

ADDIS ABABA UNIVERSITY

SCHOOL OF PSYCHOLOGY

**PARENTAL HARSH DISCIPLINE AND ITS RELATION WITH SELF-ESTEEM AND
EMOTIONAL STABILITY AMONG STUDENTS IN TIKUR ANBESSA AND MINILIK
II SECONDARY SCHOOLS**



BY

EDOMGENET FANTU

June 2026

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**ADDIS ABABA UNIVERSITY SCHOOL OF PSYCHOLOGY COLLEGE OF
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Abstract

This study examined the relationship between parental harsh verbal discipline and adolescents' self-esteem and emotional stability among public secondary school students in Addis Ababa, Ethiopia. A quantitative cross-sectional survey design was employed. Data were collected from 325 adolescents selected through stratified random sampling from TekurAnbesa Secondary School and Menelik II Secondary School. Standardized self-report measures assessed parental harsh verbal discipline, self-esteem, and emotional stability. Data were analyzed using Statistical Package for Social Sciences (SPSS) with descriptive statistics, Pearson product-moment correlation analysis and multiple regression analysis with interaction terms. The results indicated that parents' harsh verbal discipline was negatively related to adolescents' self-esteem ($r = -.340, p < .001$) and emotional stability ($r = -.330, p < .001$). Self-esteem was positively associated with emotional stability ($r = .349, p < .001$). Regression analyses showed that parental harsh verbal discipline was a significant predictor of significantly lower self-esteem ($\beta = -.336, p < .001$) and emotional stability ($\beta = -.322, p < .001$). Furthermore, the moderation analyses revealed that neither gender nor age moderated the association between parental harsh verbal discipline and adolescents' self-esteem or emotional stability. Results provide evidence of an association between harsh verbal discipline by parents and poorer psychological functioning for adolescents independent of age and gender differences. The study suggests the promotion of positive parent-adolescent communication and parenting education programs promoting non-aggressive disciplinary practices for the promotion of the psychological well-being of adolescents.

Keywords: Harsh verbal discipline, self-esteem, emotional stability, adolescents, age, gender, Addis Ababa.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Adolescence is a critical period of development, marked by significant physical, cognitive, emotional and social changes. At this stage, people start to develop a sense of identity, become more independent and establish patterns of behavior and emotional functioning that may carry on into adulthood. Although adolescents seek greater autonomy, parents remain one of the most influential factors in shaping their psychological development and overall well-being (Steinberg, 2017). Parenting practices play an important role in adolescents' emotional, behavioral, and social adjustment. Daily interactions provide guidance, discipline, support, and emotional security to parents that are important for healthy development. Positive parenting practices have been positively related to psychological outcomes. Negative parenting behaviors have been associated with increased risk for emotional and behavioral problems in adolescents.

Self-esteem and emotional stability are important indicators of adolescent psychological well-being. Self-esteem is how the person generally assesses himself to be worthy and self-accepting. Emotional stability is the ability to control emotions, to cope with stress effectively, and to keep emotional balance. Adolescents with high self-esteem and emotional stability are usually better able to cope with the challenges of development and to maintain positive social relationships. Developmental psychology research indicates the importance of family interactions to adolescents' self-perception and emotional functioning. Given that adolescence is a sensitive period of development, parental communication styles may have important implications for adolescent psychological adjustment. Grasping the link between parents' harsh verbal discipline and adolescents' psychological outcomes is crucial for encouraging healthy development and guiding interventions that aim to support adolescents and families.

The transactional process may be affected by parent genders since fathers and mothers play different roles in relation to their children. It would be intriguing to observe that even those studies that

include both parents show that mothers show greater involvement in punishment than fathers (Straus & Stewart, 1999), given that a great deal of the literature on extreme punishment addresses the role of mothers in this regard (Donovan & Brassard, 2011; Hipwell et al., 2008; Moore & Pepler, 2006; Sheehan & Watson, 2008). The straightforward answer is that fathers spend less time with their kids. Although mothers appear to impose harsher discipline (at least physical punishment), maternal and paternal harsh punishment might have different effects on the behavioral results of children.

Studies have frequently shown the detrimental effects of psychological abuse, particularly harsh verbal punishment, on children's and adolescents' psychological development. According to Garbarino, Guttman, and Seeley (1987), psychological mistreatment can lead to long-term emotional and behavioral issues. Furthermore, parents' emotional support and disciplinary practices were found to vary by the adolescent's gender and developmental level. Additionally, gender differences have been identified in perceived parental support; some studies indicate that girls might experience constant or slightly increasing levels of perceived emotional support during middle and late adolescence, while males might experience a decline (De Goede et al., 2009).

1.2 Statement of the problem

Harsh verbal discipline (e.g., yelling, insults, threats, humiliation and degrading language) is a common disciplinary practice in many families. Harsh verbal discipline does not leave visible physical injuries and is often less noticed than physical punishment. But more and more research suggests that high levels of exposure to severe verbal discipline may be harmful to the psychological health and adjustment of adolescents. Harsh verbal discipline has been found to be related to a number of negative psychological effects in adolescents such as low self-esteem, depression, anxiety, emotional distress and behavioural problems (Donovan & Brassard, 2011; Moore & Pepler, 2006; Straus & Field, 2003). Repeated exposure to verbal aggression may lead to the development of negative self-perceptions and emotional problems during adolescence, a period of increased sensitivity to social and family interactions. There are a number of key gaps in the literature, despite growing evidence of the negative consequences of harsh verbal discipline.

First, most of the existing research has been conducted in Western countries, which limits the generalizability of the findings to other non-Western cultural contexts such as Ethiopia. Second, although prior studies have examined the relationship between harsh verbal discipline and many psychological outcomes, relatively few studies have examined both self-esteem and emotional stability among adolescents. The joint consideration of these outcomes may provide a more holistic understanding of adolescents' psychological well-being.

Third, previous studies have reported mixed findings about the effect of demographic factors like age and gender on adolescents' reactions to parental disciplinary practices. Some studies suggest that adolescents of different ages and genders may experience and respond differently to parental verbal aggression, while other studies report limited or inconsistent differences. Therefore, additional studies are needed to examine the role of age and gender in moderating the association between parents' harsh verbal discipline and adolescents' psychological outcomes. In Ethiopia, there is a lack of empirical studies specifically on parental harsh verbal discipline and its relationship with adolescents' self-esteem and emotional stability. Consequently, there is insufficient evidence to understand how parental harsh verbal discipline relates to adolescent psychological well-being within the local context.

