

The Relationship between Parenting Style and Tendency to Bullying
Behavior among General Secondary and Preparatory School
Adolescents in Shone Town, Southern Ethiopia

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

Mintesnot Petros

May 2018

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

Mintesnot Petros

The Relationship between Parenting Style and Tendency to Bullying
Behavior among General Secondary and Preparatory School
Adolescents in Shone Town, Southern Ethiopia

A Thesis Submitted to the School of Psychology in Partial Fulfillment of
the Requirements for the Master of Arts of Degree
(MA) in Developmental Psychology

May 2018
Addis Ababa
Ethiopia

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

Mintesnot Petros

The Relationship between Parenting Style and Tendency to Bullying Behavior
among General Secondary and Preparatory School Adolescents in Shone Town,
Southern Ethiopia

Approval of the Board of Examiners

1. Chairperson, Department, Graduate Committee

Name: _____ Signature: _____ Date: _____

2. Advisor

Name: _____ Signature: _____ Date: _____

3. Internal Examiner

Name: _____ Signature: _____ Date: _____

4. External Examiner

Name: _____ Signature: _____ Date: _____

Table of Contents

Content	Page
List of Table.....	iv
List of Figure.....	v
Acknowledgements.....	vi
Abstract.....	vii
chapter One.....	1
Introduction.....	1
1.1. Background of the study.....	1
1.2. Statement of the problem.....	6
1.3. Objectives of the Study.....	7
1.4. Significance of the study.....	8
1.5. Delimitation.....	8
1.6. Operational Definition of Terms.....	9
Chapter Two.....	10
Review of Related Literature.....	10
2.1. The Meaning of Bullying.....	10
2.2.1. Social Information-Processing Theory.....	12
2.2.2. The Systemic-Developmental Model.....	13
2.2.3 Cognitive View of Bullying.....	15
2.3. Prevalence Rates of Bullying and Victimization across the World.....	15
2.4. Characteristics of Bully, Victim, and Bully/Victim.....	17
2.5. The Consequences of Bullying and Victimization.....	21
2.6. The Perceptions of Bullying in Schools.....	24
2.7 Meaning of Parenting Style.....	24

Parenting Style and Tendency to Bullying Behavior

2.8. Theories on Parenting.....	26
2.8.1. Social learning theory.....	26
2.8.2. Attachment theory.....	31
2.9. The relationship between parenting style and tendency to bullying behavior.....	31
2.10. Gender and bullying behavior.....	33
2.11. Age and bullying behavior.....	34
Chapter Three.....	35
Method.....	35
3.1. Design of the study.....	35
3.2. Population.....	35
3.3. Samples size and Sampling techniques.....	35
3.4 Instruments.....	37
3.4.1.Measures on demographic characteristics.....	37
3.4.2.The Parental Styles Questionnaire.....	37
3.4.3. Measure on bullying behavior.....	38
3.5. Pilot Study.....	39
3.6. Procedures of Data Collection.....	39
3.7. Ethical Consideration.....	40
3.8. Method of Data Analysis.....	40
Chapter Four.....	41
Results.....	41
4.1. Socio-demographic Characteristics of the Respondents.....	41
4.2. Prevalence of bullying among school Adolescents.....	42
4.3. Intercorrelations among predictor variables and attitude toward bullying tendency.....	49
4.4. Grade level and bullying category.....	50

Parenting Style and Tendency to Bullying Behavior

4.5. Sex and bullying category	51
4.6. Differences in tendency to bullying behavior among parenting styles	52
4.7. Bullying victimization among Different Parenting Styles	53
4.8. Attitude toward bullying tendency score across parenting style	54
4.9. Summary of One Way ANOVA on attitude Scores among Parenting Styles.....	55
Chapter Five.....	57
Discussion.....	57
5.1. Prevalence of bullying in school Adolescents.....	57
5.2. The relationship between parenting style and adolescents bullying behavior	59
5.2.1. Indulgent/permissive parenting style.....	60
5.2.2. Neglectful Parenting style	61
5.2.3. Authoritarian Parenting style.....	62
5.2.4. Authoritative Parenting style	63
5.3. The relationship between grade level and bullying behavior	64
5.4. The Relationship between Gender and Bullying Behavior	65
5.5. The Relationship between Age and Bullying Behavior	Error! Bookmark not defined.
Chapter Six.....	67
Summary, Conclusions, and Recommendations.....	67
6.1. Summary	67
6.2. Conclusions	69
6.3. Recommendations	70
Reference	71
Appendixes	

List of Table

Table 1: Target Population by Number of Students 36

Table 2: Summary Table of the Sample by sex, age and Grade Levels 36

Table3: Socio-demographic Characteristics of the Respondents by Gender 41

Table 4: Descriptive Statistics of Reported bullying category 42

Table 5: Percentage of Students who were bullied 43

Table 6: Main Locations Participants Reported Bullying to Occur in sex 44

Table 7: Impacts of getting bullying 45

Table 8: Awareness of the School Community about the Bullying..... 45

Table 9: Percentage of Students Who Had Watched Others Get Bullied..... 47

Table 10: Percentage of Students who Bully Others 48

Table 11: Interco relations among predictor and outcome variables 49

Table: 12 Independent- samples t -test result comparing grade mean among bullying 49

Table 13: Independent-samples t-test result comparing sex mean among bullying 50

Table 14: Mean Comparison among Parenting Styles on bullying 51

Table 15: post-hoc comparison result in bullying victimization and parenting style 52

Table 16: The mean attitude scores across the different parenting styles..... 53

Table 17: Parenting Styles on attitude toward bullying tendency 54

Table 18: Parenting Styles on attitude toward bullying tendency 55

Table 19: post-hoc comparisons result in adolescent’s attitude toward bullying behavior across parenting styles. 55

List of Figure

Figure 1: Types of bullying..... 11

Figure 2: Divergences and commonalities among bullies and victims..... 23

Figure 3: Depiction of Bandura’s Social Learning Theory..... 30

Figure 4: Spots for Bullying 44

Figure5: Perceived Reason for Getting Bullied 46

Acknowledgements

First and foremost, Glory to my Heavenly Father for His immeasurable guidance to help me reach this stage.

Next, I am also grateful to my advisor Dr. Yekoyealem Desie for his profound professional and brotherly guidance, comments and advice in the course of this study. I would also like to thank the administration and the staff of Shone general secondary and preparatory school for collaborating in the data collection process.

My deepest gratitude and thanks goes to my family for affectionate support and encouragement throughout my study.

Last but not least, I place on record, my sincere thanks to my friends Shanbel Leta, Werkalemahu Asefa, Mulugeta Geleta, Dagmawi Tadesse, Getachew Sisay, Nebiyou Bedilu, Leyouwork, and Tedreos who in one way or another rendered their help in the course of writing this thesis.

Abstract

This study investigated the relationship between parenting style and bullying behaviour of general secondary and preparatory school adolescents in Shone town. A self-report questionnaire was used to obtain data from a sample consists of 177 both sex participants recruited from grades with the average age of 16. Results revealed that of the total 177 students: 27.6 % of the students were bullies, 45.7% were victims, and 26.5% were wittiness/bystander. Regarding the types of bullying, the most common bullying behaviour used by the bullies and experienced by the victims was verbal bullying. The findings of the study also showed that authoritative parenting style is more common among parents than other methods of parenting. Also the study revealed that there is a statistically significant relationship between parenting style and adolescents' attitude toward bullying behaviour. When gender, age and grade level were investigated in relation to bullying, meaningful differences were found. Based on the findings, recommendations were made including that parents should be encouraged to adopt the best parenting practices in the upbringing of their children because it has been found that authoritative parenting style is the method that yields the best result in child upbringing.

Chapter One

Introduction

1.1. Background of the study

Evidence suggests that bullying among students has become a concern of many countries around the world (Simth, Morita, Junger-Tas, Olweus, Catalono, & Slee, 1999). Although several definitions of bullying have been made over the years, review of literature suggests that there is no universally agreed definition for the term (Tattum, 1993). Bullying in a school context occurs when one or more students seek to have power over another student through the use of verbal, physical or emotional harassment, intimidation or even isolation (Zirpoly, 2009).

According to Mitsopoulou and Giovazolias (2013), bullying is an intentional, continual aggressive behavior towards a person, the victim, who cannot defend himself, and this usually involves an imbalance of power between the aggressor and the victim. Any behavior a person exhibits, with the intention to hurt another person physically or psychologically, for no just cause, is considered an act of bullying (Nwokolo, Ayamene & Efobi, 2011). Giving reference to British legal definition, Kim (2004) saw bullying as a long-standing violence, physical or psychological, carried out by an individual or a group and directed against an individual, who is not able to defend himself in the actual situation, with a conscious desire to hurt, threaten or frighten the individual or put him under stress.

However, other researchers (Rigby, 2001; cited in Rigby, 2004) make a distinction between aggressive acts which can occur between people of equal power, and aggressive acts which involve a power imbalance. According to Rigby (2004), "bullying can be viewed along a continuum of seriousness, with most bullying acts being of low severity, such as in occasional unpleasant teasing, and some much less commonly perpetrated of extreme severity, as in continual physical aggression (hitting, kicking) and/or total exclusion from others over an extended period."

The most widely used definition of bullying provided by Olweus (1999) is an act directed against an individual less able to defend him or herself physically or psychologically, including by being outnumbered or if "the 'source' of the negative actions is difficult to identify or confront as in

Parenting Style and Tendency to Bullying Behavior

social exclusion from the group” In this definition, negative actions include physical contact, words, making faces or dirty gestures, and intentional exclusion from a group. An additional criterion of bullying is an imbalance in strength (an asymmetric power relationship), and the student who is exposed to the negative actions has difficulty in defending himself or herself.

Parallel to Olweus, Farrington (1993; as cited in Georgiou 2008) defines bullying as a physical, verbal or psychological attack, or an intimidation that is intended to cause fear, distress or harm to the victim, with a more powerful person oppressing a less powerful one. Usually, there are repeated incidents between the same people over a considerable time period.

From the definitions, it is clear that not all aggressive behavior is referred as an act of bullying. Hence there are basically three elements that make a behavior an act of bullying. There is an intention to hurt another person, the victim; there is an imbalance of power: bullying occurs between a stronger and a weaker person, this occurs repeatedly, not just once. Bullying is believed to be continually present in the schools apparently because the students involved do not consider it as aberrant behavior or because most teachers and parents do not recognize it as a serious problem (Neto, 2005; Limber & Nation, 1998; Nwokolo, Anyamene & Efobi, 2011).

Traditionally the concept or definition of bullying has been applied to physical acts of violence. However, adopting a broader definition is imperative given that different groups of children experience different types of bullying depending, for example, on their age and gender (Carbone-Lopez, Esbensen and Brick, 2010; UNESCO, 2015). Multiple forms of bullying can be identified, including direct attacks, either physical (such as hitting or kicking) or verbal (name-calling, nasty teasing, issuing verbal threats and so on) or indirect actions, often using third parties to damage social relationships, self-esteem and/or social status by spreading rumours, gossip and other measures aimed at social isolation and exclusion (Björkqvist, Lagerspetz and Kaukiainen, 1992; Crick and Grotpeter, 1995; Smith, 2004; Underwood, 2002). Attacks on property, such as vandalism or theft of personal items, are a further sub-type of bullying although they feature far less frequently (Dunne, 2007; Finkelhor, Turner and Hamby, 2012; Mynard and Joseph, 2000; Ponzio, 2013).

Parenting Style and Tendency to Bullying Behavior

Bullying is not a distinct behavioral problem that is peculiar to a particular culture, rather it is prevalent and a crucial concern that occurs all around the world. (Cook, Williams, Guerra, Kim & Sadek, 2010; Kanetsuna & Smith, 2002). Globally it is estimated that more than one in three students between the ages of 13 and 15 are regularly bullied (Fleming and Jacobsen, 2010). Rather than constituting a harmless part of children's everyday interactions as is sometimes claimed (Dunne, Humphreys and Leach, 2006; Finkelhor and Tucker, 2015; Leach, 2003), bullying by peers has been found to have a profound impact on children's physical and mental health, psycho social well-being and educational performance, with lasting effects found on adult health, well-being and lifetime earnings (Brown and Taylor, 2008; Lereya, Copeland, Costello Wolke 2015; Olweus, 1996; Takizawa, Maughan and Arseneault, 2014; Wolke, Woods, Bloomfield and Karstadt, 2000).

On the other hand, research indicated that between 10% to 30% of children and youths are involved in bullying (Cook, et al, 2010; Solderg & Olweus, 2003). Similarly research in different countries reported bullying and victimization rates at 9% to 32% and 3% to 27% respectively (Berger, 2007). The World Health Organization (WHO), survey of 35 countries indicated that rates of bullying and victimization are both 11% among school children (Craig & Harel-Fish, 2004). According to Pells, Portela and Revollo (2016), Indirect bullying, such as measures to humiliate and socially exclude others, is the most prevalent type of bullying experienced at age 15, ranging from 15 per cent of children in Ethiopia.

According to (Nwokolo, et al, 2011 and Neto, 2005) two parties/categories of people are involved in bullying behavior namely, the bully and the victim. There could be a third party known as the bystander or witness. The bully also known as the aggressor is the architect or the initiator of the bullying behavior. The bully derives joy or satisfaction in inflicting pain on others. According to Neto (2005) and Nwokolo et al (2011), bullies are generally characterized by the following antisocial behaviors or attitude: impulsiveness, high opinion of self, popularity among peers, proneness to violence, supportiveness of violence, less satisfaction with the school and family, readiness to fight, tendency to take drug or alcohol. The victim, otherwise known as the bullying target, is the student who is exposed to repeated negative actions on the part of one or more students (Neto, 2005).

Parenting Style and Tendency to Bullying Behavior

The victims are usually oppressed and subjected to pain and stress by the bullies because the former in one way or the other seem less important and less advantaged than most of the students. The bullying victims are associated with the following characteristics: physical weakness, lower self-esteem, passiveness in social activities, shyness, depression, anxiety, lack of social skills and friends, tendency to avoid school and social activities (Neto, 2005; Zirpoly, 2009;). Victims of bullying do not usually reveal their ordeal apparently because they feel embarrassed, afraid or even doubtful if the school authority will come to their aid.

The witness or the bystander refers to the category of students who are usually present in the bullying environment but do not directly get involved. According Neto (2005), the bullying witness can be classified as helpers if they partake in bullying behavior; supporters if they support the bullies; and defenders if they defend or protect the victims and call the attention of adults to help out.

Obviously bullying behavior brings with it a lot of negative effects, not only for the victims, but also the perpetrators. According to Kim (2004) the victims of bullying experience lasting behavioral and psychological problems which include depression, high anxiety, and low self-esteem. Also Rigby (2000) observed that victims experience low social support, higher anxiety, and social dysfunction. Some victims try to avoid the bullying environment by staying away from school.

A number of factors can be responsible for the development of the attitude of bullying in students. According to Neto (2005), the world outside the school is reproduced within the school. Also Cook, et al (2010) believe that factors like family home environment (parenting style) can be related to bullying behavior.

Darling and Steinberg (1993) defined parenting style as, “a constellation of attitudes toward the child that are communicated to the child and create an emotional climate in which the parent’s behaviors are expressed”. Steinberg and his colleagues (Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994) identified four parental style typologies based on acceptance/involvement and strictness/supervision dimensions: authoritative, authoritarian, indulgent, and neglectful. The acceptance/involvement

Parenting Style and Tendency to Bullying Behavior

dimension refers to the extent to which adolescents perceive their parents as loving, involved, and responsive. The strictness/supervision refers to parental control, monitoring, and supervision of the child. Authoritative parents have higher scores on both dimensions; on the other hand, neglectful parents have lower scores in both dimensions. Authoritarian parents have lower scores on acceptance/involvement, but higher on strictness/supervision. Lastly, indulgent parents have higher scores on acceptance/involvement but lower on strictness/supervision.

A number of studies have examined the link between parenting, bullying, and victimization. For example, Espelage, Bosworth, and Simon (2000) found that bullies were more likely to come from families where parents used authoritarian, harsh, and punitive rearing practices than did the parents of victims, aggressive victims (bully-victims), and uninvolved children. Overprotective parenting can be a risk factor for victimization (Bowers, Smith, & Bimney, 1994; Perry, Hodges, & Egan, 2001). Troy and Sroufe (1987) found that bullies are more likely to have families low in cohesion, and more disengaged relationships with parents than do victims and uninvolved children. Rigby (1994) found that bullying was associated with poor family functioning. According to Duncan (2004), families of bullies are characterized by a lack of warmth and closeness, and are focused on power; likewise, families of aggressive victims are often high in aggression and low in warmth. Bullies, aggressive victims, and victims reported more negative family functioning than noninvolved children (Stevens, De Bourdeaudhuij, & Van Oost, 2002), but aggressive victims' parents may show particularly dysfunctional parenting (e.g., Smith & Myron-Wilson, 1998).

Fielder (2008) believed that the development of bullying can be viewed as part of a large process of interaction, with the home at its root. In conclusion, as seen in the different studies, parenting style of parents plays a key role in the child's participation in bullying. Likewise researchers observed that the quality of the environment and the family can be linked to the adolescents' relationship and behavior at the school (Joronen & Astett.kurki, 2005; Fielder, 2008, Cook, et al, 2010). All these point to the possible link between bullying and familial factors. Thus the present study seeks to specifically look into the relationship between parenting style and bullying tendency among students/adolescents in Shone town.

1.2. Statement of the problem

Bullying behavior among school children is a very old and well-known phenomenon in Western countries, but a relatively new research topic in Ethiopia, especially in high schools. Of course, some general studies have been conducted in this topic (e.g. Mariamawit, 2013; Dagnachew, 2017; Pells, et al, 2016 and Mbasa, 2001) All these studies indicated that bullying is a pervasive problem that needs to be addressed.

The studies carried out in Ethiopia about prevalence rates of bullying give us some warnings. For example, Mariamawit (2013) indicated that, out of the total 450 students with the average age of 17. two percent reported to have been bullied and bully others on regular basis. Nine percent had watched others got bullied almost half the respondents believed they were bullied for no particular reason while 10% of them were bullied because of their gender, their physical appearances (Height or weight).

Dagnachew (2017) study finding indicated that 69.5% (n=116) of the participants reported that they experienced bullying victimization for the last 30 days. On his study concludes that without age and sex discrimination late childhood children in the academy are exposed to bullying victimization and diminished self-esteem. Also Pells, et al (2016), Indirect bullying, such as measures to humiliate and socially exclude others, is the most prevalent type of bullying experienced at age 15, ranging from 15 per cent of children. Boys are at greater risk than girls of being physically and verbally bullied and girls are more likely to be bullied indirectly in Ethiopia.

Mbasa (2001) in Ethiopia research also reports boys to have engaged in more bullying than girls. Girls tend to engage in indirect or relational bullying (more subtle or covert behaviors such as gossiping and exclusion) whereas boys tend to engage more direct bullying of the victims such as hitting, pushing, and teasing.

However, many of above indicated studies are their own gap inconsistency. Even though, various research studies are available in relation to parenting style and its relationship with adolescent's academic achievement, identity formation, prosocial behavior, self-esteem, (e.g. Abesha, 1997; Markos, 1996; Adugna 2005; Yekoyealem, 2005; Kassahun, 2005; Tigist, 2014 and Menbere,

Parenting Style and Tendency to Bullying Behavior

2016) there seems a clear gap on the research area to show the relationship among parenting styles and bullying behavior in an Ethiopian Context.

Therefore, bearing in mind that Parents constitute the primary agents of socialization and play a significant role in healthy as well as pathological development in children and adolescents, the present study is designed to answer the following basic questions.

- I. What is the prevalence of bullying behavior among school adolescents in Shone town?
- II. Is parenting style significantly related to adolescents attitude toward bullying behavior?
- III. Is there significant difference in bullying behaviour and attitude toward bullying behaviour among adolescents from different parenting styles (authoritative, authoritarian, indulgent and neglectful)?
- IV. Is there significant difference in bullying between gender and grade level?

1.3. Objectives of the Study

The major objective of the study was to estimate prevalence of bullying behavior, to identify the associations of socio-demographic variables bullying experiences, and to investigate the relationship of parenting style and bullying behavior of adolescents in shone town general secondary and preparatory school. The specific objectives were:

- Describe the prevalence rate of bullying behavior among school adolescents.
- To investigate the relationship between parenting style and attitude toward bullying behavior among school adolescents.
- Examine age, gender and grade difference in bully, victim and witness/bystander among school adolescents.
- Point out the difference in category of bullying and attitude toward bullying behaviour among adolescents from different parenting styles.

1.4. Significance of the study

Since in recent years, research findings have reported an increase in bullying among students and underlined the negative impact of bullying on children's social and emotional development. However, this study aims to investigate the role of parenting style, for predicting bullying and victimization. By determining these relationships, this study may provide valuable information to school counselors, teachers, parents and school administrators for understanding bullying. Furthermore, findings may help to gain further insight into planning appropriate prevention strategies for dealing with bullying from a multidimensional perspective that takes parenting style, certain personality characteristics and some school factors such as GPA and grade level into account.

1.5. Delimitation

Many studies have shown that several variables such as parental status, biological and psychological factors, should be considered as sources of adolescent bullying behavior. It is difficult, however, to include all these relevant variables in the present research. Therefore, the present investigation is delimited to parenting styles with regard to adolescent bullying behavior. With regard to area delimitation, Shone administrative town ninth through twelfth grade school adolescents attending there education in 2010 E.C academic year. The school at shone were selected as a study sites primarily because Shone is the resercher's place of work and hence access to data and information/communication with school staffs and students can be easily attained. The variables treated are parenting styles which include the two dimensions namely responsiveness and demandingness with regard to the four parenting styles (authoritative, authoritarian, indulgent, and neglectful) and age, gender and grade level as independent variable. Adolescent bullying behavior is the dependent variable with three forms and categories namely, physical, verbal, and indirect bullying; categories are bully, victim and witness or Not involved.

1.6. Operational Definition of Terms

Adolescent: are General secondary and preparatory school students (grade ninth through twelfth) who are between 14-20 years.

Bullying:- refers to serious intentional, repeated negative (unpleasant or hurtful) harassment act, which causes pain to another individual who has difficulty defending themselves, could be regarded as bullying.

- **Bully:** In this study it refers to a general secondary and preparatory school adolescents who exposes another student repeatedly and intentionally to actions such as beating, threatening, stealing, insulting and harassing sexually and exclusion and it is hard for the student who is victimized to defend oneself.
- **Victim:** refers adolescents exposed to actions such as beating, threatening, stealing, insulting and sexual harassment by another student(s) of the same school. These acts take place intentionally, repeatedly and it is hard for the victims to defend themselves.
- **Witness/bystander:** refers students who witness or watch a bullying situation. They may play different roles as supporters, of a bully or oppose and assist the target.

Tendency to bullying: Involvement as a bully, victim or bystander in a bullying situation

Parenting Style: refers to the respondents perception of parental handling with respect to parental control and parental warmth.

- **Authoritative Parents:** is characterized by high responsiveness (accepting, supportive and warm relationship) and high demandingness (Control & supervision).
- **Authoritarian parenting:** is characterized by low responsiveness (accepting, supportive and warm relationship) and high demandingness (Control & supervision).
- **Indulgent parents:** The Indulgent parenting style is characterized by high responsiveness (accepting, supportive and warm relationship) with low demandingness (Control & supervision).
- **Neglectful Parents:** is characterized by low responsiveness (accepting, supportive and warm relationship) and low demandingness (Control & supervision).

Chapter Two

Review Of Related Literature

In this chapter, the research literature most relevant to the purpose of this study is summarized. This chapter includes five sections. The first one explains theories of bullying. The second presents prevalence rates of bullying and victimization across the world. The third presents characteristics of bully, victim, and bully/victim. The fourth covers studies about the consequences of bullying and victimization. The final part includes variables associated with bullying.

