

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

**Sources of Conflict between Parents and Adolescents:
In Dejach Belay Zeleke Secondary School**

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ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
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Abstract

There were controversial research findings about the sources or nature of parent-adolescent conflict especially about the particular gender and sub-stages of adolescence in which frequent parent-adolescent conflict occurs. Hence this research was intended to investigate parent-adolescent conflict as a function of adolescent sex, sub-stage, parents' educational level. Moreover, whether adolescent sex and sub stages affect or influence was investigated on 100 research participants in Dejach Belay Zeleke Secondary School. Descriptive and inferential statistics were employed for data analysis. The study found that academic and disciplinary issues of conflict were found to be the sources of conflict between parents and adolescents. The sex and age difference over domains of conflict were found to be not significant though, the male participants observed as conflict makers than females except in autonomy issue. Similarly, age range 14-16 was found to be more conflict makers over domains of conflict than 17-19 years old participants except in autonomy issue. There is no relationship between academic issue of conflict and educational level of father. The relationship of disciplinary, autonomy and conversational style issues of conflict with parental educational level (father and mother) was found to be weak.

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Chapter One

Introduction

1.1. Background of the Study

Adolescence is a period of transition and rapid change. In contrast to more stable periods in the life cycle, such as middle childhood and adulthood, adolescence is characterized by accelerated physical, psychological, and cognitive development as well as by new and changing social demands. As a consequence, many normal adolescents, in their efforts to deal with them, many display alteration of mood, distressing, turbulent and unpredictable thoughts, manifestation of anxiety and exaggerated defenses against anxiety; and impulsive, in appropriate or inconsistent behaviors that would be viewed as symptoms of psychological disorders if they occurred in adults (Conger, 1991).

According to Aggarwal(1994),“Adolescence” and “conflict” have been considered virtually synonymous terms both informal theory and in particular stereotypes. Conflicts occur due to the shift in role expectation associated with age-graded transition and maturational changes. An adolescent comes under social pressure and faces new conditions from which he/she received little training during childhood. This in turn leads him/her in to a conflict with parents and other adults.

Painkoff and Brooks et al., cited in Santrock, (2006), stated that a high degree of conflict characterizes some parent adolescent's relationship. Four to five million American families encounter serious, highly stressful parent adolescent conflict. This prolonged intense conflict is associated with a number of adolescent's problems movement out of the home, juvenile delinquency, school dropout, pregnancy, early marriage, membership in religious cults, and drug abuse

According to Shantz and Hartup (1992), both adolescents and parents feel less satisfaction with their relationship if conflict is frequent than when it is not. Conflict is a primarily complaint of parents about their adolescent children. Arguments with parents, clashes with siblings and conflict with peers are aversive and frustrating to a child (Montemayor, 1986).

Parent-adolescent conflict is attributed to different factors among which variations in adolescent age and sex are the two of the most attributed ones (Galambos and Almeida, 1992). Early researchers in this area indicated that adolescents' reports of severe or unresolved disagreement with their parents have been associated with many adolescent adjustment problems including poor school performance and conduct problems (Rueter and Conger, 1995).

Similarly Hall cited in Conger (1991), proposed that adolescence storm and stress; current formation of adolescence as disturbed, maladjusted (but temporary) state. In addition, Bandura Cited in Conger (1991) stated that, adolescence is the "storm and stress, tension, rebellion, dependency conflict,

and peer group conformity” commonly associated with the adolescent transition are not widespread.

Allison (2000), explains that the changes initiated at the onset of adolescence, impact among other things, young adolescents’ conceptions and feelings about themselves and their relationship with others, including parents. In terms of family life, research has substantiated that adolescence is a period in life characterized by a transformation and reorganization in family relationship (Younis and Smallar, 1985).

According to Steinberg (2010), the early years of adolescence in particular, encompassing the period of ages 10-15 years have been linked with the emergence and escalation of conflict between young adolescents and parents. The heightened conflict that surfaces in the families of young adolescents presents unique challenges to both young people and their parents as they attempt to deal with the changing nature of their relationship. The transformation from childhood to adolescence creates a disturbance felt not only by adolescents, but by their parents as well. Adolescent’s and parents’ contrasting desires and experiences contribute to increase in conflict. Adolescents’often became eager for independence and peer acceptance often contributes to the tendency to conform to peer group influences and to challenge parental authorities.

Accordingly, the interaction with parents deteriorates to some extent that they spend less time interacting with their parents compared to when they were younger. They disclose less information to their parents and communication with parents is often difficult. One factor which may be significant in the exploration of parent adolescent relationship is the time which is invested in them (Shehata and Ramadan, 2010).

Attachment theorists like Bowlby 1988 cited in Shehata and Ramadan(2010), securely attached infants are more likely to develop generally positive internal working models of others as trustworthy and available. These models subsequently guide individuals in making judgments about their worlds. Attachments formed during infancy are not necessarily transient or limited to the mother–infant bond .Indeed, attachment models formed during infancy may persist throughout an individual’s lifespan and generalize to relationships with others (e.g. Parents).The functional importance of parent attachment relationships has been demonstrated in numerous studies. Adolescents who are securely attached to their parents display higher low satisfaction and academic success

Though the period of adolescence is regarded as critical period it is not well studied and investigated especially the conflict occurs between adolescents and their parents. Former researches did not saw the gender difference in entering into a conflict with their parents. So that this study tried to examine whether there is a difference in frequency of a friction with parents.

1.2. Statement of the Problem

According to Papalia, Olds and Feldman (2004), just as adolescents feel inconvenience between dependency on their parents and the need to break away, parents often have mixed feelings, too. They want their children to be independent yet they find it hard to let go. Parents have to walk to fine line between giving adolescents enough independence and protecting them from immature lapses in judgment. These tensions often lead to family conflict, and parenting life situation- their work, marital and socioeconomic status affect their relationship with teenage children.

In addition, adolescent independence is key theme around which parent-teen conflict occurs. Disagreement about issues such as curfew, dating and chores frequently reflect an adolescent's growing desire for individuation. Although some conflict is normal at this developmental stage the manner in which these disputes are handled determines whether these issues resolve or escalate to significant proportions. Successful treatment relies heavily on building skills in family solving, communication and problem solving (Wingate, cited by Wohabie 2007).

The frequency of the problem is increasingly observed in schools in particular and community in large. Now a days many adolescents, especially girls run out of home and entering in different socially unacceptable activity due to the conflict with their parents. This will unquestionably have a sever consequence on physical, psychological and emotional adjustment of the adolescents and

further impairs the relationship between parents and adolescents. The problem is not only for girls but boys are also encountering and engaging in different activities which are out of social norms despite attending school. Many hypotheses have been proposed to explain the potential predicting of adolescent parent verbal conflict. For example, it has been suggested that adolescent parent discord is related to qualitative differences in adolescent's and parents' communication behaviors (Robin & Foster, 1989 cited in Beaumont & Wagner, 2004).

Wohabie(2007), pinpointed that parent –adolescent conflict as parent's educational level and occupation are influential variables and he found that fathers' education had a significant effect on the frequency of parent-adolescent conflict. That is uneducated fathers have had more frequent conflict with their adolescent children than those fathers who are educated. On the other hand, mother's education status was not significantly related to the frequency and intensity of a conflict. However, in this study the researcher is going to investigate the gender difference of adolescents in experiencing a frequent conflict by taking major sources of friction between adolescents and their parents.

Earlier researchers like Wohabie (2007), emphasized that with whom (mother or father) adolescents have an intense conflict and determinants of a conflict with their parents. Thus, the purpose of this study is to investigate how

frequent parents and adolescents enter into a conflict, and major sources of conflict between parents and their adolescent children.

Therefore, this research was designed to answer the following questions

1. What are the major sources of conflict between adolescents and their parents?
2. How frequent parents and adolescents enter in to a conflict?
3. Is there gender difference in the frequency and sources of parent-adolescent conflict among the participants?
4. Is there a relationship between parental education and adolescent-parent conflict?
5. Is there age difference in conflict of adolescents and parents over souces of conflict?

1.3 Objectives of the Study

1.3.1. General Objective: This research was intended to investigate the sources of conflict that occurs between parents and their adolescent children.

1.3.2. Specific Objectives of the Study

This study was intended to:

1. Identify major sources/ issues of conflict between parents and adolescents.
2. Investigate how frequent parents and adolescents enter into a conflict.

