styles and self-efficacy act as two different yet related areas. While parenting serves as the external environmental socializer by providing the social persuasion and modeling necessary for an adolescent to learn communal values self-efficacy operates as a direct internal part of human agency (Bandura, 1997).

The relationship between self-efficacy and prosocial behavior is inherently direct because individuals are motivated to engage in helpful acts primarily if they possess the belief that they have the competence to execute those acts effectively (Alessandri et al., 2009). Theoretical perspectives suggest that high self-efficacy and specifically in social and empathic domains serves as a primary psychological engine associated with the willingness of an adolescent to assist others. Empirical research supports this link by showing that interpersonal self-efficacy beliefs significantly relate to prosocial outcomes among adolescents regardless of other external factors (Caprara et al., 2008).

The Ecological Systems Theory of Bronfenbrenner (1979) complements this by situating these various influences within nested layers of context. The parenting style is the primary layer of the microsystem that forms the emotional environment of an adolescent's socialization. The macrosystem is the larger cultural context from which parental styles are influenced. Research conducted in Ethiopia shows that collectivism and religious involvement are important predictors of prosocial behavior (Eyoel, 2021). More specifically, local research in Addis Ababa indicates that moral values and social climate shape altruism as the predominant form of prosocial behaviour (Tsehay et al., 2014).

2.3. The Relationship Between Parenting Styles, Self-Efficacy, and Prosocial Behavior among Adolescents

Empirical research on the association between parenting style and self-efficacy has been found to be strongly correlated with adolescent prosocial behaviour across a variety of cultures in the location studies. This association demonstrates that while parenting serves as the primary environmental variable within the relationship, self-efficacy serves as the main cognitive element. Authoritative parenting consistently shows a positive correlation to increased prosocial behaviour. Successful parents set clear and reasonable expectations for their children, coupled with an offering of emotional support and warmth, which can lead to the development of an adolescent who values helping others and feels comfortable doing so (Carlo et al., 2018). Longitudinal analysis proves that authoritative parenting style is correlated with increased levels of prosociality compared to neglectful styles because parents tend to teach their children empathy (Kuppens & Ceulemans, 2018).

Self-efficacy is the primary motivator for social action, meaning that if adolescents believe in themselves to do well socially, they are much more likely to perform acts of kindness based on their perceived outcome from what they have done (Bandura, 1997). By performing acts of kindness, these adolescents develop more faith and trust in their ability to influence socially (Alessandri et al., 2009). In an Ethiopian context, these findings will hold true. however, regional variations are present due to cultural factors. For example, Getahun (2023) found that parenting styles were significantly related to prosocial behavior in adolescents as measured within a sample of high school students in Addis Ababa. Additionally, Temtmie & Tefera (2020) conducted research in Southern Ethiopia and found evidence that the permissive parenting style has a stronger positive correlation (when using high warmth measures) with prosocial behavior than the authoritative parenting style.

In summary, the literature reveals that the relationship between parenting styles and self-efficacy with prosocial behavior of adolescents is a two-way street a positive parenting as stated above, creates a sense of responsibility while high self-efficacy makes sure that the adolescent is ready to act on this responsibility (Bandura, 1997).

2.4. Gender Differences in Prosocial Behavior

Gender does play some role in the way adolescents develop prosocial behavior. In most studies, although there are only slight differences between genders in overall willingness to help others, there were some greater differences found when comparing specific forms of helping (Carlo et al., 2018; Eisenberg et al., 2015). In general, females tend to score somewhat higher on the caring/communicative types of prosocial behaviors like emotional or altruistic helping.

On the other hand, gender neutral ways of helping (e.g. anonymous) seem to show very little evidence of gender differences (Xiao et al., 2019; Van der Graaff et al., 2018).

Because researchers tend to use socialization theories to help explain these patterns, it appears that the socialization process for females typically includes the encouragement to develop characteristics of empathy and nurturance while boys are often encouraged to develop characteristics related to not only completing a task but completing that task effectively (Eisenberg et al., 2015).

In Ethiopia, empirical evidence suggests that there are very little differences between women's and men's prosocial behaviors (e.g., giving to charity) which indicates that both sexes have a very strong cultural foundation for sharing with their community. For example, Abel (2015) revealed that the levels of prosociality of youth in Addis Ababa did not differ across genders. Similarly, Temtmie and Tefera (2020) studied Ethiopian students and showed that all youth had the same level of general prosociality even though girls scored higher than boys on altruistic subscales.

These results are consistent with global literature and underscore that differences between genders in prosociality are not intrinsic rather they are a function of the societal roles and expectations of men and women (Xiao et al., 2019). . Like the majority of gender differences most of these studies have found that there are also no significant gender differences in how young people help others. However, there may be times that girls are more likely than boys to help others when helping is measured over time (Carlo et al., 2018).

While studying which gender tends to be more helpful, it is also vital to analyze how the connection between family environment and individual self-efficacy varies depending on the gender of the adolescents. Some studies have shown that the associations between parenting styles and self-efficacy may vary according to the gender of the child. For example, girls may be more responsive to the emotional warmth provided by authoritative parenting style, whereas boys

may be more responsive to the strictness of such style (Xiao et al., 2019). Although the data suggests that girls and boys will both be helping others, the route taken can be impacted by the family they were raised in.

In addition there are also different types of perceived self-efficacy related to prosocial behaviors between genders. Girls are generally found to have a greater relationship between their emotional self-efficacy and prosocial behaviors due to their usual socialization to recognize and understand the feelings of others (Van der Graaff et al., 2018). but boys will be more likely to show a stronger relationship between their social self-efficacy and assisting others when in the role of a leader or when in a public setting (Carlo et al., 2018).

In urban centres like Addis Ababa, it is important to examine these associations, because contemporary education and urban development are challenging the traditional gender roles of boys and girls. This research will provide a framework for examining the role of gender and personal/family factors in determining social behaviours among youth in Addis Ababa through the examination of these particular associations in selected school. Lastly, when examining prosocial behaviours in youth in Addis Ababa, there is no significant difference between the sexes in relation to how helpful they may be. Both males and females demonstrate high levels of prosocial behaviours, similar to the findings of many other developing countries.(Abel, 2015; Eisenberg et al., 2015)

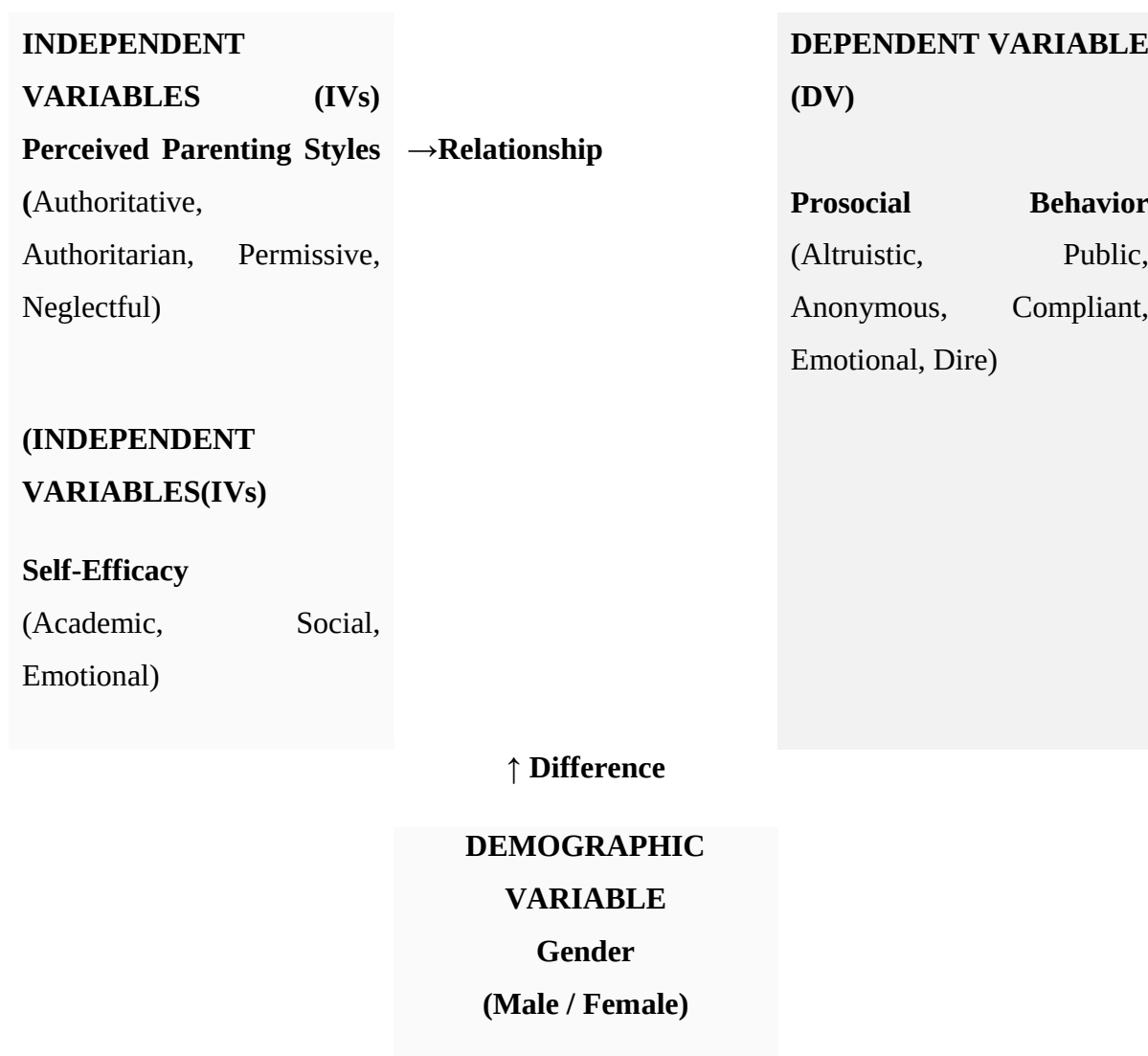
The minor differences that emerge generally conform with traditional expectations in that girls will show tendencies towards helping and showing high levels of empathy. however, these do not negate the larger picture which shows that all adolescents are capable of high levels of prosocial behaviour regardless of their gender. Generally speaking there are gender differences in the subtypes of prosocial behaviour, but in a local context prosocial behaviour is most strongly related to both parenting styles and self-efficacy than simply girls' or boys' gender (Abel, 2015; Temtmie & Tefera, 2020).

2.5 Conceptual Framework of the Study

Conceptual framework presented below reflects the researcher's understanding of the link between study variables. This conceptual framework is based on that both external family

environment (Parenting Styles) and internal psychological belief system (Self-Efficacy) play an important and independent role in shaping an adolescent's prosocial behavior.

Figure 1 *Proposed Conceptual Framework of The Study*



Description of the Conceptual Framework

From the conceptual framework, it is shown that parenting styles and self-efficacy become the major factors that affect the prosocial behavior of the adolescent. This means that in this case, the external family environment becomes the social background, whereas the internal belief of the ability of the student to perform is the personal motivation to help other people. Gender is another

variable that is considered within this conceptual framework in order to find out whether there are any differences in prosocial tendencies among male and female adolescents.