2.1. The Meaning of Bullying

Modern definitions of bullying can be dated back to 1972, when Heinemann first wrote on the phenomenon of aggressive behaviors during childhood (Smith et al., 2002). Heinemann used the term *mobbning* to refer to a group of individuals who act violently against what the perpetrators perceive as a deviant individual. Broadly put, *mobbning* refers to group violence among school children (Pikas, 1989). Subsequent to Heinemann's research, bullying became the focus of systemic research in Scandinavia during the late 1970s (Olweus, 1978). This research, conducted by Olweus, was largely confined to the Scandinavian context and only attracted international attention during the 1980s and 1990s, when three boys committed suicide in Norway (in unrelated incidents) in the year 1982 as a result of bullying (Olweus, 1994).

Olweus, a pioneer in the field of bullying research, initially followed in Heinemann's footsteps and also used the term *mobbning*. However, where Heinemann had described *mobbning* as a group process, Olweus added to Heinemann's definition to incorporate one-on-one attacks where a stronger child intends to cause harm (physically or mentally) to a weaker child (Olweus, 1978).

When the imbalance of power favors physical strength, the bullying is said to be more direct in nature. This direct bullying involves relatively open attacks on the victim. Two subtypes are described, namely: (1) *physical bullying*, which includes any physical contact that could potentially hurt or injure another person (hitting, kicking, punching, etc.); and (2) *verbal bullying*, which includes name-calling and teasing in a hurtful way (Wang, Iannotti, & Nansel,

Parenting Style and Tendency to Bullying Behavior

2009). Overall, direct bullying includes physical aspects of aggression such as hitting and kicking, while verbal aggression refers to behaviors' as insults and threats.

Alternatively, when the imbalance of power favors psychological strength, the bullying is said to be more indirect in nature. These indirect bullying behaviors include starting rumors about the victim, excluding the victim, and banishment (Olweus, 1994; Smith & Brain, 2000; Smith et al., 2002). Indirect bullying is often subtle in nature and includes the following subtypes: (1) *social isolation and intentional exclusion*, which pertains to systematically excluding someone from joining a group or remaining in a group (this subtype also includes spreading rumors and manipulating other friendships); and (2) *intimidation*, which involves bullying of a threatening nature.(Kelly A, 2014).Both subtypes of bullying, direct and indirect, are depicted in Figure 1.

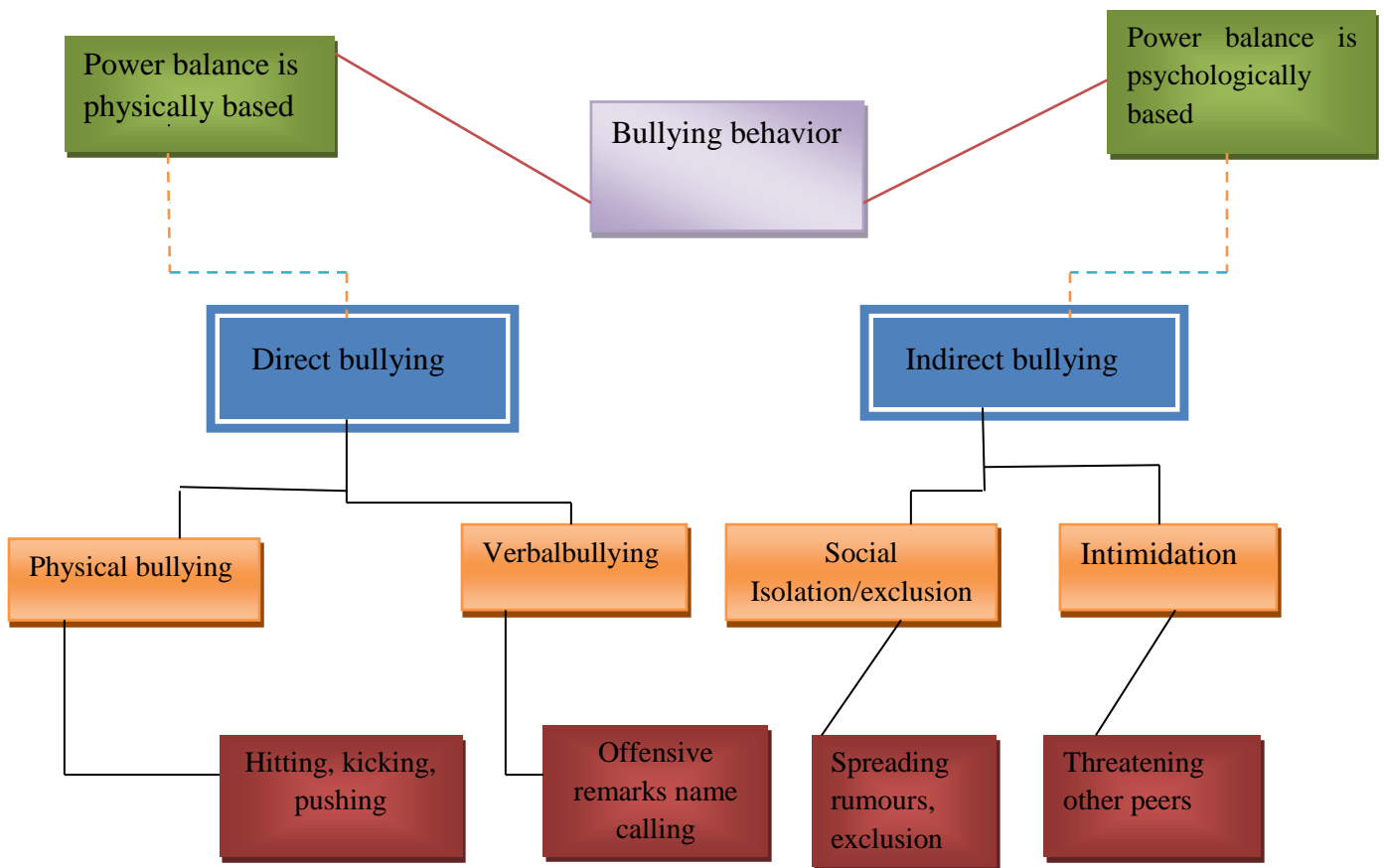


Figure 1: Types of bullying (Kelly A, 2014)

Parenting Style and Tendency to Bullying Behavior

In Ethiopia own culture or context was not easy as there is no one single word, which is in use and known by many. The Amharic equivalent given to the word bullying according to the dictionary authored by Leslau w. (1972) is “አገጣበፈ” a word which is not commonly in use in our day to day conversation.

2.2. Theories of bullying behavior

Bullying is considered as a subtype of aggression (e.g., Elinoff, Chafouleas, & Sassu, 2004; Orpinas & Horne, 2006). Theories and models developed to explain aggression have been considered for bullying and modified to bullying by researchers (Camodeca et al. 2003; Atlas & Pepler, 1998). Whitney & Smith (1993) and Owens et al., (2000) worked independently from each other and discussed various forms of bullying. The most common and frequent forms of bullying according to these researchers are; insults, name-calling and nicknames, hitting, direct aggression, theft, threats, and social exclusion or isolation. The research findings of Crick & Grotpeter (1995) also confirm that hitting, direct and indirect aggression in the form of verbal abuse, gestures threats, and destruction of property are considered as major forms of bullying.

2.2.1. Social Information-Processing Theory

The social information processing model has been seen as a description of how mental operations affect behavioral responses in social situations (Dodge & Rabiner, 2004). It was originally developed by Dodge (1986; as cited in Camodeca et al., 2003, p. 117) and later reformulated by Crick and Dodge (1994). According to Crick and Dodge (1994) children respond to social situations with their biological capabilities and memories of past experiences. First, they receive external and internal cues and encode them, and then process these cues which form their behavioral response. The model consists of six steps: (1) encoding of external and internal cues, (2) interpretation and mental representation of those cues, (3) clarification or selection of a goal, (4) response access or construction, (5) response decision, and (6) behavioral enactment (Crick & Dodge, 1994, p. 76).

Children, during steps 1 and 2, selectively pay attention to particular situational and internal cues, encode those cues, and then interpret them. During step 3, after interpreting the situation,

Parenting Style and Tendency to Bullying Behavior

children select a goal or desired outcome for the situation (e.g., staying out of trouble, making a friend, or obtaining a desired toy) or continue with a preexisting goal. It is proposed that children bring goal orientations or tendencies to the social situation, but also revise those goals and construct new goals in response to immediate social stimuli. During step 4, children put into practice possible responses to the situation, or if the situation is new, they may construct new behaviors in response to immediate social cues. At step 5, children evaluate the previously constructed responses and select the most positively evaluated response for enactment. Children evaluate their responses to situations according to several factors such as the outcomes they expect, the degree of self-confidence (or self-efficacy), and their evaluation of the appropriateness of each response. At Step 6, the chosen response is behaviorally performed.

Camodeca (2003) investigated the way in which bullies, victims, bully/victims, and those not involved process social information. A peer nomination measure of bullying and victimization was administered twice over an interval of one year. The sample consisted of 236 children (126 girls and 110 boys) at the beginning of the study and 242 children one year later (mean age: 8 years). To test how children responded when provoked, both spontaneously and after prompting, they used provocation scenarios, and to test their attribution interpretations they used ambiguous scenarios. The results showed that children not involved in bullying responded in an assertive way to provocation more often than bullies and victims, but not more than bully/victims. Appealing for the help of an adult or a peer was the strategy most often chosen. When the intent of the perpetrator was ambiguous, bully/victims attributed more blame, were angrier, and would retaliate more than those not involved.

2.2.2. The Systemic-Developmental Model

Atlas and Pepler (1998) adopted a systemic-developmental model of bullying and victimization by using Cairns and Cairns' view. A systemic-developmental model incorporates the assessment of a wide array of factors that may contribute to the development of aggressive behavior: individual factors, inter-individual interactions, social relations, and cultural and ecological conditions. This theoretical perspective requires an integration of individual difference, social-interaction, and ecological perspectives. Bullying behavior is an interaction that occurs between an individual bully and victim and unfolds within a social ecological context. The bullying

Parenting Style and Tendency to Bullying Behavior

interaction is influenced by a number of factors: a) the individual characteristics of the bully and victim, b) the dyadic interactional processes between the individual bully and victim, c) the presence of peers and teachers, and d) the context in which bullying behavior unfolds. Although individual characteristics of the child play an important role in the development of bullying behavior, both dyadic interactional processes between the individual bully and victim and the broader social context in which bullying occurs are equally important to our understanding of bullying interactions.

Based on the systemic-developmental model of bullying and victimization, Atlas and Pepler (1998) examined the individual characteristics of bullies and victims, dyadic interactional features, and social ecological factors related to bullying and victimization. The results of the study indicated that aggressiveness and bullying behavior were associated. Aggressive children were more likely to bully than non-aggressive children. Also, equal numbers of aggressive and non-aggressive children were observed as victims in the classroom. As the dyadic interactional features of bullying were assessed, bullies in the classroom were often rated as taller and heavier than their victims, victims being physically weak and thin. Moreover, the systemic-developmental model underlines the importance of social ecological factors, such as children's interactions with peers and teachers. These factors influence bullying behavior at school. In this study, when bullying occurred, peers rarely intervened to stop bullying. Children may not intervene to stop bullying because they are unsure how to help. Teachers intervened in 11 (18%) of the 60 bullying episodes in the classroom. The results suggested that when teachers are aware of bullying in the classroom they tend to intervene, but often they are not aware of the covert activity. On the basis of the systemic-developmental model, the structure of the classroom and the context in which bullying unfolds were examined. In the classroom observations, bullying most frequently occurred when children were involved in solitary activities. As expected, bullying was less likely to occur in front of the teacher. Also, the majority of bullying in the classroom was verbal. Because verbal bullying can be done quietly and covertly, and children are able to avoid detection and punishment.

2.2.3 Cognitive View of Bullying

According to Cognitivists view that due to developmental changes it is very difficult to catch or reduce bullying behavior among individuals ,as cognition develops individuals gain skills of where ,when and how to show aggression against others. Developmental changes bring about challenges of interaction and prevention can be explained with two examples; a). The individuals may become more confident about who they target, where to show aggression and in which way, b). Adults may be less aware of negative social interaction those individuals who are involved in indirect physical harm providing activities, instead of directly hitting others (Nishina et al., 2001). The individual may learn that in case of showing physical or verbal aggression he or she may be at increased risk for revenge from victim or defender, as a result of it adults may be punished. But if he spread rumors about others, then his purpose will be fulfilled with less or no risk of punishment or revenge.

2.3. Prevalence Rates of Bullying and Victimization across the World

Bullying is a crucial concern that occurs all around the world. Since studies about nature and prevalence of bullying firstly started with Olweus in the last three decades (as cited in Smith, Pepler& Rigby, 2004, p. 1), its importance has continued in the same way. Large scale surveys on the prevalence of bullying in schools have been conducted throughout the world. For example, in Norwegian primary and secondary schools, approximately 5% of the pupils are bullied persistently, and about the same percentage of the pupils bully regularly (Roland, 2000).o, & S

In another study, Solberg and Olweus (2003) made a prevalent estimation of school bullying with the Olweus Bully/Victim Questionnaire, comprising a sample of 5,171 students from 37 schools in the town of Bergen, Norway. The 2,544 girls and 2,627 boys were in grades 5 through 9, with modal ages of 11 through 15 years. Results revealed that the total number of victims was 506, or 10.1% of all students. Therewere significantly more boys than girls who reported being bullied by other students:11.1% vs. 9.1%. The prevalence was highest among boys in the age 14 group (grade8), with 22.3% being involved either as a pure victim (10.2%), a pure bully (10.4%),or a bully/victim (1.7%). In grades 5 and 6, the percentages were around 15%.

Parenting Style and Tendency to Bullying Behavior

Wilkins-Shurmer and his colleagues (2003) carried out a study with 805 adolescents, with a mean age of 13.6 years, and reported that up to 36% of boys and 38% of girls reported being bullied at least once over the school term, in Australia. Frequent peer victimization occurring more often than once per week was reported by 6% of boys and 5% of girls.1999

In the United Kingdom, Wolke et al. (2000) investigated the prevalence of direct and relational bullying and associated problems among primary school children. Of the 1,639 children 4.3% were direct bullies, 39.8% victims, and 10.2% were both bullied and victimized frequently (bully/victim). The rates for relational bullying were 1.1% bullies, 37.9% victims, and 5.9% bully/victims.)

Another study conducted by Collins et al. (2004) provided baseline information on bullying across 120 schools in all five Education and Library Boards in Northern Ireland, comprising 60 primaries and 60 post-primary schools, 1079 primary pupils (Year 6) and 1353 post-primary pupils (Year 9). In primary schools 40% of pupils and 30% of post-primary pupils reported being bullied at school, and 25% of primary and 28% of post-primary pupils admitted to bullying others.

Karatzias, Power, and Swanson (2002) investigated the prevalence rates and types of bullying/victimization that had been experienced or expressed in Scottish secondary schools. The sample consisted of 425 pupils. Results indicated that a proportion of 7.5% of the total sample reported had been bullied by others since the current school year began (6 to 8 month time interval). Thus, it appeared that verbal bullying was the most common form reported (59.4%), followed by physical (28.1%) and behavioral (28.1%) bullying. A proportion of 16.7% reported they had experienced bullying. Thus, it appears that verbal bullying was the most widely experienced bullying type (91.4%). Behavioral bullying was the second most common type experienced (55.7%), followed by physical bullying (44.3%).

A sample of 3000 students from 300 secondary schools participated in the national study, in Spain. Insulting and other forms of verbal aggressions were the most frequent forms of bullying among secondary school children, around 40% of the total sample reported having been done so recurrently since the start of the current academic year. Around 11–15% of the students were

Parenting Style and Tendency to Bullying Behavior

socially excluded by their classmates. Around 10% of the students were threatened and less than one tenth of the sample stated being maltreated in other ways (Barrio et al., 2001).

The survey (Finkelhor et al., 2005) designed to obtain 1 year incidence estimates of a comprehensive range of childhood victimizations, assessed the experiences of a nationally representative sample of 2,030 children ages 2 to 17 years old living in the United States. More than one half of this national representative sample had experienced a physical assault in the past year, more than 1 in 4 had experienced a property victimization, more than 1 in 8 a form of child maltreatment, 1 in 12 a sexual victimization, and more than 1 in 3 had been a witness to violence or another form of indirect victimization. Only a minority (29%) had no direct or indirect victimization.

Berthold and Hoover (2000) examined the relationship between bullying and risk behaviors among 591 fourth through sixth grade students in a mid-sized Midwestern (USA) town. More than one third of respondents reportedly experienced bullying and about one fifth reported bullying others.

In Zimbabwe, Zindi (1994; as cited in Greeff, 2004, p. 2) found that 18 % of the students were bullied regularly. In a study carried out in South Africa, consisting of 1073 first and second grade students, revealed that 38 % of the students were being bullied by peers (Richter, Palmary & de Wet, 2000; as cited in Greeff, 2004).

2.4. Characteristics of Bully, Victim, and Bully/Victim

A distinctive characteristic of the typical bully is their aggression toward peers. But bullies tend to be aggressive also toward adults, both teachers and parents. They are often characterized by impulsivity and strong needs to dominate other people. They have little empathy with victims of bullying. If they are boys, they are likely to be physically stronger than boys in general and the victims in particular. Bullies have unusually little anxiety and insecurity (Olweus, 1995). O'Moore and Kirkham (2001) examined the differences in anxiety between the pure bullies of post-primary age and their peers who had not bullied others or been bullied. Finally, there was a significant difference and the post-primary children who bullied most frequently were the least anxious.

Parenting Style and Tendency to Bullying Behavior

Roland and Idsoe (2001) confirmed that aggressiveness was strongly related to bullying others. In this study, Roland and Idsoe examined two forms of aggressiveness and found that reactive and proactive aggressiveness were very differently related to bullying others and being bullied. The impact from reactive aggressiveness on being bullied and on bullying others decreases from the fifth to the eighth level, and the impact of proactive aggressiveness increases on the part of the bullies and decreases on the part of the victims from the fifth to the eighth level.

In another study, Roland (2002) found a positive and significant correlation between depressive symptoms and bullying others, and a strong positive correlation between both power-related and affiliation-related proactive aggressiveness and bullying others among both boys and girls. Although, reactive aggression was common in bullies and victims, proactive aggression was only a characteristic of bullies. Both bullies and victims, compared to the other children, scored higher on hostile interpretation, anger, retaliation and ease of aggression (Camodeca & Goossens, 2005).

In another study (Salmivalli & Nieminen, 2002), bully/victims were found to be the most aggressive group of all. For this group, it was typical to be highly aggressive both reactively and proactively. Although bullies were significantly less aggressive than bully/victims, they scored higher than victims and controls on both reactive and proactive aggression.

Baldry and Farrington (2000) found that low social behavior was especially characteristic of the bully/delinquents. No doubt they are the most antisocial. As bullying increased, self-reports of negative behavior (e.g., misconduct and anger) increased and social skills (e.g., confidence in using nonviolent strategies) decreased (Bosworth, Espelage, & Simon, 1999). Kokkinos and Panayiotou (2004) also stated that those who were bully/victims reported greater conduct disorder symptoms. Bullies more likely than other students tend to spend time at home without adult supervision, drink alcohol, smoke or chew tobacco, cheat on tests and bring weapons to school. In addition, bullies' peers pressured them to emit high-risk behaviors such as smoking and drinking (Berthold & Hoover, 2000).

According to Camodeca et al. (2003) bullies as well as victims reported less assertive strategies in reaction to provocation (suggesting lower social competence) than not involved children.

Parenting Style and Tendency to Bullying Behavior

Surprisingly, they did not find a significant difference in terms of assertiveness between those not involved and the bully/victims.

Bullies did not consider assertive strategies as efficient in stopping the bully. Defenders, outsiders, victims and children not involved, on the other hand, were very much in favor of strategies aimed at solving the conflict through nonchalance or assertiveness, especially when they imagined being the bully. Girls chose assertive strategies more often than boys and younger children preferred nonchalance more often than older children, who tended to choose retaliation more often (Camodeca & Goossens, 2005a).

Menesini and his colleagues (2003) emphasized that bullies show higher levels of moral disengagement as compared to victims and other children. Analyses of the specific justifications revealed that bullies have a profile of egocentric reasoning that is particularly evident when they justify attribution of disengagement to self in the role of the bully. It seems that when they think about themselves in this role, personal motives and the advantages of bullying behavior are sufficient to justify negative and detrimental behavior. Children and particularly bullies, reported that they would feel proud or indifferent simply because they reason in an egocentric and selfish way and value the personal benefits of these actions. Specifically, bullies can easily deactivate moral controls to justify themselves and their negative behavior, and these cognitive mechanisms, in turn, can reinforce negative behaviors.

Students with low self-control who perceive themselves to be stronger than their peers are most likely to bully others, but among students with high self-control, perceived strength is not associated with bullying. Overweight students were more likely to be bullied, and students who were both overweight and had Attention Deficit Hyperactivity Disorder (ADHD) were even more likely to be bullied (Unnever & Cornell, 2003).

The typical victims are more anxious and insecure than students in general. They are often cautious, sensitive, and quiet. Victims suffer from low self-esteem; they have a negative view of themselves and their situation and tend to be more depressed. If they are boys, they are likely to be physically weaker than boys in general (Olweus, 1995). Olweus (1993) made a distinction between passive and provocative victims. Provocative victims differ from passive victims in that

Parenting Style and Tendency to Bullying Behavior

they usually provoke an attack, are easily provoked, may retaliate when attacked, and often complain about being attacked. Victims tend to dislike themselves and desire to stay home from school (for the sake of physical safety) (Berthold & Hoover, 2000). Active problem solving strategies were rarely observed among victims and they have deficiency in emotional skills (Wilton, Craig, & Pepler, 2000)

Kristensen and Smith (2003) examined coping strategies for dealing with those being bullied. Looking first at the overall preference for the five different coping strategies, self-reliance/problem-solving emerged as the overall preferred coping strategy, followed by distancing and seeking social support to the same degree; least preferred were the coping strategies of internalizing and particularly externalizing. Self-reliance/ problem-solving, seeking social support, and distancing are considered "approach" strategies, and externalizing and internalizing are considered "avoidance" strategies. It would seem that the children typically prefer the use of "approach" strategies in response to bullying. Results showed that children classified as bully/victims were found to engage in the coping strategy of externalizing significantly more than not involved children and victims.

Bullies, victims, and controls can be distinguished in terms of preferences for different ways of resolving schoolyard conflict. Unsurprisingly, children labeled bullies and aggressive victims by their teachers were more aggressive with their peers than controls or passive victims. Interestingly, aggressive victims were also characterized as the most asocial group in the sample, followed by the passive victims. Both of the victim groups were also more anxious and fearful and more excluded by peers. These findings suggest that victims may be distinguished by a more solitary social experience in the school setting, characterized by a level of anxiety (Wilson et al., 2003).

Psychosocial factors associated with physical, verbal, and indirect bullying among junior high school Japanese adolescents (N = 2,923) was investigated by Ando et al. (2005). Deviant peer influence, less serious attitude in school, poor self-control of aggressiveness and impulsiveness, poor self-assertive efficacy against bullying, and euphemistic thinking were commonly associated with physical, verbal, and indirect bullying.

2.5. The Consequences of Bullying and Victimization

A sizeable body of research highlights the impact of bullying upon children's social and emotional development. Wilkins-Shurmer et al. (2003) for example, found that being bullied is associated with a significantly poorer adolescent psychosocial quality of life. Also, all children involved in direct bullying had significantly increased total behavior problems, hyperactivity, conduct problems, peer problems scores, and lower pro-social behavior scores compared to those not involved in bullying (Wolke et al., 2000). Furthermore, the probability of being deviant in adolescence is increased if the child has been involved in bullying at an elementary school age (Kumpulainen & Räsänen 2000).