3. Examine whether the frequency of parent adolescent conflict is related to difference in sex of the adolescents.
4. See the relationship between parents' educational level and frequency of conflict among the study participants.
5. See whether there is age difference over sources of conflict or not

1.4 Significance of the Study

The study would be useful in providing information in clearing misunderstandings between parents and their adolescent children. It will also help school authorities, counselors and teachers in their discussion of student's problems with parents. Furthermore, the study will provide ideas which can be helpful in designing further research in the area of parent adolescent conflict and beyond. It will also help to identify the major issues of parent adolescent frictions and suggest ways of resolving and coping with it.

1.5. Scope of the Study

This research was delimited in terms of place and population. In terms of place it was delimited to Dejach Belay Zeleke Secondary School. With regard to population it would have a focus on male and female adolescent learners and who are attending their schooling in grade nine and ten from 14-18 years old.

This study gave emphasis in investigating major sources of disagreement between parents and adolescents, the significant difference age and both sexes over frequency of parent-adolescent conflict and how frequent parents and adolescents enter into conflict.

1.6. Limitation of the Study

During the study there were things that challenge the research like lack of finance, resource/material and time.

1.7. Operational definition of basic terms

- **Adolescence:** The developmental period of an individual which covers from age 14 to 18 in this context
- **Parent:** father, mother or step parents and other guardians of the adolescents
- **Parent-adolescent Conflict:** a disagreement between parents and their adolescent children over varied issues as measured by questionnaire administered with adolescents.
- **Frequency of conflict:** The rate of disagreement that occurs between parents and adolescents over a given issue.
- **Sources (domains) of conflict:** things that can trigger conflict between adolescent children and parents including autonomy, discipline, academic, conversational style and emotional expression of adolescents etc.

Chapter Two

Review of Related Literature

This part gave emphasis to general concepts of parent-adolescent conflict, theories of parent- adolescent conflict, major sources of parent adolescent conflict, gender difference and parent –adolescent conflict, and parental education and parent- adolescent conflict.

2.1 Adolescence

Papalia, Olds, and Feldman(1999), defined adolescence as long as transitional period between childhood and adulthood and it entails major interrelated physical, cognitive and psychological changes before the twentieth century, children in western cultures entered the adult world when they matured physically or when they began a vocational apprenticeship. Today, entry in to adulthood takes longer and is less clear-cut. Adolescence lasts about a decade from age 11 or 12 until the late teens or early twenties. Neither is beginning nor its' end is clearly marked. Adolescence is generally marked to begin with puberty, the process that leads to sexual maturity or fertility- the ability to reproduce.

Similarly, Nebel-schwalm(2006) stated that, adolescence is a unique period of transition marked by both physical and psychosocial changes. Individuals in this developmental stage undergo dramatic pubertal changes and are capable of increasingly abstract and complex reasoning. Family relationships are also altered as the process of differentiation begins to take place. This is a time when adolescents rely more on peers, seek increased independence, and are less willing to see themselves as part of a hierarchy that is headed by their

parent. As a result, the parent-adolescent relationship experiences increased conflict and decreased closeness (Fuligni & Eccles, 1993)

2.1.1 Conceptions of Parent-Adolescent conflict

However, Renk and Simpson (2005), although adolescents and their parents may experience conflict over serious issues that affect each family member, a significant number of adolescents and their parents experience minor conflicts over the daily details of family life. Because conflict, even when it is over everyday issues, has significance in the lives of adolescents and their parents (Smetana, 1996 cited by Renk and Simpson, 2005). It is important to examine issues that are contributing to conflict from the viewpoints of both adolescents and their parents. By establishing the normative and non-normative topics involved in parent-adolescent conflict, clinicians may be better able to understand the normative basis for conflict over such issues and to intervene more expediently so that parents and their adolescents can resolve these conflicts successfully. For this reason, the current study examines the topics of parent-adolescent conflict in the context of the gender and age of adolescents and the gender of parents.

According to Renk and Simpson (2005), research has emphasized the severity and the frequency of parent-adolescent conflict, with fewer studies examining the topics of this conflict. For example, Smetana (1999) grouped families into three categories based on the frequency and intensity of parent-adolescent conflicts. Placid families are found to be low in the intensity and frequency of conflict. In contrast, tumultuous families experience the highest intensity and frequency of conflict, and frequent squabble families score moderately in intensity and frequency of conflict.

Similarly, Shantze and Hurlup (1992), conflicts can be distinguished as destructive and constructive. Destructive conflicts are characterized by high negative affect; they spread beyond the initial issue to other issues; and they escalate to intrusive and insistent coercion. Constructive conflict in contrast, focuses on the issues in hand. And these conflicts unlike destructive ones are likely to be resolved by means of negotiations in a way that is acceptable to both parties.

Adolescents experience a decline in the desire for companionship with their parents, experience an increase in conflict and distance in relationships with their parents. The transformation from childhood to adolescence creates a disturbance felt not only by adolescents, but by their parents as well. Adolescents' and parents' contrasting desires and experiences contribute to increase in conflict (Shehata and Ramadan, 2010). Couples who continue to hold on to more positive ways of relating in the midst of heated conflicts, and

who can find ways to resolve an argument, are less vulnerable to relationship breakdown and their children are less at risk of developing emotional or behavioral difficulties (Driver et al., 2003; cited in Reynolds, 2009)

Although these personal characteristics of the adolescent might contribute to conflict, the actual occurrence of conflict also depends on how the parents react to the adolescent and to the changes that accompany this period. In order to allow a sensitive response to the child's changing developmental needs, the parent-child interaction must undergo change during adolescence. One task of the parents is to provide a safe, warm, and affectionate environment in which individuality is encouraged and which facilitates the adolescent's exploration of new physical, cognitive, and social potentials. Another task is to set and to supervise their child's activities. As adolescents become older, providing behavioral guidelines remains an important concern, but gradually becomes secondary to allowing and encouraging the adolescent's independence. Several studies have noted that the most beneficial parenting in adolescence is characterized by a high degree of warmth and acceptance, a high level of monitoring or supervision (Riesch et al. 2005; Dekovic´ 1999; Steinberg et al. 1994 cited by Ozmete and Bayogly 2009).

Renk and Simpson (2005), conflict may be important to the changing dynamics of families with adolescents. For example, conflict between adolescents and their parents can serve an adaptive function when it acts as an impetus to change, plays an information-providing role or decreases the discrepancies

between adolescent and parent viewpoints. More important, however, parent-adolescent conflict may be needed as the adolescent individuates from the parent, so that adolescents may seek relationships outside of the family (Holmbeck & Hill, 1991 cited in Reynolds et al., 2009). Thus, although parent-adolescent conflict has been related to poor outcomes for adolescents, it also may serve adaptive functions.

2.2. Theories of Parent-Adolescent Conflict

2.2.1. Sociobiological Theory

Steinberg (2010), stated that based on sociobiological perspective, conflict during early adolescence ensures that young people will spend time separated from their family of origin and mate outside the natal (birth) group. This theory is based on the observation that conflict intensifies at puberty in other species of primates and that the underlying tension may be delivered from an evolved basis. The adolescent is forced through the bickering, to search for intimate companionship outside the family.

2.2.2. Psychoanalytic Theory

Holmbeck and Steinberg cited in Wohabie (2007) explained the conflict from psychoanalytic theory. From an intrapsychic perspective, the conflict may facilitate the process of individuation. Furthermore, the intrapsychic emancipation allows the young person to develop a more realistic and mature appraisal of his/her parents. This leads a mutual relationship with them. The

function of the disagreement is that adolescents must come to term with their parents' fallibility and as a result, lessen their dependence on their parents.

2.2.3. Cognitive-Developmental Theory

According to Semetana et al 2001, cited in Wohabie (2007), presents a cognitive developmental perspective suggesting that parent-adolescent conflict can be best explained by the different manner in which adolescents and parents define family rules, events, and regulations. From a cognitive-developmental perspective, conflict in adolescence is related to the development of social reasoning. For example, instead of seeing an issue as one of social convention (everyone on this family should keep his room clean), it is perceived by the adolescent as an issue of personal choice (this is my room and I should decide how clean I want to keep it). Because parents maintain a conventional stance regarding such issues, conflict is the result. Also significant is that at this early and middle adolescent period, young people tend to perceive social conventions as arbitrary.