Therefore, the present study was conducted to examine the relationship between parental harsh verbal discipline and adolescents' self-esteem and emotional stability among public secondary school students in Addis Ababa, Ethiopia, and to investigate whether age and gender moderate these relationships.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study is to examine the effect of parental harsh verbal discipline on self-esteem and emotional stability among adolescents in public schools in Addis Ababa, with particular emphasis on gender differences.

1.3.2 Specific Objectives

The specific objectives of this study are to:

1. Examine the level of parental harsh verbal discipline experienced by male and female adolescents in public secondary schools in Addis Ababa.
2. Examine at the relationship between teens' self-esteem and harsh parental verbal punishment.
3. Examine the connection between parental verbal punishment and teenage emotional stability.
4. To determine whether age and gender have an impact on teens' self-esteem and harsh verbal discipline from their parents.
5. To find out if age and gender have an impact on the relationship between teenagers' emotional stability and their parents' harsh verbal discipline.

1.4 Research Questions

The end goal of the current study is the following research questions:

1. How much verbal abuse do parents give to public school students in Addis Ababa?
2. What is the relationship between the mental stability and self-esteem of the teenagers and the harsh verbal discipline of their parents?
3. How does the relationship between teens' self-esteem and harsh verbal punishment from their parents vary by age and gender?
4. Does the relationship between the emotional stability of adolescents and severe verbal discipline of parents vary by age and gender?

1.5 significance of the Study

This research should have great theoretical and practical relevance.

- In theory, the study will advance the current body of literature on parenting styles and adolescent psychological development by offering empirical data on the impact of parental harsh verbal punishment on self-esteem and emotional stability inside an Ethiopian setting. The study will contribute to filling gaps in the

literature by looking at these links concurrently and taking gender disparities into account, especially the dearth of studies done in non-Western and African environments.

- This study gives parents a clearer picture of how harsh verbal punishment affects their children psychologically, and pushes them toward more supportive, emotionally responsive parenting. School counselors, psychologists, and mental health professionals gain a practical tool too: they can use these findings to identify teenagers who show signs of low self-esteem or emotional instability linked to negative parenting. From there, the findings point toward building school-based counseling and intervention programs that directly support teenagers' emotional health.

1.6 Scope and Delimitation of the Study

The study was limited in terms of content, population and geographical scope.

In terms of content, the study investigated the relationship between parental harsh verbal discipline and adolescents' psychological well-being, namely self-esteem and emotional stability. The independent variable was parental harsh verbal discipline and the dependent variables were self-esteem and emotional stability. The study also examined whether age and gender had a moderating role. Other forms of maltreatment such as physical abuse, sexual abuse and neglect were not examined. The study population was limited to adolescents aged 14 to 19 years attending public secondary schools. Participants were in grades 9 to 12 and were representative of adolescents in the middle and late stage of development. Geographically, the study was delimited to two public secondary schools found in Addis Ababa, namely Tekur Anbessa Secondary School and Menelik II Secondary School. Schools were selected based on their accessibility and the availability of students in the target age range. Because of the constraints of time and resources, other public secondary schools in Addis Ababa and private schools were not included. There may be several other factors affecting adolescents' self-esteem and emotional stability like socioeconomic status, peer relationship, family environment, academic stress and other parenting practices but these are beyond the scope of the present study.

1.8 Operational Definitions

For the purpose of this study, the following terms are operationally defined:

- **Parental Harsh Verbal Discipline:** The use of yelling, insulting, threatening, humiliating, or demeaning language by parents toward adolescents as a means of discipline, measured by the Parental Verbal Abuse Scale (PVAS).
- **Self-Esteem:** An individual's overall evaluation of self-worth and self-acceptance, measured using the Rosenberg Self-Esteem Scale (RSES).
- **Emotional Stability:** The ability to regulate emotions, cope with stress, and maintain emotional balance, measured using the emotional stability (neuroticism) subscale of a Big Five personality inventory.
- **Adolescents:** Students aged 12–18 years who are enrolled in public secondary schools in Addis Ababa.
- **Gender:** The self-identified classification of participants as male or female.
- **Public Secondary Schools:** Government-owned secondary schools operating under the Addis Ababa Education Bureau, specifically TekurAnbessa Secondary School and Menelik II Secondary School.

1.9 Limitations of the Study

This study offers useful information on how harsh verbal discipline from parents affects adolescents' self-esteem and emotional stability, but a few limitations are worth keeping in mind. The cross-sectional design makes it difficult to establish cause-and-effect relationships between the variables. The findings will reflect correlations observed at a single point in time, nothing more.

Second, the research takes data from teenagers through surveys that are self-reported. The results could be affected by social desirability bias, recall bias or the willingness of the participants to openly tell personal family memories. Some people may over report or underreport emotional experiences and severe verbal discipline.

Third, the study was limited to some public secondary schools in Addis Ababa. As such, results may not be generalizable to teenagers in private schools, in rural areas, or in other parts of Ethiopia where social environment and parenting styles may vary.

Lastly, the study concentrates on verbal harsh discipline from parents, while there are other factors that may affect self-esteem and emotional stability of adolescents that are beyond the scope of the study such as peer relationships, socioeconomic conditions, academic stress, and family environment.

Organization of the Thesis

This thesis contains five chapters. Chapter 1 introduces the study by covering the background, problem statement, aims, research questions, significance, scope and delimitations, operational definitions, and limitations.

Chapter 2 reviews relevant theoretical and empirical literature on adolescent self-esteem, emotional stability, harsh verbal discipline from parents, and related demographic factors. It also presents the conceptual framework guiding the study.

Chapter 3 covers the methodology, including the research design, study area, population, sampling strategies, data collection tools, pilot study, data collection process, ethical considerations, and data analysis methods.

The analysis, interpretation, and discussion of the results derived from the gathered data are presented in Chapter 4.

Chapter Five concludes by summarizing the study's key findings, drawing implications from them, and offering suggestions for further research and useful interventions.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The present chapter reviews the theoretical and empirical literature on parental harsh verbal discipline, self-esteem and emotional stability in adolescents. The review starts with a summary of the psychological effects of harsh verbal discipline by parents, and then considers adolescent self-esteem and emotional stability. Relevant empirical studies in the international and Ethiopian contexts are also reviewed. The chapter ends with the theoretical framework, conceptual framework.

2.2 Conceptual Review

2.2.1 Parental Harsh Verbal Discipline

Harsh verbal discipline from parents leaves a measurable mark on adolescents' behavioral and emotional development. Straus and Field (2003) define harsh verbal punishment as the use of psychological force aimed at causing a child pain or discomfort in order to correct misbehavior. This ranges from shouting and cursing to words that strip away a child's sense of dignity. As adolescents enter puberty, parents tend to move away from physical discipline and turn to verbal discipline instead (Sheehan & Watson, 2008), making harsh verbal treatment a common experience at this stage of development.