Depression and suicidal ideation were also found to be the common outcomes of being bullied in both boys and girls (Wal, Wit, and Hirasing, 2003). However, these associations are stronger for indirect than direct bullying. Direct bullying had a significant effect on depression and suicidal ideation in girls, but not in boys. Boy and girl offenders of bullying far more often reported delinquent behavior. Bullying others directly is a much greater risk factor for delinquent behavior than bullying others indirectly. Boy and girl offenders of bullying also more often reported depressive symptoms and suicidal ideation. Furthermore, the most tragic outcome of victimization was suicide (Smith, Pepler, & Rigby, 2004).

Kumpulainen, Räsänen, and Puura (2001) evaluated the relationship between bullying and psychiatric disorders and studied the probability of using mental health services among children involved in bully/victim problems. The data consisted of interviews with 423 parents and 420 children. Children involved in bullying as bullies, bully/victims, and victims were compared with other children. Children involved in bully/victim problems were more prone to have psychiatric disorders than noninvolved children. The probability of being disturbed was highest among male bullies, followed by male bully/victims and female victims compared with noninvolved same-sex children. The most common diagnoses among children involved in bully/victim problems were attention deficit disorder, oppositional/conduct disorder, and depression. Furthermore, children involved in bully/victim problems were more likely to have used mental health services at some time during their lives and also during the previous three months.

Parenting Style and Tendency to Bullying Behavior

In addition, bullying and victimization both were associated with involvement in other behavioral problems such as drinking, smoking, theft, damage to property, and violations of parents' rules (Haynie, Nansel, Eitel, Crump, Saylor, & Simons-Morton, 2001).

Victimization by peers predicted externalizing rather than internalizing difficulties. These patterns were moderated by gender, namely, females appeared to be more affected by victimization by peers than their male counterparts. In general, females tended to report more depression and unpopularity than males (Khatri, Kupersmidt, & Patterson, 2000).

Peer victimization is also found to be associated with higher posttraumatic stress. One third of bullied children may suffer from clinically significant levels of posttraumatic stress (Mynard, Joseph, & Alexandera, 2000). Increasing exposure bullying was associated with a highly significant increase in the number of psychosomatic symptoms (e.g., sleeplessness, irritability, headache, backache, and nervousness) (Natvig, Albrektsen, & Qvarnstrøm, 2001a).

Schwartz, Farver, Chang, and Lee-Shin (2002) also found that peer victimization was associated with aggression, and low levels of assertive social behavior.

Leventhal (2008) have indicated that those who both bully and are bullied are at a higher risk of committing suicide when compared to their uninvolved peers. Furthermore, there are similar patterns of anxiety disorders among children who are bullied, victimised, or both (Kaltiala-Heino, Rimpelä, Rantanen, & Rimpelä, 2000).

The dissimilar outcomes are rooted in numerous domains. At home, victims often have parents who limit their opportunities and control their social circumstances (Ladd & Ladd, 1998), whereas bullies are often subject to harsh discipline by Authoritarian parents (Baldry & Farrington, 2000). Furthermore, bullies are likely to engage in criminal misconduct and substance abuse outside their home environments (Baldry & Farrington, 2000), whereas victims are likely to suffer from anxiety and spend more time alone (Salmon, James, & Smith, 1998). The divergences and commonalities compiled by Dake, Price, and Telljohann (2003) are depicted below in Figure 2.

**Outcomes associated
with being a *bully*:**

Engage in fighting behaviors
Substance abuse
Engage in criminal misconduct
Perceive friendship-making as easy
Authoritarian parents and harsh discipline
Poor parent-child communication
Lower academic achievement
Have friends who are bullies
Tend to be physically and socially aggressive towards others

**Outcomes associated
with being a *victim*:**

Feelings of loneliness
Low self-esteem
Suffer from anxiety
Often less popular than other children
Perceive friendship-making as difficult
Spend a lot of time alone
Have parents who allow few opportunities and control social circumstances
Experience physical health

**Commonalities:
Depression Suicidal ideation Psychiatric problems, Eating disorders, less supportive parents,
suffer child abuse, Lower school adjustment**

**Figure 2: Divergences and commonalities among bullies and victims
(Dake et al., 2003)**

2.6. The Perceptions of Bullying in Schools

Aziz (2009) conducted a study in Malaysia identifying the teachers and students' perception of bullying and its intervention in district secondary schools. About 80 teachers and 480 of students from eight secondary schools were interviewed. Results indicated that teachers and students had different perceptions about the prevalence of bullying. Students reported that bullying was a big problem whereas teachers reported that it was a moderate problem.

Olweus (1993) a cross-sectional study conducted in Italian government schools involving 1059 students, (48.5% of girls and 51.5% of boys) agreed that bullying was a problem in their schools. Boys engaged in direct bullying of beating cases than girls who engaged in indirect bullying cases of spreading rumors and gossiping. The reviews of literature on the perception on bullying in schools it shows that students and teachers perceive bullying differently; teachers seem to be not much aware of bullying problem in their schools.

2.7 Meaning of Parenting Style

Parenting style refers to the ways or techniques parents employ in the upbringing of their children. According the psychologist, Diana Baumrind (1991), there are four parenting styles or dimensions namely, authoritative, authoritarian, permissive and uninvolved parenting styles. In explaining these dimensions of parenting, two important features are judged to be essential namely, parental responsiveness and parental demandingness (Gurian, ND). While responsiveness implies the willingness and availability of the parents to show care, concern and provide for the children; demandingness connotes the tendency of the parents to control the child and limit his freedom almost in everything. It is how a parent applies either or both of these two features that decides the parenting style such a parent is using.

Authoritative parenting style– this is the parenting style in which the parents direct their children's activities in a rational, issue oriented manner, exercising control when necessary, but gives the children freedom to act independently and responsibly (Baumrind, 1991). This is a kind of democratic style of parenting, where the parents are attentive and explains the reasons for the rules set for the children to obey. According to Greenwood (2013), authoritative parents set clear expectations and high standards, as well as monitor the children's behavior, using discipline

Parenting Style and Tendency to Bullying Behavior

based on reasoning. They also encourage their children to make decisions and learn from their mistakes. Authoritative parents are warm and nurturing, and they treat their children with kindness, respect and affection. It was observed (by Kopko, 2007) that adolescents of authoritative parents are more likely to be socially competent, responsible and autonomous because they have learned to employ negotiation.

Authoritarian Parenting Style– Baumrind (1991) saw authoritarian parents as those who attempt to shape, control and evaluate the behavior of the child without considering the feelings of the child. In this style of parenting, the children are required to follow rules without any explanations from the parents (Cherry, 2017). Parents practicing this style of parenting demand too much from their children while they seem to neglect their responsibility toward their children. According Gurian (ND), such parents are extremely strict and highly controlling; they dictate how their children should behave without giving room for any dissenting opinion or behavior from their children. There is little communication between parents and children. Kopko (2007) observed that adolescents of this type of parenting may become rebellious, or aggressive or dependent on their parents.

Permissive Parenting Style– permissive parents according to Baumrind are parents who are non-punitive, accepting and affirmative in their relationship towards their children. Such parents make few or no demands for household responsibility and allow the children to behave the way they want. According to Kopko (2007), permissive parents are warm but not demanding; indulgent and passive. Such parents apparently believe that the way to prove their love is to allow their children to have all they desire, not minding the consequences. Greenwood (2013) view permissive parents as being openly affective and loving but setting no limit, even when the children's safety is at stake. In the words of Baumrind (1991), permissive parents are 'more responsive than they are demanding'.

Uninvolved Parenting Style– Baumrind (1991) refer to uninvolved parents as disengaged parents who are neither demanding nor responsive. These parents do not monitor their children's behavior and also do not support them. An uninvolved parent is characterized by few demands, low responsiveness as well as little communication between parent and child (Cherry, 2013). In

extreme cases, uninvolved parenting may entail neglect and rejection of the child from the parents (Greenwood, 2013).

2.8. Theories on Parenting

Several theories have been proposed to explain the psychological significance of parent–child relationships and why they are strongly linked with children’s well-being (see, for example, Sears, Maccoby, Levin, 1957; Maccoby and Martin, 1983; Maccoby, 1992). In the first half of the twentieth century, research on these broad theoretical positions was patchy, but did not inhibit strong views being advanced about the ways that parents should approach the task of parenting. Much contemporary research on parent–child relationships can be traced to three dominant perspectives: social learning theory and attachment theory.

2.8.1. Social learning theory

This is one of the most influential models of parent–child relationships, and closely associated with the ideas and findings of Bandura (e.g. Bandura, 1977). The conceptual basis for social learning approaches as applied to parenting is most closely associated with the work of Gerald Patterson (1969), founder of the Oregon Social Learning Centre. Also influential was Constance Hanf (1969), who developed play therapy based on rewarding child behavior through attention. Latter-day interventions, notably the programs of Carolyn Webster-Stratton (1981), Rex Forehand and Robert McMahon (1981), Eyberg (1988) and Marian Forgatch and DeGarmo, (1999), directly incorporate social learning principles. Several leading practitioners have expanded the social learning model to incorporate consideration of the parents’ social setting that may contribute to poor parenting, including Robert Wahler (1965) whose program recognized the particular needs of isolated mothers. He was instrumental in showing that ‘insular’ mothers were harsher to their children on days when the few adults with whom they had contact such as local officials or their own mothers – had been projective of them.

Broadly put, social learning theory argues those children’s real-life experiences and exposures directly or indirectly shapes behavior. For Patterson (1969, 1996) and many others there is a focus on traditional behavioral principles of reinforcement and conditioning. The fundamental tenet is that moment-to-moment exchanges are crucial; if a child receives an immediate reward for his/her behavior, such as getting parental attention or approval, then he/she is likely to do the behavior again, whereas if she/he is ignored (or punished) then she/he is less likely to do it

again. Other advocates have expanded this focus to consider the cognitive or ‘mindful’ processes that underlie the parent’s behavior (e.g. Bugenthal, Blue, Cruzcosa, 1989; Dix, 1992) and its effects on children (e.g. Dodge, Pettit, Bates, Valente, 1995). Whether the assessment and conceptual focus is on behavior or cognitions, the model suggests that children learn strategies about managing their emotions, resolving disputes and engaging with others not only from their experiences, but also from the way their own reactions were responded to. For younger children especially, the primary source of these experiences is in the context of the parent–child relationship and the family environment.

Given its historical emphasis on altering negative, aggressive behavior in children, models of parenting based on social learning theory have tended to emphasize parental conflict, coercion and consistent discipline. But more theorists have incorporated positive dimensions of parenting as a way of promoting child positive behavior and affect, improving the pleasurable nature of parents’ and children’s interactions with one another (e.g. Gardner, 1989).

2.8.2. Key assumptions of the Social Learning Theory

Traditional theories of learning have often depicted behavior as the product of direct experience (Bandura, 1971). Learning, rooted in direct experience, is largely governed by the consequences, in the form of reward or punishment. Although behavior can be shaped to some extent by rewarding or punishing consequences, Bandura and others suggest that most of the behaviors that people display are learned, either deliberately or inadvertently, through the influence and observation of a model (Bandura, 1978; Bandura, 1971; Eyal & Rubin, 2003; Mejia-Arauz, 2005).

Observational learning allows people to acquire large, integrated units of behavior, without having to build up the patterns gradually by tedious trial and error (Bandura, 1971). Bandura (1971) reported that emotional responses can be developed observationally as well, by witnessing the affective reactions of others. What is more, negative behavior can be exacerbated vicariously, by observing the way in which others engage in adverse activities, without experiencing any negative consequences (Bandura, 1971).

Parenting Style and Tendency to Bullying Behavior

Bandura (1978) identified three models of observational learning: (1) a live model, which involves an individual demonstrating the behavior; (2) a verbal instructional model, which involves descriptions and explanations of behavior; and (3) a symbolic model, which involves real or fictional characters displaying behaviors in books, films, television programmes, or online media.

Bandura, Ross, and Ross (1963) carried out a study of observational learning, which demonstrated that children learn and imitate behaviors they have observed in live models. Bandura, Ross, and Ross (1963) hypothesized that children's observation of aggressive models would increase the likelihood that aggressive behaviors would be used during times of subsequent frustration (Bandura et al., 1963). Young children were placed in one of two rooms with adults interacting with a character named the „bobo doll“. In one room, the adults attacked the bobo doll, and in another they did not. The adults acting as aggressive models attacked the bobo doll in a distinctly violent manner, using a hammer in some cases, and in other cases threw the doll in the air, shouting „Pow, Boom!“ (Bandura et al., 1963). As a result, the researchers could be sure that, if the behavior was repeated, it was learned, rather than spontaneous (Bandura et al., 1963). Those children, who had witnessed the aggression displayed towards the bobo doll, began to imitate the aggressive actions of the adults they had observed in their own interactions with the bobo doll (Bandura, 1978).

Later, Bandura (1965) carried out the same experiment, with the difference that the models that behaved aggressively were either punished, rewarded, or neither for their behavior. Children who had witnessed the adult being rewarded (and those who had seen the adult neither rewarded nor punished for their behavior) behaved more aggressively than those who had seen the adult punished (Bandura, 1965). Overall, Bandura and associates proved that children readily mimicked aggressive behaviors of a live model, and generalized such responses to novel settings in the absence of that model (Hart & Kritsonis, 2006).

However, not all observed behaviors are effectively learned. Factors involving both the model and the learner play a role in whether or not social learning proves itself to be successful (Bandura, Barbaranelli, Caprara, & Pastorelli, 2008; Bandura & Walters, 1963; Bandura, Ross,

Parenting Style and Tendency to Bullying Behavior

& Ross, 1961; Bandura, 1978; Eyal & Rubin, 2003). Bandura (1971) suggests the following four steps are involved in observational learning and modeling (illustrated in Figure 3.1), and are necessary for effective learning (Bandura, 1971):

Attention

In order to learn, an individual must pay attention. Anything that diminishes an individual's attention will have a negative effect on observational learning. If the model is interesting or there is a unique aspect to the situation, an individual is likely to pay full attention. Various factors increase or decrease the amount of attention paid, including distinctiveness, prevalence, complexity, and functional value (Bandura, 1971). An individual's characteristics (i.e., sensory capacities, arousal level, perceptual set, and past reinforcement) may also affect attention.

Retention

Retention involves the ability to store information. This can be affected by a number of factors, but the ability to recall information later and act on it is fundamental to observational learning.

Reproduction

If attention has been paid, and the information retained, the individual will perform the observed behavior. Further practice of the learned behavior leads to improvement and skill advancement.

Motivation

Finally, in order for observational learning to be successful, an individual requires motivation to emulate the behavior that has been modeled.

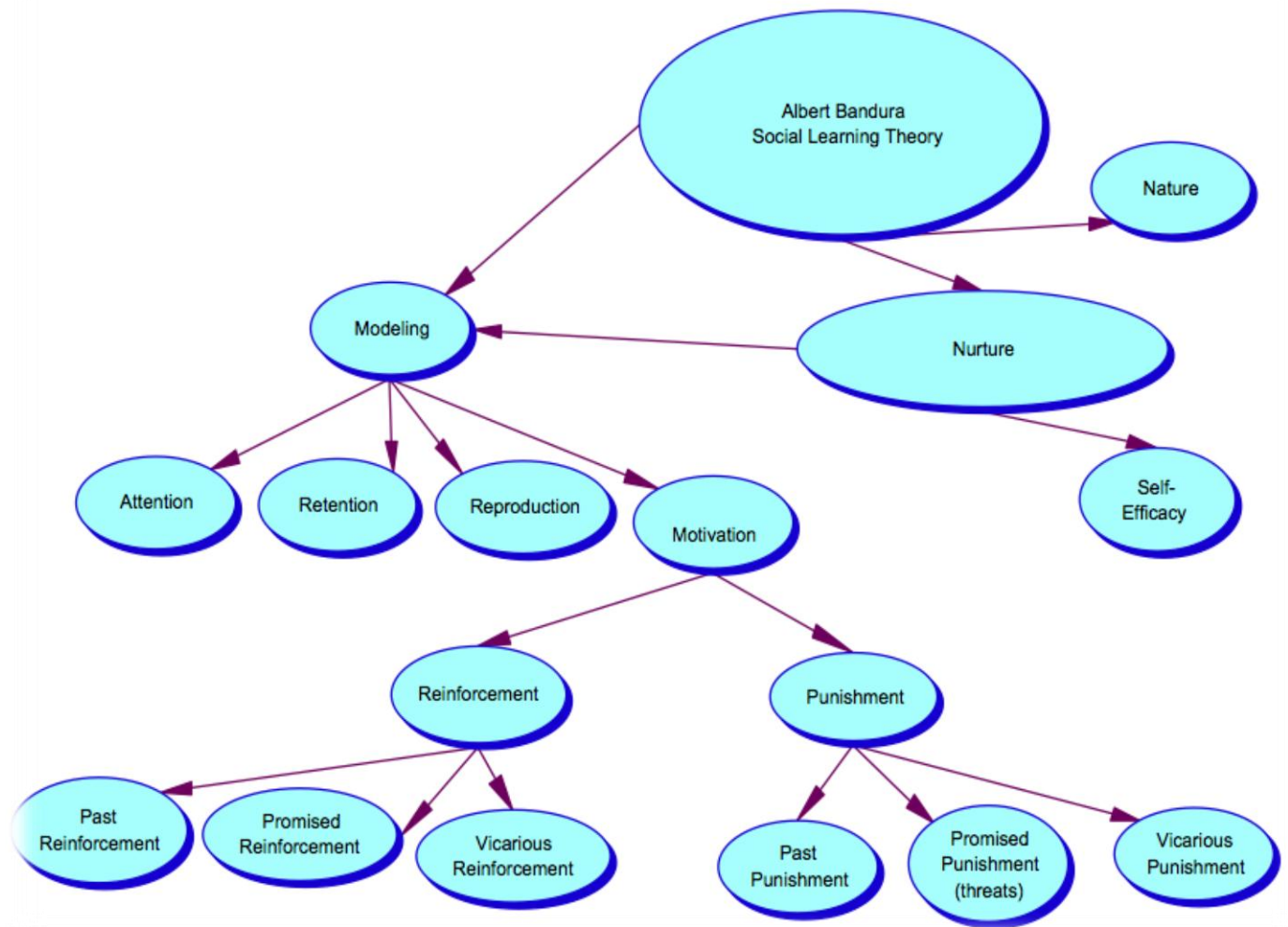


Figure 3: Depiction of Bandura’s Social Learning Theory

From:<http://www.pgce.soton.ac.uk/IT/Learning/Behaviourism/>

Broadly put, Bandura’s Social Learning Theory suggests that adolescents observe, interpret, and imitate the actions, behaviors, attitudes, and emotional reactions of their parents (Bandura, 1978). Bandura’s theory has been used to show that, although adolescents spend an increasing amount of time away from home, parents still have an influence on them and are likely to remain significant models in their lives (Bandura, 1978; Gecas & Seff, 1990).

2.8.2. Attachment theory

Attachment theorists have developed a model of parent–child relationships from a broad theoretical base that includes ethology, cognitive psychology and control systems (Bowlby, 1988; Ainsworth, Blehar, Waters, Wall, 1978; Cassidy and Shaver, 1999). John Bowlby was particularly interested in identifying the nature, significance and function of a child’s tie to his/her parent. Although the theory had its roots in clinical observations of children who experienced severely compromised, disrupted or deprived care giving arrangements, it has been applied as a model for normal and abnormal development. Attachment theory is concerned with fundamental issues of safety and protection; in psychological terms, it focuses on the extent to which the relationship provides the child with protection against harm and with a sense of emotional security.

The theory proposes that the quality of care provided to the child, particularly sensitivity and responsiveness, leads to a ‘secure’ (optimal) or ‘insecure’ (non-optimal) attachment. Attachment theorists use the term ‘pathway’ to make explicit that early attachment experiences do not shape subsequent development in a deterministic manner (Bowlby, 1988). Insecure attachment it is not synonymous with disturbance and a secure attachment does not guarantee against disturbance. We know, however, that a particular form of insecure attachment in infants and young children termed ‘insecure-disorganized’ is strongly related to risk for psychopathology and is a marker of particular risk in the care giving environment (e.g. Lyons-Ruth, 1996; Greenberg, 1999). Attachment relationships are internalized and carried forward to influence expectations for other important relationships. A history of consistent and sensitive care with the parent is therefore expected to lead to the child developing a model of self and others as loveable and loving/helpful. Effective attachment-based interventions have been developed and validated for a range of clinical problems (Cicchetti e,Rogosch, Toth, 2000; Bakermans-Kranenburg et al., 2003).

2.9. The relationship between parenting style and tendency to bullying behavior

Obviously, Parenting plays a very important role in the transition of children from one stage of life to another: from childhood to adolescence; from adolescence to adulthood (Okorodudu, 2010). According to Utti (2006), parenting is an essential instrument in the socialization of

Parenting Style and Tendency to Bullying Behavior

children. Thus parenting style apparently stands out as an important factor that can have significant effect on a child's behavior, as opined by Baumrind (1991).

Parenting style, that is the behavior and attitude of parents, have lasting effect on their children's overall wellbeing. This goes beyond the family (immediate environment) and touches every aspect of the child's life: in school, playground, etc. Thus Fielder (2008) believed that for a well-adjusted child, the parents need to have a balanced approach to parenting.

Research indicates that harsh parenting techniques, especially inconsistent punishment, often lead to child aggression (Loeber & Stouthamer-laber, 1989). Hence Georgiou (2008) was of the opinion that bullying starts at home. Children may learn to be aggressive towards others, especially those less powerful, by observing the daily interactions of family members.

Likewise, Perry, Perry & Kennedy (1992) found out that there are evidences showing that children who experience victimization problems are more likely to come from families with histories of child abuse, poor attachment and poorly managed conflict. Also Georgiou (2008) observed that parents tend to encourage or reinforce negative behavior of their children by attending, laughing or approving of such behaviors, while ignoring positive behavior when it is exhibited.

Some studies (Hagan & McCarthy 1997) also show that delinquent behavior, like bullying, is associated with parental rejection, weak parental supervision and inadequate involvement with the child. Thus paying attention to children as well as a close supervision helps in reducing aggressive behavior in the family and outside – in the school. In the same vein some authors like Perren & Hornung (2005) and Georgiou (2008) also contended that maternal behavior, like over protection can sometimes be positively related to bullying behavior and victimization.

Research shows that permissive parental behavior (high responsiveness and low control) predicts the experience of victimization by the child, while authoritarian Parenting style (low responsiveness and high control) best predicts bullying behavior in children (Balry& Farrington, 2000; Georgiou, 2008).

Parenting Style and Tendency to Bullying Behavior

Likewise it was observed that children who perceive their parents as having positive attitude towards them, settings limits but respecting their children's independence as well as being responsive to their needs were less likely to engage in bullying. Also children who describe their parents as being less cohesive, more conflictual and less organized tend to indulge in bullying behavior (Rigby, 2003; Rican, Klicperova & Koucka, 1993; Georgiou, 2008).

According to Georgiou (2008), victimized children view their parents as being overprotective. In the same vein, children who bully their peers are more likely to come from authoritarian parents with harsh and punitive child rearing practices (Espelage, Bosworth & Simon, 2000; Georgiou, 2008). In conclusion, as seen in the different studies, parenting style of parents plays a key role in the child's participation in bullying.

2.10. Gender and bullying behavior

Gender is an individual factor that relates to bullying behavior. Literature would indicate inconsistent findings about the effect of gender on bullying. Although in some studies, bullying and victimization both were more prevalent among boys than girls (Atlas & Pepler, 1998; Bosworth et al., 1999; Haynie et al., 2001; Natvig, Albrektsen, & Qvarnstrøm, 2001; Karatzias et al. 2002; Kristensen & Smith 2003; Pekel, 2004). And in others, no significant gender difference was found (Andreou, 2000; Wolke et al., 2000; Wilkins-Shurmer et al., 2003).