2.3. Major sources of Parent- Adolescent Conflict

Allison (2000), stated that issues /domains/ of conflict between parents and adolescents include substance use, personal autonomy /personal jurisdiction, negative personal / moral characteristics, meal choices, table manners, room care, house hold responsibilities, house work/school performance, television viewing, boy and girl friends and drug abuse. Topics of conflict between parents

and adolescents tend to revolve around issues of daily living, such as chores, hygiene, and homework, rather than issues such as smoking, alcohol, and sex (Smetana, 1988; Laursen, Coy, & Collins, 1998; Noller, 1994 cited in Nebel-schwalm, 2006).

2.3.1 Autonomy and Parent-Adolescent Conflict

According to Shehata and Ramadan (2010), adolescence can be very difficult period. The changes that occur during this period are often confusing for both adolescents and their parents. One goal of every adolescent is to be accepted as an autonomous adult. This is accomplished through a process called separation individuation, during which the parent-adolescent bond is transformed but maintained. Thus, adolescents seek a differentiated relationship with parents, while communication, affection, and trust continue. Adolescent's desire for independence and peer acceptance often contributes to the tendency to conform to peer group influences and to challenge parental authorities.

Similarly, Renk and Simpson (2005) stated that, conflicts over matters such as responsibilities, privileges, and relationships are indicative of adolescents' desire for increased autonomy and independence from their parents. Conflicts over religious, political, or social issues occur less frequently as do conflicts concerning other potentially sensitive topics (e.g, substance use, dating, sexual relationships. In contrast, (Gehring, Wentzel, Feldman, and Munson,1990,

cited in Renk and Simpsom,2005) suggested that deviance issues, such as lying and substance abuse, are mentioned almost as often as any other issue.

Family conflict may rise over the place of adolescent's growth towards independence (Arneff, cited in Papalia, Olds and Feldman,2004). However, most arguments concern day-to-day matters chores, school works dress, money, curfews, dating, and friends rather than fundamental values (Adams and Laursen;Barber, cited in Papalia, Olds and Feldman, 2004).

In addition, Adams and Berzonsky (2007), adolescence is also a time may youth establish a degree of autonomy from parents and family and take noteworthy steps in personal identity formation. Furthermore developing stronger relationship with peers of both sexes becomes increasing importance clearly then true and intensity of the parent- child relationship changes. Previously, the family was the primary sources of support for the child; during adolescence; however, other relationships emerge that also become a source of support during this process some adolescents distance themselves their parents.

Ineffective parenting might contribute to the parent-adolescent conflict. Parent-adolescent conflict is more common when parents are perceived by the adolescent as uncaring and unsupportive. The way in which parents exercise control is possibly even more important for the parent-adolescent conflict as much of the conflict revolves around the issue of parental control: Adolescent typically seek more freedom from parental constraints than the parents are

willing to give. Parents who respond to adolescents' striving towards autonomy by becoming increasingly authoritarian elicit more negative exchanges with their sons and daughters and more noncompliance with parental demands (Allison and Schultz 2004 cited in Ozmete and Bayoglu, 2009).

2.3.2. Disciplinary Issues that Trigger conflict between Patents and Adolescents

According to Sullivan and Sullivan, cited by Santrock (2006) stated that, much of the conflict involves the everyday events of family life, such as keeping a bed room clean, dressing neatly, getting home by certain time, and not talking forever on the phone. The conflicts rarely involve major dilemma, such as drug and delinquency, but remains somewhat stable during high school years and then lessen as the adolescent reaches 17 to 20 years of age-parent adolescent relationship become more positive if adolescents go away to college than if they attend college while living at home.

2.3.3 Academic Issues as a Topic of Conflict between Parents and Adolescents

Homework is a common demand of most adolescents, and in some cases it is the source of conflict with parents. Homework behaviors are an important measure of academic skill and may have implications for parent-adolescent conflict. Because it is typically done in the home, homework may have a larger impact on the parent-child relationship than other academic skills such as test-taking strategies (Nebel-schwalm, 2006).

2.3.4. Conversational Style and Emotional expression as an issue for a of Parents and Adolescents

According to Beaumont and Wagner (2004), patterns of speech behaviors such as how fast one talks, how long one tends to pause between speaking turns, and whether one tends to use simultaneous speech (speaking at the same time as others; Gumperz, 1976). The use of a particular conversational style depends in part on one's personality characteristics (e.g., extraversion/introversion; Siegman, 1987), but primarily on one's experiences in different social contexts (Tannen, 1984). For example, ethnographic research by Tannen (1984) revealed two types of conversational style that appear to be socialized within families, cultures, or smaller social groups (e.g., the peer group). The high-involvement style is characterized by a fast rate of speech, short pauses within and between speaking turns, and a lot of simultaneous speech. In contrast, the high-considerateness style consists of a relatively slower speech rate, longer pauses within and between speaking turns, and an avoidance of simultaneous speech. According to Tannen (1983, 1984), the primary difference between these speakers is their conversational goals or assumptions. High-involvement speakers use simultaneous speech to build a rapport and signal involvement. High-considerateness speakers avoid simultaneous speech in an attempt to honor the principle of not imposing on one's partner. Thus, it is these conversational goals that give rise to the specific speech behaviors that signal these intentions.

Furthermore, the study of the predictive relationship between conversational style differences, expression of negative emotions, and perception of relationship quality marks a serious deficiency in the comprehensiveness of the literature on adolescent- parent communication. The increase in parent-child discord during adolescence may be due in part to increase in stressful life experiences (Larson and Richards, cited by Beaumont and Wagner, 2004)

2.4. Gender Difference and Parent –Adolescent conflict

Early adolescence is a time when conflicts with parents escalate beyond child levels. This increase may be due to a number of factors: the biological changes of puberty, cognitive changes involving increased idealism and logical reasoning, social changes focused on independence and identity, maturational changes in parents, and expectations that are violated by parents and adolescents. The adolescent compares her parents to an ideal standard and then criticizes their flaws. A 13 years old girl tells her mother “that is the tackiest-looking dress I have ever seen no body would be caught dead wearing that” Adolescents experience a decline in the desire for companionship with their parents, experience an increase in conflict and distance in relationships with their parents. The transformation from childhood to adolescence creates a disturbance felt not only by adolescents, but by their parents as well. Adolescents’ and parents’ contrasting desires and experiences contribute to increase in conflict (Shehata and Ramadan, 2010).

Meanwhile, other researchers (Montamayo; Smetana; Steinberg; cited by Wohabie, 2007), have elaborated on this idea and indicated that there may be sex of parents and sex of adolescent differences in the way that parents and adolescents relate to each other. For example, mothers appear to have more conflict with their adolescents (particularly daughters) than do fathers. In line with this Allison and Schultz as cited by Wohabie,2007) , found that parent - daughter conflict was more frequent than parent- son conflict over the issues of house hold chores, care of room, meal choice, table manners, personal appearance and personal autonomy.

Renk and Simpson (2005), explained the differential activities and roles that mothers and fathers have with their children and adolescents, it is likely the topics of parent-adolescent conflict differ for mothers versus fathers. In general, mothers tend to spend more time with their adolescents and are more likely to be involved with caretaking activities (Collins & Russell, 1991), with their communications including personal as well as impersonal issues (Youniss & Smollar, 1985). On the contrary, fathers tend to be engaged more in leisure activities with their adolescents (Collins & Russell, 1991), with their interactions covering a small range of topic areas and their communications including mostly practical or objective social issues (Youniss & Smollar, 1985). As a result, closeness and perturbations appear to be more representative of mother-adolescent relationships than father-adolescent relationships (Collins & Russell, 1991; Holmbeck & Hill, 1991). Furthermore, Comstock (1994) suggested that there are different patterns of conflict among mother-daughter,

mother-son, father-daughter, and father-son dyads. Some of these differences in patterns of conflict may be related to mothers and fathers having different topics of conflict with regard to their adolescents.

2.5. Parental Education and Parent-Adolescent Conflict

Papalia, Olds and Feldman (2002) explain that parents' employment and educational level are also the factors that affect parent-adolescent relationships. Most research about how parents' work affect adolescents' deals with mothers' employment. The authors further state that adolescent children of educated and working mother tend to be better adjusted socially than other teenagers; they feel better about themselves, have more of a sense of belongingness, and get along better with families and friend.