2.6. Summary of the Reviewed Literature

The literature review presents a broad range of theoretical and empirical research on the relationship between parenting styles and self-efficacy and prosocial behaviour of adolescents. Prosocial behaviour is identified as voluntary behaviours that are motivated by the desire to assist others. Some of the prosocial behaviours that contribute to social cohesion are helping and sharing with others, as well as comforting others who are in distress. Theory including Social Cognitive Theory and Ecological Systems Theory explain how both the home environment and individual cognitive beliefs impact prosocial behaviour independent from the other. These theories suggest that parents provide adolescents with the initial models of behaviour but adolescents' self-efficacy will determine whether they will continue to engage in prosocial behaviour based on those learned values. Authoritative parenting is consistently identified in the literature as the parenting style that is most positively associated with the healthy social development of adolescents. Authoritative parenting is characterised by the combination of emotional care, support and, consistent(balanced) rules/limits. Authoritarian and neglectful parenting styles do not balance emotional care and support with rules/limits and adolescents raised by these parents tend to demonstrate lower levels of social engagement. In addition to family-related factors, adolescents' self-efficacy acts as a significant motivator for adolescents to engage in prosocial behaviours. This is due to the fact that a high level of competence belief enables an individual to regard social situations as chances to be overcome, not as risks to be avoided.

Concerning Ethiopia, local literature supports that communal care is a fundamental cultural value however, the effects of the modern city environment in Addis Ababa have yet to be investigated fully. Although there is research indicating that a more permissive style of parenting can be associated with helping, the local literature suggests that the authoritative style and high self efficacy are the key predictors of prosocial behavior. This review has taken into account gender differences in the sense that even though boys and girls tend to show equal levels of helping,

they can have different kinds of prosocial behaviors such as emotional vs. public helping. This is mostly a result of their societal roles, not of their inherent qualities.

Overall, it is clear that there is still a need for research concerning how these independent variables interact with each other in the context of a typical secondary school. There is abundant research internationally however, there is not much empirical evidence concerning Ethiopia. The areas of parenting styles and self-efficacy will serve as two distinct areas out of which this research is based. This research also creates a conceptual model of how parenting and self-efficacy work together to affect the overall contributions of adolescents to society.

CHAPTER THREE

METHOD

3.1. Research Design

In this study a quantitative research approach was employed. According to Creswell (2014), a quantitative approach is the most appropriate when the research objective is to test theories by examining the relationships among variables which are then measured using instruments that provide numbered data for statistical analysis.

Specifically, a correlational and cross-sectional design was utilized because the primary purpose was to examine the relationship between parenting styles and self-efficacy along with prosocial behavior among adolescents at a single point in time. A correlational design was considered appropriate since the study did not manipulate variables but examined naturally occurring differences and their relationships as they exist in the real world.

Similar designs have been successfully used in prior research linking family and psychological factors with the prosocial behavior of adolescents (Carlo et al., 2011; Habibi, 2021; Abel, 2015). Data were collected using self-administered questionnaires which allowed adolescents to report their perceptions and self-reflections effectively and anonymously to ensure a high level of data accuracy and reach within the school setting.

3.2. Study Variables

The relationships between the variables of the study are described accordingly. Prosocial behavior of students is the dependent variable whereas perceived parenting styles and self-efficacy are the independent variables. Additionally gender is included as a demographic variable to examine potential differences in the prosocial behavior of male and female students.

3.3. Study Site and Target Population

3.3.1. Target Population

The target population for this study consists of all regular students currently enrolled in Grade Nine and Grade Ten (approximately 14 -18 years) at Tiwled Tesfa Secondary & Preparatory School. The total population is 588, comprising 338 males and 250 females.

These two grades were selected because transitions to and through secondary school are important developmental periods for adolescents and at these grades their perceived parenting behaviours as well as their beliefs about their abilities to do well are significantly linked with their likelihood of engaging in prosocial behaviour. By using both grades we can compare and contrast the relationships between the two variables across multiple samples throughout middle adolescent years.

3.3.2. Study Site

The research was done at Tiwled Tesfa Secondary & Preparatory School, which is a private school. It is located in the Kolfe Keranio sub-city of Addis Ababa.

3.4. Sampling Technique and Sample size

3.4.1. Sampling Technique

The participants were selected using the Proportional stratified random sampling technique.

The students were stratified according to their gender so that both the male and female subgroups could be represented in proportions. Stratified random sampling was chosen since one of the main goals of the researcher was to find out the differences between the male and female subgroups in terms of their prosocial behavior. In methods such as simple random sampling, there is no guarantee that both the subgroups would be represented proportionately.

Table 1 Proportional Stratified Sampling of Students by Gender

Stratum(Gender)	Population(N)	Percentage(%)	Sample(n)
Female	338	58%	137
male	250	42%	101
total	588	100%	238

To select the specific students, simple random sampling was applied from the official list of students in each class section in Grades Nine and Ten so as to give all students an equal opportunity to participate in the study.

3.4.2 Sample Size

The sample size (n) was estimated using Yamane's Formula (1967), which would make the results statistically representative of the school's population.. The formula is:

$$n = N / [1 + N(e)^2]$$

Where:

N = population size (588)

n = sample size

e = level of precision (0.05), corresponding to a 95% confidence level and a 5% margin of error

Using this formula:

$$n = 588 / [1 + 588(0.05)^2]$$

$$n = 588 / [1 + 588(0.0025)]$$

$$n = 588 / [1 + 1.47]$$

$$n = 588 / 2.47$$

$$n \approx 238$$

Based on this calculation, a total of 238 students will be selected to participate in the study.

3.5. Data Collection Instruments

In order to gather the required data for this study three standardized questionnaires and one demographic questionnaire were used. All data collection instruments were self reports specifically made for adolescent populations.

3.5.1. Demographic Questionnaire

The researcher created a short demographic questionnaire to obtain general demographic information from participants such as gender, grade and age in order to provide sample characteristics and assess gender differences in prosocial behaviour.

3.5.2. Parenting Styles Scale (PSS)

Parenting style was assessed using the Parenting Style Scale (PSS) designed by Lamborn et al. (1991) following the Maccoby and Martin's (1983) theoretical framework. It comprises 24 questions assessing two constructs, namely Responsiveness/Involvement and Demandingness/Supervision. The former subscale contains 12 questions rated from 1 (Strongly Disagree) to 4 (Strongly Agree) on a four-point Likert scale and 12 items with additional response formats according to the item between 3 and 4 points for Demandingness.. Subscale scores were obtained independently followed by classification of parenting styles into four groups (authoritative, authoritarian, indulgent, and neglectful) based on the median split procedure. The scale has been adapted and used in Ethiopia (e.g., Abel, 2015) indicating its relevance to the local culture. The scale was translated into Amharic using forward and back translation procedures.

3.5.3. Self-efficacy questionnaire for children (SEQ-C)

This instrument is a measure of self-efficacy developed by Peter Muris in 2001. It contains 24 items and is designed to assess three types of self-efficacy: academic, social, and emotional. The participants will be asked to respond to the extent each statement applies to them on a scale of 1-5 (1 being not at all and 5 being very well). The higher the score the stronger the self-efficacy. SEQ-C has been used frequently in adolescent research and has been shown to be reliable and

valid across cultures. To ensure all participants understood the items, a version of the questionnaire in Amharic was used.

3.5.4. Prosocial Tendencies Measure-Revised (PTM-R)

To assess prosocial behavior, the current study utilized the Prosocial Tendencies Measure – Revised (PTM-R). The PTM-R consists of a 21-item scale that measures six distinct types of helping others including altruistic, compliant, emotional, public, anonymous, and dire (Carlo & Randall, 2002). Additionally, participants completed the PTM-R by using a 5-point Likert scale (1=does not describe me at all; 5=describes me well) to rate how well each statement described them. Like the PSS, the PTM-R has been used and validated with Ethiopian adolescents. Therefore affirming the appropriateness of this measure for the current study. Participants were given an Amharic version of the PTM-R in order to ensure complete understanding of the instrument.

3.5.5. Validity and Reliability

Validity

In order to guarantee the credibility of the findings, the study emphasized the validity aspect of the measurement tools, particularly content and face validity. The first step was the examination of the instruments by the experts at Addis Ababa University. The purpose of this procedure was to verify that the items were conceptually valid and had theoretical relevance to the constructs of parenting styles, self-efficacy, and prosocial behavior. Moreover, it was necessary to examine whether the items were culturally relevant to the Ethiopian culture. Once approved, the next step was translation and back-translation to check if conceptual equivalence was achieved. Afterward, a pilot test was carried out using 23 students from Grade 9 and Grade 10. It was important to conduct the pilot test since this would allow the researcher to examine the face validity of the items and eliminate any item that may create confusion among the participants. All those who participated in the pilot test were subsequently excluded from the main study.

Reliability

The reliability of the research was measured using the Cronbach's alpha coefficient. The target value was 0.70 and above. Although all the instruments showed high measurement consistency in the previous studies involving adolescents, the researcher determined the internal consistency for all scales and subscales of the current research.

In case the scale had generated an alpha lower than 0.70, an item-total correlation analysis would have been done as a corrective measure. Item-total correlation analysis helps researchers identify certain items that reduce the reliability of the instrument. In that regard, the items can be eliminated or revised. But since all the scales achieved the minimum reliability level during the pilot study, no statistical correction was needed.

3.6. Data Collection Procedures

Data collection procedures for this study were conducted in an ethical and systematic manner. The researcher first obtained an official letter of support from the Department of Psychology at Addis Ababa University to use as a formal introduction to the Tiwled Tesfa Secondary School's administration to gain the needed access permission. Secondly, the instruments were translated from English into Amharic for all three standardized instruments (the Parenting Style Scale, the Self-Efficacy Questionnaire for Children, and the Prosocial Tendencies Measure-Revised). This process used a forward translation/backward translation process to ensure that each version has linguistic and conceptual equivalence.

Once permission was granted by the administration, the researcher worked with staff at Tiwled Tesfa Secondary School to use a proportional, stratified random sampling technique to select students from the 9th and 10th grades. The questionnaire was administered during regular school hours to a total sample of 238 students. The researcher provided a clear orientation about the purpose of the study and indicated that participation in the study is entirely voluntary; therefore, all responses will remain private and confidential.

3.7 Pilot study

Table 2 *Reliability Analysis of the Pilot study and Main Study*

Variable name	Number of items	Pilot study	Main Study
Parenting style scale(dimension 1)	12	0.877	0.880
Parenting style scale(dimension 2)	12	0.869	0.779
Self efficacy(SEQ-C)	24	0.901	0.893
Prosocial behaviour(PTM-R)	21	0.851	0.782

To ensure the internal consistency and reliability of the research instruments, a pilot study was conducted with a sample of 23 participants (N=23), for which Cronbach's alpha (α) coefficients were computed for each scale and subscale as outlined in Table 2. Specifically, the 12-item responsiveness subscale of parenting style demonstrated high internal consistency ($\alpha = 0.877$), while the 12-item demandingness subscale showed strong reliability ($\alpha = 0.869$). Additionally, the 24-item self-efficacy scale exhibited excellent internal consistency ($\alpha = 0.901$), and the 21-item prosocial behaviour scale reported a high reliability index ($\alpha = 0.851$). According to the widely accepted threshold in social sciences, a Cronbach's alpha value of 0.70 or higher indicates acceptable instrument reliability. Since all computed coefficients in this study range from 0.851 to 0.901, all subscales demonstrate good-to-excellent reliability consequently, no items were deleted. When administered to the main sample, the scales maintained strong internal consistency, with the main study alphas ranging from 0.779 to 0.893. Because all coefficients in the main study exceeded the 0.70 threshold for acceptable reliability, the instruments proved to be highly reliable for the final analysis.