Olweus (1993) for example, reported that girls were more likely than boys to experience indirect forms of bullying. Boys reported more physical bullying, girls reported more indirect bullying. Indirect bullying might be less effective for boys; girls can perhaps bully someone more effectively by social isolation and by rumor-mongering (Smith & River, 1994).

Boys bully other students more often than girls do, and a relatively large percentage of girls, about 50 %, report that they are bullied mainly by boys. A somewhat higher percentage of boys are victims of bullying, especially in the junior high school grades. But bullying certainly occurs among girls as well. Physical bullying is less common among girls, who typically use more subtle and indirect means of harassment, such as intentionally excluding someone from the group, spreading rumors, and manipulating friendship relations. Such forms of bullying can certainly be as harmful and distressing as more direct and open forms of harassment (Olweus, 2003) whereas in many studies no significant gender difference was found (Andreou, 2000;

Wolke et al., 2000; Wilkins-Shurmer et al., 2003; and Kapcı, 2004). For boys, the prevalence of bully/victims tended to decrease with age, while for girls the trend was mainly stable (Solberg & Olweus, 2003). Olafsen and Viemerö (2000) found that boys in the role of bully/victim used, significantly more aggressive strategies than boys in the role not involved. Furthermore, boys in the role of bully/victim used significantly more self-destructive strategies than did boys in the roles of bully, victim, and not involved. The girl victims of indirect bullying were found to turn the aggression toward themselves but not toward others.

Power-related proactive aggressiveness is a better predictor for being involved in bullying for boys than for girls, and affiliation-related proactive aggressiveness is a better predictor for girls than for boys (Roland & Idsoe, 2001).

A study carried out (Dölek, 2002) showed that although boys had higher bully scores than girls, there were not any significant differences in overt physical aggressive behaviors for boys and girls. In another study, Kepenekci and Çinkır (2006) found clear gender differences, with boys consistently experiencing more physical bullying including kicking/slapping, assaulting with a knife, rude physical jokes, and more verbal bullying including name calling and insulting/swearing.

2.11. Age and bullying behavior

Researchers have found that there are significant age differences in the prevalence of bullying behavior (Pepler, 1993; Olweus, 1991 and Rigby & Slee, 1993). Bullying victimization has a tendency to weaken with age (Crick & Grotpeter, 1995). A cross-country bullying behavior research carried out in forty countries by Craig, Harel-Fish, Fogel-Grinvald, Dostaler, Hetland, Simons-Morton, Molcho, Mato, Overpack, Due, Pickett (2009) depicted that patterns of bullying behavior were consistent. They found that bullying weakened with age (Craig et al., 2009).

Chapter Three

Method

In this section the target population, the samples and sampling procedure, the instruments, data collection procedure, and the statistical techniques of data analysis are presented.

3.1. Design of the study

The study was cross-sectional, descriptive and correlational quantitative research which helped to identify the characteristics of an observed phenomenon or exploring the possible relation among two or more phenomena. The research was a cross-sectional as the data was collected at once from participants of different ages.

3.2. Population

The study population was Shone town general secondary and preparatory schools adolescents. There were about 3545 general secondary and preparatory students (2055 male and 1490 females) enrolled in 2010 (E.C) Academic Year. Shone town is one of the 12 districts in Hadya zone SNNPR. It is about 341km away from capital city of Ethiopia, which is located in Southern part of the country. It geographically shares boundary with Halaba special district in north Western part, with Oromia Regional State in North and North Eastern part, with Wolayta Zone in Southern part and in Western part with Kambata Tambaro Zone in SNNPR of Ethiopia. In the Shone town there was two preparatory and four secondary schools. From six secondary and preparatory schools two of them were private and four of them were governmental.

3.3. Samples size and Sampling techniques

To select the sample of this research, the investigator has employed the following sampling techniques as follow:

1. Selecting schools in the town, all the (6) high schools that have grades 9 -12 were listed and one of them was selected using simple random sampling technique (lottery method). Using the same technique, from a total of 32 sections 15 sections were selected.
2. Stratified sampling technique was employed to determine the proportion of samples to be selected from classrooms. Roughly equal ratio of female and male adolescents was selected

Parenting Style and Tendency to Bullying Behavior

from the target school because the number of the enrolled population of female adolescents was much less than that of the male adolescents from the targeted school.

- To select the required sample members from each classroom again, adolescent students were listed in alphabetical order and then the respondents was selected using systematic random sampling technique.

Table 1: Target Population by Number of Students (Shone Town Education Office, 2005 E.C)

Gender	Secondary		Preparatory		Total	%
	9 th	10 th	11 th	12 th		
Male	807	547	466	235	2055	57.9%
Female	595	382	240	275	1490	42.1%
Total	1400	929	706	510	3545	100%

N=3545

To determine number of participants the researcher used the “rule of thumb” estimate for sampling (Yount, 2006). According to thumb rule the researcher has to take 5% from each stratum hence the total sample members included in the research were 177 in number (see table2).

Table-2: Sample distribution based on grade level, age and sex.

Grade level	Gender		Age	
	Male	Female	Minimum	Maximum
	(N, %)	(N, %)		
9 th	41(38.6%)	27(38%)	14	19
10 th	30(28.3)	18(25.4%)	15	18
11 th	24(22.6%)	12(17%)	15	19
12 th	11(10.3%)	14(19.71)	17	20
Total	106(100)	71(100)	14	20

3.4 Instruments

The main source of data for this study is a self-report questionnaire contains three sets of items. The first set demographic characteristics of respondents; the second set parental style and third set bullying behavior of school adolescents.

3.4.1. Measures on demographic characteristics

The first part of the questionnaire was designed to gather background information of the parents consists three items of demographic characteristics (i.e., gender, age and grade level).

3.4.2. The Parental Styles Questionnaire

Parenting Style Scale (PSS) measured participants' perceptions of their parents' involvement in child rearing in terms of two dimensions (acceptance/involvement and control/demanding). Using the median score, parents were classified into one of the four categories of parenting styles (Authoritative, Authoritarian, Indulgent and Neglectful) based on the theoretical model of parenting styles set forth by Maccoby and Martin (1983). A similar approach was used in previous (e.g., Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Markos, 1996; Yekoyealem, 2005; Tigist, 2014 and Menbere, 2016). The median split method was used and the four parenting styles were identified as follows:

- Authoritative parents are those whose children scored above or equal to the sample median on both acceptance/involvement and control/demanding index.
- Authoritarian parents are those whose children scored below the sample median on the acceptance/involvement index, but above or equal to the sample median on the control/demanding index.
- Permissive/indulgent parents are those whose children scored above or equal to the sample median on the acceptance/involvement index, but below the sample median on the control/demanding index.
- Neglectful parents are those whose children scored below the sample median on both acceptance/involvement and control/demanding index.

3.4.3. Measure on bullying behavior

Bullying behavior measured with questionnaire developed by (Swearer & Cary 2003). This measure is a self-report questionnaire about bullying and victimization experiences. The questionnaire assesses the frequency and types of bullying, the location where the bullying takes place, who does the bullying, how often children or adolescents report bullying to teachers or their family, and if the teacher intervenes and what he or she does to stop the bullying. It has four parts to assess experiences such as;

1. When someone is bullied, consists 11 items
2. When a person witnesses someone getting bullied, consists 10 items
3. When one is bullying others consists 10 items
4. One's attitudes towards bullying, consists 14 items

The instrument is suitable for youth between the ages of 10 and 18 years that has demonstrated high internal consistency with Cronbach alpha value for physical bullying 0.79 and verbal bullying 0.85.

Scale scores are created by summing item scores. The range for each scale is 0–44. Higher scores indicate more frequent bully-related experiences. Although not behavioral in nature, the last Part assesses attitudes toward bullying. Items are scored on a 5-point Likert-type scale (1 = “Totally false” to 5 = “Totally true”). In this Part, items 2, 5, 7, and 10–13 are reversed scored. The range for the scale is 13–65. Higher scores denote more pro-bullying attitudes.

The bullying behavior items addressed direct negative physical and verbal actions as well as indirect form of bullying. Students provided with a definition of bullying so as to convey the difference between attempted harm and teasing conducted in friendly and playful way that does not constitute bullying behavior. Moreover bringing the construct to our own culture or context was not easy as there is no one single word, which is in use and known by many.

3.5. Pilot Study

A pilot study was conducted to test and improve the adapted instrument and to make sure that the questions are understood by the respondents and there are no problem with the wording or the instrument. The pilot test is also required to ensure the clarity, appropriateness and reliability of the study. 30 participants (22 male and 8 female) were included in the pilot study. Those who participated in the pilot test were excluded in the final study. Based on the response of the pilot group, the internal reliability was assessed by Cronbach alpha for the parenting style and bullying survey scale.

Previous studies on the internal reliability (Cronbach alpha) of bullying survey indicated that an average alpha coefficient was around 0.9, ranging from 0.83 to 0.96 for the outpatient population. Content and construct validity correlation coefficients ranging from 0.49-0.87 (Wang and Gorenstein, 2013). The pilot study found out that the internal reliability alpha = .810.

Regarding reliabilities of parenting style acceptance/involvement sub-scale and control/demandingness sub-scale, Cronbach alpha = .956 and .921 were achieved respectively; hence, all items were used in the final study. DeVellis (1991) recommended that an alpha below 0.60 is unacceptable; 0.60- 0.65 undesirable; 0.65-0.70 minimally acceptable; .070-.80 respectable; 0.80- 0.90 very good and if above 0.90 are excellent. As it is shown above the values of Chronbach alpha for the parenting styles and bullying survey scale are above 0.90. Thus, according to DeVilles explanation, the value of the instrument used for this study are found to be excellent.

3.6. Procedures of Data Collection

The demographic questionnaire was constructed by the researcher with the help of relevant literature. The other two instruments were adapted from other instruments on similar areas. The instruments relevance to our context was checked by the researcher. Firstly, the instruments was prepared in English language and then translated into Amharic. The English version of questionnaire was translated into Amharic version by researcher with the help of professional translator.

Parenting Style and Tendency to Bullying Behavior

Before distributing the questionnaire, adequate orientations on how to respond to the questionnaire was given to participants. Participants are filled the questionnaire in the presence of researcher and his assistant in the classroom. The cooperation of teachers and principals will be necessary. Enough time was given to the participants to fill the questionnaire. After data collection, the researcher was check for completeness of the data and following this; the collected data coded and computed using the SPSS 22 version computer software.

3.7. Ethical Consideration

The consent of participants to participate in the study was obtained before the questionnaire distribute. The participants were told that their answers will remain anonymous and confidential. School officials also express their willingness after information about the whole purpose of the research project.

3.8. Method of Data Analysis

The completed data were analyzed with the help of statistical package for social scientists version 22. Before proceeding with the actual statistical analyses, check assumption associated with the use of the analysis. In addition, alpha value of 0.05 was determined for all significance tests. After the data were coded and entered to the computer; difference statistical analyses were made for the following purposes.

- ❖ In order to summarize and describe the data, descriptive statistical procedures such as mean, standard deviation and percentage were computed.
- ❖ To understand the correlation among the variables correlation analyses were computed by using Pearson Product Moment correlation.
- ❖ Independent-sample t-test and one way ANOVA were computed to see the difference between means.
- ❖ Following the one way ANOVA analysis Tukey post hoc multiple pair wise comparison was used to check cell mean differences.

Chapter Four

Results

This section included information about the background of the participants, descriptive statistics and statistical analysis of the results.

4.1. Socio-demographic Characteristics of the Respondents

Table 3 below depicts the socio-demographic characteristics of the respondents broken down by gender. Age, grade level and parenting style the participants are presented. The proportion of males (59.8%) and females (40.1%) participated in the study. For the purpose of this research, age levels of the respondents were classified into two groups: 15-17 years 108(61%) and 18-20 years (69(39%).

With regard to the respondents grade level 116(65.5%) from 9th to 10th and 61(34.4%) 11th to 12th students were selected.

Finally, in terms of parenting style, the majority 67(37.8%) of them perceive their parents as authoritative. Nearly, equal proportions of the respondents were perceive their parents as neglectful 42(23.7%) and authoritarian 41(23.1%). Finally, the lowest proportion 27(15.25%) respondents perceive their parents as permissive/indulgent.

Table 3: Socio-demographic Characteristics of the Respondents by Gender (N=177)

Socio-demographic characteristics		Frequency (n, %)		Total
		Male	Female	
Age	15-17	66 (61.1%)	42(38.9%)	108(61%)
	18-20	40(57.9%)	29(42.1%)	69(38.9%)
	Sub total	106(59.8%)	71(40.11%)	177(100%)
Grade level	9th & 10 th	71(61.2%)	45(38.7%)	116(65.5%)
	11th & 12 th	35(57.3%)	26(42.6%)	61(34.4%)
	Sub total	106(59.8%)	71(40.11%)	177(100%)
Parenting style	Neglectful	22(52.38%)	20(47.6%)	42(23.7%)
	permissive/ indulgent	9(33.3%)	18(66.6%)	27(15.25%)
	Authoritarian	28(68.2%)	13(31.7%)	41(23.1%)
	Authoritative	47(70.1%)	20(29.8%)	67(37.8%)
	Sub total	106(59.8%)	71(40.11%)	177(100%)

4.2. Prevalence of bullying among school Adolescents

Table 4: Descriptive Statistics of Reported bullying category (N=177)

Bullying category	N (%)	Minimum	Maximum	Mean	SD
Victims	81(45.7%)	21	36	28.8802	3.03836
Wittiness/bystander	47(26.5)	19	36	28.0671	2.76510
Bully	49(27.7%)	16	33	26.5918	2.82783

The mean of the victims, wittiness/bystander of the respondents were reported with mean values. When the victims mean 28.88 (SD=3.03) and wittiness/bystander 28.06 (SD=2.76) of the respondents were considered, maximum mean value was observed in respectively. Lower mean values were reported for bully (26.59 with SD of 2.82).

Parenting Style and Tendency to Bullying Behavior

Table 4 shows that the proportion of victims among the respondents was 81(45.7%) was higher than that of the prevalence rate of bully 49(27.6%) of the respondents. Relatively the lowest prevailing bullying category was wittiness/bystander 47(26.5%).

Table 5: Percentage of Students who were bullied

Extent of being Bullied?	N=81			
	Never	Rarely	Sometimes	Always
Called me names	1%	42%	43%	14%
Made fun of me	1%	25%	42%	32%
Intimidated me	21%	44%	30%	5%
Isolated me	2%	42%	44%	11%
Broke my things	33%	37%	23%	6%
Nobody would talk to me	0	37%	46%	17%
Wrote bad things about me	1%	32%	44%	22%
Said mean things behind my back	1%	33%	46%	20%
Pushed or shoved me	6%	43%	35%	16%
Gave me a nick name	1%	22%	52%	25%
Mocked me because of my gender	49%	9%	19%	23%
Total	11%	33%	39%	17%

From the total respondents, 20% Verbal bullying like ‘Gave me a nick name, made fun of me and called me names had been experienced sometimes. 7.2% of respondents had been sometimes experienced indirect form of bullying like isolated me, nobody would talk to me, wrote bad things about me and Said mean things behind my back. 22% of respondents had been always got bullied either physically or verbally.

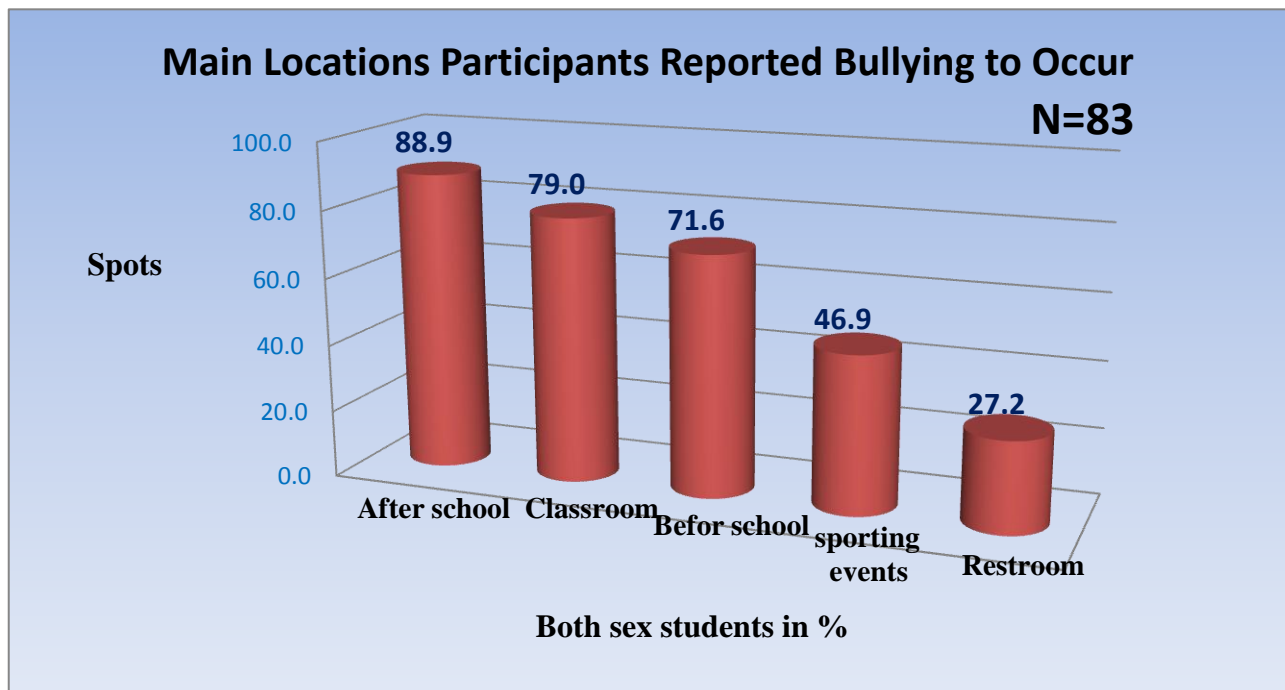


Figure 4: Spots for Bullying

The top five locations across status groups where students felt that bullying occurred are reported (see Table 6). The majority of students across the status groups reported that bullying occurred most frequently in after school 88 % of the respondents were bullied. Classroom was the second most common place (79 %) for bullying but it should be noted that it was not clear if it had occurred in the presence of a teacher. Before school (71%, sporting events (46%) and restroom (27%) was the three to fifth most common place for bullying. Bullying with the aid of technology such as the internet and cell phones were too minimal. Across year, victims endorsed more locations than the other groups.

Table 6: Main Locations Participants Reported Bullying to Occur in sex

	Male (42)	Female (39)	Total (81)
Where were you bullied			
After school	81.0%	97.4%	88.9%
Classroom	76.2%	82.1%	79.0%
Before school	57.1%	87.2%	71.6%
Sporting events	42.9%	51.3%	46.9%
Restroom	16.7%	38.5%	27.2%

Parenting Style and Tendency to Bullying Behavior

Table 7: *The Bullies*

Who bullied you most often	Male= 42	Female =39	Total= 81
Someone who has many friends	85.7%	84.6%	85.2%
Elder boys	33.3%	69.2%	50.6%
Someone who I' don't know	9.5%	46.2%	27.2%
Elder girls	2.4%	35.9%	18.5%
Teachers	0.0	12.8%	6.2%
Younger Girls	2.4%	0.0	1.2%

As provided in Table 7, 85.2% of the respondents were bullied by someone who has many friends. Older boys (50.6%) more involved in bullying at Shone general secondary and preparatory School. The third and the fourth highest proportions is someone who I' don't know (27.2%) and elder girls (18.5%). From respondents the lowest proportion (6.2%) teachers and (1.2) younger girls are minimally involved.

Respondents were asked how they felt when they get bullied and how much a problem was the bullying for them and the result was as shown in table 7.

Table 8: *Impacts of getting bullying*

Impacts	Never	Rarely	Sometimes	Always
I couldn't make friends	6.3%	46.3%	35.0%	12.5%
Made it difficult to learn	3.8%	57.5%	32.5%	6.3%
Made me feel bad or sad	10.0%	55%	31.3%	3.8%
Didn't come to school	3.8%	68.8%	22.5%	5%
Made me feel sick	43.2%	39.5%	17.3%	0.0
I had problem with my family	48.8%	36.3%	11.3%	3.8%

Parenting Style and Tendency to Bullying Behavior

Regarding to impact of bullying, (46.3%) of them reported that they experienced can't make friends rarely, whereas 12.7% of them had been impacted negatively almost on regular basis during in this school year. When the next prevalence of the five item types of impacts of bullying were examined, the highest value was (57.5%) for made them difficult to learn rarely followed by (58.1%) Made them feel bad or sad rarely, (68.8%) Didn't come to school rarely, (43.2%) never Made them feel sick and (48.8%) never them problem with their family. The lowest impact of bullying reported was made them feel sick on regular basis during in this school year.

Possible outcomes of getting bullied listed in table 7 were summed up for individual cases to determine the impact of getting bullied with minimum score 8 (as no impact) and 19 (as high negative impact).

Students' perceptions of why they were bullied were examined across sex figure 3 provide the reasons. Victims endorsed 50.7% the respondents they were picked for the cloth they wear. Student who can't get along with other people and the way they talk appeared to attract bullies to pick on their victims. Females (18%), believed to have been picked because of their gender.

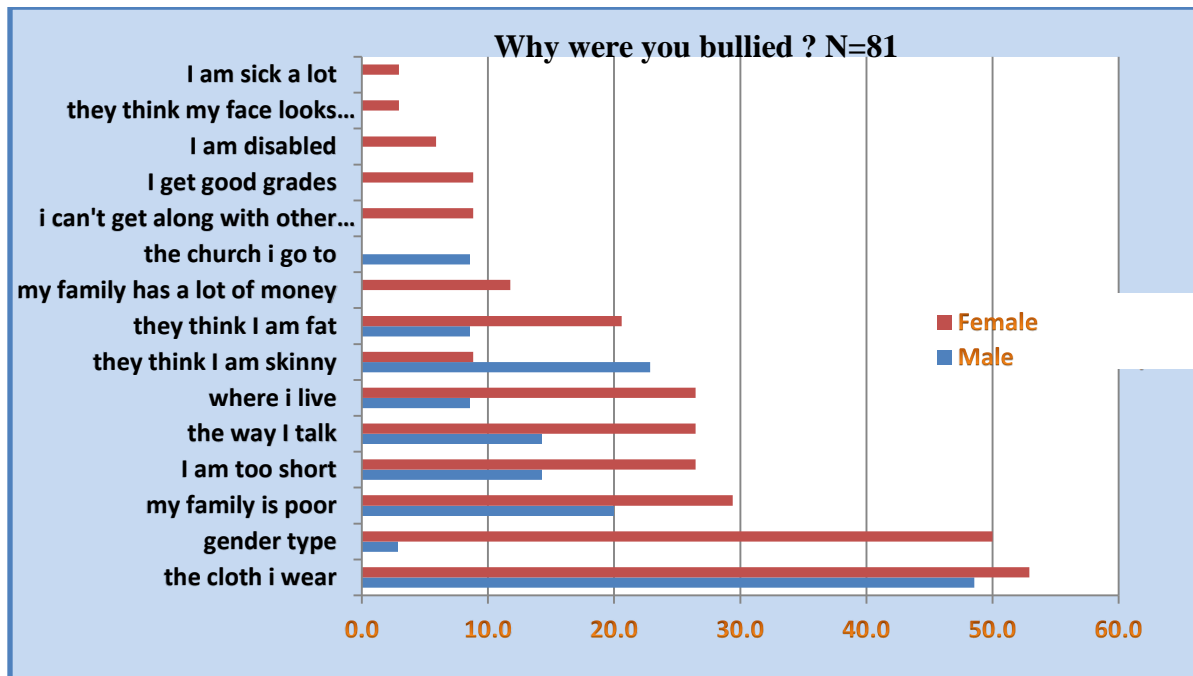


Figure 5: Perceived Reason for Getting Bullied

Table 9: Awareness of the School Community about the Bullying.