The way parents socialize in their children could also be a factor in causing parent- adolescent conflict. In the face of prejudice, discrimination, and low opportunity, minority parents may intentionally set their expectations and plan their socialization strategies to prepare their children for the difficult reality of being a minority citizen (Wingate et al, 2004).Meanwhile ,Gecas (1979 cited in Wohabie , 2007),indicates that substantial proportion of minority families are economically disadvantaged, disadvantaged families have been shown to be more authoritarian perhaps because of the emphasis on conformity that is central to occupational environment of low- income families.

2.6. Age and Parent- Adolescent conflict

Hurlock (1980), proposed that when the relationships of young adolescents with members of their families deteriorate as adolescents progress, the fault usually lies on both sides. Parents far too often refuse to modify their concepts of their children's abilities as they grow older. As a result, they treat their adolescent sons and daughters much as they did when they were younger. In spite of this they expect them to "act their age" especially when it comes to assuming responsibilities.

The teen age years have been called a time of adolescent rebellion, involving emotional turmoil, conflict with the family, alienation from adult society, reckless behavior and rejection of adults' values. Age becomes a powerful bonding agent in adolescence. Adolescents spend more time with peers and less with family. Even as adolescents turn to peer for companionship and intimacy they look to parents for a "secure base" from which they can try their wings (Hurlock,1980).

The period of greatest conflict comes when the children are between 13 and 16 years old; that is, during the years of beginning emancipation from parental control. This age coincides also with the first years in high school. Conflicts began earlier for the girls than for the boys, presumably because the former develop heterosexual interests earlier than the latter. It is surprising that such difficulties should still continue into early adulthood (Cole, 1964)

2.7. Summary of the Review

According to Shehata and Ramadan (2010), adolescence can be very difficult period. The changes that occur during this period are often confusing for both adolescents and their parents. One goal of every adolescent is to be accepted as an autonomous adult. This is accomplished through a process called separation individuation, during which the parent-adolescent bond is transformed but maintained. Thus, adolescents seek a differentiated relationship with parents, while communication, affection, and trust continue. Adolescent's desire for independence and peer acceptance often contributes to the tendency to conform to peer group influences and to challenge parental authorities.

The above view point is also strengthening (Wingate,2004)by the way parents socialize in their children could also be a factor in causing parent-adolescent conflict. Similarly, Renk and Simpson (2005) stated that, conflicts over matters such as responsibilities, privileges, and relationships are indicative of adolescents' desire for increased autonomy and independence from their parents. Conflicts over religious, political, or social issues occur less frequently as do conflicts concerning other potentially sensitive topics (e.g., substance use, dating, and sexual relationships).

Chapter Three

Research Methodology

3.1. Research Design

Cross- sectional survey where the participants of the study are from different age groups, quantitative method of data analysis of the research questions, descriptive and inferential designs was used.

3.2. Setting

The study was conducted in school setting employing a survey method where the participants of the study are from different age groups and grade levels. It was undertaken in Dej. Belay Zeleke No1 Secondary School located in Arada Sub-city woreda 06 administrations. The main reason to select a school setting for this research is the availability of the respondents and intending that the return rate of the instrument /questionnaire/ is reliable.

3.3. Target Population

The target population of this study was adolescent students who are attending their education in Dejach Belay Zeleke No1 Secondary School. The total population of the research setting is 576 (five hundred seventy six) adolescent students.

3.4. Sample Size Determination

The sample determination is according to Rayane (2005) saying that, when the population is smaller say $N=100$ do a census or survey and when the $N=1500$ take 20% with this regard the researcher had selected 100 (One hundred) students comprising from both sexes

3.5. Sampling technique

To gather the data probability sampling technique was used intending that this technique allows participants having equal chance of being selected and very important to eliminate personal bias and intervening variables through selection of participants.

3.6. Tools of Data Collection

A. Socio Demographic Questionnaire

To gather the data it was important to take the back ground information about the participants of the study like sex, age, grade level of the participants and educational level of their parents indicated as illiterate, primary education, secondary education, certificate, diploma, and degree and above.

B. Parent Adolescent Conflict Scale

Another instrument that was employed to gather the data was questionnaire having 32 items (6 from autonomy,13 disciplinary,8 from academic and 5 conversational style)that are intended to measure how frequent adolescents and their parents enter in to a conflict and major sources of conflict in specified issues in a form of always, usually, sometimes, not at all

This semi-structured questionnaire had an Amharic version intending that the language barrier to participants may be eased. Fortunately, the items are adapted from other study by Wohabie Birhan(2007) used before and the researcher believes that the adapted items are reliable that can measure today too, and the stated items can directly measure the research objectives stated. In Wohabie's research study the reliability of the items was calculated using chronbach alpha with level of confidence 0.05 and found to be **.619** during pilot study and **.898** in the main study because of discarding some poor items. The content validity of the earlier study in Wohabie was assured using experts' discussion and it was found as valid.

3.7. Pilot Study

To know the content validity of the instrument experts' discussion was used whether the instrument can measure intended area of interest or not. Accordingly the experts had suggested that the items can measure what is intended to measure.

To check the reliability of the instrument, pilot study was carried out with 30 adolescent students and the reliability was calculated using cronbach alpha which was found to be .831. The reliability of issues of conflict was calculated during pilot study and found to be autonomy .829, disciplinary .864, academic .818 and .844 conversational style. Based on the pilot study two poor items were corrected. These items were 1 from discipline and 1 from academic. To increase the reliability of the items these poor items were modified and hence 32 item scale had a reliability coefficient of .897 in the main study. The reliability of the issues of conflict in the main study was found to be as autonomy .892, disciplinary .954, academic .871 and .864 conversational style.

3.8. Procedures of Data collection

Currently, since the researcher is working in the research setting it was not difficult to get permission and conduct it. Officially, the researcher asked permission to the school director by providing a letter which was secured from the School of Psychology. Then the researcher able to disseminate the questionnaire by taking the respondents in to one class and collect accordingly during the pilot study. Finally, to gather the main data it was mandatory to take the 6th list of the students in to one classroom. Then the researcher had gave an orientation about the importance of their genuine response and the goal of the research, then the collection of main data was possible with co-operation of some teachers of the school.

3.9. Method of Data Analysis

The gathered data was analyzed quantitatively Descriptive (percentage) for frequency of parent- adolescent conflict and major sources of conflict, T-test for significance difference of gender and ages over issues of conflict that occurs with their parents, and Pearson's product moment correlation for the relationship between educational level of parents and frequency of conflict were used.

3.10. Ethical Considerations

After the researcher got permission to do the study it was mandatory to brief the objective of the study for the participants. In addition to this, the researcher informed the goal of the study for its confidentiality not to be used for other purpose rather is for research only that can make them genuine in responding the items. Finally the respondents were not forced to participate and are free to withdraw from the study when they want to be out of this research.

Chapter Four

Result

4.1. Socio Demographic Characteristics

Table 1:- Adolescents background data

| Adolescent sex | N | % | Adolescent age | N | % |
|----------------|----|----|----------------|----|----|
| Male | 39 | 39 | 14-16 | 68 | 68 |
| Female | 61 | 61 | 17-19 | 32 | 32 |

The sub-stages of participants in this study could be understood as 14-16 early & middle adolescence and 17-19 as the period of late adolescence. Unfortunately, there were not participants under age 14 in the research setting.

Table 1 shows that 39 participants of the study were male adolescents and the rest 61 adolescents were female participants. In addition to this with regard to age 68 participants of the study that is both male and female were age range of 14-16 and other respondents of the study that is 32 adolescents were 17-19 years old.

Table 2:-Parents' educational level

| Fathers educational level | N and% | Mothers educational level | N% |
|------------------------------|--------|------------------------------|-----|
| Not literate | 11 | Not literate | 16 |
| Primary | 13 | Primary | 30 |
| Secondary | 38 | Secondary | 29 |
| Certificate | 9 | Certificate | 10 |
| Diploma | 14 | Diploma | 7 |
| First Degree and above | 15 | First Degree and above | 8 |
| Total | 100 | Total | 100 |

Table 2 shows that most of parents of the respondents are not that much educated because as it is shown in the table parents who are degree holders are 15(15%) and 8(8%) to fathers and mothers respectively. Similarly parents who are certified in diploma were 14 and 8 for fathers and mothers respectively. Consequently, though there are 36 fathers and 29 mothers of respondents who are completed secondary education, there are 13 fathers and 30 mothers of participants of the study who in primary education. Finally,

there are also parents of the respondents who are illiterate that can be expressed as 11 of fathers and 16 of mothers.