3.7. Methods of Data Analysis

The collected data were coded and entered with the help of the Statistical Package for Social Sciences (SPSS version 26) in terms of descriptive statistics and some inferential statistics to answer the research questions. Before the main analysis Cronbach's alpha was calculated to ensure that the reliability of the instruments for the current study. All statistical tests were performed at the 0.05 level of significance. The analysis was carried out in several phases, as

shown in Table 2. To address Research Question 1, descriptive statistics featuring frequencies and percentages were used to identify the predominant parenting styles. For Research Question 2, means and standard deviations were calculated to determine levels of self-efficacy and prosocial behavior among the adolescents. To assess the main correlations found in Research Questions Three and Four, a Pearson Product-Moment Correlation (r) was computed to examine the direction and strength of correlations among perceived parenting styles, self-efficacy, and prosocial behaviour. To provide a more informative analysis of these relationships, Multiple Linear Regression was also used to assess the degree to which independent variables together and separately predicted the dependent variable (prosocial behaviour). Prior to conducting the multiple linear regression, the fundamental assumptions of the analysis were checked to ensure the data was suitable. Normality was confirmed, showing the data was relatively normally distributed. The assumption of multicollinearity was checked using Variance Inflation Factor (VIF) and Tolerance values, which confirmed that the independent variables (parenting styles and self-efficacy) were not too highly correlated with each other. Finally, homoscedasticity and the independence of residuals were verified, allowing the regression analysis to proceed & to clarify the contribution made by each variable to the established objectives. Lastly, in order to assess Research Question Five, an Independent Samples T-Test (t) was used to evaluate the difference in prosocial behaviour by gender.

Table 3 *Framework for the Data Analysis*

Research objectives/Questions	Variables	Analysis Techniques
RQ 1: Identify the predominant parenting styles as perceived by adolescents.	Parenting Styles (Authoritative, Authoritarian, Permissive, and Neglectful)	Frequency and Percentage

RQ 2: Determine the levels of self-efficacy and prosocial behavior among adolescents.	Self-efficacy score; Prosocial Behavior score	Mean and Standard Deviation
RQ 3: Examine the relationship between perceived parenting styles and prosocial behavior.	Parenting styles score Prosocial behavior score	Pearson Correlation and Multiple linear Regression
RQ 4: Examine the relationship between social self-efficacy and prosocial behavior.	self-efficacy score; Prosocial behavior score	Pearson Correlation and Multiple linear Regression
RQ 5: Determine if there exists a significant gender difference in adolescents' prosocial behavior.	Gender (Male and Female); Prosocial behavior score	Independent samples t-test(with Mean and Standard deviation)

3.8. Ethical Considerations

The study followed all standards for ethical principles in research. The study also covered a variety of ethical perspectives.

First, the researcher obtained a Permission letter from department of psychology in Addis Ababa University. Then to be able to go to the field, the researcher first visited the schools that have been chosen for the study to make contact with the school. Prior to collecting data, the researcher explained to each participant, the purpose and nature of the study. At that time, each student signed an informed consent that stated their right to voluntarily participate in the study and that they could withdraw from the study at any time without any negative consequences.

.To ensure confidentiality, participants were instructed not to provide their names on the questionnaires. A coding system was used for the data entry. The researcher kept all of the information collected, in a secure manner, and only used the information as needed for academic purposes, so that no one could be identified by their information in the final research report.

CHAPTER FOUR

RESULTS

Chapter 4 presents the analysis and interpretation of the data according to the objectives of the study. The analysis utilizes data collected from 238 students to assess the relationship between parenting style, self-efficacy with prosocial behaviours.

The first section contains descriptive information (e.g., percentages) providing demographic information about the participants. the second section describes the predominant parenting styles as perceived by the adolescents. the third section describes the level of prosocial behaviours reported by the participants. the fourth section describes the self-efficacy of the adolescents. the fifth section contains statistical correlation and regression results determining correlations and predictions among variables and the sixth section describes (t)-test results comparing prosocial behaviours between males and females.

4.1 Demographic characteristics of the respondents

Table 4 *Demographic Variables*

		Count	N %
Sex	female	137	57.6%
	male	101	42.4%
Age	14.0	14	5.9%
	15.0	78	32.8%
	16.0	111	46.6%
	17.0	26	10.9%
	18.0	9	3.8%
Grade	9	128	53.8%
	10	110	46.2%

In order to evaluate the demographic characteristics of the research sample, the researcher investigated sex/ gender, ages, and grade level of the participants. Of the 238 total participants,

there were more females with 137 respondents (57.6%) than males with 101 respondents (42.4%).

When evaluating the age of the students the majority fall into the 15 and 16 years old, specifically 111 students (46.6%) are 16 years old and 78 students (32.8%) are 15 years old. The rest of the sample is distributed among 17 year olds at 26 participants (10.9%), 14-year-olds at 14 participants (5.9%) and a small group of 9 students (3.8%) who are 18 years old. Finally, the academic cross-section shows a fairly even split between the two grade levels surveyed, where Grade 9 students represent the majority with 128 individuals (53.8%) and Grade 10 students make up the remaining 110 individuals (46.2%). overall, these proportions show that the study population is heavily centered around mid-adolescents in their first two years of high school with a slightly higher representation of female respondents.

4.2 Perceived parenting style

Table 5 *Perceived Parenting Style Among Adolescents*

		Frequency	Percent
Valid	authoritative	83	34.9
	neglectful	66	27.7
	authoritarian	48	20.2
	permissive	41	17.2
	Total	238	100.0

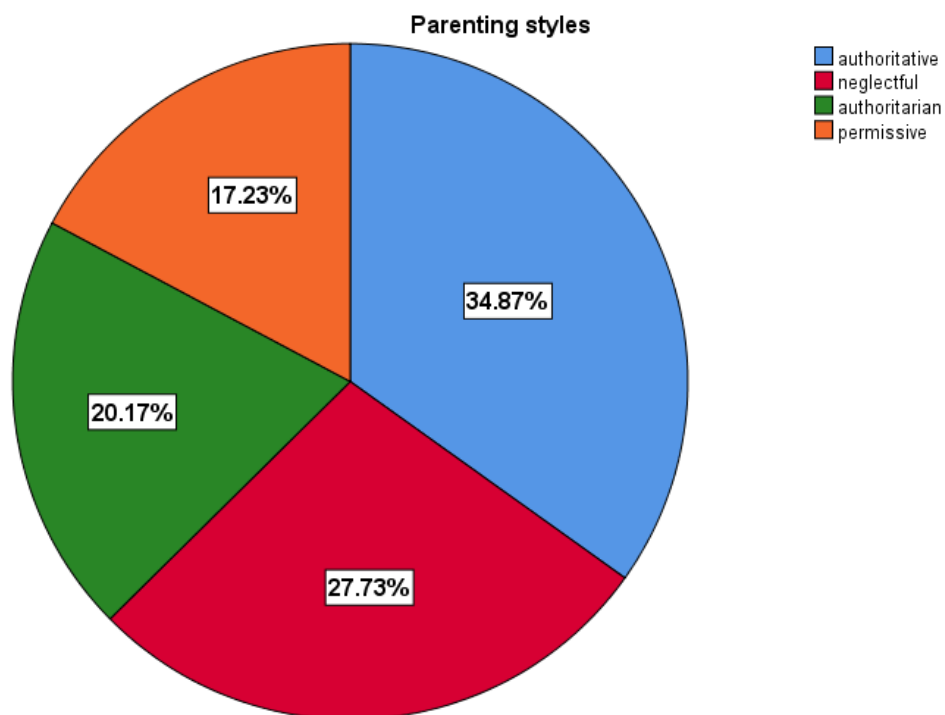


Figure 2 Percentage distribution of Adolescents' Perceived Parenting Styles

Parenting styles refer to the different approaches parents use to raise and interact with their children and adolescents. These styles often vary from one family to another. In the current study, descriptive statistics (frequency and percentage) were employed to present the findings clearly. As shown in Table 5 and Figure 2 all four parenting styles were perceived by the students. The authoritative parenting style was the most dominant reported by 83 respondents (34.9%), followed by the neglectful parenting style with 66 respondents (27.7%), authoritarian with 48 respondents (20.2%), and permissive with 41 respondents (17.2%).

The results indicate that although students experienced different parenting styles the majority perceived their parents as using an authoritative parenting style.

4.3. Level of prosocial behaviour among adolescents

Table 6 *Level of Prosocial Behaviour Among Adolescents*

	N	Minimu m	Maximu m	Mean	Std. Deviation
Public	238	1.00	4.33	2.2514	.78424
Emotional	238	1.00	5.00	2.9230	.89754
Dire	238	1.00	5.00	3.1775	.81082
Anonymous	238	1.25	5.00	3.5651	.93821
Altruism	238	1.00	5.00	4.0504	.80858
Compliant	238	1.00	5.00	3.0672	1.28760
N	238				

The results from Table 6, indicate that students reported Altruism ($M = 4.05$, $SD = 0.81$) as the most prevalent dimension of prosocial behaviour. Following closely behind was Anonymous pro-social behaviour ($M = 3.57$, $SD = 0.94$) Moderate levels were observed in Dire ($M = 3.18$, $SD = 0.81$), Compliant ($M = 3.07$, $SD = 1.29$), and Emotional ($M = 2.92$, $SD = 0.90$) pro-social behaviours. The least exhibited dimension was Public pro-social behaviour ($M = 2.25$, $SD = 0.78$).

4.4 Level of self efficacy among adolescents

Table 7 *Level of Self Efficacy Among Adolescents*

Self efficacy	N	Minimum	Maximum	Mean	Std. Deviation
Academic self efficacy	238	1.25	5.00	3.2978	.74631
Social self efficacy	238	1.25	5.00	3.3041	.81933
Emotional self efficacy	238	1.13	5.00	3.3839	.93131
N	238				

As shown in Table 7, the level of self-efficacy among the participants was moderate across all three dimensions. Emotional self-efficacy recorded the highest mean score ($M = 3.38$, $SD = 0.93$) followed by Social self-efficacy ($M = 3.30$, $SD = 0.82$) and Academic self-efficacy ($M = 3.30$, $SD = 0.75$). Although the means are relatively close, emotional self-efficacy appears slightly higher than the other two dimensions.

These findings indicate that adolescents in the study area have a moderate level of confidence in their ability to manage their emotions, handle social interactions, and perform academically. The relatively higher emotional self-efficacy suggests that students feel somewhat more confident in regulating their emotional states compared to academic and social domains. However, the moderate scores across all dimensions imply that there is still room for improvement in strengthening adolescents' self-belief in these areas.