Data from a nationally representative survey shows just how widespread this practice is. Straus and Field (2003) found that roughly 90% of American parents reported using harsh verbal discipline on children across all age groups at least once. Among adolescents specifically, about 50% experienced this form of discipline, including name-calling and the use of profanity directed at them by a parent.

For instance, in a telephone survey of 801 parents, Hemenway, Solnick, and Carter (1994) discovered that most reported using shouting either alone or in combination with physical punishment to regulate the behavior of their kids. Davis (1996) also found that parents

frequently utilize yelling and threat as punitive approaches. Although some research has linked children's behavioral and psychological mal-development to severe verbal punishment (Donovan & Brassard, 2011), studies have not been able to distinguish harsh verbal discipline as a separate discipline approach.

Verbal aggression can include threats of abandonment (Hart & Brassard, 1990), expressions of disapproval and sarcasm (Rohner&Rohner, 1982), belittling and disparaging marks (Dean, 1979), and insulting and name-calling (Brown, 1984). Ney (1987) proposed that greater public awareness and disapproval of physical abuse have caused parents to replace physical discipline with verbal kinds of punishment, hence explaining their sein verbal hostility toward children in recent years. Though it is quite common, tough verbal punishment is still culturally accepted in many civilizations, therefore less apparent and less likely to be dealt with psychologically.

2.2.2 Self-Esteem

Rosenberg (1965) described self-esteem as the sum of how a person sees and feels about themselves. For adolescents, self-esteem plays a central role in their psychological health, academic performance, and social relationships. Adolescence stands out as a particularly important period for self-esteem development because teenagers are actively building a stronger sense of who they are, and the people closest to them, especially parents, have a strong influence on how that sense of self takes shape (Bolognini et al., 1996; Robins &Trzesniewski, 2002).

Harsh verbal discipline, which involves yelling, insulting, belittling, humiliating, and threatening, has been consistently associated with negative self-esteem among children and adolescents. Unlike physical discipline, harsh verbal discipline attacks the very essence of the child's self and personal worth and, consequently, is very damaging to self-esteem (Brown, 1984; Dean, 1979). Adolescents exposed to harsh verbal discipline may develop negative self-perceptions and consequently suffer from low self-confidence and inadequacy.

Empirical research strongly supports the relationship between low self-esteem and parental verbal violence. Solomon and Serres's 1999 study revealed that, even after

controlling for physical discipline, parents' verbal aggression was strongly linked to lower self-esteem in children's. This indicates that self-esteem is uniquely and independently affected by verbal aggression. Similarly, Litasari et al. (2022) discovered a notable inverse correlation between parental verbal abuse and teens' self-esteem, showing that teens who often suffer verbal abuse from parents tend to have poorer self-worth.

Longitudinal studies further bolster these results. Harsh verbal discipline from both mothers and fathers predicted over time increases in adolescents' depressive symptoms and behavioral issues, results closely linked to low self-esteem, Evans and Simons (2012) said. Such results emphasize how the consequences of severe verbal discipline may last and grow over developmental phases rather than being transitory.

From a developmental perspective, it is well known that during the adolescent years, individuals place a large degree of importance on feedback from their parents when it comes to the formation of their self-concept. If the communication from the parents is consistently harsh, critical, or demeaning, the adolescent will likely perceive themselves as incompetent or unworthy, leading to the lack of positive self-esteem development (Rohner&Rohner, 1982). This is particularly concerning when the culture values the authority of the parents, as it is unlikely that the adolescent will dispute the negative communication.

2.2.3 Emotional Stability

Depression, as a major disease burden among adolescents, carries a number of risks, including suicide, poor academic performance, substance use, and parent-child relationship problems. In addition, depression has emerged as a major global public health challenge in recent years due to its high rates of recurrence and suicide. In this regard, cognitive models of depression, as described by Beck, reveal that negative, pessimistic, and illogical cognitive processes are the major cause of depression. For instance, individuals who experience cognitive processes tend to have a negative perception of their skills, value, and beauty, which worsens their feelings of depression. (Steinberg, L. (2017).

Emotional stability can be described as the capability of an individual to control their emotions, cope with stress, and maintain psychological stability. It can be described as the opposite construct of neuroticism in the Big Five personality traits. Emotional stability among adolescents develops during this period and is strongly determined by environmental factors, especially parenting styles. For instance, good quality parent-child communication helps to improve emotional stability, while harsh and hostile parent-child interactions may negatively affect emotional stability among adolescents.

Recent empirical studies suggest that parental harsh verbal disciplinary practices are significantly related to emotional instability in adolescents. Recent investigations into harsh parenting practices that include verbal aggression, yelling, criticizing, and humiliating children have found consistent relations to adolescents' internalizing problems, such as emotional instability, anxiety, and depression (Zhang et al., 2023; Morris et al., 2022). Emotional instability in adolescents is a reflection of low emotional stability, which includes intense emotional reactions, poor ability to manage negative emotions, and susceptibility to stress.

A study published in *Scientific Reports* (2023) found that harsh parental practices communicate negative self-related information to adolescents, which in turn can increase internalizing problems, including depression and emotional instability. The study suggests that exposure to harsh parental verbal disciplinary practices can impair adolescents' emotional processing because these practices can reinforce feelings of fear, shame, and insecurity. These experiences can undermine adolescents' ability to manage their emotions effectively, leading to emotional instability.

Similarly, a systematic review and meta-analysis conducted by Morris et al. (2022) found that harsh parenting practices were strongly related to emotion dysregulation across childhood and adolescent developmental periods. The review emphasized the importance of verbal hostility from parents, as it significantly influences the emotional responses of their adolescent children.

2.2.4 Gender Differences in Response to Harsh Verbal Discipline

There is evidence that boys and girls may vary in their response to parental harsh verbal discipline based on biological, social, and cultural differences (Robins & Trzesniewski, 2002; Birndorf et al., 2005). Some studies have found that girls tend to show a stronger internalizing response to parental harsh behavior, such as verbal aggression, than boys. Internalizing problems like low self-esteem, anxiety, and emotional problems have been found to be more common in girls during adolescence who have been exposed to parental criticism and verbal aggression (Evans et al., 2012; Zhang et al., 2023). Girls are generally encouraged to value interpersonal relationships and emotional feedback more than boys, making them more susceptible to poor parental communication (Rohner & Rohner, 1982).

On the contrary, boys are more likely to display externalizing behavior when subjected to harsh discipline, which might manifest as aggression or behavioral issues; however, they are not exempt from emotional outcomes (Evans et al., 2012). These findings imply that harsh verbal discipline might have a varying effect on boys' and girls' psychological processes; while girls might internalize negative messages from parents, boys might display emotional distress behaviorally (Morris et al., 2022).