4.2. Findings of the Main Data

Table 3:- Frequency and percentage of major sources of conflict

| Sources | no at all | Sometimes | Usually | Always |
|----------------------|-----------|-----------|---------|--------|
| Autonomy | 49.5 | 26.5 | 13 | 11 |
| Discipline | 43.8 | 26.4 | 12.8 | 17 |
| Academic | 40.8 | 24.8 | 16.7 | 17.6 |
| Conversational style | 55.4 | 25.8 | 9 | 11.8 |

Table 3 shows that many participants are frequently enter to a conflict with their parents in academic issue followed by discipline where 34.3% and 29.8% respectively who revealed usually and always and conversation style and emotional expression is the least domain in frequency of parent adolescent conflict responding that 20.8% of participants are entering a conflict frequently with their parents.

In this study the third major source of conflict is striving for autonomy where 24% of the participants revealed that they enter in to a conflict with their parents usually and always.

Table 4:- Significant gender difference over sources of conflict parent-adolescent conflict

| Sources | Sex | N | Mean | Max | Min | SD | Sig | T |
|----------------|------------|----------|-------------|------------|------------|-----------|------------|----------|
| Autonomy | M | 39 | 10.7945 | | | 3.0623 | 0.889 | -0.985 |
| | F | 61 | 11.4098 | 0.6242 | -1.8542 | 3.0352 | | |
| Discipline | M | 39 | 27.6667 | | | 7.4209 | 0.905 | 1.299 |
| | F | 61 | 25.6066 | 5.0207 | -1.0874 | 7.9294 | | |
| Academic | M | 39 | 18.0513 | | | 5.9158 | 0.198 | 1.708 |
| | F | 61 | 16.1475 | 4.1153 | -0.3078 | 3.1082 | | |
| Conversation | M | 39 | 9.2821 | | | 3.1618 | 0.940 | 1.531 |
| | F | 61 | 8.2623 | 2.3411 | -0.3016 | 3.3010 | | |

Table 4 shows that there is no significant sex difference of participants over the issues of conflict. But there are some differences in comparing their means. For example, male adolescent participants of the study were found to be different over academic issue than female participants having a mean of 18.0513 and 16.1475 for males and females respectively. Similarly male adolescents of the study participants were also found to be more conflict makers regarding disciplinary issue with their parents having a mean of 27.6667, 25.6066 and standard deviation of 7.42093 and 7.92944 for males and females respectively.

Consequently, the female adolescent participants of the study had also a difference over striving for autonomy having a mean of 11.4098 and a standard deviation of 3.03522 than male respondents of the study that was observed as a mean of 10.7949.

Table 5:- The relationship between educational level of parents and frequency of conflict with their adolescent children

| Edu. Level | Autonomy | | Discipline | | Academic | | Conversation | |
|--------------------------------|----------|-----|------------|-----|----------|-----|--------------|-----|
| | Sig | r | Sig | r | Sig | r | Sig | r |
| Educational level of Father | 0.5 | 0.1 | 0.8 | 0.1 | 0.9 | 0.0 | 0.2 | 0.2 |
| Educational level of Mother | 0.4 | 0.1 | 0.0 | 0.1 | 0.6 | 0.1 | 0.9 | 0.0 |

Table 5 shows that there is a no relationship between frequency of conflict in academic issue and educational level of father and there is a weak relationship with educational level of mother showing $r=0.0$ and 0.1 for father and mother respectively.

There was also weak relationship between disciplinary issue and educational level of the father and mother of the respondents where $r=0.1$

Similarly, there is also a weak relationship between conversational style and educational level of the father of the participants $r=0.2$ and no relationship with educational level of the father $r=0.0$.

Finally, the result of autonomy issue in table 6 it was found to be weak relationship between striving for autonomy with both educational level of father and mother of the respondent where $r=0.1$.

Table 6:-Significant Age difference over domains of parent-adolescent conflict

| Sources | Sex | N | Mean | Max | Min | SD | Sig | T |
|--------------|-----|----|---------|--------|---------|--------|-------|--------|
| Autonomy | M | 39 | 11.0294 | 0.8597 | -1.7384 | 2.8960 | 0.422 | -0.671 |
| | F | 61 | 11.4688 | | | | | |
| Discipline | M | 39 | 27.5147 | 6.6985 | 0.2058 | 7.7353 | 0.336 | 2.110 |
| | F | 61 | 24.6025 | | | | | |
| Academic | M | 39 | 17.6912 | 4.7958 | 0.21137 | 5.3955 | 0.828 | 2.167 |
| | F | 61 | 15.1875 | | | | | |
| Conversation | M | 39 | 8.8676 | 2.0409 | -0.7431 | 3.4377 | 0.265 | 0.925 |
| | F | 61 | 8.2188 | | | | | |

Table 6 shows that there is no significant age difference over the issues of conflict. However, there are differences of age range from 14-16 and 17-19 years old participants of the study. For example, adolescents ranging from 14-16 participants were found to be more conflict makers over conflict issues like discipline having a mean difference of 27.5147 and 24.0625, academic issue 17.6912 and 15.1875, conversational style and emotional expression 8.8676 and 8.2188 for the age range of 14-16 and 17-19 respectively in entering to frictions with their parents than adolescents ranging from 17-19

Consequently, the participants of the study ranging from 17-19 were found to be more conflict makers than 14-16 on striving autonomy having a mean score of 11.4688 and 11.0294 respectively.

Chapter Five

Discussion of the study

5.1. Sources and Frequency of Parent-Adolescent Conflict

Academic issue is the leading major source of conflict in this study and the respondents revealed that they frequently enter in to a conflict than other domains of conflict. With this regard it goes with Nebel-schwalem (2006) saying that homework is a common demand of most adolescents, and in some cases it is the source of conflict with parents. Homework behaviors are an important measure of academic skill and may have implications for parent-adolescent conflict. Because it is typically done in the home, homework may have a larger impact on the parent-child relationship than other academic skills such as test-taking strategies.

In this study, the disciplinary issue is also appeared to be as a major source of frequent parent-adolescent conflict where 12.8% and 17% of participants revealed that the issue leads them usually and always respectively. The result is consistent with Sullivan and Sullivan, cited by Santrock (2006) stated that, much of the conflict involves the everyday events of family life, such as keeping a bed room clean, dressing neatly, getting home by certain time, and not talking forever on the phone.

Though, conversational style is not the top cause of parent adolescent conflict between parents and their adolescent children about 9% and 11.8% of

participants have revealed usually and always respectively. So the result is congruent partly Tannen(1983,1984)the primary difference between these speakers is their conversational goals or assumptions. High-involvement speakers use simultaneous speech to build a rapport and signal involvement. High-considerateness speakers avoid simultaneous speech in an attempt to honor the principle of not imposing on one's partner. Thus, it is these conversational goals that give rise to the specific speech behaviors that signal these intentions.

5.2. Gender Difference over Domains of Parent-Adolescent Conflict

Even though, earlier studies like Montamayar; Smetana; Steinberg; cited by Wohabie, 2007), have elaborated on this idea and indicated that there may be sex of parents and sex of adolescent differences in the way that parents and adolescents relate to each other. For example, mothers appear to have more conflict with their adolescents (particularly daughters) than do fathers. In line with this Allison and Schultz as cited by Wohabie, 2007), found that parent - daughter conflict was more frequent than parent- son conflict over the issues of house hold chores, care of room, meal choice, table manners, personal appearance and personal autonomy and Renk and Simpsom (2005), explained the differential activities and roles that mothers and fathers have with their children and adolescents, it is likely the topics of parent-adolescent conflict differ for mothers versus fathers. In general, mothers tend to spend more time with their adolescents and are more likely to be involved with caretaking

activities (Collins & Russell, 1991), with their communications including personal as well as impersonal issues (Youniss & Smollar, 1985). On the contrary, fathers tend to be engaged more in leisure activities with their adolescents (Collins & Russell, 1991), with their interactions covering a small range of topic areas and their communications including mostly practical or objective social issues (Youniss & Smollar, 1985), there is not a significant sex difference over autonomy, discipline, and conversational style and emotional expression conflicting domains between respondents and their parents in this study. But male respondents significantly differ from female respondents over academic issue having a mean difference of 18.0513 male respondents and 16.1475 female respondents. This may be goes with the idea of Comstock (1994) that there are different patterns of conflict among mother-daughter, mother-son, father-daughter, and father-son dyads. Some of these differences in patterns of conflict may be related to mothers and fathers having different topics of conflict with regard to their adolescents.