4.5 Correlation between perceived parenting styles and Prosocial behaviour

Table 8 *Correlation Between Parenting Styles and Prosocial Behaviour*

Variable	1	2	3	4	5	6	7	8	9	10
1. Public	1									
2. Emotional	.259**	1								
3. Dire	.200**	.399**	1							
4. Anonymous	.024	.312**	.468**	1						
5. Altruism	-.287**	-.030	.155*	.377**	1					
6. Compliant	.244**	.185**	.334**	.168**	.071	1				
7. Authoritative	.116	.119	.139*	.104	.151*	.133*	1			
8. Authoritarian	-.012	-.054	-.052	.013	-.070	-.034	-.368**	1		
9. Permissive	.069	.122	.068	.138*	.022	.045	-.334**	.229**	1	
10. Neglectful	-.171**	-.181**	-.159*	-.239**	-.116	-.149*	-.453**	.311**	.283**	1

Note. $N = 238$ for all variables.

* Correlation is significant at the 0.05 level (2-tailed).

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

According to the Pearson correlation analysis data found in Table 8, the authoritative parenting style has statistically significant positive correlations ($p = <.05$) to three prosocial types as follows, Direct prosocial behavior ($r = .139$); Altruism ($r = .151$) and Compliant prosocial behavior ($r = .133$). These results imply that when children receive an equal amount of warm support and structured discipline from their parents, they are much more likely to assist others in crisis(dire), engage in selfless helping behaviour(altruism) or be willing to assist someone if asked. In addition, there were no significant relationships between authoritative parenting style and children's public or anonymous prosocial behaviours.

The combination of authoritarian parenting and prosocial behavior does not produce any statistically significant correlations. The correlation coefficients for the public ($r = -.012$), emotional ($r = -.054$), risky ($r = -.052$), anonymous ($r = .013$), altruistic ($r = -.070$), or compliant ($r = -.034$) prosocial behaviors do not reach a statistically significant level. Therefore, the conclusion is that the authoritarian of parenting in combination with prosocial behavior does not produce a direct statistical relationship between the two.

Permissive parenting has a very weak and limited relationship between the two variables. The only dimensions of prosociality that have a statistically significant positive association with permissive parenting is anonymous prosocial behavior ($r = .138$). In addition, none of the other five dimensions correlate with permissive parenting as being significant. Therefore, it can be concluded that only in situations where the helper's identity is unknown or cannot be determined can permissive parenting be said to have a possible influence on a child's ability to display prosocial behavior.

The available data indicates that there exists an overall and systematic negative association between neglectful parent with almost all aspects of pro-social behaviour. Neglectful parenting has been shown to have a significant and negative correlation with each of the following pro-social tendencies: public ($r = -.171, p < .01$), emotional ($r = -.181, p < .01$), dire ($r = -.159, p < .05$), anonymous ($r = -.239, p < .01$) and compliant ($r = -.149, p < .05$). It is noteworthy that the only dimension of pro-social behaviour that was not significantly impacted by a neglectful upbringing was altruism ($r = -.116, p > .05$).

4.6 Correlation between Self efficacy and Prosocial behaviour

Table 9 Correlation Between Self Efficacy and Prosocial Behaviour

Variable	1	2	3	4	5	6	7	8
1. Academic Self-Efficacy	1							
2. Social Self-Efficacy	.482**	1						
3. Emotional Self-Efficacy	.505**	.553**	1					
4. Public Prosocial	.314**	.121	.178**	1				
5. Emotional Prosocial	.250**	.233**	.250**	.259**	1			
6. Dire Prosocial	.210**	.235**	.248**	.200**	.399**	1		
7. Anonymous Prosocial	.174**	.217**	.246**	.024	.312**	.468**	1	
8. Altruism Prosocial	.077	.133*	.143*	-.287**	-.030	.155*	.377**	1
9. Compliant Prosocial	.257**	.174**	.278**	.244**	.185**	.334**	.168**	.071

Note. N = 238 for all variables.

* $p < .05$, ** $p < .01$ (2-tailed).

A Pearson correlation analysis was conducted to examine the relationships among the three self-efficacy dimensions (Academic, Social, and Emotional) and the six prosocial behavior subscales (Public, Emotional, Dire, Anonymous, Altruism, and Compliant). Focus was placed on how each specific self-efficacy domain links to these diverse helping behaviors. Academic self-efficacy demonstrated significant positive correlations with nearly all prosocial subscales, showing its strongest associations with public ($r = .314$, $p < .01$) and compliant ($r = .257$, $p < .01$) actions. However, academic self-efficacy did not share a statistically significant relationship with altruism ($r = .077$, $p > .05$), indicating that academic confidence does not track with purely selfless helping. Social self-efficacy exhibited significant, positive relationships with dire ($r = .235$, $p < .01$), emotional ($r = .233$, $p < .01$), and anonymous ($r = .217$, $p < .01$) helping traits, as well as a weaker but still significant link to altruism ($r = .133$, $p < .05$). Conversely, social self-efficacy

lacked a statistical relationship with public prosocial behaviors ($r = .121, p > .05$). Lastly, emotional self-efficacy was consistently and significantly tied to higher scores across every single prosocial behavior category. It demonstrated its most robust relationships with compliant ($r = .278, p < .01$), emotional ($r = .250, p < .01$), and dire ($r = .248, p < .01$) actions, suggesting that a strong capacity to manage emotions serves as a foundation for diverse forms of helping.

4.7 The multiple linear regression result of parenting style & self efficacy with prosocial behavior

Table 10 Multiple Regression Analysis

Variable	B	SE	β	t	p
(Constant)	2.225	.187		11.884	< .001
Self-Efficacy	.301	.049	.386	6.151	< .001
Authoritarian	-.059	.090	-.044	-.660	.510
Permissive	.097	.092	.068	1.056	.292
Neglectful	-.212	.084	-.178	-2.511	.013

Note. $N = 238$. Authoritative parenting serves as the reference benchmark category. Dependent Variable: Total Prosocial Behavior.

$R^2 = .234$; $R^2 \text{ Change} = .234$; $F(4, 233) = 17.829, p < .001$.

A multiple linear regression analysis was conducted to evaluate how effectively self-efficacy and parenting styles predict total prosocial behavior among adolescents. To evaluate the specific impact of each parenting styles, authoritative parenting was set as the baseline reference category (benchmark), meaning all other parenting styles are directly compared against it.

The overall regression model was statistically significant, $F(4, 233) = 17.829, p < .001$, and result an R^2 value of .234 $R^2 \text{ Change} = .234$. This indicates that combining self-efficacy and parenting styles explains 23.4% of the variance in total prosocial behavior. The other 76.6% is likely made

up of external and internal factors like peer pressure, school environment, neighborhood culture, genetics, religious beliefs, media influence, and socioeconomic status.

When evaluating the individual predictors, self-efficacy emerged as the strongest positive predictor in the entire model ($\beta = .386$, $t = 6.151$, $p < .001$). This strong statistical significance shows that when parenting styles are held constant, individuals with higher self-efficacy demonstrate particularly higher levels of prosocial behavior.

In the case of parenting styles, only neglectful parenting showed a statistically significant difference when compared directly to the authoritative benchmark ($B = -.212$, $\beta = -.178$, $t = -2.511$, $p = .013$). The negative coefficient confirms that individuals raised in neglectful environments score significantly lower in total prosocial behavior than those raised in authoritative households.

In contrast authoritarian parenting ($B = -.059$, $\beta = -.044$, $t = -.660$, $p = .510$) and permissive parenting ($B = .097$, $\beta = .068$, $t = 1.056$, $p = .292$) did not reach statistical significance. This implies that within this model, the prosocial behavior scores of individuals from authoritarian and permissive backgrounds do not significantly differ from the scores of individuals from authoritative homes.

4.8 Gender difference in prosocial behaviour

An independent samples t-test was conducted to examine whether there is a significant difference in pro-social behaviour between male and female adolescents.

Table 11 *Gender Differences in Prosocial Behaviour*

Variable	Gender	N	M	SD	t	df	p	Mean Diff.
Public	Female	137	2.18	0.78	-1.697	236	.091	-0.174
	Male	101	2.35	0.79				
Emotional	Female	137	2.95	0.88	0.518	236	.605	0.061
	Male	101	2.89	0.93				
Dire	Female	137	3.23	0.75	1.244	236	.215	0.132
	Male	101	3.10	0.88				
Anonymous	Female	137	3.64	0.97	1.482	236	.140	0.182

	Male	101	3.46	0.89				
Altruism	Female	137	4.14	0.78	2.084	236	.038	0.219
	Male	101	3.92	0.84				
Compliant	Female	137	3.09	1.27	0.284	236	.777	0.048
	Male	101	3.04	1.31				
Prosocial Total	Female	137	3.21	0.52	1.115	236	.266	0.078
	Male	101	3.13	0.55				

An independent-samples t-test was conducted to investigate whether there were statistically significant differences in prosocial behavior types and mean scores based on the gender of the adolescents. As presented in Table 11, the analysis revealed that the overall total prosocial behavior score did not differ significantly between the gender, $t(236) = 1.115$, $p = .266$. Although female students showed a slightly higher mean score ($M = 3.21$, $SD = 0.52$) than male students ($M = 3.13$, $SD = 0.55$), this difference did not reach statistical significance at the alpha level of 0.05.

When examining the individual subscales of prosocial behavior, no statistically significant gender differences were observed for Public helping $t(236) = -1.697$, $p = .091$, Emotional helping $t(236) = 0.518$, $p = .605$, Dire helping $t(236) = 1.244$, $p = .215$, Anonymous helping $t(236) = 1.482$, $p = .140$, or Compliant helping $t(236) = 0.284$, $p = .777$.

However, a statistically significant gender difference emerged specifically within the Altruism subscale, $t(236) = 2.084$, $p = .038$, with a mean difference of 0.219. The adolescent females were found to be more altruistic $M = 4.14$, $SD = 0.78$ than male $M = 3.92$, $SD = 0.84$. this suggests that despite having the same prosocial trends among both genders, the female adolescents are more significantly stronger inclination towards purely unselfish, altruistic behavior.

CHAPTER FIVE

DISCUSSION

This chapter discusses the findings of the study in relation to the research objectives. The discussion interprets the result presented in chapter four by linking them to existing literature, theoretical frameworks, and the study context.

5.1 predominant parenting style perceived among adolescents

Based on the data collected from the students, the most common perceived parenting style was Authoritative Parent (34.9%). In second place came neglectful parenting style which accounted for 27.7% of the total number of participants. The third and fourth parenting styles respectively were authoritarian parenting style which was mentioned by 20.2% and permissive parenting style which accounted for 17.2%.

These findings are consistent with previous studies conducted in Ethiopia. Abesha (2012) found that Authoritative Parent is also the most commonly utilized parenting style in Ethiopian households. Additionally, Getahun (2023) found that in haramaya secondary school also Authoritative Parents were their predominant parenting styles. This indicates that the majority of the parents who participated in this study are trying to be supportive and to have reasonable expectations of their children. Since this was conducted in an urban area this means that parents are more likely to have completed formal education and/or received exposure to modern child rearing practices. However, the relatively large number of students that reported that their parents(guardian) were neglectful (27.7%) is concerning. This is likely due to the various forms of daily stressors on most Ethiopian families including economic challenge, long working hours and lack of understanding regarding modern parenting styles.

The other two styles of parenting that are less common than the authoritative parenting style are authoritarian and permissive. Authoritarian means parents are highly demanding yet unresponsive (Baumrind, 1991) and display parenting behaviours that are closely related with aspects of traditional Ethiopian culture which values strict set of rules with orders and respect for elders and discipline of children (communal discipline). Authoritarian parents show high degrees of control over the child and the child may perceive this type of parenting as parental love and concern

instead of rejection. A permissive parent has a high degree of warmth but little to no boundaries for their children so the permissive parenting style is represented by the lowest percentage of respondents than the other two parenting styles.