Moreover, gender differences in self-esteem development also justify the need to explore differential effects of harsh verbal discipline on boys and girls. A longitudinal study revealed that, although self-esteem is relatively comparable between boys and girls during early development, girls show a greater decrease in self-esteem during adolescence than boys (Robins & Trzesniewski, 2002; Birndorf et al., 2005).

Moreover, research also revealed that girls show more emotional instability, such as anxiety and depression, than boys during adolescence, especially when exposed to stressful family environments (Huang, 2010; Zhang et al., 2023). Harsh verbal discipline may also increase gender differences by making girls more emotionally unstable, which may negatively affect their emotional regulation skills. Although boys may show less emotional instability than girls, research revealed that boys may also show emotional instability, such as irritability and risky behaviors, during adolescence (Morris et al., 2022).

Cultural norms surrounding gender roles may also influence the impact of parental harsh verbal discipline on adolescents' lives. For instance, in collectivist cultures such as the one in Ethiopia, where patriarchal norms are likely to dominate, girls may have more behavioral restrictions and verbal control by parents, making their emotional response to verbal discipline potentially more intense (Cherie & Berhanie, 2015). On the contrary, boys may be taught to avoid expressing their emotions, but this may not necessarily prevent emotional instability in them-selves.

2.2.5 Age differences in Response to Harsh Verbal Discipline

Age is an important developmental factor in adolescence because psychological experiences and emotional responses often vary across different stages of adolescent growth. Early, middle, and late adolescence are associated with significant cognitive, emotional, and social changes that may influence how adolescents perceive parental behavior and respond to harsh verbal discipline. As adolescents grow older, they tend to develop greater self-awareness, emotional sensitivity, and independence, which may affect both their self-esteem and emotional stability. Younger adolescents may be more vulnerable to parental criticism because they are still developing their sense of self, while older adolescents may respond differently due to increased coping skills and social support (Steinberg, 2017).

Research shows that age differences affect self-esteem during adolescence. Self-esteem changes as adolescents grow. It often drops in adolescence. It gets better in later adolescence as they figure out who they are and get better at dealing with people. Robins and Trzesniewski said in 2002 that self-esteem development is tied to changes that happen as people get older.

Huang found in 2010 that self-esteem changes throughout a person's life. Adolescence is a time for these changes. This means age is important when looking at what affects adolescent's self-esteem. Age differences and self-esteem are connected. Self-esteem is a deal, for adolescents. It changes a lot during this time. So we should think about age when studying self-esteem in adolescents.

Emotional stability is something that can change as people get older. As teenagers get older they get better at dealing with their emotions. Older teenagers can handle things better. They do not

get as upset as younger teenagers when they have to deal with stressful things at home. Some researchers like Morris et al. (2022) and others found out that when parents are too hard, on their kids it can make it harder for them to learn how to deal with their emotions. This is especially true when kids are going through changes. So age is something that's important to think about when we want to understand how teenagers feel when their parents yell at them. If we look at how old the teenagers are we can get an idea of how they are doing emotionally.

Including the age of the teenagers helps us understand how they are doing. How they will turn out. The age of the teenagers is something that can help us see how they will handle things emotionally. Emotional stability and age are things that are connected to how teenagers feel and how they will do in life.

2.2.6 Cultural and Parenting Context of Harsh Verbal Discipline

Many parents are unaware that verbal or verbal abuse has a bigger impact than physical abuse (Cooper, 2016). Unknowingly, parents frequently engage in nine actions that are classified as verbal violence: a) demeaning and humiliation; b) rejection; c) blame; d) exaggerated mistakes, threats, criticism, abuse, unfair comparisons, and negative forecasts (Lilly et al., 2011). Verbal abuse is frequently committed by the closest individuals, particularly parents. Within

The duties and responsibilities of parents are outlined in Article 26 of Law No. 23 of 2002 concerning child protection, Chapter IV, which states that "the responsibility of parents, government, and state community families is a series of activities that are based continuously for the protection of children's rights" (Armiyanti et al., 2018). The majority of the derogatory names, including "idiot," "pretentious," "stupid," and others, are associated with the child's IQ (Mackowicz, 2013).

According to preliminary study, children who experience verbal abuse from their parents have low self-esteem and confidence (Mackowicz, 2013; Vega et al., 2019). addressing the detrimental effects of verbal abuse on teenagers by raising awareness among adults rather than pursuing legal action. According to a different study, children's brain structures will be harmed when parents yell at them (Teicher, 2000). Because authoritarian parenting is seen as a type of parental duty and commitment toward their children, Indonesians who are aware of collectivity culture adhere to it. The youngster is compelled to follow their parents' instructions and is not

allowed to disagree with them. In Indonesia, authoritarian parenting frequently involves calling children derogatory names, comparing them to other children, forbidding and threatening them, and, rather than praising their accomplishments, lowering student achievement.

2.3 Empirical Literature Review

2.3. 1 International Studies

Several international studies have explored the association between parental disciplinary practices and psychological health of adolescents. In the United States, studies have found that harsh verbal discipline is associated with lower self-esteem, more depressive symptoms, anxiety and emotional problems among adolescents. In their study, Donovan and Brassard (2011) and Moore and Pepler (2006) found that adolescents who experienced regular verbal aggression from their parents were more likely to develop negative self-perceptions and emotional distress.

European research has also identified damaging effects of psychologically aggressive parenting. Studies from various European countries showed that teens that faced verbal hostility from their parents had lower self-esteem, poorer emotional adjustment and more behavior problems than those from supportive families. The results suggest that verbal aggression may have negative consequences for adolescents in the absence of physical punishment.

In Asia people have been looking at how harsh parenting affects kids in places where family and communities are very important. Studies in China and South Korea have shown that when parents are really tough and yell a lot it can cause problems for teenagers like feeling sad or bad about themselves and having a time dealing with life. Even though some cultures think it is okay to be strict with kids being too harsh can still hurt them inside. Research in Asia like the studies in China and South Korea shows that harsh parenting is not good, for kids.

2.3.2 Ethiopian Studies

Research on parenting practices and adolescent psychological well-being in Ethiopia has increasingly shown the importance of family interactions in shaping adolescents' emotional and psychological development. Few studies have examined parental harsh verbal discipline. However, a number of studies in Ethiopia have examined related parenting variables and adolescent outcomes.

For example, Bireda (2015) investigated the relationship between parental psychological control and psychological adjustment of adolescent students in Ethiopian secondary schools and found that high psychological control of parents was related to low self-esteem and poor psychological adjustment. The study found a correlation between the perception of controlling parents and emotional problems and low self-esteem in adolescents.