		Gender		
		Male (42)	Female (39)	Total (81)
Did the teachers and school staff know about the bullying that happened to you?	Yes	22.0 %	15.4%	18.8%
	No	58.5%	64.1%	61.3%
	I don't know	19.5%	20.5%	20%
How do you think your teachers and school staff took care of the bullying?	Very well	4.9%	2.6%	3.8%
	Bad	53.7%	59.0%	56.3%
	I don't know	41.5%	38.5%	40%
Did your parents know about the bullying that happened to you?	Yes	7.3%	0.0	3.8%
	No	63.4%	66.7%	65%
	I don't know	29.3%	33.3%	31.3%
Were you able to defend yourself from the bullying?	Yes	41.5%	20.5%	31.3%
	No	58.5%	79.5%	68.8%

Table 9 was to provide information as to whether school personnel were aware about the bullying incidents and 20% were not sure while 63% of the respondents said they hadn't reported the incident for possible rectification of the situation.

Similar statistics were obtained as to whether parents were informed of a bullying situation and only 3.8% of the respondents confirmed to have informed their parents. Students were asked if they had tried to defend themselves from the bullying and 31.3% of the respondents did try to defend themselves through various ways ranging from avoiding the bullies to counter bullying in the same manner.

All the analyses made thus far were in relation to the victim, that is when someone got bullied, how, why, by whom and how much a problem were for the victims. Subsequent analyses were made when students bully others or watch other get bullied.

Table 10 showed 42.3% of the respondents to have watched others get bullied sometimes. This figure is more than twice as much as those who admitted to have been bullied. 20.9% students out of one hundred percent had witnessed others got bullied on a regular basis. This showed that admitting of being a victim is too conservative than watching others get bullied.

Table 10: Percentage of Students Who Had Watched Others Get Bullied

How did the students get bullied?	N=47			
	Never	Rarely	Sometimes	Always
Made fun of them	0.0	12.2%	43.9%	43.9%
Mocked them	1.2%	18.3%	38.4%	42.1%
Said they will do bad things to them	.6%	54.9%	36%	8.5%
Wrote bad things about them	1.2%	23.2%	51.2%	24.4%
Said mean things behind their back	2.4%	25.6%	48.8%	23.2%
Won't let them be a part of their group	2.4%	29.3%	56.7%	11.6%
Called them names	1.8%	36%	45.7%	16.5%
Pushed or shoved them	4.9%	53.7%	29.9%	11.6%
Nobody would talk to them	3.7%	26.8%	48.2%	21.3%
Broke their things	18.3%	50%	25%	6.7%
Total	3.6%	33%	42.3%	20.9%

Considerable number of students had added ‘ፋገራ እና ሙድ መያዝ’ to the list. As per the discussion I had with students in Shone general and secondary School, it appeared that the phenomena is non-physical form of bullying where student(s) made fun of or ridicule fellow students without the target knowing it. The victim only knew that he/she was in a serious discussion but he/she was not in actual sense. Considerable respondents had added support and sympathize with the victim such as speaking up for the victim and telling an adult. Some others are watching from a distance or doing nothing to stop the bully event.

Table 11 was to show percentage of students who bully others. Predominantly Mocked them and making fun of others are the most prevalent. Physical bullying such as pushing, breaking others property and the relational form of bullying, isolation were not the preferred way of bullying others.

Table 11: Percentage of Students who Bully Others

N= 49

	Never	Rarely	Sometimes	Always
How did the students get bullied?				
Mocked them	2%	22.4%	24.5%	51%
Made fun of them	2%	18.4%	42.9%	36.7%
Wrote bad things about them	0.0	26.5%	53.1%	20.4%
Said mean things behind their back	0.0	34.7%	49%	16.3%
Pushed or shoved them	0.0	34.7%	53.1%	12.2%
Nobody would talk to them	2%	30.6%	59.2%	8.2%
Said they will do bad things to them	2%	49%	38.8%	10.2%
Called them names	2	63.3%	24.5%	10.2%
Won't let them be a part of their group	4.1%	49%	46.9%	0.0
Broke their things	59.2%	30.6%	10.2%	0.0
Total	7.33%	40.22%	35.92%	16.52%

4.3. Intercorrelations among predictor variables and attitude toward bullying tendency

Table 12: Intercorrelations among predictor and outcome variables

Variables	1	2	3	4	5
1.Age	1				
2.Sex	-	1			
3.Grade level	-	-	1		
4.Parenting style	-	-	-	1	
5. Attitude toward bullying tendency	-.113	-.173*	-.279**	.206**	1

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

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

Parenting Style and Tendency to Bullying Behavior

As can be illustrated in the above table, there is statistically a significant strong positive relationship between parenting style and adolescents attitude toward bullying tendency. Furthermore, there is statistically a significant strong negative relationship between grade level and attitude toward bullying tendency. The table also shows that, there is statistically a significant strong negative relationship between sex and attitude toward bullying tendency. But one predictor variable (age) did not show that much significant relationship as they were expected.

In general, the pattern of correlations among predictor and outcome variables confirm the presumed idea of significant relationship for most the predictor and outcome variables under consideration.

Once the bivariate correlation analysis among the predictor and outcome variables is examined, the next task will be seeing the difference of each predictor variable on the category of bullying (outcome) variables. Therefore, independent-sample t-test and one way ANOVA analysis was conducted for the category of bullying, taken simultaneously as outcome variables, with adolescents sex, grade level and parenting style as independent variables.

4.4. Grade level and bullying category

Table: 13 Independent- samples t -test result comparing grade mean among bullying category

	9 th -10 th		11 th -12 th		t	df	Sig.
	(secondary)		(preparatory)				
	Mean	Std. D	Mean	Std. D			
Victims	2.67	0.26	2.61	0.32	-.956	79	.342
Wittiness	3.15	0.47	2.86	0.50	3.808	162	.000
Bully	2.69	0.27	2.53	0.32	1.497	47	.141
Pushed or shoved them	2.90	.632	2.22	.441	3.041	47	.004

As can be seen in table 13, the experience of watching others get bullied (wittiness) totally differed across grade level (M=3.15, SD= 0.47) and (M= 2. 86, SD= 0.50); $t(3.81) = 0.00$,

Parenting Style and Tendency to Bullying Behavior

$p < 0.01$. Victims ($M = 2.67$, $SD = 0.26$) and ($M = 2.61$, $SD = 0.32$) the result indicate that there is a mean difference secondary school adolescents experience bullying victimization tendency than preparatory school adolescents. However, the mean difference is statistically not significant. In addition, there is also a mean difference in tendency to Bully ($M = 2.69$, $SD = .63$) and ($M = 2.53$, $SD = 0.32$); $t(1.49) = .141$, $p > 0.05$ shows that secondary school adolescents more bully tendency and involvement experience than preparatory school adolescents. But were not statistical significant difference across grade level. Further, from bully items pushed or shoved them item were statistically a significant difference in grade level ($M = 2.9$, $SD = 0.63$) and ($M = 2.22$, $SD = 0.44$); $t(3.041) = p > 0.01$. Secondary school adolescents experience physical bullying (pushed or shoved them) than preparatory school adolescents. In general there is a mean difference across grade level secondary school adolescents were more expose to bullying tendency than preparatory school adolescents in Shone town.

4.5. Sex and bullying category

Table 14: Independent-samples t-test result comparing sex mean among bullying category

	Male		Female		t	df	Sig.
	Mean	SD	Mean	SD			
Victimization	2.54	0.26	2.716	0.265	-2.965	79	.004
Wittiness	2.78	0.29	2.84	0.25	-1.384	162	.168
Bully	2.68	0.37	2.66	0.27	-.171	47	.865

With the exception of gender, victimization are statistically significant mean difference between sex ($M = 2.54$, $SD = 0.26$) and ($M = 2.71$, $SD = 0.265$); $t(-2.96) = 0.004$, $p < 0.01$. The finding indicated that females are significantly more likely than male tendency to bullying victimization. Further, there is also a mean diffidence between bully ($M = 2.68$, $SD = 0.37$) and ($M = 2.66$, $SD = 0.27$); $t(-.17) = .865$, $p > 0.05$. Male more experience bully tendency than Female adolescents. Regarding to wittiness/bystander, the result above indicates that there was a mean difference between male and female students. Female students more watching others get bullied (wittiness) than male in Shone town general and secondary school adolescents.

4.6. Differences in tendency to bullying behavior among parenting styles

To see whether or not tendency to bullying behavior differ due to parenting styles one way ANOVA was employed. From the predictor variables examined in the study, parenting style was found to be variable with high contribution on the variation of tendency to bullying behavior. In order to explore the particular parenting group with highest contribution to the variation on tendency to bullying behavior, mean comparison and standard deviations for each parenting style group on each bullying category is presented in table 15.

Table 15: Mean Comparison among Parenting Styles on bullying

Bullying Category	Neglectful		Permissive		Authoritarian		Authoritative		Total		F	P
	M	SD	M	SD	M	SD	M	SD	M	SD		
Victimization	2.67	0.25	2.75	0.20	2.59	0.30	2.48	0.29	2.63	0.28	2.83	.044
Wittiness	3.04	0.58	2.92	0.51	3.03	0.49	3.10	0.44	3.05	0.50	.677	.567
Bully	2.69	0.30	2.70	0.26	2.68	0.26	2.60	0.33	2.66	0.28	.279	.840

A one-way ANOVA analyses revealed that there was a statistically mean score significant difference in bullying victimization between adolescents from different parenting styles [$F=1.249$, $P > .05=.044$]. Adolescents who characterize their parents as permissive evidence the highest mean value on bullying victimization ($M=2.75$) and bully (2.70) statuses than their counter part adolescents from authoritative, authoritarian and neglectful parents. As table 15 indicates, this group reports significant high mean value on bullying (victimization and bully) and low mean values on bullying wittiness/bystander than adolescents from other parenting style.

On the other hand, adolescents raised by parents whom they characterize as neglectful and authoritarian nearly equal proportions scored the second highest mean value in the bully tendency than adolescents from authoritative and permissive/indulgent parents. One thing that differentiates this group from the rest (authoritative and permissive/indulgent) is that the highest mean value on tendency to bully is scored by them ($M= 2.69$ and $M= 2.68$). Therefore, with respect to bully, the result indicates that adolescents who describe their parents as neglectful and

Parenting Style and Tendency to Bullying Behavior

authoritarian differ from those who describe their parents as authoritative and permissive/indulgent. However, the difference above indicated were not statistically significant

A further inspection on table 15 also indicates that adolescents who rate their parents as authoritative report the highest mean values on wittiness/bystander. However, these adolescents reveal the lowest mean values on bullying victimization and bully tendency but the difference is statistically not significant (see table 15).

To check how the means differed for the bullying related experience Tukey post-hoc comparison was made as shown in Table 16 for getting bullied or victimization.

4.7. Bullying victimization among Different Parenting Styles

Table 16: *post-hoc comparison result in bullying victimization and parenting style*

Parenting style(I)	Parenting style(J)	Mean Difference (I-J)	Std. Error
Neglectful	Permissive/ indulgent	-.15238	.11113
	Authoritarian	.07075	.09999
	Authoritative	.21587	.11113
Permissive/ indulgent	Neglectful	.15238	.11113
	Authoritarian	.22313	.11881
	Authoritative	.36825*	.12833
Authoritarian	Neglectful	-.07075	.09999
	Permissive/ indulgent	-.22313	.11881
	Authoritative	.14512	.11881
Authoritative	Neglectful	-.21587	.11113
	Permissive/ indulgent	-.36825*	.12833
	Authoritarian	-.14512	.11881

*. The mean difference is significant at the 0.05 level.

There was statistically significant difference between groups as determined by one way ANOVA [F= 1.249, P > .05=.044]. Post hoc comparisons using the Tukey test indicated that only two significant mean differences are observed between adolescents who perceive their parents as authoritative and permissive/indulgent (mean difference= .36825) than neglectful and

Parenting Style and Tendency to Bullying Behavior

authoritarian on victimization or getting bullied. It indicated that participants those who perceived their parents as permissive/indulgent reported high tendency to victimization than the other (authoritative, authoritarian and neglectful) parenting styles. On the contrary, participants who perceived their parents as authoritative reported low tendency of victimization than the other parenting style.

4.8. Attitude toward bullying tendency score across parenting style

Although not behavioral in nature, attitude towards bullying was measured on a five point Likert-scale (1='totally false' to 5='totally true'). The range for the scale was 12 to 60, higher score denoting pro-bullying attitude. The mean score and standard deviation were summarized in table 16.

Table 17: The mean attitude scores across the different parenting styles

Parenting style	Mean	Std. Deviation
Neglectful	39.1190	3.35830
Permissive/ indulgent	38.0000	3.87298
Authoritarian	41.0732	3.39404
Authoritative	40.4179	3.11958
Total	39.8927	3.49753

Among participants from different parenting style (i.e., authoritative, authoritarian, indulgent and neglectful) authoritarian parenting style showed the highest mean (M=41.0732, SD=3.39404) followed by authoritative (M=40.4179 SD=3.11958), Neglectful (M=39.1190 SD=3.35830) and Permissive/ indulgent (M=38.0000 SD=3.87298) respectively. Authoritarian parenting style showed the highest mean and permissive parenting showed the lowest.

4.9. Summary of One Way ANOVA on attitude Scores among Parenting Styles

Table 18: Mean Comparison among Parenting Styles on attitude toward bullying tendency

Source	SS	Df	MS	F	Sig.
Between Groups	197.477	3	65.826	5.824	.001
Within Groups	1955.484	174	11.303		
Total	2152.960	177			

Notes: SS= sum of squares; df= degrees of freedom; MS= mean of squares. * p<0.01

Result of one way ANOVA (table 17) shows that there was a significant mean difference among parenting styles on attitude toward bullying tendency at the [F (3,174) = 5.824, p <0 .01)]. In other words, adolescents coming from homes expressing different parenting styles show different tendency of bullying behavior in school.

4.10. Attitude toward bullying behavior across different Parenting Styles

Table 19: post-hoc comparisons result in adolescent's attitude toward bullying behavior across parenting styles.

Parenting style(I)	Parenting style(J)	Mean Difference (I-J)	Std. Error
Neglectful	Permissive	1.11905	.82932
	Authoritarian	-1.95412*	.73812
	Authoritative	-1.29886	.66169
Permissive	Neglectful	-1.11905	.82932
	Authoritarian	-3.07317*	.83327
	Authoritative	-2.41791*	.76639
Authoritarian	Neglectful	1.95412*	.73812
	Permissive	3.07317*	.83327
	Authoritative	.65526	.66663
Authoritative	Neglectful	1.29886	.66169
	Permissive	2.41791*	.76639
	Authoritarian	-.65526	.66663

*. The mean difference is significant at the 0.05 level.

Parenting Style and Tendency to Bullying Behavior

As shown on table 19, the result of post-hoc multiple comparisons display a significant mean difference among adolescents of different parenting styles. In the case of adolescents who characterize their parents as authoritarian significantly different than adolescents who characterize their parents as permissive/indulgent. In addition post-hoc multiple comparisons indicated that the mean score of authoritative parenting style was significantly different than permissive/indulgent, except adolescents from authoritative and authoritarian parenting styles.

Similarly, a significant mean difference is observed among adolescents from authoritative and neglectful parenting style. However, the neglectful parenting style did not significantly differ from permissive parenting and authoritative style and also authoritarian parenting style did not significantly differ from authoritative parenting style.

It indicated that participants those who perceived their parents as authoritarian reported more pro-bullying attitudes than the other parenting styles. On the contrary, participants who perceived their parents as permissive/indulgent reported more ante-bullying attitudes than the other parenting styles.

Chapter Five

Discussion

The focus of this study was to see the relationship of parenting style and adolescents' tendency to bullying behavior. In this section, the results presented in the previous section are discussed. Also the results are compared with similar previous research findings. In this chapter, the major findings of the study are discussed based on evidences from the literatures of parenting style and bullying behavior of adolescents. The main topics of discussion are prevalence of reported bullying in adolescents, the roles of socio-demographic factors for adolescence bullying tendency. Finally, discussions on the associations of socio-demographic factors with bullying tendency are made.

5.1. Prevalence of bullying in school Adolescents

One major caution to take when comparing the findings is that the way different studies analyze frequencies of occurrences of bullying incidents. This study had incident measured as from never to always while other studies including Olweus measured happenings as 2-3 times per month or per week. Measuring incidents as the number of times they had occurred has difficulty for respondents as it is too difficult to remember incidents as they are not recorded or tallied when they happen. Moreover other cultural issues, awareness and the unavailability of equivalent word for bullying and the possible mix up with other forms of aggression should be taken into consideration as they would influence respondent's reply as to what to include as a bullying situation. Most importantly duration of occurrences vary from study to study, like Olweus's was bullying incidents that had occurred in autumn only which covered just three months, while this study covered almost eight months (since school started) of the current year.

Results regarding prevalence rates indicated that almost one third of the students (54.4%) are involved in bullying on a regular basis. This prevalence data is not considering those who replied 'rarely' and 'sometimes'. Among these involved students, the victims group has higher a proportion 81(45.7 %). On the other hand, proportions of bully 49(27.6%) and wittiness/bystander 47 (26.5 %) were relatively low. Such percentages are consistent and there are some differences in the findings of earlier studies conducted in Ethiopia and in other countries. In general it is possible to say that it is compatible with previous findings. For

Parenting Style and Tendency to Bullying Behavior

example, Dagnachew K. (2017) for instance, indicated that 69.5% 96 are bullying victimized. In Mariamawit A. (2013) survey two out of 100 students were bullied, nine had watched others get bullied, two had admitted to have bullied others on a regular basis. Moreover, Mulat A. (2015) findings revealed that nearly 80 % of the respondents experienced victimizations. Pişkin (2006) for instance, indicated that 35 % of the students reported being bullied and 6 % of the students bully others. In O’Connell et al.’s study (1997), 8.6% of the children acknowledged bullying others “more than once or twice” in the preceding 6 weeks, 15% reported they had been victimized at the same rate and 2% reported being both bullies and victims. Gökhan A. (2006) indicated that (32.4%) are involved in bullying. Karatzias et al. (2002) indicated that 7.5 % of students were bullies, 16.7 % were victims, 4.2 % were bully/victims and 67.5% were not involved.

Regarding the types of bullying and victimization, the most prevalent form was verbal bullying. This finding was consistent with current research in Ethiopia (Pells,et al, 2016) and some previous studies (Mariamawit, 2013 and Mbassa,2001) which reported verbal bullying as the most prevalent type.

When asked about the location of bullying incidents, most participants reported that they were bullied in more than one location in and around the school building. The most susceptible spot to be bullied appeared to be the after school and classroom. It might seem unusual to have students bullied while teachers were around but research in other parts of the world as well has reported to have 2 students to have been bullied in the classrooms for most days of the week (Rigby, 2002). Bullying was reported to occur most frequently in hallways, academic classrooms, gym and/or recess, and after school. This is consistent with previous research that has found bullying occurs in those same locations (Limber & Small, 2000).

Students’ perceptions of why they were bullied were examined across gender. Interestingly, there was some consistency across status groups concerning students’ perceptions of why the bullying behaviors occurred. Students believed to have been picked by their bullies for various reasons; the cloth they wear, Student who can't get along with other people, the way they talk and gender were on the top of the list. Religion and race happened to have minimum impact on getting

bullied. This finding was consistent with previous studies (Mariamawit, 2013), Almost half the respondents believed they were bullied for no particular reason while 10% of them were bullied because of their gender, their physical appearances (Height or weight). Religion and ethnicity had no or minimal relationship with bully-related experiences. In Swearer and Cary's study (2015), Bullies endorsed perceived physical attributes such as the way someone talks, the clothes they wear, or being weak as reasons for bullying. Victims endorsed getting good grades, being weak, overweight, different, and wearing certain clothes as reasons for being bullied.

5.2. The relationship between parenting style and adolescents bullying behavior

One of the major focus investigated this study was relationship between parenting style and bullying behavior of general secondary and preparatory school adolescents. The study revealed that, authoritative style of child rearing is the most prevalent parenting style perceived by majority of the adolescents was the predominant followed by neglectful, authoritarian and permissive styles respectively. This finding is found to be consistent with other similar studies in Ethiopian context. For instance Yekoyealem (2005), Kassahun (2005), Abesha (1997) and Markos (1996) reported in their study that authoritative parenting style was prevalently practiced in different parts of Ethiopian cultures. In addition, Osioma (2003) which also found that authoritative parenting was more common among parents than other parenting styles. She also discovered that neglectful parenting style was the least used parenting style.

Previous researches in the relationship between parenting style and bullying behavior revealed the role of parents in adolescents. Akgün (2005) parenting style of parents plays a key role in the adolescents' participation in bullying.

Similarly, the finding of the present study indicated the role of parents in adolescents bullying behavior. The result of bivariate correlation between the predictor and outcome variables, for example revealed a significant correlation between parenting style and attitude toward bullying. In addition, One way ANOVA result indicated that there is a statistically significant difference among parenting styles on bullying victimization [$F= 1.249, P > .05=.044$]. Indulgent/permissive parenting style showed the highest mean followed by neglectful, authoritarian and Authoritative respectively (See table 15).

Parenting Style and Tendency to Bullying Behavior

Post hoc comparisons had been presented earlier indicated that the adolescents were found to be different in their bullying behaviors as the result of parenting style.

5.2.1. Indulgent/permissive parenting style

The evidence from the result of the investigation indicated that the mean score of authoritative parenting style was significantly different than, indulgent/Permissive, neglectful and authoritarian parenting styles. However, indulgent/permissive, parenting did not significantly differ from authoritarian and neglectful parenting style. It indicated that participants those who perceived their parents as authoritative reported low tendency of bullying victimization than the other parenting styles. On the contrary, participants who perceived their parents as indulgent/permissive reported high tendency of victimization than the other parenting styles followed by neglectful parenting style.

This finding echoes the results of previous studies; Balry & Farrington, (2000); Georgiou, (2008) Research shows that permissive parental behavior (high responsiveness and low control) predicts the experience of victimization by the child, while authoritarian parenting style (low responsiveness and high control) best predicts bullying behavior in children.

In a related study Permissive parenting has also been shown to be positively associated bullying victimization. Curtner- Smith, (2000). Further, Overprotective mothering was associated with high degrees of victimization experienced by the child (Stevens, De Bourdeaudhuij & Oost., 2002). A study by Georgiou (2008) on middle school students in Greek rural and urban settings found that maternal responsiveness was positively related to child's adjustment at school (i.e. achievement and social adaptation), while the same factor was negatively related to bullying.

Therefore, indulgent parenting style was found to be one of the major factors that contributed to adolescent bullying tendency. In the investigator's opinion, this can be attributed to lack of proper monitoring by parents. Unless parents involve in correcting and guiding their adolescents, they can't teach proper codes of behaviour and smooth social relationships. This may result in producing adolescents who are not aware of the limits of their verbal and physical behaviour that may in turn lead them to develop bullying behaviour. If parents show affection and praise in

response to everything that their adolescents acquire, they must be encouraging their adolescents to acquire unwanted bullying tendency outside home.

5.2.2. Neglectful Parenting style

The findings (in table 15) revealed that there was no statistically significant difference between adolescents from neglectful parenting style and their counterpart adolescents from authoritative, and indulgent parenting style in bullying tendency. However, there is mean difference between adolescents from neglectful parenting style compared to other adolescents from both authoritarian and authoritative parenting style in watching someone get bullied (witness or bystander) and bully. It was found that (see table 15) adolescents from neglectful parenting style displayed more Bystanders than adolescents from non-neglectful parenting styles (authoritative, authoritarian, and indulgent). Bystander are those children not directly involved in the bullying incident (in the sense that they are neither perpetrating nor being subjected to the bullying), however, they directly witness the bullying.