Overall, the findings demonstrate that while Authoritative Parenting is increasingly becoming the predominant parenting style in Ethiopia, other forms of parenting styles are also being utilized.

5.2 Levels of Pro-social Behaviour among Adolescents

The study also analysis the level of pro-social behaviour among secondary school students.

Altruism had the highest mean ($M=4.05$, $SD=0.81$), followed by anonymous pro-social behaviour ($M=3.57$, $SD=0.94$). and also, public pro-social behaviour had the lowest mean ($M=2.25$, $SD=0.78$), while the other dimensions (i.e. dire, compliant, emotional) had a moderate mean

Overall the findings revealed that adolescents who showed levels of pro-social behaviour show the greatest amounts when they engaged with other people from a place of genuine concern (altruism) & also in private (anonymous) pro-social behaviours compared to finding themselves engaged in helping people to receive social recognition (public). The reason for this type of pro-social behaviour in Ethiopian society may came from cultural values that culturally emphasize the value of modesty and humility and encourage those who engage in pro-social behaviours to do so privately rather than to be recognised for their efforts.

Previously existing studies in Ethiopia support the findings in the current study. For example, Abel (2015) found that adolescents do exhibit a relatively high frequency of altruism and anonymous pro-social behaviours compared to public pro-social behaviours. Other local studies likewise found that young people prefer to engage in private and emotionally based pro-social behaviours than engaging in pro-social behaviours in order to receive validation from others(public) Tsehay et al.(2014). although the students showed fairly good pro-social behaviour, particularly with regards to their altruism, more encouragement to be helpful in various situations is necessary. Schools and families can help support a greater understanding and practice of pro-social behaviour.

5.3 Level of Self-Efficacy among Adolescents

The findings of this study indicate moderate levels of academic, social, and emotional self-efficacy in the adolescents. Among the three dimensions, emotional self-efficacy had the highest mean score ($M=3.38$), while the mean scores for social ($M=3.30$) and academic ($M=3.29$) self-efficacy were almost identical. This indicates that the students surveyed felt relatively confident in their ability to manage their emotions, engage in social interactions and perform academically. but they still lacked the confidence necessary to perform well in each of the three dimensions.

It is interesting that emotional self-efficacy was higher than both academic and social self-efficacy this may indicate that students feel more capable of controlling their emotions than performing well in school or navigating social situations. This finding may also reflect the many challenges faced by adolescents at both school and in their peer relationships in our context.

These levels of self-efficacy are consistent with previous research conducted on the same age group in Ethiopia. for example, Abesha (2012) reported moderate levels of self-efficacy among Ethiopian adolescents, with family support, school environment, and economic conditions often being important contributing factors.

According to the self-efficacy theory of Bandura (1997), belief in one's capabilities is important to both motivation and success. This implies that there is a need to enhance students' self-confidence particularly in academics and social environment.

5.4 Relationship between perceived parenting styles and pro-social Behaviour

The data suggest that there is a different relationship between the types of perceived parenting styles and how adolescents choose to help others, authoritative parenting is positively related to all three helping behaviours.

The significant positive correlations between authoritative parenting and the three helping behaviours are ($r = .139, p < .05$), altruistic ($r = .151, p < .05$), and compliant ($r = .133, p < .05$) supports previous scholarly and empirical research indicating that the combination of parental warmth and behavioural control promotes prosocial behaviour in adolescents. Looking at Getahun (2023), he also identified that children raised in an authoritative household provide a strong foundation for cultivating adolescent prosocial values in Ethiopian secondary school

students because the parents provided strong supervision and emotional support. Authoritative parents provide strong boundaries and use reasoning to help their children develop personal moral standards and empathy toward others. This explains why children of authoritative parents are more likely to provide help in extreme situations (dire helping), anonymously with no expectation of a return (altruistic) and in response to explicit requests for help (compliant helping). These findings are supported by longitudinal research from Baumrind (1991) and Padilla-Walker et al. (2012), providing evidence that parents who offer consistent boundaries within an emotionally supportive environment foster superior psychosocial competencies and self-reliance among their children. Additionally, building a warm parent-child relationship leads to the development of empathy which has been demonstrated by Pastorelli et al. (2016) and Stern et al. (2024) to function as the primary emotional motivator for adolescent helping behavior over time. Also permissive parenting in this study has a very limited amount of variance resulting in a very weak positive correlation to anonymous prosocial behavior ($r = .138$; $p < .05$) and presents an important point of comparison to as well as contrast against both local and international studies. While Temtmie and Tefera (2020) found that permissive parenting had a large positive effect on the likelihood that adolescents would help others due to the perception that their parents could trust them to exercise their freedom, data collected in the urban area of Addis Ababa demonstrate that this perception of capability is not realized unless the adolescent can help without being recognized as the helper. This finding supports some elements of the larger theoretical framework of Baumrind (1991) who said that while children raised in permissive homes generally have significant amounts of freedom they also typically lack the external structure necessary to show optimal social regulation in their behavior. Adolescents may demonstrate a preference for individualistic modes of prosocial behavior in the absence of social and community reinforcement (e.g., anonymity) contributing to high levels of autonomy due to a lack of awareness of external factors that can impact their decisions. This supports the assertion of Baumrind (1967) that rigid parenting characterised by strict enforcement of rules and authoritarian control will not foster the internalisation of a self determined helping ethic. When family systems use psychological and/or physical means of discipline and interference to enforce rules the adolescent will not develop an internal moral conscience or empathic response to the prosocial acts of others in the absence of enforcement by the parent (i.e., control). Research conducted by Maccoby and Martin (1983) and Steinberg (2001) has identified that neglectful

parents lack warmth or supervision of their children and remain mostly detached from their child's life. also when parents do not provide both warmth and discipline their children miss out the appropriate behaviours social reinforcement for their own prosocial behaviours and learning about prosocial behaviours through shared experiences with parents. The lack of support from parents decreases the adolescent's perception of emotional safety and reduces their ability to provide comfort to others when they are experiencing emotional distress or to engage in prosocial forms of helping others in the community.

5.5 Relationship between Self-Efficacy and Pro-social Behaviour

The purpose of the research included looking to see if there would be any correlation between Pro-Social behaviours and Self-Efficacy. A Pearson Correlation analysis was done and found a moderate positive statistically significant correlation between Student self-efficacy and prosocial behaviours where the correlation coefficient (r) was .443 with a p value $< .01$. This means that students who demonstrate a higher level of Self-Efficacy will also typically have a higher level of pro-social behaviours as opposed to students who do not show a high level of self-efficacy behaviour. In other words students with higher levels of self-efficacy behaviour tend to make a greater contribution to society through helping others or offering support to others through actions. As an example, an adolescent with a strong level of self-efficacy tends to view social situations as opportunities for him/her to learn and master instead of viewing the situation as a threat so he/she will typically initiate their willingness to provide help or assistance to others (Alessandri et al., 2009). This strong correlation coefficient reveals that an individual's internal confidence acts as a primary psychological engine that directly dictates how actively they engage with the needs of their peers.

The findings support Bandura's (1997) self-efficacy theory which asserts that the belief in one's ability to succeed has a direct impact on one's motivation and on engaging in pro-social behaviour. Unless individuals believe their actions can produce the results they desire they maintain little intention to act or continue through social challenges. There are several studies in Ethiopia that have supported this relationship between self-efficacy and pro-social behaviour. For example, several researchers have demonstrated that adolescents with a higher level of self-efficacy are more likely to engage in pro-social behaviours than are those with lower levels of

self-efficacy (Abesha, 2012). This consistency across local studies reinforces the fact that increasing youth confidence is a highly reliable pathway to promote cooperative actions within the urban area of Addis Ababa (Mohamed, 2022).

The findings confirm that enhancing the confidence of students may be an effective way to promote increased positive and supportive behaviours within schools. Because self-efficacy functions as a core element of human agency targeted school counseling and social skills interventions that build domain-specific confidence can directly increase the frequency of voluntary contributions made by students to those around them.

5.6 Multiple Linear Regression Analysis

The Multiple Linear Regression analysis in Table 10 shows how self-efficacy and various types of parenting can predict the total amount of prosocial behavior in adolescents in the research study. Authoritative parenting is used as a reference group so that there are statistical comparisons between the three types of parenting (authoritarian, permissive, and neglectful) on their effect of the amount of prosocial behavior in adolescents, the regression model was significant ($F(4, 233) = 17.829, p < .001$), $R^2 = .234$ and $R^2 \text{ Change} = .234$. The self-efficacy with the different parenting styles accounts for 23.4% of the variance in evaluating adolescent prosocial behavior in an addisababa secondary school. This finding is similar to Bandura's (1986) Social Cognitive Theory and Bio Ecological Systems Theory (1979). Bandura's theory states that personal cognitive mechanisms (internal) as well as external environmental factors will guide individuals' social behaviour. A regression analysis was conducted where self-efficacy emerged as the most powerful predictor of all variables within the model ($\beta = .386; t = 6.151; p < .001$). This represents strong support for Bandura's (1997) concepts within social cognitive development theory which illustrates that an adolescent's belief in their ability and self-sufficiency will drive them to take action and keep help activities going as long as all other aspects surrounding family/social support are held constant. These results are also in agreement with Pajares' (1996) assertion that self-efficacy better predicts actual behaviors than someone's ability because it will influence how they utilize any learned skill. Mohamed (2022) noted the potential for increasing the internal confidence of youth to have an impact on the ability to make youth helping behaviors such as like within the city of Addis Ababa. Besides studying particular

psychological characteristics of adolescents this model also identified neglectful parenting as a significant predictor of prosocial behaviors in comparison to authoritative parenting & in particular as it relates to the effects of different parenting styles on prosocial behaviors ($B = -.212$, $\beta = -.178$, $t = -2.511$, $p = .013$). The negative direction of this coefficient indicates that growing up in a family that lacks emotional support and involved parenting decreases the likelihood that adolescents will wish to support other people. This finding relates to research by Mohamed (2022) regarding the impact of some structural variations in households on their social development outcomes. Maccoby and Martin (1983) and Steinberg (2001) have evaluated and concluded that without parental supervision or warmth over an extended period of time it compromises the foundations for developing prosocial behaviors.

A statistical comparison between adolescents raised in authoritarian and permissive families using total scores on prosocial behaviors shows that the patterns of adolescent prosocial behaviors do not differ significantly from those of adolescents raised under authoritative. An interesting point of discussion regarding this finding is the fact that there was a slight relationship between permissive parenting and anonymous helping in Table 8 but once internal self-efficacy was taken into consideration permissive parenting lost its ability to independently predict anonymous helping when analysed as a whole. This highlights that although supportive family relationships are very important an adolescent must improve confidence in themselves for their general understanding of morals to actually translate into the prosocial acts they do on a daily basis.