Similarly, Bireda and Pillay (2017) studied parent-child communication and adolescent wellbeing of Ethiopian adolescents. They found compelling evidence that positive and supportive communication between parents and children is associated with improved psychological well-being and healthier emotional functioning. Adolescents who reported open communication with parents had better psychological adjustment than those who reported poor communication pattern.

Alemayehu (2020) investigated the effect of parenting behavior on self-esteem and psychosocial adjustment of adolescents in secondary schools in Hawassa. The study showed the significance of parenting behaviors in the self-esteem and psychosocial adjustment of adolescents. Adolescents who perceived more parental support reported higher levels of self-esteem and better emotional functioning, whereas adolescents who perceived negative parenting practices reported poorer psychological outcomes.

Tadesse (2021) has also investigated the relationship between parenting practices and self-esteem of adolescents in Oromia Regional State. Results indicated that supportive parenting behaviors were positively related to adolescent self-esteem whereas punitive and controlling parenting behaviors were negatively related to self-worth and confidence.

More recently, Mola (2023) explored parenting styles and adolescent self-esteem among Ethiopian secondary school students and revealed that adolescents with supportive and nurturing family environments reported significantly higher levels of self-esteem than those exposed to negative parenting behaviors. The study emphasized the importance of positive parent involvement for healthy adolescent development.

2.4 Theoretical Framework

This study was mainly rooted in Parental Acceptance-Rejection Theory (PARTheory) with a secondary theory base in Cognitive Vulnerability Theory, which can offer a clear account for the relationship between harsh verbal discipline from parents and the self-esteem and emotional stability of their adolescents.

2.4.1 Parental Acceptance-Rejection Theory (PARTheory)

Parental Acceptance-Rejection Theory (PARTheory), as presented by Rohner (1982, 2004), posits that there is a biological need for acceptance from parents among their children, especially during adolescence. When this need for acceptance from parents is not met, leading to a perception of rejection, there is a greater tendency for psychological maladjustment among their adolescents. Parental rejection may manifest not only through physical rejection/neglect and aggression but may also include rejection through yelling, criticism, humiliation, and threatening, which may be similar to the concept of harsh verbal discipline.

A great deal of empirical evidence has been found to support the major tenets of PARTheory. Cross-cultural studies conducted among adolescents belonging to different societies have found that perceived parental rejection is related to low self-esteem, emotional distress, anxiety, depression, and emotional instability (Khaleque&Rohner, 2012; Rohner et al., 2005). These results indicate that the negative psychological consequences of harsh verbal discipline are not culture-specific, and thus PARTheory is very applicable in the Ethiopian context.

PARTheory also offers a theoretical framework to explore gender differences. Empirical evidence has been found to suggest that girls are more vulnerable to interpersonal rejection and verbal aggression, whereas boys tend to react with externalizing behaviors or emotional repression (Khaleque&Rohner, 2012). These gender-related tendencies in responding to interpersonal rejection and verbal aggression emphasize the need to explore whether the psychological consequences of parental harsh verbal discipline are similar for male and female adolescents, as proposed in the current study.

2.4.2 Cognitive Vulnerability Theory

The Cognitive Vulnerability Theory argues that the repeated experience of negative interpersonal interactions is a factor in the development of maladaptive cognitive schemas, which in turn increase the vulnerability to emotional and psychological disturbances (Beck, 1967; Cole et al., 2008). In the adolescent years, the cognitive frameworks of self-esteem and emotional regulation are still being developed, and as such, adolescents are highly vulnerable to negative parental communications.

Empirical research suggests that parental verbal hostility is a crucial factor in the development of adolescents' cognitive appraisal of the self and emotional experiences. Research has shown that the experience of verbal hostile discipline is a predictor of the development of negative self-beliefs, self-criticism, and feelings of emotional helplessness, which are all core components of cognitive vulnerability (Zhang et al., 2023; Cole et al., 2008). These maladaptive cognitions are highly correlated with emotional instability, anxiety, and depression.

However, a recent study published in Scientific Reports revealed that when adolescents are exposed to harsh parenting behaviors, this conveys negative self-related information to adolescents, which may increase their level of internalizing problems (Zhang et al., 2023). This process also supports the assumption that when adolescents are exposed to harsh verbal discipline, this may negatively affect their emotional stability through cognitive mechanisms. Furthermore, adolescents who are exposed to parental criticism may also be more likely to experience mood swings and difficulty controlling their emotions, which are core features of emotional instability (Morris et al., 2022).

Cognitive Vulnerability Theory also explains the relationship between harsh verbal discipline and self-esteem among adolescents. When adolescents are exposed to demeaning verbal messages from parents, this may negatively affect their self-esteem, as adolescents may perceive these messages as accurate reflections of their self-worth, which may result in low self-esteem (Cole et al., 2008).

2. 5 Conceptual Framework

The conceptual framework of this study illustrates the hypothesized relationships among the key variables based on the reviewed literature and theoretical foundations.

Independent Variable

- Parental Harsh Verbal Discipline (e.g., yelling, insulting, belittling, and threatening)