Three sets of bystander behaviors' have been identified in literature by Pöyhönen, Juvonen, and Salmivalli (2012), namely: defending, reinforcing, and remaining uninvolved. A bystander who displays defensive behaviors will stand-up for the victim by directly stepping in, seeking help, or comforting the victim (Pöyhönen et al., 2012). On the other hand, reinforcement involves the bystander displaying approval of the bullying behavior(s); by laughing, or by using verbal phrases to further provoke the perpetrator (Salmivalli & Voeten, 2004). A bystander who displays uninvolved or passive behaviors will avoid any related activities (Pöyhönen et al., 2012; Salmivalli et al., 1996; Smith & Brain, 2000).

Such studies would also give insight into the role of attachment and early childhood interactions and their impact on involvement in bullying. Attachment theory suggests that children who experience poor parent-child emotional bonds and inconsistency in response to child relational needs develop similar cognitive schemas for relating with others (Main, Kaplan & Cassidy, 2005; Walden & Beran, 2010). Insecure children are therefore more likely to be fearful or reactive in response to interactions. Social cognitive theories can also be used to explain what may be going on in early childhood. Through modelling, children are likely to react or respond to conflict and other situations where they end up bullying or being victimized. For instance,

Parenting Style and Tendency to Bullying Behavior

studies in neglect and family violence such as Baldry's (2003) study showed that elementary school children who observed parental physical abuse were more likely to bully and/or be victims of bullying in school. Also where children observed verbal parental violence, both boys and girls were more like to relationally bully in school compared to kids who had not observed parental verbal violence. Bandura's (1977) explanation of modelling role models may give insights into why some children are victims and other are bullies in situations of observed family violence. Thus children exhibiting bullying behaviours and victimization may be modelling similar behaviours of their model parent with peers when there is a negative trigger.

To the view of the researcher neglectful parents, who are neither responsive nor monitoring, let their adolescents involve themselves in all evil or good behaviours and hence make their adolescents to learn unwanted behaviours that may lead them to acquire bullying behaviours (physical, verbal, and indirect). If adolescents don't enjoy love and affection with their parents they may become hopeless and dissatisfied. Besides, if they are not monitored they may feel rejected and unwanted. Furthermore, these adolescents are unable to get a good model of the desired behaviours. This impact of parenting style, therefore, plays a considerable role in making adolescents aggressive.

5.2.3. Authoritarian Parenting style

The findings (in table 15) revealed that in adolescents attitude toward bullying behaviour there was statistically significant mean difference from other parenting style. However, there is no statistically significant mean difference observed compared to other adolescents from neglectful, indulgent and authoritative parenting style in bully related experience.

Previous researches in bullying tendency and authoritarian parenting style indicated that authoritarian parenting style as predisposing a child to harbor certain tendencies associated with a variety of bullying behaviors, such as enforcement, conflict, physical aggression, etc. (Baumrind, 1991) Furthermore, Becker as cited in Dwairy (2004), revealed parental hostility and control fosters a child's aggression towards others. What is more, Duncan (1999) has suggested that bullies are more likely to come from families lacking warmth, a family in which violence is common, and where discipline is harsh and inconsistent. Similarly, Oliver, Oaks, and Hoover (1994) reported that bullying was fostered in families characterized by social isolation,

Parenting Style and Tendency to Bullying Behavior

parental conflict, positively reinforced aggression, and punishment - all of which closely resemble the core aspects of the authoritarian parenting style (Baumrind, 1991), and which are possibly learned through observation. Carney and Merrell (as cited in Bauer et al., 2006) have concurred with these research findings and have indicated that bullies tend to come from homes where they experience Authoritarian parenting.

On the other hand, where there is understanding, warm and loving relationship between the parents and kids, the resultant effect will be children with good social skills who relate well with other students at school. This corroborates the earlier finding of Cook, et al (2010) that factors like home environment is related to bullying behaviour. Likewise Fielder (2008) had observed that the quality of environment adolescents come from is linked to their relationship and behaviour at school. In the same vein, Rigby (2007) had observed that inadequate parenting is a contributing determinant of bullying behaviour.

In the opinion of the researcher, the major possible reasons for adolescents to become more bully tendency by authoritarian parenting style could be physical and verbal coercive measures that parents take. Parents apply both harsh words and physical punishment upon their adolescents thinking that this would teach their adolescents order and positive behaviour. Parents express their irritation verbally to their adolescents. However, this rather encourages their adolescents to acquire the unwanted bullying tendency. In this process, adolescents seem to react verbally to their parents and to others. Hence adolescents seem to learn verbal and physical bullying.

5.2.4. Authoritative Parenting style

It was found that there is a statistically significant difference in mean score in bullying victimization and attitude toward bullying behaviour between adolescents from indulgent parenting style on the one hand and non-authoritative parenting styles (authoritarian, indulgent, and neglectful) on the other (see table 15 and 19). In other words, adolescents from authoritative parents scored less on bullying victimization.

This finding is consistent with Akgün (2005), research has shown that bullying significantly decreases when parent's acceptance/involvement increases. Also, perceived self-identity changes positively. Hence the more parental acceptance/involvement, the more avoidance from bullying

acts they displayed. On the other hand, the more perceived parental strict controlled behaviors, the more perceived security. For that reason, it is possible that perceived parental strict controlled behavior is significantly related to self-confidence which affects attitudes positively

In the present finding, it is possible to suggest reasons for the low tendency of association between adolescents' bullying behavior and authoritative parenting style. When we raise children in a democratic fashion, and accept and respect them, they will carry it forward and respect others. Kids are raised with open communication, rules that are explained clearly, fair and balanced discipline is NOT associated with bullying behaviors. These children will learn through the modeling of positive behaviors and observational learning and carry forth the open communication, respect, and acceptance.

5.3. The relationship between grade level and bullying behavior

Regarding grade levels, another predictor variable of interest expected to have an effect on adolescents bullying behavior is grade level. The result of correlation analysis indicated that grade level had significant correlation with bullying victimization. Further, An independent-samples t-test results on the independent effect of grade level on bullying behavior reveals significant effect for impacts of bullying $t(2.61) = .011$, $p < 0.01$ and for witness independent-sample t-test employed even at $p < .00$. In connection to this, some others studies are consistent (e.g. Kristensen & Smith, 2003; Olweus, 1985, 1993; as cited in Seals, 2002) in which younger children tend to report more bullying and victimization which decreased with increase in age or grade level.

In addition, the researcher suggested that as a child progresses from one grade to the next, the bullying tendency decreases. Similarly, Liang et al. (2007) revealed a significantly greater proportion of learners in Grade 8 were involved in bullying behaviors (40.4%) when compared to learners in Grade 11 (32.1%; $p < .01$). Moreover, Nansel et al. (2001) reported that middle school youth perpetrate a higher frequency of bullying than do high school youth, perhaps suggesting the decrease of bullying tendency as a learner progresses through school. The study also yielded a similar trend to that found by Greeff and Grobler, (2008); Seals and Young, (2003); and Selekman and Vessey (2004), whose studies indicated a steady decline in self-reported experiences of bullying with the advancement in grade levels.

5.4. The Relationship between Gender and Bullying Behavior

As it is presented in (table 14) the present finding revealed that adolescent's sex was significantly correlated with bullying victimization. Both An independent-samples t-test and correlational analysis revealed similar meaningful gender differences were found in victimizations but did not significant mean different in bully and wittiness/bystander categories. Males had a larger percentage of bullies, than females. Females had a larger percentage of victimization.

In a related study, (Mariamawit, 2013) as well shows as high as 50% of girls reported to have been bullied by boys where boys were more involved in bullying others than are girls. And in others, no significant gender difference was found (Andreou, 2000; Wolke et al., 2000; Wilkins-Shurmer et al., 2003).

Nansel et al. (2001); Olweus (1994); and Wang et al. (2009) indicated that males are significantly more tendency to bullying behaviors than females. Moreover, Liang et al. (2007) revealed that a significantly higher proportion of males were involved in perpetrating bullying behaviors (10.7%) when compared to their female counterparts (6.6%; $p = .03$). One explanation for these discrepant results among studies may be the fact that the schools from which sample groups

In literature there are inconsistent research findings regarding gender differences. While some researchers (Atlas & Pepler, 1998; Bosworth et al., 1999; Haynie et al., 2001; Natvig, Albrektsen, & Qvarnstrøm, 2001; Karatzias et al. 2002; Kristensen & Smith, 2003; Pekel, 2004) found that bullying and victimization are more prevalent among boys than among girls, some others indicated that bullying is more common among boys and victimization is more common among girls. One of the possible explanations for this finding might be the socialization process (Orpinas & Horne, 2006). Thus boys who model adults, especially their parents, may prefer to use violence and bullying as an appropriate way of interacting with others. Boys especially in Hadiya (Shone town) culture seemed to be encouraged to act more aggressively. Thus, boys may perceive bullying as an acceptable way of interacting with other peers and solving interpersonal conflicts. The second explanation may be the observation of the models learned through direct or

Parenting Style and Tendency to Bullying Behavior

indirect experience. In Hadiya (Shone town) culture (although it has been changing in the recent years in a positive direction) corporal punishment has been the accepted procedure for disciplining children by parents (Habtamu W., Hirut T. & Yusuf O., 1997).

Chapter Six

Summary, Conclusions, and Recommendations

In this final chapter, summary, conclusions, and recommendations of the study are presented.

The research questions and respective findings of the study were considered in identifying major points of the summary, conclusions, and recommendations.

6.1. Summary

Tendency of bullying behavior has far too common occurrence among adolescents across nations. Tendency of bullying behavior has associated with many factors. Bullying behavior has been studied for about 40 years and a lot of information has by this time been gathered concerning its nature, underlying aspects, predictors, and outcomes. It is by this time known that bullying is a very harmful which entails of some adolescents purposely hurting other children who are powerless to guard themselves. Bullying is recurrent and happens on a long-term foundation.

Hence, the purpose of this research was to investigate the relationship between parenting style with bullying, gender and age difference in bullying behavior among general secondary and preparatory school adolescents in shone town.

To review what has been done for decade's research articles, research journals, and research meta-analysis and books on bullying behavior were selected and carefully reread and reviewed. In view of that, the review unit comprises carefully review contains bullying behavior description, theories of bullying behavior, prevalence rates of bullying and victimization across the world, characteristics of bully, victim and wittiness/bystander, consequences of bullying and victimization, perceptions of bullying in school, description and theories about parenting style, parenting relationship with bullying and finally see gender and age with bullying behavior.

For the purposes in the present study two kinds of measurement scale were used to collect data from the participants. In order to measure parenting style measured participants' perceptions of their parents' involvement in child rearing in terms of two dimensions (acceptance/involvement and control/demanding) and Bullying survey subscale were employed.

Parenting Style and Tendency to Bullying Behavior

Quantitative methods of data analysis were used in this study. These include descriptive statistical techniques such as frequency distributions, means and standard deviations and inferential statistical techniques like correlational analysis, independent t-test, one way ANOVA and post-hoc multiple comparisons are were employed. Descriptive statistics section encompasses gender and age. The computed descriptive statistic helped to better understand the characteristics of the sample and the nature of bullying behavior including the prevalence of the bullying behavior. Besides, the inferential statistics employed helped to see the gender, age and parenting relation in tendency bullying behavior.

From this study the following points are summarized as follow as.

1. Bullying behavior is a prevalent problem among general secondary and preparatory school adolescents in Shone town. The present study found that predominantly the manner with which students got bullied was verbally and 20% students had been experienced sometimes basis since school has started this year. More than 7% had been sometimes experienced indirect form of bullying. 22% of respondents had been always got bullied either physically or verbally. Most participants reported that they were bullied in more than one location the most susceptible spot identified by 88 % of the respondents were bullied after school and 79% classroom. The participants (85.2%) were bullied by someone who has many friends of both gender and age group. The possible negative impact of getting bullied 46% of the respondents from all schools claimed feel sick rarely, whereas 12.7% of them had been impacted negatively almost on regular basis during in this school year.. Half the respondents had the perception that they were picked by the bullies for the cloth they wear, Student who can't get along with other people and the way they talk appeared had been reported to be the reasons to be a target. More than half the victims neither report the bullying incidents to their parents nor to the school personnel for possible rectification.
2. The finding of this study indicated that parenting style was significantly related to adolescents bullying tendency. It was found that adolescents from authoritative parenting style demonstrated significantly less bullying behaviors than their counter-part adolescents from authoritarian, indulgent, and neglectful.

Parenting Style and Tendency to Bullying Behavior

3. Adolescents' grade level was found to be significantly correlated with adolescents bullying behavior. Students at different grade level reveal different tendency to bullying related experience. That is, students at the lower grades (9th and 10th) scored highest on bullying victimization than students at the higher grade level (11th and 12th).
4. The relationship between sex of students and bullying was also found to be significant: were female adolescents are found to be more victims than male adolescents. Notably, both male and female adolescents are found to display similar bullying wittiness/bystander, though not the same. Hence there was no significant difference between male and female adolescents in watching others get bullied. Considerably, male adolescents are found to be more bully than female adolescents.

6.2. Conclusions

The majority of adolescents attending general secondary and preparatory school students in Shone town reported at least one form of bullying behaviour during in school year. Among the category nearly half of the respondents experienced victimization followed by bully and wittiness/bystander respectively. From the forms of bullying behaviour, adolescents highly experienced verbal bullying followed by indirect and physical bullying.

School adolescents believed they were targeted because something is the matter with them. Either it is because the cloth they wear and they are too short or too fat or it is because of their gender that they are targeted by those powerful. But is this the real cause why some kids are too aggressive and others are too timid allowing others intimidate them and hurt them? Older boys were more involved in bullying others and further analysis needs to be done as to why this is so? Was it just because they are physically stronger than girls or was it because aggression was the only way they know to have things done around them.

Parents and teachers did not appear to be in a position to know on what is going on with their children as incidents were not adequately reported for possible investigation of the cause and rectification of the problem. Reporting channels to report when a bullying situation happens seemed missing.

After class and Classroom is one hot spot for bullying incident and teachers as well are reported to have been involved in bullying their students. Is it because teachers are not managing their

class properly or is it just they do not have the skill to communicate with students? Or did the incidents happen when teachers were not around? These questions need further investigation.

The results concerning parenting style showed students who were involved in bullying or victimized perceive their parents as less loving, less involved, less responsive, having less parental control, monitoring, and supervision. As a result, parents should strive to model positive problem solving skills, provide a supportive, warm, and consistent home environment, foster positive attitudes and beliefs, and provide adequate adult supervision. In addition findings of this study clearly indicate that the variation of bullying tendency because of age, grade level and sex differences among adolescents.

6.3. Recommendations

From the findings of this study the following recommendations are made.

1. School counsellors Give awareness raising trainings the study had revealed to have more students who watched others get bullied .Their role should turn into the one who help victims and not encourage and support the bullies, so bystanders should be educated to have empathy and teaching them on ways to defend themselves and others.
2. Teachers can also strive to model positive problem solving skills, be consistent and fair, invite open discussion, and help their students develop empathy for differences. School principals can also intervene and strive to gather information about bullying in their schools early, support students who are at risk, establish school and classroom rules.
3. The parents should be encouraged to adopt the best parenting practices in the upbringing of their children. It has been proven that authoritative parenting style is the method that yields the best result in child upbringing.
4. A good way of reducing bullying behaviours among students would be to be to ensure that the students have a healthy home environment that encourages the development of good social skills. In other words, paying attention to children as well as parental supervision helps to reduce aggressive behaviours.
5. Consequently, all parties in the school (teachers, school administrators, parents, students, and school counsellors) should cooperate to be able to cope and prevent bullying in the schools.

Reference

- Abesha Ayele (1997). Impact of parenting practice on scholastic performance of high school students in Wolayta and Amhara Cultures. *Unpublished M.A thesis*. Addis Ababa University.
- Adugna D. (2005) The relationship between parenting styles and adolescent aggression among high school students in Arsi Zonal. *Unpublished M.A thesis*. Addis Ababa University.
- Akgün, S. (2005). *Akran zorbalığının anne-baba tutumları ve anne-baba ergen ilişkisi açısından değerlendirilmesi*. Unpublished master's thesis. Hacettepe University, Ankara.
- Andreou, E. (2000). Bully/victim problems and their association with psychological constructs in 8- to 12-year-old Greek school children. *Aggressive Behavior*, 26, 49–56.
- Atlas, R. S., & Pepler, D. J. (1998). Observations of bullying in the classroom. *The Journal of Educational Research*, 92(2), 86-99.
- Atlas, R. S., & Pepler, D. J. (1998). Observations of bullying in the classroom. *The Journal of Educational Research*, 92(2), 86-99.
- Azizi Y. (2009) Teachers and students perception towards bullying in BatuPahat district secondary school *European Journal of Social Sciences*, Volume 11, Number 4 - 643 (2009)
- Baldry, A. C. & Farrington, D. P. (2000). Bullies and delinquents: Personal characteristics and parental styles. *Journal of Community & Applied Social Psychology*, 10, 17-31.
- Baldry, A. C., & Farrington, D. (2000). Bullies and Delinquents : Personal Characteristics and Parental Styles. *Journal of Community & Applied Social Psychology*, 31(1), 17–31.
- Bandura, A. (1965). Influence of models' reinforcement contingencies on the acquisition of imitative responses. *Journal of Personality and Social Psychology*, 36, 589–595.
- Bandura, A. (1977) *Social Learning Theory*. New York: General Learning Press.
- Bandura, A. (1978). Social learning theory of aggression. *The Journal of Communication*, 28(3), 12–29.

Parenting Style and Tendency to Bullying Behavior

- Bandura, A., Ross, D., & Ross, S. A. (1963). Imitation of film-mediated aggressive models. *The Journal of Abnormal and Social Psychology*, 66(1), 3–11.
- Barrio, C. D., Martín, E. Montero, I., Fernández, I., & Gutiérrez, H. (2001). Bullying in Spanish secondary schools: A study on a national scale for the Ombudsman's Report on School Violence. *The International Journal of Children's Rights*, 9, 241–257.
- Baumrind, D. (1991). The influence of parenting style on adolescents' competence and substance use. *Journal of Early Adolescence*, 11 (1).56-95.
- Berthold, K. A., & Hoover, J. H. (2000). Correlates of bullying and victimization among intermediate students in the Midwestern USA. *School Psychology International*, 21(1), 65–78.
- Björkqvist, K.L., K.M.J. Lagerspetz, A. Kaukiainen (1992). 'Do Girls Manipulate and Boys Fight? Developmental trends in regard to direct and indirect aggression', *Aggressive Behaviour* 18(2): 117–127, doi: 10.1002/1098-2337.
- Bosworth, K., Espelage, D. L., Simon, T. R. (1999). Factors Associated With Bullying Behavior in Middle School Students. *Journal of Early Adolescence*, 19(3), 341-362.
- Bosworth, K., Espelage, D. L., Simon, T. R. (1999). Factors Associated With Bullying Behavior in Middle School Students. *Journal of Early Adolescence*, 19(3), 341-362.
- Bowlby, J. (1988) 'Developmental psychiatry comes of age', *American Journal of Psychiatry*, Vol. 145, pp. 1–10
- Brown, S., K. Taylor (2008). 'Bullying, Education and Earnings: Evidence from the National Child Development Study', *Economics of Education Review* 27(4): 387–401, doi: 10.1016/j.econedurev.2007.03.003.
- Bugental, D.B., Blue, J.B. and Cruzcosa, M. (1989) 'Perceived control over care giving outcomes: implications for child abuse', *Developmental Psychology*, Vol. 25, pp. 532–9

Parenting Style and Tendency to Bullying Behavior

- Camodeca, M., Goossens, F. A., Schuengel, C. & Terwogt, M. M. (2003). Links between social information processing in middle childhood and involvement in bullying. *Aggressive Behavior*, 29, 116–127.
- Carbone-Lopez, K., F.-A. Esbensen, B.T. Brick (2010). ‘Correlates and Consequences of Peer Victimization: Gender differences in direct and indirect forms of bullying’, *Youth Violence and Juvenile Justice* 8(4): 332–350, doi: 10.1177/1541204010362954.
- Cherry, D.P. (2017). What Is Authoritative Parenting?. From <http://psychology.about.com/od/childcare/f/authoritative-parenting.htm>
- Cicchetti, D., Rogosch, F.A. and Toth, S.L. (2000) ‘The efficacy of toddler–parent psychotherapy for fostering cognitive development in offspring of depressed mothers’, *Journal of Abnormal Child Psychology*, Vol. 28, pp. 135–48
- Collins, K., McAleavy, G., & Adamson, G. (2004). Bullying in schools: A Northern Ireland study. *Educational Research*, 46(1), 55-7
- Cook, C. R; Guerra, N. G., Kim, T. E. & Sadek, S. (2010). Predictors of bullying competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development*, 62, 1049-1057.
- Craig, W., Harel-Fisch, Y., Fogel-Grinvald, H., Dostaler, S., Hetland, J., Simons-Morton, B. & Pickett, W. (2009). A cross-national profile of bullying and victimization among adolescents in 40 countries. *International Journal of Public Health*, 54, 216–224.
- Crick, N. R., & Dodge, K. A. (1994). A review and reformulation of social information processing mechanisms in children's social adjustment. *Psychological Bulletin*, 115(1), 74-101.
- Crick, N.R., J.K. Grotpeter (1995). ‘Relational Aggression, Gender, and Social-psychological Adjustment’, *Child Development* 66(3): 710–722, doi: 10.1111/j.1467-8624.1995.tb00900.x.

Parenting Style and Tendency to Bullying Behavior

- Dagnachew Kebede (2017). Bullying victimization and Self-esteem among Late Childhood Children in Future Talent Academy in Addis Ababa. Unpublished M.A Thesis, Addis Ababa University, Ethiopia.
- Dodge, K. A., & Rabiner, D. L. (2004). Returning to roots: On social information processing and moral development. *Child Development*, 75(4), 1003–1008.
- Dournbush, S.M., Rittey, P.L., Leinderman, P.H., Roberts, D.S., and Fraleigh, M.J. (1987). The relation of parenting style to adolescent's school performance. *Child Development*, 58, 1244-1257.
- Duncan, R. D. (1999). Peer and sibling aggression: An investigation of intra- and extra-familial bullying. *Journal of Interpersonal Violence*, 14(8), 871–886.
- Duncan, R. D. (2004). The impact of family relationships on school bullies and their victims. In D. L. Espelage & S. M. Swearer (Eds.), *Bullying in American schools: A social ecological perspective on prevention and intervention* (pp. 227–244). Mahwah, NJ: Erlbaum.
- Dunne, M. (2007). 'Gender, Sexuality and Schooling: Everyday life in junior secondary schools in Botswana and Ghana', *International Journal of Educational Development* 27(5): 499–511, doi: 10.1016/j.ijedudev.2006.10.009.
- Dunne, M., S. Humphreys, F. Leach (2006). 'Gender Violence in Schools in the Developing World', *Gender and Education* 18(1): 75–98, doi: 10.1080/09540250500195143.
- Elinoff, M. J., Chafouleas, S. M., & Sassu, K. A. (2004). Bullying: considerations for defining and intervening in school settings. *Psychology in the Schools*, 41(8), 887-897.
- Espelage, D. L., Bosworth, K. & Simon, T. R. (2000). Examining the social context of bullying behaviours in early adolescence. *Journal of Counselling and Development*, 78, 326-333.
- Eyberg, S.M. (1988) 'Parent–child interaction therapy: integration of traditional and behavioral concerns', *Child and Family Behavior Therapy*, Vol. 10, pp. 33–46
- Fielder, R. O. (2008). Parent-child relationships and their effect on children's peer interactions. *Students Assistance Journal* pp. 23-29.