5.7 Gender difference in prosocial behaviour

The fifth research question was to determine if there was a statistically significant difference in adolescent prosocial behaviour by gender. An independent-samples t-test was conducted to test the differences between the behaviours of helping (i.e., subcategories of prosocial behaviour) and total score. Results for the inferential analysis reported in Table 11 showed that there was no significant difference between males ($M = 3.13$, $SD = .55$) and females ($M = 3.21$, $SD = .52$) in total prosocial behaviour, $t(236) = 1.115$, $p = .266$. There was a small mean difference between males and females but that difference did not reach statistical significance (alpha level of .05). The independent-samples t-tests calculated for each subscale also revealed no statistically

significant differences between males and females (public helping, $t(236) = -1.697$, $p = .091$; emotional helping, $t(236) = .096$, $p = .605$; direct helping, $t(236) = 1.244$, $p = .215$; anonymous helping, $t(236) = 1.482$, $p = .140$; compliant helping, $t(236) = 0.284$, $p = .777$). However, in the Altruism subscale, males scored significantly lower than females ($t(236) = 2.084$, $p = .038$; males, $M = 3.92$, $SD = .84$; females, $M = 4.14$, $SD = .78$) with a mean difference of .219.

The findings of this study, which indicate that there are no statistically significant differences between the overall total scores and five of the total scores' subscales, are consistent with previous empirical research done in Addis Ababa's urban context (e.g., Abel, 2015), in which no statistically significant differences were found between girls' and boys' overall level of prosocial behaviour in this city. also, Temtmie and Tefera (2020) concluded that there were no statistically significant differences in the general nature of prosocial behaviour among adolescent females and males who live in the urban area because both females and males have been raised in similar culturally normative environments that are characterised by cooperative mutual support among members of their neighbourhoods. Additionally, the convergence of the estimated means for overall prosocial behaviour among adolescent females and males who live in Addis Ababa corresponds to the empirical conclusions reviewed and summarised by Eisenberg et al. (2015) that on average there are no statistically significant differences between females and males with respect to their basic helping ability (i.e., prosocial behaviours). On the other side, there is a significant amount of difference according to the Altruism Subscale. The data also shows that young female adolescents tend to be especially more likely than young male adolescents to engage in purely selfless acts of altruism. One possible reason for this finding could be attributed to the processes that govern female socialisation within the culture at large where females are often socialised towards the importance of developing attributes of empathy and compassion as well as nurturing and being able to relate to others. but males are often socialised toward being competent in activities that require immediate physical competence or structured performance. while the majority of both young females and males possess similar levels of general prosociality within the urban environment of Addis Ababa, adolescent females tend to demonstrate a greater orientation toward moral altruism than adolescent males, while they exhibit a significantly lower inclination to be influenced by external rewards for helping other.

5.8 Limitation of the study

Methodological Design: This study used a correlational and cross-sectional design, which means that data collection occurred at only one time. Since these variables were not altered by the researcher, this design does not allow for any definitive causal relationships between parenting styles, self-efficacy and prosocial behaviors to be determined; therefore the use of longitudinal data to explore how these three relationships might evolve would be beneficial in future studies.

Sample Representation: The data was collected from one single private institution Tiwled Tesfa Secondary and Preparatory School located in the Kolfe Keranyo sub-city of Addis Ababa; because all of the data came from one urban location, it is likely to have limited use for representing the experiences of adolescents who attend public schools or who live outside that area. It would be appropriate to expand the sample to include additional public and private institutions.

Reliance on Self-Reporting: The results are derived from individual student self-reporting questionnaires. These instruments have been standardized but there is always the chance of response bias when using self-report information, meaning participants could answer based on their desire to respond in a socially acceptable manner. Conducting qualitative methods of data collection such as in-depth interviews is another option for future researchers in gaining a more comprehensive understanding of adolescents' true experiences.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter, the findings, conclusion and recommendations of the current study are presented. The research questions and findings for each research question were the key points in the Summary, Conclusion and Recommendations.

6.1 Summary of the Findings

This section provides a detailed summary of the empirical findings derived from studying the relationship among parenting styles, self-efficacy and its correlates to adolescent pro-social behaviour within the research area. The results of the descriptive analyses indicate that authoritative parenting style is the most reported parenting style with 34.9% of the total sample. and a large number of parents reported their quality of parenting as providing an adequate level of warmth (supportive environment) while at the same time creating and maintaining firm expectations of behaviour. In addition to that over one-quarter (27.7%) of the adolescents reported having been raised by neglectful parents. This is an unacceptable percentage and is likely attributed to multiple socio-economic challenges, work-related constraints (such as employment of both parents) and the changing characteristics of families living in most of the urban communities in the area which have limited parents from actively participating in their children's emotional development.

The adolescents in this sample primarily engage in helping behaviours that demonstrate internal values of altruism and anonymous pro-social behaviour (ranked highest on altruism and anonymous pro-social behaviour subscales) compared to behaviours that are for public helping behaviours toward others. In general, it appears that the majority of adolescents engage in helping behaviours primarily due to their internal moral values and an underlying sense of modesty, rather than as a strategy for obtaining public visibility or external social approval through the use of pro-social behaviours.

The adolescents in this study exhibited moderate levels of self-efficacy with an overall average across academic, social, and emotional domains. However, the adolescents reported being

slightly more confident about managing their internal emotions than social and academic interactions. It appears there may be a strong degree of underlying self-doubt that continues to be present in the everyday experiences of most adolescents in school.

In terms of the connections between different types of parenting and certain prosocial behaviors the correlation analysis indicated some very distinct paths. Authoritative parenting had a statistically significant positive correlation with the three categories of prosocial behaviors including direct prosocial behaviors, altruistic prosocial behaviors and compliant prosocial behaviors. This supports the notion that growing up in a nurturing and balanced environment increases the likelihood of offering assistance to others in times of crisis, selflessly and cooperatively. On the other hand, permissive parenting produced a constrained single positive correlation exclusively with anonymous prosocial behavior while authoritarian parenting did not produce any statistically significant positive correlations with any of the six measured dimensions of prosocial behavior. Also neglectful parenting exhibited very widespread systematic negative correlations with nearly all of the prosocial helping dimensions and produced statistically significant negative correlations with public, emotional, direct, anonymous and compliant helping tendencies. However, the most significant findings relating to prediction were derived from a multiple linear regression analysis performed on all of the variables we collected. Together, the composite model made up of self-efficacy and parenting styles accounted for 23.4% of the total variance in adolescents' prosocial behavior. Self-efficacy was identified within the predictive model to be the strongest statistically significant positive predictor of adolescents' prosocial behavior. Additionally, with respect to the relative predictive power of the remaining parenting styles as compared to the baseline authoritative category, neglectful parenting emerged as a statistically significant independent negative predictor indicating that chronic parental detachment results in a dramatic reduction of general helping behavior. On the other hand, authoritarian and permissive parenting styles did not significantly predict prosocial scores when compared directly to the authoritative baseline reference category within the full model.

6.2 Conclusion

These results indicate that there are various styles of parenting and levels of self-efficacy impacting the prosocial behaviors of adolescents attending Tiwled Tesfa Secondary and

Preparatory School. There is a clear divide between two distinct parenting styles that of the authoritative parent who represents the majority of parents in relation to their children and those of the neglectful parent who makes up the extreme minority of parents. In regard to possible causes for this divide it may be that the pressures associated with living in an urban area like Addis Ababa are causing a break down of the family unit for many adolescents due to the limited emotional involvement by the parent that must be performed in order for a child to receive adequate parental involvement in his/her life resulting in increased amounts of homelessness and/or low self-esteem due to lack of parental contact.

Second, the motivators of the helpful behaviors that these adolescents show seem to be largely driven by internal as evidenced by this group of students scoring extremely high on measures indicative of altruism and/or the provision of anonymous assistance as compared to that of providing assistance with a public (society). Additionally, while all other trends remain differing across gender, it is essential to highlight that the females show significantly higher levels of purely selfless or altruistic based behaviors than male..

Third, the level at which adolescents perceive their ability to perform positively in the academic, social, and emotional domains is moderate in all areas of self-efficacy. however, although moderately (slightly) higher levels of self-efficacy are perceived in the management of internal emotions, self-doubts regarding social interactions and perform worse than other genders due to these same internal doubts exist with all genders.

In conclusion, the internal confidence of an adolescent and their family situation are two excellent predictors of how a student contributes positively or negatively to their community. Self-efficacy has been shown to be the single biggest positive predictor of prosocial behavior. In contrast, neglectful parenting is one of the biggest inhibitors to helping behavior in multiple aspects of life compared to having an authoritative parent. Lastly, neither authoritarian or permissive parenting changes overall prosocial development when internal confidence is accounted for. Therefore, while a warm, structured authoritative family provides an important foundation, building a student's internal self-efficacy is the most important factor in turning their beliefs into positive actions to support their school and community.

6.3 Recommendation

First, school counselors and administration at Tiwled Tesfa secondary & preparatory school need to develop specific interventions and workshops designed solely to increase the academic and social self-efficacy of all students. In addition, as internal confidence is the single most important predictor of an individual engaging in positive social action all schools should work toward increasing the number of available school clubs/peer mentoring programs that provide young people with the necessary real life experience of developing skills associated with overcoming social related challenges present in their own personal lives.

Second, parents/guardians residing in the local community need to be continuously educated on how they can support the healthy development of young people by consistently modelling an authoritative style of parenting. An excellent medium for providing this type of information is through the parent teacher associations and/or community forums. In addition, support structure must create opportunities for parents to be supported in the absence of time in an effort to prevent parents from utilizing neglectful parenting styles, so negatively impacting adolescents' ability to develop positive social behaviors.

Lastly, upcoming researchers could broaden the scope of this research by including additional public and private schools within the Addis Ababa using longitudinal designs and qualitative methodologies (such as interviews) to develop a better understanding of the effect of changing urban economic conditions on parental neglect and adolescent psychological development over time.

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Appendix A

English version of the questionnaires

Background Information (BGI)

The purpose of this questionnaire is to gather information for a study leading to MA degree in developmental psychology. Including this demographic information, there are 4 questionnaires provided. Information you provide would be very crucial for the success of the study. so, you are kindly requested to be honest towards all the items provided in this questionnaire. The information you provide will be kept confidential. You are not required to write your name.

Direction:- write the necessary information in the blank space provided or circle for questions with choices.

1 Sex: (1) Female (2) Male

2 Age _____ grade; _____ -

Part 2 : Parenting Styles Scale (PSS)

Direction: Please read each of the following statements carefully and for each item from 1-24 think about your parents"/guardians" attitudes and behaviors in raising you, and rate them using the scale below by encircling on a choice that indicates the alternative which you believe best describes your response.

(1) Strongly disagree (2) disagree (3) agree (4) strongly agree

		Parent/ guardian
1	I trust my parents/guardians to help me out, if I have any kind of problems.	1 2 3 4
2	My parents/guardians keep helping me to do my best in what I do.	1 2 3 4
3	My parents/guardians allow me to tell them if I think my ideas are better than theirs.	1 2 3 4
4	My parents/guardians always speak to me with a warm and friendly voice (manner).	1 2 3 4

5	When my parents/guardians want me to do something, they explain why.	1 2 3 4
6	When I get good grades in school, my parents/ guardians praise me.	1 2 3 4
7	When I get poor grades in school, my parents/ guardians encourage me to work harder.	1 2 3 4
8	My parents/guardians are involved in my education (e.g., helping with assignments when asked).	1 2 3 4
9	My parents/guardians know who my friends are.	1 2 3 4
10	My parents/guardians spend time talking with me when there is an issue (a case) of interest.	1 2 3 4
11	My parents/guardians enjoy staying home with me more than going out with friends.	1 2 3 4
12	My parents/guardians give me a lot of care, attention, and support.	1 2 3 4

13. In a typical week, what is the latest time your parents/ guardians allow you to stay out on school nights (Monday-Friday)?