Dependent Variables

- Self-Esteem
- Emotional Stability

Moderating Variables

- Gender (Male / Female)
- Age

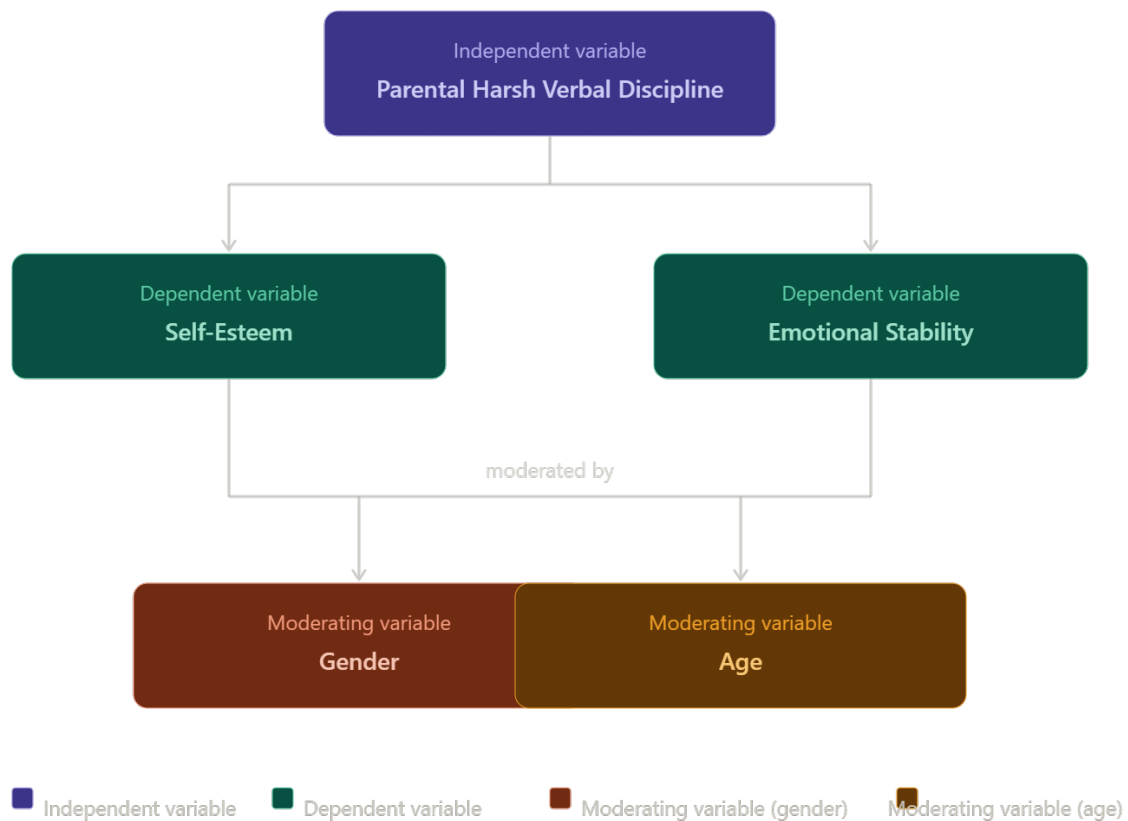


Figure 1. Conceptual framework of the study

Figure 1: Conceptual framework showing the effect of parental harsh verbal discipline on adolescents' self-esteem and emotional stability, controlled by gender

Figure 1 presents the conceptual framework underpinning this study. The model conceptualized parental harsh verbal discipline as an independent variable with hypothesized negative direct association with two dependent variables; self-esteem and emotional stability of adolescents. The

model also controls for age and gender as moderating variables to test whether the association between parental harsh verbal discipline and each psychological outcome is moderated by these demographic variables.

The framework draws on Parental Acceptance-Rejection Theory (PARTheory; Rohner, 1982, 2004) which suggests that perceived parental rejection, such as harsh verbal treatment, is linked to psychological maladjustment. It also rests on the Cognitive Vulnerability Theory (Beck, 1967) which suggests that repeated negative interpersonal experiences impact maladaptive self-perceptions and emotional problems. Together, these theories provide support for the expectation that higher levels of parental harsh verbal discipline are linked with lower self-esteem and lower levels of emotional stability and that these relationships may be different in different age groups and for male and female adolescents.

2.6 Measurement of Study Variables and Reliability of Instruments

2.6.1 Parental Harsh Verbal Discipline Scale (PVAS)

Parental harsh verbal discipline was measured with the Parental Verbal Abuse Scale (PVAS), which measures adolescents' experiences of parental verbal aggression, including yelling, insulting, threatening, and humiliating behaviors. The scale has demonstrated good internal consistency reliability in previous studies, with Cronbach's alpha coefficients ranging from .86 to .91 (Solomon & Serres, 1999). These values indicate that the instrument is measuring consistently the construct of parental verbal abuse.

2.6.2 Rosenberg Self-Esteem Scale (RSES)

The Rosenberg Self-Esteem Scale (RSES) developed by Rosenberg (1965) was used to measure self-esteem. The scale is one of the most widely used measures of global self-esteem and has shown satisfactory reliability across a variety of cultural contexts. Previous studies have reported Cronbach's alpha coefficients ranging generally from .77 to .88 (Schmitt & Allik, 2005), showing acceptable to good internal consistency.

2.6.3 Emotional Stability Scale

Emotional stability was assessed by the Emotional Stability (Neuroticism-Reversed) subscale of the Big Five personality framework. Prior studies have reported acceptable reliability for the emotional stability subscale, with Cronbach's alpha values generally ranging from .70 to .85

depending on the particular version of the instrument and the study population (Soto & John, 2017). The results indicate that the scale is appropriate for measuring emotional stability among adolescents.

CHAPTER THREE

METHODOLOGY

3.1 Research Approach

The present study used a quantitative research approach to investigate the relationship between parental harsh verbal discipline and self-esteem and emotional stability of adolescents. A quantitative approach was considered appropriate as it provides an objective measurement of variables and a statistical study of the relationship between study variables. In addition, the approach enabled the researcher to test the study hypotheses and establish the predictive effects of parental harsh verbal discipline on adolescents' psychological outcomes.

3.2 Research Design

This study employed a quantitative research design to examine the relationship between parental harsh verbal discipline and adolescents' self-esteem and emotional stability. A quantitative approach was considered appropriate because it allows for the systematic measurement of variables and the statistical examination of relationships among study variables. In addition, the design enabled the study to examine whether age and gender moderate the relationship between parental harsh verbal discipline and adolescents' self-esteem and emotional stability.

3.3 Study Area

The study was conducted in Addis Ababa, the capital city of Ethiopia. Specifically, the study was carried out in two public secondary schools: TekurAnbesa Secondary School and Menelik II Secondary School. TekurAnbessa Secondary School and Menelik II Secondary School were purposively selected because they fulfilled the inclusion criteria of the study. Both schools had large student populations within Grades 9–12 and were accessible for data collection during the study period. In addition, the schools granted permission to conduct the research.

3.4 Population and Sample

3.4.1 Study population

Source population of the study was adolescents of age 14-19 years attending public secondary schools in Addis Ababa. The age range was chosen as students enrolled in Grades 9-12 in

Ethiopian secondary schools generally fall within this developmental stage of adolescence. This age range also supports prior research in developmental psychology that looked at psychological development in adolescents.

3.4.2 Accessible Population

The accessible population consisted of students enrolled in TekurAnbessa Secondary School and Menelik II Secondary School during the data collection period. According to school records, TekurAnbessa Secondary School had **790 students**, while Menelik II Secondary School had **944 students**, resulting in a total accessible population of **1,734 students**.

3.4.3 Sample Size Determination

The sample size was determined using Yamane's (1967) formula for finite populations:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

- n = required sample size
- N = total population
- e = margin of error (0.05 at 95% confidence level)

Given:

$$N = 1,734 \text{ students}$$

$$n = \frac{1,734}{1 + 1734(0.05)^2}$$

$$= 325$$

Therefore, the final sample size for the study is **325 students**.