Even though Renk and Simpsom (2005) stated that, conflicts over matters such as responsibilities, privileges, and relationships are indicative of adolescents' desire for increased autonomy and independence from their parents. Conflicts over religious, political, or social issues occur less frequently as do conflicts concerning other potentially sensitive topics (e.g., substance use, dating, sexual relationships, there was not found to be significant sex difference on striving autonomy, but the study shows slight difference on the mean score of

both sexes that is 10.7949 for male participants and 11.4098 for female participants.

Though, Beaumont and Wagner (2004), patterns of speech behaviors such as how fast one talks, how long one tends to pause between speaking turns, and whether one tends to use simultaneous speech (speaking at the same time as others; Gumperz, 1976). The use of a particular conversational style depends in part on one's personality characteristics (e.g., extraversion/introversion; but primarily on one's experiences in different social contexts. For example, ethnographic research by Tannen (1984) revealed two types of conversational style that appear to be socialized within families, cultures, or smaller social groups (e.g., the peer group). The high-involvement style is characterized by a fast rate of speech, short pauses within and between speaking turns, and a lot of simultaneous speech. In contrast, the high-considerateness style consists of a relatively slower speech rate, longer pauses within and between speaking turns, and an avoidance of simultaneous speech. The finding of the study does not concede with the sex difference over conversational style and emotional expression showed that there is no significant difference, but there is mean difference having 9.2821 for males and 8.2623 for female participants

5.3. The Relationship of Parental Educational level and Frequency of Conflict

With regard to the relationship between educational level of parents and frequency of conflict which was observed as no strong relationship and it is not congruent finding with literatures like Papalia, Olds and Feldman (2004) explaining that parents' employment and educational level are also the factors that affect parent-adolescent relationships. Most research about how parents' work affect adolescents' deals with mothers' employment. The authors further state that adolescent children of educated and working mother tend to be better adjusted socially than other teenagers; they feel better about themselves, have more of a sense of belongingness, and get along better with families and friend.

The finding of this study showed that there is no strong relationship it is to mean that the most of the parents of the respondents' educational level was observed as primary education completed. So it can be considered as read and write only parents and it is believed that this can influence the relationship of frequency of conflict and educational status of parents.

5.4. Age Difference over Domains of Conflict between Parents and Adolescents

Though there is no significant age difference of adolescents over domains of conflict with their parents it was found that 14-16 years old participant were

more conflict makers than 17-19 years old over all issues of conflict (disciplinary, academic, and conversational style and emotional expression) except striving for autonomy and independence. This finding is similar with the idea of Hurlock (1980) that says the teen age years have been called a time of adolescent rebellion, involving emotional turmoil, conflict with the family, alienation from adult society, reckless behavior and rejection of adults' values. Age becomes a powerful bonding agent in adolescence. Adolescents spend more time with peers and less with family. Even as adolescents turn to peer for companionship and intimacy they look to parents for a "secure base" from they can try their wings (Hurlock, 1980).

Chapter Six

Summary, Conclusion and Recommendation

6.1. Summary

The main objective of this study was to:

- Identify major sources/ issues of conflict between parents and adolescents.
- Investigate how frequent parents and adolescents enter into a conflict.
- Examine whether the frequency of parent adolescent conflict is related to difference in sex of the adolescents.
- See the relationship between parents' educational level and frequency of conflict among participants.
- See the age difference of adolescents over conflict issues/domains.

The study was conducted at Dejach Belay Zeleke Secondary School in grade ten and nine. The population of this study was 576 students. From this population the researcher selected 100 participants using systematic random sampling technique. To collect the data an Amharic version of the questionnaire having 32 items were prepared and grouped to four domains of parent - adolescent conflict.

Accordingly the result was found to be academic and disciplinary domains of conflict were the major sources of conflict consecutively that 34.3% and 29.8% of participants were reported that they frequently enter in to a conflict with their parents.

Additionally, though there is not significant gender difference over the issues of conflict male participants of the study were observed as somewhat conflict makers with their parents than female participants except string for autonomy. Figuratively it can be expressed their mean difference that the disciplinary issue was found to be 27.6667 and 25.6066, academic issue was 18.0513 and 16.1475, conversational style and emotional expression was 9.2821 and 8.2623.

Consequently, there was a strong positive relationship between educational level of father and academic issue of conflict that is $r=0.9$ moderate relationship with educational level of mothers that is 0.6. The relationship of conversational style and emotional expression of adolescents, and educational level of father was found to be week that is $r=0.2$, but strong with educational level of mother where $r=0.9$.

Finally, though there is no significant age difference over issues of conflict the study showed insignificant difference when it compared the mean sore that participants ranging from 14-16 were found to be more conflict makers with their parents than 17-19 adolescent participants over most of conflict issues except autonomy issue. For example disciplinary issue was 27.5147 and

24.0625, academic 17.6912 and 151875 for 14-16 and 17-19 respectively. However, striving for autonomy and independence was an issue that 17-19 of participants are more conflict makers than 14-16 respondents having a mean score of 11.4688 and 10.0294 respectively.

6.2. Conclusion

In this study the intention of the researcher was to investigate that the major sources of conflict between adolescents and their parents, how frequent parents and adolescents enter in to a conflict, the gender difference in the frequency of parent-adolescent conflict among the participants and the relationship between parents' educational level and frequency of adolescent-parent conflict, and age difference over the domains of conflict.

Accordingly, with regard to major source of conflict and frequency of conflict participants were appeared to be frequent conflicting in academic and disciplinary issues. So academic issue was major source of conflict between parents and their adolescent children followed disciplinary issue. The third major source of conflict for parents and adolescents was striving for autonomy and become independent.

Consequently, there was not significant sex difference over most of conflict domains except some academic items where male adolescent participants are significantly differ from that of female adolescents. Similarly, there was not significant age difference over domains/issues of conflict, though there was slight difference in mean scores. Finally, there is a weak relationship between educational level of parents and frequency of conflict with their adolescent children because most of parents of the respondents are not that much educated and they are mostly primary school completed. So this can influence not to have moderate and strong relationship.

6.3. Recommendations

In this study parent-adolescent conflict the following recommendations could be drawn.

-Since this study is specific that tried to investigate the gender difference of the adolescents that tends to be the frequent conflict and age of adolescents, where intensity of a conflict did not studied which needs further investigation.

-In this research, the researcher attempted to investigate very limited sources of conflict between adolescents and their parents. Therefore, it is better to devote time and energy to study other issues that could lead to frequent parent-adolescent conflict too. Unfortunately, conversation style and emotional expression was found to be least major source of conflict, and there was not found significant sex and age difference so it needs further investigation.

-The result of the relationship of educational level of parents and adolescents was found to be weak over most of the underlined issues of conflict because most of parents were completed their primary and secondary education. So it is important to study participants from different educational level of their parents to see strong relationship.

-Parents should have awareness about physical, cognitive and psychosocial changes of adolescence time to deal positively with their adolescent children. They should also be taught that adolescence is the period of growing up behind the protective phase of childhood, and moving towards independence.

-Parents should not set and follow to strict discipline regarding how adolescents have to behave, play or spend their time. Adolescents need autonomy and independence and these are normal characteristics of adolescents.

-Families should develop the habit of resolving conflict with their adolescent boys and girls. They should understand that the same child could behave differently to the same situation at different stages of development and this is quite normal sign of development.

-Schools especially counselors should advice to adolescent students about positive interpersonal relationships, coping with stress and emotion and family issues.

- The mini media at school level, and the mass media at regional level and national levels should address the problem of parent- adolescent conflict by arranging programs in which psychologists and social workers could share professional knowledge about adolescent behavioral characteristics for the promotion of positive parent- adolescent relationships, so that both parents and adolescents could be beneficiaries.