- (1) As late as I want (2) 9:00 P.M - Mid-night
(3) 7:00- 9:00 P.M (4) Doesn't allow me out

14. In a typical week, what is the latest time your parents/guardians allow you to stay out during weekend (Non-school) nights (Friday, Saturday or Sunday)?

- (1) As late as I want (2) 9:00 P.M - Mid-night
(3) 7:00- 9:00 P.M (4) Doesn't allow me out

15. How much do your parents/guardians try to know exactly where you are and what you are doing?

- (1) Doesn't try (2) Tries a little (3) Tries a lot

16. How much do your parents/guardians try to know what you do with your free time?

- (1) Doesn't try (2) Tries a little (3) Tries a lot

17. How much do your parents/guardians try to know where you are most afternoons after school?

(1) Doesn't try (2) Tries a little (3) Tries a lot

18. How much do your parents/guardians try to know what you do with your money?

(1) Doesn't know (2) Knows a little (3) Knows a lot

19. How much do your parents/guardians really know exactly where you are and what you are doing?

(1) Doesn't know (2) Knows a little (3) Knows a lot

20. How much do your parents/guardians really know exactly whether you go to school or not?

(1) Doesn't know (2) Knows a little (3) Knows a lot

21. How much do your parents/guardians really know exactly what you do with your free time?

(1) Doesn't know (2) Knows a little (3) Knows a lot

22. How much do your parents/guardians really know exactly where you are most afternoons after school?

(1) Doesn't know (2) Knows a little (3) Knows a lot

23. How much do your parents/guardians really know exactly what you do with your money?

(1) Doesn't know (2) Knows a little (3) Knows a lot

24. How much do your parents/guardians supervise and monitor you?

(1) Never at all (2) Sometimes (3) Always

Part 3: pro-social Tendency Measure

Below are a number of statements that may or may not describe you. Please indicate how much each statement describes you by using the following scale:

(1), Does not describe me at all, (2), Describes me a little

(3), Describes me somewhat (4), Describes me well, (5), Describes me greatly

		1	2	3	4	5
1	I can help others best when people are watching me.	1	2	3	4	5
2	It makes me feel good when I can comfort someone who is very upset.	1	2	3	4	5
3	When other people are around, it is easier for me to help others in need.	1	2	3	4	5
4	I think that one of the best things about helping others is that it	1	2	3	4	5

	makes me look good.					
5	I tend to help people who are in a real crisis or need	1	2	3	4	5
6	When people ask me to help them, I don't hesitate.	1	2	3	4	5
7	I prefer to donate money without anyone knowing	1	2	3	4	5
8	I tend to help people who are hurt badly.	1	2	3	4	5
9	I believe that donating goods or money works best when I get some benefit.	1	2	3	4	5
10	I tend to help others especially when they are really emotional.	1	2	3	4	5
11	Helping others when I am being watched is when I work best.	1	2	3	4	5
12	It is easy for me to help others when they are in a bad situation.	1	2	3	4	5
13	Most of the time, I help others when they do not know who helped them.	1	2	3	4	5
14	I believe I should receive more rewards for the time and energy I spend on volunteer service.	1	2	3	4	5
15	I respond to helping others best when the situation is highly emotional	1	2	3	4	5
16	I think that helping others without them knowing is the best situation.	1	2	3	4	5
17	One of the best things about doing charity work is that it looks good on my resume	1	2	3	4	5
18	Emotional situations make me want to help others in need.	1	2	3	4	5
19	I often make donations without anyone knowing because they make me feel good.	1	2	3	4	5
20	I feel that if I help someone, they should help me in the future.	1	2	3	4	5
21	I often help even if I don't think I will get anything out of helping.	1	2	3	4	5

Part 4: Self-efficacy questionnaire for children (SEQ-C)

Below are a number of statements that may or may not describe you. Please indicate how much each statement describes you by using the following scale:

(1) Not at all (2)Almost not (3) Sometimes (4)almost Well (5) Very well

		Not at all	Almost not	Some times	Almost well	Very well
1	How well can you get teachers to help you when you get stuck on schoolwork?					
2	How well can you express your opinions when other classmates disagree with you?					
3	How well do you succeed in cheering yourself up when an unpleasant event has happened?					
4	How well can you study when there are other interesting things to do?					
5	How well do you succeed in becoming calm again when you are very scared?					
6	How well can you become friends with other children?					
7	How well can you study a chapter for a test?					
8	How well can you have a chat with an unfamiliar person?					
9	How well can you prevent to become nervous?					
10	How well do you succeed in finishing all your homework every day?					
11	How well can you work in harmony with your classmates?					
12	How well can you control your feelings?					
13	How well can you pay attention during					

	every class?					
14	How well can you tell other children that they are doing something that you don't like?					
15	How well can you give yourself a pep-talk when you feel low?					
16	How well do you succeed in understanding all subjects in school?					
17	How well can you tell a funny event to a group of children?					
18	How well can you tell a friend that you don't feel well?					
19	How well do you succeed in satisfying your parents with your schoolwork?					
20	How well do you succeed in staying friends with other children?					
21	How well do you succeed in suppressing unpleasant thoughts?					
22	How well do you succeed in passing a test?					
23	How well do you succeed in preventing quarrels with other children?					
24	How well do you succeed in not worrying about things that might happen?					

Appendix-B

አዲስ አበባ ዩኒቨርሲቲ የትምህርትና ባህርይ ጥናት ኮሌጅ የሳይኮሎጂ ትምህርት-ቤት

ክፍል 1:ጠቅላላ መረጃ

በዚህ መጠይቅ ላይ ከዚህ በታች ለቀረቡት ጥያቄዎች ግልጽ በመሆን (አውነተኛውን) ምላሽ እንድትሰጡ/ጩ በትኩረትና እጠይቃለሁ፡፡ የሚሞላው መረጃ በሙሉ ምስጢራዊነቱ የተጠበቀ ይሆናል፡፡ ስምህን/ሽን መፃፍ አያስፈልግልኝም፡፡

መመሪያ፡-አስፈላጊውን ምላሽ በክፍት ቦታው በመጻፍ ወይም ምርጫ ላላቸው ጥያቄዎች በማክበብ መልስ/ሺ

1. የታ: (1) ሴት (2) ወንድ 2. ዕድሜ:- _____ 3. የክፍል ደረጃ:- _____

ክፍል 2: ሌሎችን የመርዳት ጠባይ መለኪያ

የሚከተሉት ጥያቄዎች ሌሎችን የመርዳት ጠባይ መለኪያዎች ናቸው፡፡ ጥያቄዎቹን ካነበቡ በሐላ

ምርጫዎት ላይ ✓ ምልክት ያስቀምጡ፡፡

		በፍፁም አይገልጽኝም	በትንሽ ይገልጻኛል	በመጠኑ ይገልጻኛል	በጣም ይገልጻኛል	እጅግ በጣም ይገልጻኛል
1	ሰዎች ሲያዩኝ ሌሎችን በተሻለ ሁኔታ መርዳት እችላለሁ፡፡					
2	በጣም የተረበሸን ሰው ማረጋገጥ (ማጽናናት) ደስ የሚል ስሜት ይሰጠኛል፡፡					
3	ሌሎች ሰዎች ባሉበት ጊዜ አርዳታ ለሚያስፈልጋቸው ሰዎች መርዳት ይቀለኛል፡፡					
4	ሌሎችን መርዳት ካሉት ጥቅሞች አንዱ እኔን ጥሩ አድርጎ ማሳየቱ ይመስለኛል፡፡					
5	በአውነተኛ ችግር ወይም አስቸኳይ ሁኔታ ላይ ያሉ ሰዎችን የመርዳት ዝንባሌ አለኝ፡፡					
6	ሰዎች እንዲረዱኝ ሲጠይቁኝ አላመነታም፡፡					

7	ማንም ሳያውቅ ገንዘብ መለገስን እመርጣለሁ።					
8	በከባድ ሁኔታ ለተጎዱ ሰዎች የመርዳት ዝንባሌ አለኝ።					
9	የቁሳቁስ ወይም የገንዘብ እርዳታ ማድረግ የሚሻለው እኔም በምላሹ የሆነ ጥቅም ሳገኝ ነው ብዬ አምናለሁ።					
10	በተለይ ሰዎች በስሜት በሚረበሹበት ጊዜ የመርዳት ዝንባሌ አለኝ።					
11	ሰዎች በሚያዩኝ ጊዜ መርዳት ስራዬን በተሻለ እንድወጣ ያደርገኛል።					
12	ሰዎች በከፋ ሁኔታ ውስጥ ሲሆኑ መርዳት ለእኔ ቀላል ነው።					
13	አብዛኛውን ጊዜ ሌሎችን የምረዳው ማን እንደረዳቸው በማያውቁበት ሁኔታ ነው።					
14	በበጎ ፈቃድ አገልግሎት ላጠፋሁት ጊዜና ጉልበት ተጨማሪ ሽልማቶችን ማግኘት አለብኝ ብዬ አምናለሁ።					
15	ሌሎችን ለመርዳት በምርጥ ሁኔታ የምንቀሳቀሰው ሁኔታው በጣም ስሜታዊ ሲሆን ነው።					
16	ሳይታወቅ ሌሎችን መርዳት ምርጥ ሁኔታ እንደሆነ አስባለሁ።					
17	የበጎ አድራጎት ስራዎችን ከመሥራት ጥቅሞች አንዱ ለስራ ማመልከቻ ጥሩ ገጽታ የሚሰጥ መሆኑ ነው።					
18	ስሜታዊ የሆኑ ሁኔታዎች ችግር ላይ ያሉ ሰዎችን የመርዳት ፍላጎት ያሳድሩብኛል።					
19	ማንም ሳያውቅ ልገሳ የማደርገው ጥሩ ስሜት እንዲሰማኝ ስለሚያደርግ ነው።					
20	አንድን ሰው ከረዳሁ፣ ያ ሰው ለወደፊት እኔን መርዳት እንዳለበት ይሰማኛል።					
21	ምንም ዓይነት ጥቅም እንደማላገኝ ባስብም እንኳ ብዙውን ጊዜ አረዳለሁ።					

ክፍል 3 :የወላጆች/አሳዳጊዎች/ የልጅ አስተዳደግ ልምዶች መለኪያ

የሚከተሉትን ጥያቄዎች በጥንቃቄ አንብቦ/ሽ ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) አንተን/ቺን ሲያሳድጉ ስለአንተ/ቺ አስተዳደግ ያላቸው አመለካከትና ጠባይ አስቦ/ሽ ምን ያህል ትስማማበት/ሚበት እንደሆነ ከታች ከተሰጡት አማራጮች ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) ለአንተ/ቺ የሚያሳዩህን/ሽን አመለካከትና ጠባይ በሚገባ ይገልጻል የምትለውን/ደው ላይ ✓ ምልክት ያስቀምጡ