3.4.4 Sampling techniques

This study used a stratified random sampling approach. The accessible population comprised 1,734 teenagers attending two public secondary schools: Menelik II Secondary School (944 students) and TekurAnbesa Secondary School (790 students). Originally, the population was split into strata depending on school connection. Proportional allocation was then used to decide how many people were chosen from each school based on its population size after stratification. Following this approach, 177 pupils from Menelik II Secondary School and 148 from TekurAnbesa Secondary School were chosen. In the end, simple random sampling was used to choose participants inside each strata to guarantee every student an equal chance of being included in the study.

Table 3.1: Proportional Allocation by School

School	Population (N)	Percentage (%)	Sample (n)
TekurAnbesa Secondary School	790	45.5%	148
Menelik II Secondary School	944	54.5%	177
Total	1,734	100%	325

Table 3.2: Gender Distribution – TekurAnbesa Secondary School

Gender	Population	Percentage (%)	Sample
Boys	400	50.6%	75
Girls	390	49.4%	73
Total	790	100%	148

Table 3.3: Gender Distribution – Menelik II Secondary School

Gender	Population	Percentage (%)	Sample
Boys	452	47.9%	85
Girls	492	52.1%	92
Total	944	100%	177

The members of each stratum were then selected using simple random sampling. The class lists from each school formed the sampling frame. Each member of each stratum was assigned a number, and sampling was done randomly so that each member had an equal chance of being selected.

Table 3. 4: Final Sample Summary

School	Boys	Girls	Total
TekurAnbesa	75	73	148
Menelik II	85	92	177
Total	160	165	325

3.5 Pilot Study

3.5.1 Purpose of the Pilot Study

Before the main data collection, a pilot study was carried out to assess the reliability, understanding, and clarity of the research tools. The primary goal of the pilot study was to determine if the translated Amharic version of the questionnaire was suitable for teenage respondents and easily understood. Furthermore, the pilot survey clarified any linguistic ambiguities and assessed if the survey questions and response choices were appropriate for the target group.

The pilot study was carried out, more especially, for the following objectives:

- To evaluate the translator Amharic's understandability and clarity. Items in a questionnaire
- To find out if people took the questionnaire questions as meant
- To pinpoint real-world problems that might come up while questionnaires are administered and data are collected.

3.5.2 Pilot Study Participants procedure

The pilot study was conducted in Karalo Secondary School in the Kotebe area of Addis Ababa from February 9 to February 12, 2026. Karalo Secondary School was selected because it has similar characteristics with schools in the main study. It is a public secondary school in Addis Abeba serving adolescents in the same educational and developmental stage as the target population. However, the school was excluded from the main study, to avoid contamination of the final sample.

The pilot study included 87 adolescents. Purposive sampling was used to select participants. The main goal of the pilot study was to evaluate the appropriateness and reliability of the research instruments with adolescents who had characteristics similar to the target population, rather than to generalize the findings, and a purposive sampling technique was deemed appropriate for the pilot study.

Participants were recruited from Grades 9–12, as students in these grades are generally in the adolescent age range targeted in the study. Eligibility was then checked using self-reported age information from the questionnaire.

The pilot study sample included 58 male students (66.7%) and 29 female students (33.3%). The age distribution indicated that most of the participants were 16 years old, followed by 17 years and 15 years old. The age distribution in general was in accordance with the developmental characteristics of the target population. Participants who were part of the pilot study were not included in the main study in order to minimize potential testing effects and to guarantee the independence of the final sample.

3.5.3 Reliability Analysis (Cronbach's Alpha)

The internal consistency reliability of the instruments used in this study was assessed using Cronbach's alpha coefficient for both the pilot study and the main study. The results are presented in Table 3.1 below.

Table 3.1: Reliability Coefficients of the Scales in the Pilot and Main Study

Scale	Pilot Study			Main Study		
	No. of Items	Sample Size	Cronbach's Alpha	No. of Items	Sample Size	Cronbach's Alpha
Parental Harsh Verbal Discipline (PVAS)	5	87	.787	5	325	.787
Self-Esteem (RSES)	10	87	.519	10	325	.787
Emotional Stability	4	87	.787	4	325	.787

The internal consistency of the three measurement instruments used in this study was assessed using Cronbach's alpha coefficient at both the pilot and main study stages. As shown in Table 3.1, the Parental Harsh Verbal Discipline Scale (PVAS) produced a Cronbach's alpha of .787 across both the pilot study (n = 87, 5 items) and the main study (n = 325, 5 items), indicating acceptable internal consistency and suggesting that the five items of the scale measured the construct of parental harsh verbal discipline in a consistent manner.

The Rosenberg Self-Esteem Scale (RSES) produced a Cronbach's alpha of .519 in the pilot study (n = 87, 10 items). Although this value falls below the conventional threshold of .70, item analysis conducted during the pilot phase led to modifications that improved consistency. In the main study (n = 325, 10 items), the alpha coefficient increased to .787, which is within the acceptable range for research purposes and indicates that the scale produced reliable and consistent scores in the main sample.

The Emotional Stability Scale produced a Cronbach's alpha of .787 in both the pilot study (n = 87, 4 items) and the main study (n = 325, 4 items), indicating good internal consistency across both phases. Overall, the reliability coefficients obtained in the main study for all three scales exceeded the minimum acceptable threshold of .70, confirming that the instruments used in this study were sufficiently reliable for measuring the intended constructs.

3.6 Data Collection Methods

Standardized psychological scales evaluating parental severe verbal discipline, teenage self-esteem, emotional stability, and relevant demographic variables will make up the data for this study via a structured self-administered questionnaire.

Using the Parental Verbal Abuse Scale (PVAS), which evaluates teens' exposure to verbally aggressive parental conduct including yelling, humiliating, degrading, and threatening, parental harsh verbal discipline will be measured. With Cronbach's alpha coefficients ranging from 0.86 to 0.91, the PVAS has proven strong internal consistency reliability as well as shown construct validity for usage with adolescent groups (Solomon, 1999). Supporting its importance for this study, prior research have also shown substantial links between parental verbal violence and negative psychological results including anxiety, mood disorders, and neurobiological consequences (Polcari, 2014).

The Rosenberg Self-Esteem Scale (RSES), a widely used ten-item tool meant to evaluate overall self-worth, will be used to measure self-esteem. With Cronbach's alpha coefficients normally between 0.77 and 0.88, the scale has shown great reliability across several groups. Moksnes, 2024, has demonstrated excellent convergent and construct validity as well as broad use in adolescent research.

Emotional stability will be evaluated by means of the emotional stability subscale of a condensed Big Five personality test. This scale assesses stability, emotional reaction, and emotional regulation. Among teenagers, this subscale has shown acceptable dependability and good construct validity in measuring emotional stability in earlier studies (Soto, 2017).