Parenting Style and Tendency to Bullying Behavior

- Finkelhor, D., H.A. Turner, S. Hamby (2012). 'Let's Prevent Peer Victimization, Not Just Bullying', *Child Abuse and Neglect* 36(4): 271–4, doi: 10.1016/j.chiabu.2011.12.001.
- Finkelhor, D., Ormrod, R., Turner, H., Hamby, S. L. (2005). The victimization of children and youth: A comprehensive, national survey. *Child Maltreatment*, 10(1), 5-25.
- Fleming, L.C., K.H. Jacobsen (2010). 'Bullying Among Middle-School Students in Low and Middle Income Countries', *Health Promotion International* 25(1): 73–84, doi: 10.1093/heapro/da046.
- Forehand, R.L. and McMahon, R.J. (1981) *Helping the Noncompliant Child: A Clinician's Guide to Parent Training*. London: Guilford
- Georgiou, S. N. (2008). Bullying and Victimization at school: The role of mothers. *British Journal of Educational Psychology*, 78, 109-125.
- Georgiou, S. N., Fousiani, K., Michaelides, M., & Stavrinides, P. (2013). Cultural value orientation and authoritarian parenting as parameters of bullying and victimization at school. *International Journal of Psychology*, 48(1), 69–78.
- Greeff, P. (2004). *The nature and prevalence of bullying during the intermediate school phase*. (Master Thesis, University of the Free State).
- Greeff, P., & Grobler, A. A. (2008). Bullying during the intermediate school phase: A South African study. *Childhood A Global Journal Of Child Research*, 15(1), 127–144.
- Greenwood, B. (2013). Relationship between Parenting Styles and Tendency to Bullying Behaviour among Adolescents. *Journal of Education & Human Development*, 3 (1), 507-521.
- Hagan, J. & McCarthy, B. (1997). *Mean streets: Youth crime and homelessness*. Cambridge: Cambridge University press .

Parenting Style and Tendency to Bullying Behavior

Hanf, C. (1969) A Two Stage Program for Modifying Maternal Controlling during Mother–Child (M-C) Interaction. Vancouver, BC: Western Psychological Association.

Haynie, D. L., Nansel, T., Eitel, P., Crump, A. D., Saylor, K., Yu, K., Simons- Morton, B. (2001). Bullies, victims, and bully/victims: Distinct groups of atrisk youth. *Journal of Early Adolescence*, 21(1), 29-49.

Haynie, D. L., Nansel, T., Eitel, P., Crump, A. D., Saylor, K., Yu, K., Simons-Morton, B. (2001). Bullies, victims, and bully/victims: Distinct groups of atrisk youth. *Journal of Early Adolescence*, 21(1), 29-49.

Hirut Terefe, Habtamu Wondimu & Yusuf Omer Abdi. 1997. Gender and Cross-Cultural Dynamics in Ethiopia: A Study of 11 Ethnic Groups. AA: IDR/AAU.

Karatzias, A. Power, K. G., & Swanson, V. (2002). Bullying and victimisation in scottish secondary schools: Same or separate entities? *Aggressive Behavior*, 28, 45–61.

Karatzias, A. Power, K. G., & Swanson, V. (2002). Bullying and victimisation in scottish secondary schools: Same or separate entities? *Aggressive Behavior*, 28, 45–61.

Karatzias, A. Power, K. G., & Swanson, V. (2002). Bullying and victimisation in scottish secondary schools: Same or separate entities? *Aggressive Behavior*, 28, 45–61.

Kelly a. (2014), *exploring bullying, cyberbullying and the authoritarian parenting style among grade six and seven learners in benoni*. university of south Africa

Kepenekci, Y. K., & Çinkır, Ş. (2006). Bullying among Turkish high school students. *Child Abuse & Neglect*, 30, 193–204.

Khatri, P., Kupersmidt, J. B., & Patterson, C. (2000). Aggression and peer victimization as predictors of self-reported behavioral and emotional adjustment. *Aggressive Behavior*, 26, 345–358.

Kim, S. (2004). A study of personal and environmental factors influencing bullying
Ludwig_Maximilians_Universitat, Munchen.

Parenting Style and Tendency to Bullying Behavior

- Kokkinos, C. M., & Panayiotou, G. (2004). Predicting bullying and victimization among early adolescents: Associations with disruptive behavior disorders. *Aggressive Behavior, 30*, 520–533.
- Kopko, K. (2007). Parenting styles and adolescents. Cornell University Cooperative Extension. from <http://www.parenting.cit.cornel.edu>.
- Kristensen, S. M. & Smith, P. K. (2003). The use of coping strategies by Danish children classed as bullies, victims, bully/victims, and not involved, in response to different (hypothetical) types of bullying. *Scandinavian Journal of Psychology, 44*(5), 479-488.
- Kristensen, S. M. & Smith, P. K. (2003). The use of coping strategies by Danish children classed as bullies, victims, bully/victims, and not involved, in response to different (hypothetical) types of bullying. *Scandinavian Journal of Psychology, 44*(5), 479-488.
- Kumpulainen, K., Räsänen, E. & Puura, K. (2001). Psychiatric disorders and the use of mental health services among children involved in bullying. *Aggressive Behavior, 27*, 102–110.
- Lamborn, S. D., Mounts, N. S., Steinberg, L., & Dornbusch, S. M. (1991). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Journal of Child Development, 62* (5), 1049-1065. doi: 10.2307/1131151
- Lereya, S.T., W.E. Copeland, E.J. Costello, D. Wolke (2015). ‘Adult Mental Health Consequences of Peer Bullying and Maltreatment in Childhood: Two cohorts in two countries’, *Lancet Psychiatry* 2(6): 524–31, [http://dx.doi.org/10.1016/S2215-0366\(15\)00165-0](http://dx.doi.org/10.1016/S2215-0366(15)00165-0).
- Liang, H., Flisher, A., & Lombard, C. (2007). Bullying, violence, and risk behavior in South African school students. *Child Abuse & Neglect, 31*(2), 161–171.
- Limber, A. I. & Nation, M. M. (1998). Bullying among children and Youth.
- Mariamawit Aberra (2013). School Bullying the Case of Selected Schools in Addis Ababa. Unpublished M.A Thesis, Addis Ababa University, Ethiopia.

Parenting Style and Tendency to Bullying Behavior

- Markos, T. (1996). The relationship between parenting style and school performance among high school students in Makalle. *Unpublished M.A thesis*. Addis Ababa University.
- May-Schott, R., & Søndergaard, D.M. (2014). *School Bullying. New Theories in context*. Cambridge, Cambridge University Press.
- Mbasa, D. (2001). *Violence Against Children Within The Family And In Schools*. In Wellesley Centers for Research on Women, (Ed.), *Unsafe Schools*. Virginia: development & training services, inc. (DTR)
- Menesini, E., Sanchez, V., Fonzi, A., Ortega, R., Costabile, A., & Feudo, G. L. (2003). Moral emotions and bullying: A cross-national comparison of differences between bullies, victims and outsiders. *Aggressive Behavior*, 29, 515–530.
- Mulat A. (2015). *Victimization and Mental Health Problems of Children and Adolescents in Gondar Town, North Western Ethiopia*. Dissertation, Addis Ababa University, Addis Ababa, Ethiopia.
- Mynard, H., Joseph, S. & Alexander, J. (2000). Peer-victimisation and posttraumatic stress in adolescents. *Personality and Individual Differences*, 29, 815-821.
- Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth. *Jama The Journal Of The American Medical Association*, 285(16), 2094–2100.
- Natvig, G. K., Albrektsen, G., & Qvarnstrøm, U. (2001). School-related stress experience as a risk factor for bullying behavior. *Journal of Youth and Adolescence*, 30(5), 561- 575.
- Naylor, P., Cowie, H., & del Rey, R. (2001). Coping strategies of secondary school children in response to being bullied. *Child Psychology and Psychiatry Review*, 6, 114–120.
- Neto, A. A. (2005). Bullying- aggressive behaviour among students. *Journal de Pediatria*. Brazilian Multi-professional Association for Children and Adolescent Protection.

Parenting Style and Tendency to Bullying Behavior

- Nishina, A., Juvonen, J., Witkow, M., & Federoff, N. (2003, April). Victimized by peers and feeling sick: Implications for school adjustment difficulties.
- Nwokolo, C. N., Anyamene, A. N. & Efobi, A. C. (2011). Incidence of bullying among secondary school students in Anambra State, Nigeria: Implication for counselling. *International Journal of Research in Counselling and Sports Science, IJORECS*, 2(1), 106-116.
- O'Moore, M. & Kirkham, C. (2001). Self-esteem and its relationship to bullying behaviour. *Aggressive Behavior*, 27, 269–283.
- October 13, 2013 from <http://www.education.com/ref/article/bullyingbehaviour>.
- Olafsen, R. N. & Viemerö, V. (2000). Bully/Victim problems and coping with stress in school among 10- to 12-year-old pupils in Åland, Finland. *Aggressive Behavior*, 26, 57-65.
- Olweus, D. (1978). *Aggression in the schools: Bullies and their whipping boys*. Washington, DC: Hemisphere.
- Olweus, D. (1994). Annotation: Bullying at school: Basic facts and effects of a school-based intervention program. *Journal of Child Psychology and Psychiatry*, 35(7), 1171–1190.
- Olweus, D. (1995). Bullying or peer abuse at school: Facts and intervention. *Current Directions in Psychological Science*, 4(6), 196-200.
- Olweus, D. (1996). 'Bully/Victim Problems in School', *Prospects* 26(2): 331–359, doi: 10.1007/BF02195509.
- Olweus, D. (1999). 'Sweden', in P.K. Smith et al. *The Nature of School Bullying: A crossnational perspective*, Routledge, London: 7–27.
- Olweus, D. (2003). A profile of bullying at school. *Educational Leadership*, 60(6), 12-17.
- Orpinas, P. & Horne, A. M. (2006). *Bullying prevention: Creating a positive school climate and developing social competence*. Washington, DC: American Psychological Association.

Parenting Style and Tendency to Bullying Behavior

- Orpinas, P. & Horne, A. M. (2006). *Bullying prevention: Creating a positive school climate and developing social competence*. Washington, DC: American Psychological Association.
- Owens, L., Shute, R., & Slee, P. (2000). "Guess what I just heard": Indirect aggression among Teenage girls in Australia. *Aggressive Behavior*, 26, 67–83.
- Patterson, G.R. (1969) 'Behavioral techniques based upon social learning: an additional base for developing behavior modification technologies', in C. Franks (ed.) *Behavior Therapy: Appraisal and Status*. New York: McGraw Hill.
- Pekel, N. (2004). *Akran zorbalığı grupları arasında sosyometrik başarı durumlarının incelenmesi*. Unpublished master's thesis. Hacettepe University, Ankara.
- Pekel, N. (2004). *Akran zorbalığı grupları arasında sosyometrik başarı durumlarının incelenmesi*. Unpublished master's thesis. Hacettepe University, Ankara.
- Pells, K., M. J. Ogando Portela and P. Espinoza Revollo (2016). Experiences of Peer Bullying among Adolescents and Associated Effects on Young Adult Outcomes: Longitudinal Evidence from Ethiopia, India, Peru and Viet Nam, *Innocenti Discussion Paper* 2016-03, UNICEF Office of Research – Innocenti, Florence.
- Perry, D. G., Perry, L., & Kennedy, E. (1992). *Conflict in child and adolescent development* Cambridge: Cambridge University press (chapter eleven).
- Perry, S. & Hornung, R. (2005). Bullying and delinquency in adolescence: victims' and perpetrators' family and peer relations. *Swiss Journal of Psychology*, 64 (1), 51-64.
- Pişkin, M. (2006). Akran zorbalığı olgusunun ilköğretim öğrencileri arasındaki yaygınlığının incelenmesi. *I. Şiddet ve Okul: Okul ve Çevresinde Çocuğayönelik Şiddet ve Alınabilecek Tedbirler Sempozyumu*, İstanbul. <http://iogm.meb.gov.tr/siddetveokul/AbstractsBooklet.pdf>
- Ponzo, M. (2013). 'Does Bullying Reduce Educational Achievement? An evaluation using matching estimators', *Journal of Policy Modelling* 35(6) research. New York.

Parenting Style and Tendency to Bullying Behavior

- Pöyhönen, V., Juvonen, J., & Salmivalli, C. (2012). Standing up for the victim, siding with the bully or standing by? Bystander responses in bullying situations. *Social Development, 21*(4), 722–741. *Psychological Association School Psychology Quarterly*, vol. 23 No 2, 65-83.
- Rican, p., Klicperova, M., & Koucka, E. (1993). Families of bullies and their victims: A children's view. *Studia Psychologica, 35*, 261-7.
- Rigby, K. (2004). Addressing bullying in schools: Theoretical perspectives and their implications. *School Psychology International, 25*(3), 287–300.
- Roland, E. (2002). Aggression, depression, and bullying others. *Aggressive Behavior, 28*, 98–206.
- Roland, E., & Idsoe T. (2001). Aggression and bullying. *Aggressive Behavior, 27*, 446–462.
- Salmivalli, C., & Nieminen, E. (2002). Proactive and reactive aggression among school bullies, victims, and bully-victims. *Aggressive Behavior, 28*, 30–44.
- Seals, D., & Young, J. (2003). Bullying and victimization: Prevalence and relationship to gender, grade level, ethnicity, self-esteem, and depression. *Adolescence, 38*(152), 735–747.
- Sears, R., Maccoby, E.E. and Levin, H. (1957) *Patterns of Child Rearing*. Evanston, IL: Row, Peterson
- Selekman, J., & Vessey, J. A. (2004). Bullying: It isn't what it used to be. *Pediatric Nursing, 30*(3), 246–9.
- Simth, P.K., Morita, Y., Junger-Tas, J., Olweus, D., Catalono, R., & Slee, P. (1999), *the nature of bullying: A cross-national perspective*. New York: Routede
- Smith, P. K., & Brain, P. (2000). Bullying in Schools: Lessons from two decades of research. *Aggressive Behavior, 26*(1), 1–9.
- Smith, P. K., & River, I. (1994). Types of bullying behaviour and their correlates. *Aggressive Behavior, 20*, 359-468.

Parenting Style and Tendency to Bullying Behavior

- Smith, P. K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S., & Tippett, N. (2008). Cyber bullying: Its nature and impact in secondary school pupils. *Journal of Child Psychology and Psychiatry, and Allied Disciplines*, 49(4), 376–385.
- Smith, P. K., Pepler, D., & Rigby, K. (2004). *Bullying in schools: How successful can interventions be?* Cambridge University Press, Excerpt.
- Smith, P.K. (2004). 'Bullying: Recent developments', *Child and Adolescent Mental Health* 9(3): 98–103, doi: 10.1111/j.1475-3588.2004.00089.x.
- Solberg, M. E., & Olweus, D. (2003). Prevalence estimation of school bullying with the Olweus Bully/Victim Questionnaire. *Aggressive Behavior*, 29, 239-268.
- Steinberg, L., Lamborn, S. D., Darling, N., Mounts, N. S., & Dornbusch, S. M. (1994). Over-time changes in adjustment and competence among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development*, 65, 754-770.
- Takizawa R., B. Maughan, R. Arseneault (2014). 'Adult Health Outcomes of Childhood Bullying Victimization: Evidence from a five-decade longitudinal British birth cohort', *American Journal of Psychiatry* 171(7): 777–784, doi: 10.1176/appi.ajp.2014.13101401.
- Tattum, D. (1993) *Understanding and Managing Bullying*, Oxford: Heinemann School Management.
- Tigist G.(2014). Parental Concern towards the Effect of Inappropriate Television Content on Children and the Practice of Parental Television Mediation in Bole Sub City, Addis Ababa. Unpublished M.A thesis. Addis Ababa University.
- Underwood, M.K. (2002). 'Sticks and Stones and Social Exclusion: Aggression among girls and boys', in P.K. Smith and C.H. Hart (eds) *Blackwell Handbook of Childhood Social Development*, Blackwell, Oxford: 533–548.
- UNESCO (2015). *School-related Gender-based Violence is Preventing the Achievement of Quality Education*, Policy Paper 17, UNESCO, Paris.

Parenting Style and Tendency to Bullying Behavior

- Unnever, J. D., Cornell, D. G. (2003). Bullying, self-control, and ADHD. *Journal of Interpersonal Violence, 18*(2), 129-147.
- Utti, A. (2006). Relationship between parenting styles and students' academic achievement in secondary schools in Ethiopia East LGA of Delta State. Unpublished M. Ed. Thesis of Delta State University, Abraka. victimization in childhood and adolescence: A meta-analytic investigation. American
- Wal, M. F., Wit, C. A. M., & Hirasing, R. A. (2003). Psychosocial health among young victims and offenders of direct and indirect bullying. *Pediatrics, 111*(6), 1312-1317.
- Wang, J., Iannotti, R. J., & Nansel, T. R. (2009). School bullying among adolescents in the United States: Physical, verbal, relational, and cyber. *Journal of Adolescent Health, 45*(4), 368-375.
- Webster-Stratton, C. (1981) 'Modification of mothers' behaviors and attitudes through videotape modeling group discussion', *Behavior Therapy, Vol. 12*, pp. 634-42
- Whitney, I. and Smith, P. K. (1993) A survey of the nature and extent of bullying in junior, middle and secondary schools. *Educational Research, 32*:3-25.
- Wilkins-Shurmer, A., O'Callaghan, M. J., Najman, J. M., Bor, W., Williams, G. M., & Anderson, M. J. (2003). Association of bullying with adolescent health related quality of life. *J. Paediatr. Child Health, 39*, 436-441.
- Wilson, C., Parry, L., Nettelbeck, T., Bell, J. (2003). Conflict resolution tactics and bullying. *Youth Violence and Juvenile Justice: An Interdisciplinary Journal, 1*(1), 64-78.
- Wilton, M. M. M., Craig, W. M., Pepler, D. J. (2000). Emotional regulation and display in classroom victims of bullying: Characteristics expressions of affect, coping styles and relevant contextual factors. *Social Development, 9*(2), 226-245.
- Wolke, D., Woods, S., Bloomfield, L., & Karstadt, L. (2000). The association between direct and relational bullying and behavior problems among primary school children. *J. Child Psychol. Psychiat., 41*(8), 989-1002.

Parenting Style and Tendency to Bullying Behavior

- YekoyealemDesie. (2005). *The relationship between parenting style and identity status of secondary and preparatory school adolescents at DebreBerhan*. Unpublished M.A Thesis, Addis Ababa University, Addis Ababa, Ethiopia.
- Yount, R. (2006). *Research Design and Statistical Analysis for Christian Ministry*, 4th ed. Retrieved from www.napce.org/yount.htm
- Zirpoly, T. J. (2009). *Bullying behaviour*. Pearson Allyn Bacon Prentice Hall. from <http://www.education.com/ref/article/bullyingbehaviour>.

Appendix A

English Version of the Questionnaire

Addis Ababa University

School of psychology

Developmental Psychology Program

Questionnaire to be filled by general secondary and preparatory students

Dear respondent,

The objective of this research questionnaire is mainly to investigate the relationship between parenting style and adolescent bullying behavior. Besides, it is also meant to solve some of the prevalent problems of adolescence stage behavior, particularly different forms of bullying behavior.

Therefore, you are respectfully wanted to respond with care. The questionnaire has two different parts; the first part is on your perceptions about your parents' or guardians' styles of parenting and the second is about bullying behavior. So please fill in the two parts completely and carefully. After all, your personal rights are highly protected by keeping away your the information from anyone including your school.

Thank you for your concern.

The Researcher

Part I: Background Information

Direction 1: please write the necessary information in the blank space provided to you, or make a tick mark (✓) at your choice.

1. Grade _____
2. Age
4. Sex: (A) Female (B) Male.....

Parenting Styles Scale (PSS)

Direction 2:

Try to think and read each statement that accurately reflects your own parents'/ guardians' behavior. Please think sharply which one of your families (father or mother or female guardian) was more responsible in shaping your behaviors that you manifest now, and then respond to the

Parenting Style and Tendency to Bullying Behavior

following questionnaire accordingly. Some possible statements are listed below. Please read each item separately and respond as more appropriately as to your parents' or guardians' views and behaviors (characteristics) using the four-point scale presented below. Based on your own perceptions, put your tick mark (X) in the respective space.

Thank you for your cooperation!

NO	Items	Strongly Disagree	Disagree	Agree	Strongly Agree
1	I trust my parents/guardians to help me out, if I have any kind of problems.				
2	My parents/guardians keep pushing (helping) me to do my best in what I do.				
3	My parents/guardians allow me to tell them if I think my ideas are better than theirs.				
4	My parents/guardians always speak to me with a warm and friendly voice (manner).				
5	When my parents/guardians want me to do something, they explain why.				
6	When I get poor grades in school, my parents/ guardians encourage me to work harder.				
7	My parents/guardians know who my friends are.				
8	My parents/guardians enjoy staying home with me more than going out with friends.				
9	My parents/guardians give me a lot of care, attention, and support.				
10	My parents/guardians spend time talking with me when there is an issue (a case) of interest.				

Encircle the letter that indicates the alternative which best describes your parents' or guardians' behavior.

Parenting Style and Tendency to Bullying Behavior

11. In a typical week, what is the latest time your parents/ guardians allow you to stay out on school nights (Monday-Friday)? A. As late as I want B. 9:00 P.M - Mid-night C. 7:00- 9:00 P.M
D. Doesn't allow me out
12. 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)?
A. As late as I want B. 9:00 P.M - Mid-night C. 7:00- 9:00 P.M D. Doesn't allow me out
13. How much do your parents try to know exactly where you are and what you are doing?
A. Doesn't try B. Tries a little C. Tries a lot
14. How much do your parents/guardians try to know what you do with your free time?
A. Doesn't try B. Tries a little C. Tries a lot
15. How much do your parents/guardians try to know where you are most afternoons after school?
A. Doesn't try B. Tries a little C. Tries a lot
16. How much do your parents/guardians try to know what you do with your money?
A. Doesn't try B. Tries a little C. Tries a lot
17. How much do your parents/guardians really know exactly whether you go to school or not?
A. Doesn't know B. know a little C. know a lot
18. How much do your parents/guardians really know exactly what you do with your free time?
A. Doesn't know B. know a little C. know a lot
19. How much do your parents/guardians really know exactly where you are most afternoons after school?
A. Doesn't know B. know a little C. know a lot
20. How much do your parents/guardians really know exactly what you do with your money?
A. Doesn't know B. know a little C. know a lot

Appendix B:

The Bully Survey – Student Version (BYS-S)

Instructions:

Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

Examples include the following:

- Punching, shoving, and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a “group”
- Teasing people in a mean way
- Getting certain people to “gang up” on others

There are four parts to this survey: (A) When you were bullied by others, (B) When you saw other students getting bullied, (C) When you were a bully, and (D) Your thoughts about bullying.

The Bully Survey - Part A

REMEMBER: Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

- Punching, shoving, and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a “group”
- Teasing people in a mean way
- Getting certain people to “gang up” on others

Have you been bullied this school year?

Yes No

IF YES, how often have you been bullied? (Check one)

one or more times a day, one or more times a week, one or more times a month.

Parenting Style and Tendency to Bullying Behavior

If you have not been bullied this year, you may move on to Part B.

1a. Where have you been bullied? Check all the places:

- | | |
|---|--|
| <input type="checkbox"/> Homeroom | <input type="checkbox"/> Cafeteria |
| <input type="checkbox"/> Academic Class | <input type="checkbox"/> Before School |
| <input type="checkbox"/> Bus | <input type="checkbox"/> After School |
| <input type="checkbox"/> Gym | <input type="checkbox"/> Dances |
| <input type="checkbox"/> Hallway | <input type="checkbox"/> Sporting Events |
| <input type="checkbox"/> Bathroom | <input type="checkbox"/> Online |
| <input type="checkbox"/> Telephone | <input type="checkbox"/> Text Message |

1b. From the list above, circle the ONE place you have been bullied the most.