		አጥብቄ አልስማማም	አልስማማም	እስማማለሁ	አጥብቄ እስማማለሁ
1	አባት/ወንድ አሳዳጊ እናት/ሴት አሳዳጊ ችግር ሲገጥመኝ ወላጆቼ/አሳዳጊዎቼ እንደሚረዱኝ አምናለሁ።				
2	ወላጆቼ/አሳዳጊዎቼ በምሠራው ሥራ ሁሉ የተሻለ እንደሠራ ዘወትር ያበረታቱኛል።				
3	ወላጆቼ/አሳዳጊዎቼ የእኔ ሀሳብ ከእነርሱ የተሻለ መሆኑን ለመግለጽ ስፈልግ ይፈቅዱልኛል።				
4	ወላጆቼ/አሳዳጊዎቼ ከእኔ ጋር የሚነጋገሩት በፍቅርና በጓደኝነት ስሜት ነው።				

5	ወላጆቹ/አሳዳጊዎቹ አንድን ሥራ እንድሠራ ሲፈልጉ ለምን መሥራት እንዳለብኝ ይገልጹልኛል።				
6	ወላጆቹ/አሳዳጊዎቹ በትምህርቱ ጥሩ ውጤት ሳገኝ ያመጣሉኛል/ይሸልሙኛል።				
7	ወላጆቹ/አሳዳጊዎቹ በትምህርቱ መጥፎ ውጤት ሳገኝ የተሻለ ለማግኘት ጠንክራ እንድሠራ ያበረታቱኛል።				
8	ወላጆቹ/አሳዳጊዎቹ በእኔ ትምህርት ይሳተፋሉ (ለምሳሌ፡ ያልገባኝን ስጠይቅ ያስረዱኛል።				
9	ወላጆቹ/አሳዳጊዎቹ ጓደኞቼ እነማን እንደሆኑ ያውቋቸዋል።				
10	ወላጆቹ/አሳዳጊዎቹ ከእኔ ጋር ለመነጋገር/ለመወያየት ጊዜ ይሰጣሉ።				
11	ወላጆቹ/አሳዳጊዎቹ ብዙውን ጊዜ ከጓደኞቻቸው ጋር ወደ ውጪ ወጣ ብለው ከመዝናናት ይልቅ ከእኔ ጋር ቤት በመቆየት ይደሰታሉ።				
12	ወላጆቹ/አሳዳጊዎቹ ለእኔ ከፍተኛ እንክብካቤና ትኩረት ይሰጡኛል።				

ከቁጥር 13 እስከ 24 ላሉት ጥያቄዎች ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) ስለ አንተ/ስለ አንቺ ያላቸውን አመለካከትና ጠባይ በሚገባ የሚገልጸውን አማራጭ የያዘውን ቁጥር በማክበብ መልስ/ሺ።

13. በሳምንት ውስጥ (ከሰኞ እስከ አርብ) ባሉት ቀናት ማታ አምሸተህ/ሽ እንድትገባ/ቢ ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) የሚፈቅዱል/ሽ እስከ ስንት ሰዓት ነው?

1. እስከ ፈለግሁት ሰዓት
2. ከምሽቱ ሦስት ሰዓት እስከ ስድስት ሰዓት
3. ከምሽቱ አንድ ሰዓት እስከ ሦስት ሰዓት
4. እንዳመሽ አይፈቀድልኝም

14. በሳምንቱ መጨረሻ ባሉት ቀናት (ቅዳሜ እና እሁድ) ለማምሽት ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) የሚፈቅዱል/ሽ እስከ ስንት ሰዓት ነው?

1. እስከ ፈለግሁት ሰዓት
2. ከምሽቱ ሦስት ሰዓት እስከ ስድስት ሰዓት
3. ከምሽቱ አንድ ሰዓት እስከ ሦስት ሰዓት
4. እንዳመሽ አይፈቀድልኝም

15. ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) የት እንዳለህ/ሽና ምን እንደምትሠራ/ሪ ለማወቅ ምን ያህል ይሞክራሉ/ይጥራሉ? 1. አይሞክሩም/አይጥሩም 2. ትንሽ ትንሽ ይጥራሉ/ይሞክራሉ 3. ብዙ ይጥራሉ/ይሞክራሉ

16. ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) በትርፍ ጊዜህ/ሽ ምን እንደምትሠራ/ሪ ለማወቅ ምን ያህል ይሞክራሉ/ይጥራሉ?

1. አይሞክሩም/አይጥሩም
2. ትንሽ ትንሽ ይጥራሉ/ይሞክራሉ
3. ብዙ ይጥራሉ/ይሞክራሉ

17. ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) በአብዛኛው ከሰዓት በኋላ (ከትምህርት በኋላ) የት እንዳለህ/ሽ ለማወቅ ምን ያህል ይሞክራሉ/ይጥራሉ?

1. አይሞክሩም/አይጥሩም
2. ትንሽ ትንሽ ይጥራሉ/ይሞክራሉ
3. ብዙ ይጥራሉ/ይሞክራሉ

18. ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) ባለህ/ሽ ገንዘብ ምን እንደምታደርግበት/ቢበት ለማወቅ ምን ያህል ሞክራሉ/ይጥራሉ?

1. አይሞክሩም/አይጥሩም
2. ትንሽ ትንሽ ይጥራሉ/ይሞክራሉ
3. ብዙ ይጥራሉ/ይሞክራሉ

19. ወላጆች/ሽ (አሳዳጊዎች/ሽ) የት እንዳለህ/ሽ እና ምን እንደምትሠራ/ሪ በእርግጠኝነት ምን ያህል ያውቃሉ?

1. ምንም አይወቁም 2. ትንሽ ትንሽ ያውቃሉ 3. ብዙ ያውቃሉ

20. ወላጆች/ሽ (አሳዳጊዎች/ሽ) ትምህርት ቤት መሔድህን/ሽን በእርግጠኝነት ምን ያህል ያውቃሉ?

1. ምንም አይወቁም 2. ትንሽ ትንሽ ያውቃሉ 3. ብዙ ያውቃሉ

21. ወላጆች/ሽ (አሳዳጊዎች/ሽ) በትርፍ ጊዜህ/ሽ የምታደርገውን/ጊውን በእርግጠኝነት ምን ያህል ያውቃሉ?

1. ምንም አይወቁም 2. ትንሽ ትንሽ ያውቃሉ 3. ብዙ ያውቃሉ

22. ወላጆች/ሽ (አሳዳጊዎች/ሽ) በአብዛኛው ከሰዓት በኋላ (ከትምህርት ሰዓት በኋላ) የት እንዳለህ/ሽ በእርግጠኝነት ምን ያህል ያውቃሉ?

1. ምንም አይወቁም 2. ትንሽ ትንሽ ያውቃሉ 3. ብዙ ያውቃሉ

23. ወላጆች/ሽ (አሳዳጊዎች/ሽ) ባለህ/ሽ ገንዘብ ምን እንደምታደርግበት/ጊበት በእርግጠኝነት ምን ያህል ያውቃሉ?

1. ምንም አይወቁም 2. ትንሽ ትንሽ ያውቃሉ 3. ብዙ ያውቃሉ

24. ወላጆች/ሽ (አሳዳጊዎች/ሽ) ምን ያህል ይቆጣጠሩ/ሃል/ሻል (ይከታተሉ/ሃል)

1. ምንም 2. አንድ አንድ ጊዜ 3. ሁል ጊዜ

ክፍል 4 ለልጆች የሚሆን የራሱ-ብቃት መጠይቅ

እባክህ/ሽ የሚከተሉትን ዓረፍተ ነገሮች በማንበብ አንተን/አንቺን ምን ያህል እንደሚገልጹህ/ሽ በመለየት ✓ ምልክት ያስቀምጡ

		በጭራሽ አልችልም	ባብዛኛው አልችልም	መካከለኛ	ባብዛኛው እችላለሁ	በደንብ እችላለሁ
1	ትምህርት ሲከብድህ/ሽ ምን ያህል መምህራን እርዳታ እንዲያረጉልህ/ሽ ታደርጋለህ/ሽ?					
2	የክፍል ጓደኛህ/ሽ ከአንተ/ቺ ጋር ሳይስማማ ሲቀር ምን ያህል ሀሳብህን/ሽን መግለጽ ትችላለህ/ሽ?					
3	ደስ የማያሰኝ ነገር ሲገጥምህ/ሽ ራስህን/ሽ ማበረታታት ምን ያህል ትችላለህ/ሽ?					
4	ሌሎች ትኩረት የሚሰቡ ነገሮች እያሉ ትምህርትህን ማጥናት ምን ያህል ትችላለህ?					
5	በጣም በፈራህ/ሽ ጊዜ ራስህን/ሽ መልሰህ/ሽ ማረጋገጥ ምን ያህል ትችላለህ/ሽ?					
6	ከሌሎች ልጆች ጋር ጓደኝነት መመስረት ምን ያህል ትችላለህ/ሽ?					
7	ለፈተና የሚሆንን አንድ ምዕራፍ በሚገባ ማጥናት ምን ያህል ትችላለህ/ሽ?					
8	ለማታውቀው ሰው ወሬ መጀመር/ማውራት ምን ያህል ትችላለህ/ሽ?					

9	ከመጨነቅ ራስህን መከላከል ምን ያህል ትችላለህ/ሽ?					
10	የቤት ስራህን/ሽ በየቀኑ ሰርተህ መጨረስ ምን ያህል ትችላለህ/ሽ?					
11	ከክፍል ጓደኞችህ/ሽ ጋር ተስማምተህ መስራት ምን ያህል ትችላለህ/ሽ?					
12	ስሜትህን/ሽ መቆጣጠር ምን ያህል ትችላለህ/ሽ?					
13	በእያንዳንዱ ክፍል ጊዜ ምን ያህል ትኩረት መስጠት ትችላለህ/ትችያለሽ?					
14	ለሌሎች ልጆች አንተ/አንቺ የማይመችህን ነገር እያደረጉ እንደሆነ መንገር ምን ያህል ትችላለህ/ሽ?					
15	ስሜትህ በሚነካበት ጊዜ ለራስህ የብርታት ቃል መንገር ምን ያህል ትችላለህ/ሽ?					
16	ሁሉንም የትምህርት አይነቶች ተረድቶ ውጤታማ መሆን ምን ያህል ትችላለህ/ሽ?					
17	አስቂኝ ክስተቶችን ለቡድን ጓደኞችህ/ሽ ምን ያህል የመንገር ብቃት አለህ/ሽ?					
18	ለጓደኛህ/ሽ ጥሩ ስሜት እንዳልተሰማህ/ሽ መንገር ምን ያህል ትችላለህ/ሽ/					
19	በትምህርት ቤት ስራ ውጤትህ/ሽ ወላጆችን በማስደሰት ረገድ ምን ያህል ስኬታማ ነህ/ሽ?					
20	ከሌሎች ልጆች ጋር ያለህን/ሽ ጓደኝነት ጠብቀህ/ሽ መቆየት ምን ያህል ትችላለህ/ሽ?					
21	ደስ የማይሉ ሃሳቦችን ከአእምሮህ/ሽ ማስወጣት ምን ያህል ትችላለህ/ሽ?					
22	ፈተናን በስኬት ማለፍ ምን ያህል ትችላለህ/ሽ?					
23	ከሌሎች ልጆች ጋር ፀብ እንዳይፈጠር መከላከል ምን ያህል ትችላለህ/ሽ?					
24	ሊከሰቱ ስለሚችሉ ነገሮች ከመጨነቅ መቆጠብ ምን ያህል ትችላለህ/ሽ?					