-Life skill education that could help adolescents in coping with their emotions and promote positive family relationships has to be designed and given to students in secondary schools where adolescents could benefit.

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Appendices

Gender difference over autonomy issues of Conflict

| Item | Sex | N | Mean | Sig | T |
|--|--------|----|--------|------|--------|
| Having a boy/girl friend or dating with opposite sex | Male | 39 | 1.5897 | .893 | -1.450 |
| | Female | 61 | 1.8689 | | |
| Following your own religion or faith | Male | 39 | 1.6667 | .829 | .410 |
| | Female | 61 | 1.5738 | | |
| Supporting political party that you believe as good | Male | 39 | 1.3590 | .526 | -.505 |
| | Female | 61 | 1.4426 | | |
| Making decision by parents that concerns to you | Male | 39 | 2.0769 | .429 | .055 |
| | Female | 61 | 2.0656 | | |
| Being extravagant | Male | 39 | 2.3846 | .279 | -.269 |
| | Female | 61 | 2.4426 | | |
| How and with whom to spend a leisure time | Male | 39 | 1.7179 | .806 | -1.529 |
| | Female | 61 | 2.0164 | | |

Gender difference over disciplinary issues of Conflict

| Item | Sex | N | Mean | Sig | T |
|---|--------|----|--------|------|--------|
| Smoking cigarette | Male | 39 | 2.4615 | .478 | 1.583 |
| | Female | 61 | 2.0000 | | |
| Drinking alcohol | Male | 39 | 2.3077 | .232 | 1.050 |
| | Female | 61 | 2.0164 | | |
| Unable to come back to home after specified time | Male | 39 | 2.1795 | .322 | .475 |
| | Female | 61 | 2.0820 | | |
| Quarrelling with sibling | Male | 39 | 2.3846 | .852 | .039 |
| | Female | 61 | 2.3770 | | |
| Chewing chat | Male | 39 | 2.3333 | .841 | 1.155 |
| | Female | 61 | 2.0164 | | |
| Quarrelling with neighbor | Male | 39 | 2.0513 | .823 | 1.360 |
| | Female | 61 | 1.8033 | | |
| Fail to obey the order of parents | Male | 39 | 2.4615 | .876 | 1.177 |
| | Female | 61 | 2.2131 | | |
| Hair and dressing style | Male | 39 | 2.3077 | .179 | 1.731 |
| | Female | 61 | 1.9672 | | |
| Going to movies and other game places | Male | 39 | 1.8718 | .312 | -1.219 |
| | Female | 61 | 2.1148 | | |
| Lying | Male | 39 | 2.7692 | .081 | 1.012 |
| | Female | 61 | 2.5246 | | |
| Fail to respect parents and the elderly | Male | 39 | 1.7436 | .299 | .500 |
| | Female | 61 | 1.6393 | | |
| Unable to take care of children at home | Male | 39 | 1.4103 | .725 | -.497 |
| | Female | 61 | 1.4918 | | |
| Fail to help/taking care of the aged family members at home | Male | 39 | 1.3846 | .353 | .158 |
| | Female | 61 | 1.3607 | | |

Gender difference over academic issues Conflict

| Item | Sex | N | Mean | Sig | T |
|---|--------|----|--------|------|--------|
| Absenteeism from school without reason | Male | 39 | 2.5641 | .661 | 1.147 |
| | Female | 61 | 2.2951 | | |
| Achieving low grades or decrease from earlier | Male | 39 | 2.7436 | .787 | .556 |
| | Female | 61 | 2.6230 | | |
| Parents imposing you to study | Male | 39 | 2.1282 | .953 | .143 |
| | Female | 61 | 2.0984 | | |
| Studying without programing | Male | 39 | 2.0000 | .984 | -1.093 |
| | Female | 61 | 2.2295 | | |
| Unable to do home work | Male | 39 | 2.3590 | .153 | .740 |
| | Female | 61 | 2.1803 | | |
| Getting trouble in school | Male | 39 | 2.5389 | .737 | 2.726 |
| | Female | 61 | 1.8689 | | |
| Attending tutorial or make up classes | Male | 39 | 1.9231 | .000 | 2.737 |
| | Female | 61 | 1.3934 | | |
| Educational materials to be available | Male | 39 | 1.7949 | .003 | 1.714 |
| | Female | 61 | 1.4590 | | |

Gender difference over conversational style and emotional expression issues

| Item | Sex | N | Mean | Sig | T |
|---|------------|----------|-------------|------------|----------|
| Interfering with the discussion of parents | Male | 39 | 1.7436 | .126 | .906 |
| | Female | 61 | 1.5574 | | |
| Having fast rate of speech and simultaneous speech with parents | Male | 39 | 2.0769 | .559 | 1.452 |
| | Female | 61 | 1.7869 | | |
| Having longer speech with longer pause between speaking turns | Male | Male | 1.7179 | .445 | .851 |
| | Female | Female | 1.5574 | | |
| Rejecting your idea by parents | Male | Male | 2.0513 | .324 | .943 |
| | Female | Female | 1.8525 | | |
| Facial expression and physical movement during communication. | Male | Male | 1.6923 | .265 | .950 |
| | Female | Female | 1.5082 | | |

አዲስ አበባ ዩኒቨርሲቲ
ትምህርትና ባህሪ ጥናት ኮሌጅ
የሳይኮሎጂ ትምህርት ቤት
በተማሪዎች የሚሞላ መጠይቅ

የመጠይቁ ዓላማ ፡ በወጣቶች እና ወላጆች መካከል ግጭት ወይም ቅራኔ እንዲፈጠር መንስኤ የሚሆኑ ምክንያቶች (የቅራኔ ምንጮች) ለማወቅ መረጃዎች ለመስጠት ነው። ስለ ሆነ ምላሽ ለህጉ ጥናት መሳካት ካንተ/ቺ የሚገኘው ትክክለኛ አስተያየት/ሀሳብ ጥናቱ መሰረታዊ መረጃ ወሳኝ አስተዋፅኦ አለመሆኑን ለማረክት መጠይቁን በትክክል በመሙላት እና ሞልቶ በማስረክብ ለምታደርገው/ገደው ልካ ምትብብር ከልብ አመሰግናለሁ።

በዚህ መጠይቅ ላይ ወላጆች ተብሎ የተገለፀው ወላጅ አባትና እናት እንዲሁም አሳዳጊን ያጠቃልላል።

ስም መጻፍ አያስፈልግም

ክፍል 1 ፡- አጠቃላይ መረጃ

መመሪያ ፡ ለሚከተሉት ጥያቄዎች ትክክለኛውን መልስ የያዘውን ፊደል በማክበብ መልሱ

- 1. ያታሁ ወንድህ ሴት
- 2. እድሜህ. 14-16 ለ. 17-19 ሐ. 20-21
- 3. የትምህርት ደረጃህ. 9ኛ ለ. 10ኛ
- 4. ወላጆች የትምህርት ደረጃ

የአባት

የእናት

ሀ.ምንም ያልተማረ

ሀ.ምንም ያልተማች

ለ.የ1ኛደረጃት/ት(1-8) ያጠናቀቁ

ለ.የ1ኛደረጃት/ት(1-8) ያጠናቀቁች

ሐ.የ2ኛደረጃት/ት (10 ወይም 12)ያጠናቀቁ

ሐ.የ2ኛደረጃት/ት(10 ወይም 12)ያጠናቀቁች

መ.ሰርተፊኬት ያላቸው

መ. ሰርተፊኬት ያላቸው

ሠ.ዲፕሎማ

ሠ.ዲፕሎማ

ረ.የመጀመርያ ዲግሪና ከዛ በላይ

ረ.የመጀመርያ ዲግሪና ከዛ በላይ

ክፍል 2 : በጎለምሶች/ኮረዳዎች እና ወላጆች መካከል የግጭት ብዛትና ያለመስማ ማት

(ግጭት) ሊያስነሱ የሚችሉ ጉዳዮች

መመሪያ:- ከዚህ በታች የተዘረዘሩትን አርእስተ ጉዳዮች በወላጆችና ጎረምሳ/ኮረዳ ልጆች መካከል ያለመግባባት

(ግጭት) ሊያስነሱ የሚችሉ ጉዳዮች ጥቂቶቹ ናቸው:: ስለዚህ እያንዳንዱ አርእስተ ጉዳይ ካነበብክ/ሽ በኋላ በተጠቀሰው ጉዳይ አንተ