2. How did you get bullied? (Check how often this happened)

		Never happened	Rarely happened	Sometimes happened	Often happened	Always happened
1	Called me names					
2	Made fun of me					
3	Said they will do bad things to me					
4	Played jokes on me					
5	Won't let me be a part of their group					
6	Broke my things					
7	Attacked me					
8	Nobody would talk to me					
9	Wrote bad things about me					
10	Said mean things behind my back					
11	Pushed or shoved me					
12	Other ways you were bullied _____					

Parenting Style and Tendency to Bullying Behavior

3. Who bullied you most often (check all that are true):

- | | |
|---|--|
| <input type="checkbox"/> Older Boys | <input type="checkbox"/> Older Girls |
| <input type="checkbox"/> Younger boy's | <input type="checkbox"/> Younger Girls |
| <input type="checkbox"/> Boys In My Grade | <input type="checkbox"/> Girls In My Grade |
| <input type="checkbox"/> Someone Who Is Strong | <input type="checkbox"/> Someone Who Is An Adult |
| <input type="checkbox"/> Someone Who Is Powerful | <input type="checkbox"/> Someone Who Is Popular |
| <input type="checkbox"/> Someone Who Has Many Friends | <input type="checkbox"/> Someone Who Is Smart |
| <input type="checkbox"/> Someone Who I Didn't Know | <input type="checkbox"/> Other _____ |

4. How much of a problem was the bullying for you?

		Never a problem	Rarely a problem	Sometimes problem	Often problem	Always a Problem
1	Made me feel sick					
2	I couldn't make friends					
3	Made me feel bad or sad					
4	Made it difficult to learn at school					
5	Didn't come to school					
6	I had problems with my family					
7	Other ways you were bullied: _____					

5a. Why do you think you were bullied? Check all that are true. Because:

- | | |
|---|---|
| <input type="checkbox"/> They Think My Face Looks Funny | <input type="checkbox"/> The Church I Go To |
| <input type="checkbox"/> They Think I'm Fat | <input type="checkbox"/> My Parents |
| <input type="checkbox"/> They Think I'm Skinny | <input type="checkbox"/> My Brother |
| <input type="checkbox"/> They Think I Look Too Old | <input type="checkbox"/> My Sister |
| <input type="checkbox"/> They Think I Look Too Young | <input type="checkbox"/> My Family Is Poor |

Parenting Style and Tendency to Bullying Behavior

- | | |
|--|--|
| <input type="checkbox"/> They Think I Am A Wimp | <input type="checkbox"/> My Family Has A Lot Of Money |
| <input type="checkbox"/> They Think My Friends Are Weird | <input type="checkbox"/> Someone In My Family Has A Disability |
| <input type="checkbox"/> I'm Sick A Lot | <input type="checkbox"/> I Am Too Tall |
| <input type="checkbox"/> I'm Disabled | <input type="checkbox"/> I Am Too Short |
| <input type="checkbox"/> I Get Good Grades | <input type="checkbox"/> I Am In Special Education |
| <input type="checkbox"/> I Get Bad Grades | <input type="checkbox"/> I Get Angry A Lot |
| <input type="checkbox"/> Where I Live | <input type="checkbox"/> I Cry A Lot |
| <input type="checkbox"/> The Clothes I Wear | <input type="checkbox"/> I Can't Get Along With Other People |
| <input type="checkbox"/> The Color Of My Skin | <input type="checkbox"/> They Say I'm Gay |
| <input type="checkbox"/> The Country I'm From | <input type="checkbox"/> The Way I Talk |
| <input type="checkbox"/> I Am Different | <input type="checkbox"/> Other (Describe)_____ |

5b. From the list above, circle the MAIN reason you were bullied.

6. Did the teachers and school staff know about the bullying that happened to you?

- Yes No I don't know

7a. How do you think your teachers and school staff took care of the bullying?

- Very well Okay Bad I don't know

8. Tell us what the teachers and school staff did to take care of the bully.

9a. Did your parents know about the bullying that happened to you?

- Yes No I don't know

9b. Tell us what your parents did to take care of the bullying.

Parenting Style and Tendency to Bullying Behavior

10. Were you able to defend yourself from the bullying?

- Yes No

Explain: _____

The Bully Survey - Part B

In this part, you will be asked about other students who have been bullied.

REMEMBER: Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

- Punching, shoving, and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a “group”
- Teasing people in a mean way
- Getting certain people to “gang up” on others

Did you ever see a student other than yourself who was bullied this school year?

- Yes No

If you do not know any students who have been bullied this year, you may move on to Part C.

1. How did this student get bullied? (Check how often this happened)

		Never happened	Rarely happened	Sometimes Happened	Often happened	Always Happened
1	Called them names					
2	Made fun of them					
3	Said they will do bad things to them					
4	Played jokes on them					
5	Won't let them be a part of					

Parenting Style and Tendency to Bullying Behavior

	their group					
6	Broke their things					
7	Attacked them					
8	Nobody would talk to them					
9	Wrote bad things about them					
10	Said mean things behind their back					
11	Pushed or shoved them					
	Other ways they were bullied:					

1. Tell us what you did about the bullying.

Parenting Style and Tendency to Bullying Behavior

The Bully Survey - Part D

In this part, you will be asked about your thoughts about bullying.

1. How much do you agree with each sentence?

		Totally false	Sort of false	Both true and false	Sort of true	Totally true
1	Most people who get bullied ask for it.					
2	Bullying is a problem for kids.					
3	Bullies are popular.					
4	I am afraid of the bullies at my school.					
5	Bullying is good for wimpy kids.					
6	Bullies hurt kids.					
7	I would be friends with a bully.					
8	I can understand why someone would bully other kids.					
9	I think bullies should be punished.					
10	Bullies don't mean to hurt anybody.					
11	Bullies make kids feel bad.					
12	I feel sorry for kids who are bullied.					
13	Being bullied is no big deal.					

1. Is bullying a problem in your school?

Yes No

2. Do you think that schools should worry about bullying?

Yes No

Appendix C: (Amharic Version)

በአዲስ አበባ ዩኒቨርሲቲ ድህረ ምረቃ ትቤት

የሰነድ ትምህርትና ባህሪ ጥናት ኮሌጅ

ሳይኮሎጂ ትምህርት ቤት

ለ2ኛ ደረጃ እና መሰናዶ ት/ቤት ተማሪዎች የቀረበ መጠይቅ

የመጠይቁ ዓላማ:- የወላጆችን ወይም የአሳዳጊዎችን የአስተዳደግ ስልት ለማወቅና ከወጣት ጥቃት (bullying behavior) ጋር ያለውን ተዛምዶ ለማጥናት ነው።

ውድ ተማሪዎች:-

መጠይቁ በሚስጥር ተጠብቆ ሙሉ በሙሉ ለጥናትና ምርምር ብቻ የሚውል መሆኑን አረጋግጣለሁ። የሚሰጠው ምላሽ ለጥናቱና ምርምሩ ውጤታማነት ወሳኝና ከፍተኛ አስተዋጽኦ ያለው መሆኑን አውቀህ/ሽ በታማኝነት፤ በጥንቃቄና በግልጽ መልስ/ሽ።

ክፍል 1: ከዚህ በታች ስለ ግልዎ አጠቃላይ መረጃ የምጠይቁ ጥያቄዎች ተዘርዝረዋል።

1. ዕድሜ _____ 2. ያታ ሀ. ወንድ ለ. ሴት
 3. የክፍል ደረጃ ሀ. 9ኛ ለ. 10ኛ ሐ. 11ኛ መ. 12ኛ

ክፍል 2: የወላጆች ወይም የአሳዳጊዎች የልጅ አስተዳደግ ባህሪ ወይም ስልት መለኪያ መጠይቅ

ወላጅ ሲባል እናት አባት ወይም አሳዳጊዎችን ያጠቃልላል።

መመሪያ: ከዚህ በታች የወላጅ ወይም የአሳዳጊን የአስተዳደግ ስልት የሚገልጹ አራት አማራጮች ቀርበዋል። የሚከተሉትን ጥያቄዎች በጥንቃቄ አንብቦ/ሽ ወላጆችህ/ሽ አንተን/ቺን ሲያሳድጉ ስለ

አንተ/ቺ አስተዳደግ ያላቸው አመለካከትና ጠባይ አስብህ/ሽ ምን ያህል ትስማማለህ/ት/ት/ት እንደሆነ ከታች ከተሰጡት አማራጮች ወላጆችህ/ሽ ለአንተ/ቺ የሚያሳዩህን/ሽን አመለካከትና ጠባይ በሚገባ ይገልጻል የምትለውን/ይውን በጥንቃቄ በማንበብ በዚህ ምልክት (✓) ግለጽ/ጭ።

መፍቻ

1. በጭራሽ አልስማማም 2. በመጠኑ አልስማማም 3. በመጠኑ እስማማለሁ 4. በጣም እስማማለሁ በሚሉ አማራጮች የአንተን/ቺን ባህሪ በሚገልጸው መጠን (ደረጃ) እንድትመልስ/ሽ በትኩረት እጠይቃለሁ።

ተ. ቁ	የወላጅ የልጅ አስተዳደግ ባህሪ መለኪያ	በጣም አልስማማም	አልስማማም	እስማማለሁ	በጣም እስማማለሁ
1.	ችግር ሲገጥመኝ ወላጆቼ እንደሚረዱኝ አምናለሁ።				
2.	ወላጆቼ በምሠራው ሥራ ሁሉ የተሻለ እንድሠራ ዘወትር ያበረታቱኛል።				
3.	ወላጆቼ የእኔ ሀሳብ ከእነርሱ የተሻለ መሆኑን ለመግለጽ ስፈልግ ይፈቅዱልኛል።				
4.	ወላጆቼ ከእኔ ጋር የሚነጋገሩት በፍቅርና በጓደኝነት ስሜት ነው።				
5.	ወላጆቼ አንድን ሥራ እንድሠራ ሲፈልጉ ለምን መሥራት እንዳለብኝ ይገልጹልኛል።				
6.	ወላጆቼ በትምህርቱ መጥፎ ውጤት ሳገኝ የተሻለ ለማግኘት ጠንክራ እንድሠራ ያበረታቱኛል።				

Appendix D: (Amharic Version)

ክፍል 3:

የወጣት ተማሪዎች ጥቃት (Bullying) መጠይቅ

የመጠይቁ ዓላማ:- የዚህ መጠይቅ አብይ ዓላማ የወጣት ተማሪዎች የጥቃት (Bullying) ሂደትን ደረጃ (መጠን) ለመለካት የተዘጋጀ መጠይቅ ነው።

መመሪያ

“የጥቃት (Bullying) ሂደት የሚከሰተው አንድ ተማሪ ሌላውን ተማሪ ሆን ብሎ ሲጎዳውና ሲያስፈራራው ተጠያቂው ሰው ራሱን ለመከላከል አለመቻሉ ሲረጋገጥ ነው። አብዛኛውን ጊዜ የጥቃት ሂደት አሁንም በተደጋጋሚ የሚከሰት ጉዳት ነው።”

በዚህ መጠይቅ ውስጥ አራት ክፍሎች ይገኛሉ። እነዚህም፡-

- ሀ) በሌሎች ተማሪዎች አማካይነት የጥቃት ድርጊት ሲደርስብዎት
- ለ) ሌሎች ተማሪዎች የጥቃት ድርጊት ሲደርስባቸው ከተመለከቱ
- ሐ) እርስዎ የጥቃት ሂደቱ ወይም ድርጊቱ ተባባሪ ከሆኑ
- መ) ስለማጥቃት ያለዎትን አስተሳሰብና አስተያየት በተመለከተ

ክፍል “ሀ”

በዚህ ክፍል “የጥቃት (Bullying) ድርጊት ተጎጂ በሆኑበት ጊዜ ስለነበረው ሁኔታ ይጠየቃሉ። የጥቃት ድርጊት ካላጋጠመዎት ወደ ክፍል “ለ” መሄድ ይችላሉ።

1. የሚከተሉት የጥቃት ድርጊቶች እንዴት ተፈጸመብዎት?

ተ.ቁ	የሚከተሉት የጥቃት ድርጊቶች እንዴት ተፈጸመብዎት?	በጭራሽ	አልፎ አልፎ	በአብዛኛው	ሁል ጊዜ
1.	ሰድብውኛል				
2.	ቀልደውብኛል				
3.	በስለት ወይም በሌላ አስፈራርተውኛል ወይም ዝተውብኛል				
4.	አግልለውኛል ወይም ሌሎች ተማሪዎች አሳድመውብኛል				
5.	ንብረቴን ሰባብረውብኛል ነጥቀውኛል				
6.	አያናግሩኝም				
7.	ስለ እኔ መጥፎ ነገሮችን በግድግዳ ወይም በሌላ ቦታ ፅፈዋል				
8.	በሌለሁበት ስሜን አጥፍተዋል፣ አምተውኛል				
9.	ገፍትረውኛል፣ ጎሽመውኛል				
10.	ቅፅል ስም አውጥተውልኛል				
11.	በዎታዬ ምክንያት ይለክፉኛል				

ሌላ (ይግለፁ) _____

Parenting Style and Tendency to Bullying Behavior

የጥቃቱ ድርጊት የተፈፀመብዎት የት ነው?

ተ.ቁ	ጥቃት የተፈፀበኝ	(✓) ምልክት ያድርጉ
1.	በክፍል ውስጥ	
2.	በመፀዳጃ(ሸንት) ቤት	
3.	በስፖርት ክፍለ ጊዜ	
4.	በኢንተርኔት (ማህበራዊ ድረ-ገፅ)	
5.	በሰልክ ፅሁፍ መልዕክት (ቴክስት)	
6.	ወደ ቤት ስሄድ	
7.	ወደ ት/ቤት ስሄድ	

ሌላ (ይገለፁ) _____

2. ጥቃት (Bullying)ድርጊቱ በአብዛኛው የፈፀመብዎ ማነው? (እውነተኛ የሆኑትን ምልክት ያድርጉባቸው)

ተ.ቁ	ዓረፍተ ነገሮች	(✓) ምልክት ያድርጉ
1.	በዕድሜ የሚበልጡኝ ወንድ ልጆች	
2.	በዕድሜ የሚበልጡኝ ሴት ልጆች	
3.	ብዙ ጓደኞች ያሉት/ሏት አንድ ተማሪ	
4.	በዕድሜ ያነሱ ሴት ልጆች	
5.	በዕድሜ ያነሱ ወንድ ልጆች	
6.	የማላውቀው ተማሪ	
7.	በመምህራ	

ሌላ (ይገለፁ) _____

የጥቃት ጉዳቱ ምን ያህል ችግር ሆኖብዎታል?

ተ.ቁ	የጥቃት ጉዳቱ ምን ያህል ችግር ሆኖብዎታል?	በጭራሽ	አልፎ አልፎ	በአብዛኛው	ሁልጊዜ
1.	ህመም ፈጥሮብኛል				
2.	ጓደኛ ሚያዝ አልቻልኩም				
3.	መጥፎ ስሜትና ሀዘን እንዲሰማኝ አድርጓል				
4.	በክፍል ውስጥ ሀሳቤን ሰብስቤ ለማዳመጥ ያስቸግረኛል				
5.	ከት/ቤት እንድቀር አድርጎኛል				
6.	ከቤተሰቦቼ ጋር ችግር ተፈጥሯል				

ሌላ (ይገለፁ) _____

Parenting Style and Tendency to Bullying Behavior

የጥቃት(Bullying) ሂደቱ ምክንያቱ ምን ይሆናል ብለው ያስባሉ? (እውነት የሆኑትን በሙሉ ምልክት ያድርጉባቸው::)

ተ.ቁ	ምክንያቱም:-	(✓) ምልክት ያድርጉ
1.	ፊቱ አስቂኝ ነው ብለው ስለሚያስቡ	
2.	ወፍራም ነኝ/ ናት ብለው ስለሚያስቡ	
3.	ቀጭን ነኝ/ናት ብለው ስለሚያስቡ	
4.	በምሄድበት ቤተክርስቲያን ምክንያት	
5.	የአካል ጉዳተኛ በመሆኔ	
6.	አጭር ስለሆንኩ	
7.	በመኖሪያ ቦታዬ ምክንያት	
8.	አብዛኛውን ጊዜ ስለምታመም	
9.	በብሔራዊ ወይም በቋንቋዬ ምክንያት	
10.	ከሰዎች ጋር በቀላሉ መግባባት ባለመቻሌ	
11.	በክፍል ውስጥ ጥሩ ውጤት ስላመጣሁ	
12.	ቤተሰቦቼ ብዙ ገንዘብ ስላላቸው	
13.	ቤተሰቦቼ ድሀ በመሆናቸው	
14.	በጾታዬ ምክንያት	
15.	በአለባበሴ ወይም በፀጉር ስታይሌ ምክንያት	

ሌላ (ይገለፁ) _____

3. የትምህርት ቤቱ መምህራንና ሠራተኞች በእርስዎ ላይ ስለተፈፀመው የጥቃት (Bullying)ድርጊት ያውቃሉ?

አዎ አያውቁም እኔ አላውቅም

4. በእርስዎ ግምት የትምህርት ቤቱ መምህራንና ሠራተኞች ስለ ጥቃት (Bullying) ድርጊት የወሰዱት እርምጃ?

በቂ ነው በቂ አይደለም አላውቅም

5. ስለ ጥቃት (Bullying) ድርጊት የትምህርት ቤቱ መምህራንና ሠራተኞች ያደረጉትን ከዚህ በታች በአጭሩ ይግለፁ::

6. ወላጆች/ሽ ስለጥቃት (Bullying)ድርጊት ያውቃሉ?

አዎ አያውቁም እኔ አላውቅም

7. ካወቁ ምን አደረጉ _____

8. ራስዎን ከጥቃት (Bullying)ድርጊት ለመከላከል ሞክረዋል?

አዎ አልሞከርኩም

9. ሞክረው ከሆነ ይግለፁ _____

ክፍል “ለ”

በዚህ ክፍል የጥቃት (Buylling) ክስተት ስለተፈጸመባቸው ሌሎች ተማሪዎች ይጠየቃሉ::

1. በዚህ የትምህርት ዓመት በሌሎች ተማሪዎች ላይ የጥቃት (Buylling) ድርጊት የተፈጸመበት/ባት ተማሪ አይተው ያውቃሉ?

አዎ አላውቅም

የጥቃት (Bullying)ድርጊት የተፈጸመበት ተማሪ የማያውቁ ከሆነ ወደ ክፍል “ለ” መሸጋገር ይችላሉ::

Parenting Style and Tendency to Bullying Behavior

2.ከሚከተሉት የጥቃት (Bullying)ድርጊቶች የትኞቹ በሌሎች ተማሪዎች ላይ ሲፈፀም አይተዋል?

ተ.ቁ	ሌሎች ተማሪዎች ላይ ሲፈፀሙ ያዩት ድርጊቶች	በጭራሽ	አልፎ አልፎ	በአብዛኛው	ሁል ጊዜ
1.	መሳደብ				
2.	መቀለድ				
3.	ማስፈራራት				
4.	ማግለል				
5.	ንብረት መሰባሰር				
6.	አያናግሩዎቸውም				
7.	መጥፎ ነገሮችን ይፅፋቸዋል				
8.	ስማቸውን ያጠፋሉ				
9.	ይገፈትሯቸዋል፣ ይጎሽሟቸዋል				
10.	ይለክፉዎቸዋል				

ሌላ (ይገለፁ) _____

2. እርስዎስለጥቃት (Bullying) ድርጊት ምንአደረጉ? _____

ክፍል “ሐ”

በዚህ ክፍል የሚጠየቁት እርስዎ ሌሎች ተማሪዎች ላይ የጥቃት (Bullying) ድርጊት ፈፀመው እንደሆነ የሚመልሱት ጥያቄ ነው የጥቃት (Bullying)ድርጊት በሌሎች ተማሪዎች ላይ ያልፈፀሙ ከሆነ ወደሚቀጥለው ክፍል በማለፍ የቀሩትን ጥያቄዎችን ይመልሱ፡፡

1. ከሚከተሉት የጥቃት (Bullying)ድርጊት ውስጥ በየትኞቹ ላይ እርስዎ ተሳትፈዋል?

ተ.ቁ	ተማሪዎችን	በጭራሽ	አልፎ አልፎ	በአብዛኛው	ሁል ጊዜ
1.	መሳደብ				
2.	መቀለድ				
3.	ማስፈራራት				
4.	ማግለል				
5.	ንብረት መሰባሰር፣ መቀማት				
6.	አለማናገር				
7.	መጥፎ ነገሮችን መጻፍ				
8.	ስማቸውን ማጥፋት				
9.	መገፍተር፣ መጎሽም				
10.	መልክፍ (ለክፋ)				

ሌሎች ያልተጠቀሱ _____

Parenting Style and Tendency to Bullying Behavior

ክፍል “መ”

በዚህ ክፍል ስለጥቃት (Bullying)ድርጊት ያለዎትን አመለካከትና አስተሳሰብ ይጠየቃለሁ፡፡

1. ከዚህ በታች በተዘረዘሩት ዓረፍተ ነገሮች ምን ያህል ይስማማሉ?

ተ. ቁ	ዓረፍተ ነገር	ጭራሽ አልሰማማም	አልሰማማም	በመጠኑ	እስማማለሁ	በጣም እስማማለሁ
1.	አብዛኛው የጥቃት ድርጊት የተፈፀመባቸው ተማሪዎች በራሳቸው ጥፋት ነው					
2.	የጥቃት ችግር በተማሪዎች ዘንድ የተለመደ ነው					
3.	የጥቃት ድርጊት ፈጻሚዎች በአብዛኛው ተወዳጅ ናቸው					
4.	የጥቃት ድርጊት ፈጻሚዎችን አልወዳቸውም					
5.	በትምህርት ቤቱ የጥቃት ድርጊት ፈጻሚዎችን እፈራለሁ					
6.	ልፍስፍስና ደካማ ተማሪዎች የጥቃት ድርጊት ተገቢ የሆነ ቅጣት ነው					
7.	የጥቃት ድርጊት ፈጻሚዎች ተጠቂዎችን ይጎዳሉ					
8.	የጥቃት ድርጊት ፈጻሚዎች ጋር ጓደኛ እሆናለሁ					
9.	አንድ ሰው ተማሪዎች ላይ የጥቃት ድርጊት ለምን እንደሚፈፀም እረዳለሁ					
10.	የጥቃት ድርጊት ፈጻሚዎች መቀጣት አለባቸው ብዬ አምናለሁ					
11.	የጥቃት ድርጊት ፈጻሚዎች ድርጊቱን የሚፈፀሙት ማንንም ለመጎዳት አስበው አይደለም					
12.	የጥቃት ድርጊት ፈጻሚዎች ተጎጂዎች መጥፎ ስሜት እንዲሰማቸው ያደርጋሉ					
13.	በጥቃት ድርጊት ተጎጂ ለሆኑ ተማሪዎች ሀዘኔታ ይሰማኛል					
14.	የጥቃት ድርጊት ተጎጂ መሆን ምንም ማለት አይደለም					

2. በትምህርት ቤትዎ የጥቃት ክስተት ችግር ነው?

አዎ አይደለም

3. በእርስዎ አስተሳሰብ ትምህርት ቤቶች ስለጥቃት ድርጊት መጨነቅ አለባቸው?

አዎ የለባቸውም

ስለ ትብብርዎ ከልብ አመሰግናለሁ!!!

ምንተስኖት ጴጥሮስ

Parenting Style and Tendency to Bullying Behavior

DECLARATION

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

Name: Mintesnot Petros

Signature _____

Date: _____

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

Name: Dr. Yekoyealem Desie

Signature _____

Date: _____