/ቺ እና ወላጆችህ/ሽ የሚያጋጩ ጉዳዮች ሁልጊዜ ያጣላል ካብዙ ጊዜ ያጣላል ካልፈለግህ ምንም እያጣላም በሚሉ ትእማሪ

ጮች የ(✓) ምልክት በመጠቀም ትክክለኛውን መልስ መልስ/ሽ::

| ሀ | የወጣቶች በራስ የመገዛት (መተግበር) እና ግጭቶቻቸው | ሁልጊዜ ያጣላል | ብዙ ጊዜ ያጣላል | አልፎ አልፎ ያጣላል | ምንም እያጣላም |
|----|--|-----------|------------|--------------|-----------|
| 1 | ወንድ ወይም የሴት ጓደኛ ስለ መያዝ ወይም ከተቃራኒ የታ ጋር ቀጠሮ መቀጣጠር | | | | |
| 2 | ስለሀይማኖት አምልኮት (የራስህ/ሽ ሀይማኖት ስለመከተል | | | | |
| 3 | የመሰለህን/ሽን የፖለቲካ አቋም ስለመያዝ | | | | |
| 4 | አንተን/ችን የምመለከት ወሳኔ በወላጆች ስለመወሰን | | | | |
| 5 | ብኩንነት (ገንዘብ በሰጠህ/ሽ አለመግባባት) | | | | |
| 6 | የእረፍት ጊዜ ከማን ጋር እና እንዴት ማሳለፍ እንደሚገባ | | | | |
| ሀሀ | ስነ-ሥርዓት ከግጭት መንስኤ ሐሳቦች | ሁልጊዜ ያጣላል | ብዙ ጊዜ ያጣላል | አልፎ | ምንም |

| | | | ጣላል | አልፎ ያጣላል | አያጣላም |
|-----------|---------------------------------------|-----------------|------------------|--------------------|------------------|
| 1 | ሲጋራ ስለማጨስ | | | | |
| 2 | አልኮል ስለመጠጣት | | | | |
| 3 | በስኦት ወደ ቤት ስለመመለስ | | | | |
| 4 | ከወንድሞች ወይም ከእህቶች ስለመጋጨት | | | | |
| 5 | ጫትስ ለመቃም | | | | |
| 6 | ከጎረቤት ጋር ስለመጋጨት | | | | |
| 7 | የወላጆች ትእዛዝ በአግባቡ ስላለመተግበር | | | | |
| 8 | የአለባበስ እና የፀጉር አቆራረ ጥስታይል | | | | |
| 9 | ፊልምና ሌሎች ጨዋታዎች ለማየት ከቤት ስለመወጣት | | | | |
| 10 | መዋሸት(ሐሰት መናገርን)በተመለከተ | | | | |
| 11 | ወላጆችንና በዕድሜ ታላላቆችን ስለማክበር | | | | |
| 12 | ህፃናትን ስለ መንከባከብ | | | | |
| 13 | አረጋውያን(አያቶችን) ስለመንከባከብ | | | | |
| ሀሀ | ትምህርት ከግጭት መንስኤ ሐሳቦች | ሁልጊዜያጣላል | ብዙጊዜያ ጣላል | አልፎአልፎ ያጣላል | ምንም አያጣላም |
| ሀ | | | | | |
| 1 | ከትምህርት ያለምክንያት ስለመቅረት | | | | |
| 2 | በትምህርት ዝቅተኛ ዉጤት ስለማምጣት ወይም ደረጃ ስለመቀነስ | | | | |
| 3 | በወላጆች ግፊት ጥናት ለማጥናት መገደድ | | | | |
| 4 | ለጥናት ያለፕሮግራም መመራት | | | | |
| 5 | የቤት ስራ አለመስራት | | | | |
| 6 | በትምህርት ቤት ዉስጥ የዲሲፕሊን ቸግር ስለመ ፍጠር | | | | |

| | | | | | |
|----------------------|--|-------------------|------------------|--------------------|------------------|
| 7 | የማጠናከርያ/ማካካሻ ትምህርት ስለመ ከታተል | | | | |
| 8 | የትምህርት መሳሪያዎችን ስለመሟላት | | | | |
| ሀ ሞ | የአነጋገር ሁኔታና የሰሜት አገላለፅ ሁኔታ | ሁልጊዜያዊ ጣላል | ብዙጊዜያ ጣላል | አልፎአልፎ ያጣላል | ምንም አይደለም |
| 1 | በወላጆች ወይም መሥሪያ ሰራተኛ ስለመስጠት | | | | |
| 2 | ንግግር በፍጥነት ስለመናገር እና በንግግር ስህተት ወረፋ ስለመጠበቅ | | | | |
| 3 | ንግግርን በጣም ዝቅተኛ በሆነ ፍጥነት መናገር | | | | |
| 4 | ሐሳብ/ሽ ስትገልፅ/ጩ ተቀባይነት ስለማ ጣት | | | | |
| 5 | ሐሳብ/ሽን ስትገልፅ/ጩ የምታደርገው/ጊዜ አካላዊ እንቅስቃሴ | | | | |

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

Questionnaire (To be filled by students)

The objective of this study is to collect information about issues that trigger conflict between parents and their adolescent children. Therefore, for the success of this study your genuine response will play a significant role. So the researcher is kindly asking you to fill and back it. Your responses will be kept confidential for research purpose only.

In this questionnaire real father and mother as well as other guardians are taken as parents.

N.B. no need of writing your name.

Part 1. Back ground information:

Instruction:- In this part the researcher wants you to indicate your sex, age grade, by circling a letter that appears with choice.

1. Sex A. Male B. Female

2. Age A. 14-16 B. 17-19 C. 20-21

3. Grade A. 9th B. 10th

4. Parents' Educational level:-

Father

Mother

A. illiterate B. primary education (1- 8) A. Illiterate B. primary education (1- 8)

C. secondary education(10-12) D. certificate C. secondary education (10-12) D. certificate
 E. Diploma F. First degree and above E. Diploma F. First degree and above

Part 2: please indicate your answer for the following items using a (✓) mark where you enter in
 to a conflict labeled as always, usually, sometimes, No at all.

| II | Autonomy related issues | Always | Usually | sometimes | no at all |
|------------|--|--------|---------|-----------|-----------|
| 1 | Having a boy/girl friend or dating with opposite sex | | | | |
| 2 | Following your own religion or faith | | | | |
| 3 | Supporting political party that you believe as good | | | | |
| 4 | Making decision by parents that concerns to you | | | | |
| 5 | Being extravagant | | | | |
| 6 | How and with whom to spend a leisure time | | | | |
| III | Disciplinary related issues that trigger conflict | Always | Usually | sometimes | no at all |
| 1 | Smoking cigarette | | | | |
| 2 | Drinking alcohol | | | | |
| 3 | Unable to come back to home after specified time | | | | |
| 4 | Quarrelling with sibling | | | | |
| 5 | Chewing chat | | | | |
| 6 | Quarrelling with neighbor | | | | |
| 7 | Fail to obey the order of parents | | | | |
| 8 | Hair and dressing style | | | | |
| 9 | Going to movies and other game places | | | | |
| 10 | Lying | | | | |

| | | | | | |
|-----------|---|--------|---------|-----------|-----------|
| 11 | Fail to respect parents and the elderly | | | | |
| 12 | Unable to take care of children at home | | | | |
| 13 | Fail to help/taking care of the aged family members at home | | | | |
| IV | Academic issues | always | Usually | sometimes | no at all |
| 1 | Absenteeism from school without reason | | | | |
| 2 | Achieving low grades or decrease from earlier | | | | |
| 3 | Parents imposing you to study | | | | |
| 4 | Studying without programing | | | | |
| 5 | Unable to do home work | | | | |
| 6 | Getting trouble in school | | | | |
| 7 | Attending tutorial or make up classes | | | | |
| 8 | Educational materials to be available | | | | |
| V. | Conversational Style and Emotional Expression | always | Usually | sometimes | no at all |
| 1 | Interfering with the discussion of parents | | | | |
| 2 | Having fast rate of speech and simultaneous speech with parents | | | | |
| 3 | Having longer speech with longer pause between speaking turns | | | | |
| 4 | Rejecting your idea by parents | | | | |
| 5 | Facial expression and physical movement during communication. | | | | |