All tools were first produced in English, and then translated into Amharic via a strict forward-backward translation technique to guarantee linguistic and conceptual equivalence. A bilingual expert with experience in psychology first translated the questionnaire from English into Amharic. Then, back-translated the Amharic version into English by a second unrelated bilingual specialist not engaged in the original translation. The original and back-translated copies were examined for discrepancies, and needed adjustments were made to ensure meaning accuracy and clarity.

Subject matter specialists in psychology examined the Amharic translation of the questionnaire to further confirm the correctness of the translated instruments. These professionals assessed the objects for cultural appropriateness, clarity, and suitability for the intended audience. Small changes were done to enhance contextually and understandability based on their comments. Paper-based and structured in-person approaches were used in the gathering of data. The questionnaire was delivered physically inside the school setting, with earlier permission and cooperation acquired from the administration of the school. Furthermore, Google Forms was used to provide the questionnaire for participants who favored a digital form. To encourage inclusiveness and ease, the researcher supplied smartphones to help participants as needed.

3.7 Methods of Data Analysis

Using statistical programs such as SPSS, the gathered information will be coded and evaluated. Data will be examined for consistency, correctness, and completeness before analysis. The features of the study participants and the key study variables will be summarized using descriptive statistics: frequencies, percentages, means, and standard deviations. The connections between parental strict spoken discipline and adolescent self-esteem and emotional stability will be investigated using Pearson product-moment correlation analysis.

Multiple linear regression analysis will be used to examine the extent to which parental harsh verbal discipline predicts adolescents' self-esteem and emotional stability.

Two separate regression models will be applied:

Model 1: Self-Esteem

$$Y_1 = \beta_0 + \beta_1(PV) + \beta_2(\text{Age}) + \beta_3(\text{Gender}) + \varepsilon$$

Where:

- Y_1 = Adolescents' self-esteem
- PV = Parental harsh verbal discipline
- Age = Participant age
- Gender = Participant gender
- β_0 = Constant
- $\beta_1, \beta_2, \beta_3$ = Regression coefficients
- ε = Error term

Model 2: Emotional Stability

$$Y_2 = \beta_0 + \beta_1(PV) + \beta_2(\text{Age}) + \beta_3(\text{Gender}) + \varepsilon$$

Where:

- Y_2 = Adolescents' emotional stability
- PV = Parental harsh verbal discipline

- Age = Participant age
- Gender= Participant gender
- β_0 = Constant
- $\beta_1, \beta_2, \beta_3$ = Regression coefficients
- ε = Error term

Dummy Coding of Gender

Since gender is a categorical variable, it will be converted into a dummy variable for regression analysis. Male participants will be coded as 0 and female participants will be coded as 1. This allows gender to be included in the regression model as a predictor variable.

3.8 Ethical Considerations

Ethical considerations will be adhered to throughout the research process. Prior to data collection, permission will be sought from the relevant school authorities. Informed consent will be obtained from all participants. For participants below the age of 18, consent procedures will be conducted in accordance with school and institutional ethical standards, including obtaining appropriate permission from responsible authorities.

Participation in the research was purely voluntary, and the participants were aware that they could withdraw at any time without any repercussions. Confidentiality and anonymity were ensured by not collecting any identifying information such as the name or student identification number. The data collected was purely for academic use and was stored properly to avoid unauthorized access.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 Introduction

In this chapter the results of the data analysis carried out for this study are presented. The main purpose of the analysis was to study the relationship between emotional stability and self-esteem of teenagers and severe verbal harsh discipline. The demographic characteristics of the participants are presented after a brief introduction to the process of data preparation at the beginning of the chapter. The study hypotheses are then tested using regression analysis, correlation analysis and descriptive statistics of the key variables. Data is presented in a comprehensible and methodical way with the help of tables and statistical interpretations.

4.2 Data Screening and Preparation

Prior to conducting the main statistical analyses, the collected data were screened and prepared to ensure data quality and suitability for analysis. The dataset was first examined for completeness, coding accuracy, missing values, and data entry errors. Responses were reviewed and cleaned before being entered into SPSS version XX for analysis. This involved making sure all variables were correctly coded, and that there were no missing values or data entry errors. In particular for the self-esteem and emotional stability scales, negatively worded items on the questionnaire were reverse coded to maintain consistency in scoring. Following data coding and cleaning, composite scores were created for the primary research variables, including harsh verbal discipline (PVTot), self-esteem (SETot), and emotional stability (ESTot). To do this, the items relevant to each scale were summed up.

The data set was also checked for each variable to be in a continuous numerical format suitable for regression and correlation analysis and the conditions for further statistical analysis were satisfied. These procedures resulted in the data being considered ready for statistical analysis, both descriptive and inferential.

4.3 Data Screening and Assumption Checking

Prior to conducting the regression and moderation analyses, the data were screened and examined to ensure suitability for statistical analysis. The dataset was checked for

missing values, coding errors, and outliers. The assumptions underlying multiple regression analysis were also assessed. Linearity between the independent and dependent variables was examined using scatterplots, which indicated approximately linear relationships among the variables. Normality of residuals was assessed using histograms and Normal Probability Plots (P–P plots). The residuals appeared to be reasonably normally distributed. Based on these assessments, the assumptions required for multiple regression and moderation analyses were considered reasonably satisfied.

4.4 Demographic Characteristics of Participants

Variable	Category	Frequency	Percentage (%)
Age	14 years	5	1.5
	15 years	59	18.1
	16 years	70	21.5
	17 years	75	23.0
	18 years	78	23.9
	19 years	39	12.0
Gender	Male	158	48.5
	Female	168	51.5
Source of Harsh Verbal Discipline	One Parent/Guardian	136	41.7
	Both Parents/Guardians	190	58.3

Table 4.1: Demographic Characteristics of Participants (N = 326)

Interpretation

Table 4.1 shows the demographic characteristics of the participants. The majority of respondents were aged between 16 and 18 years. The largest age group was 18 year olds (23.9%), followed by 17 year olds (23.0%) and 16 year olds (21.5%). The smallest proportion was among those aged 14 years (1.5 per cent). The sample was almost evenly split by gender, with 168 females (51 findings between gender groups. Regarding the source of harsh verbal discipline, 190 participants (58.3%) reported harsh verbal discipline from both parents/guardians, whereas 136 participants (41.7%) reported harsh verbal discipline from one parent/guardian. This suggests that harsh verbal.5%) and 158 males (48.5%). This balanced representation improves the comparability of discipline was commonly experienced as a shared parental practice within the family environment.

4.5 Descriptive Statistics

Descriptive statistics were computed for the three primary study variables: Parental Harsh Verbal Discipline (PVTot), Self-Esteem (SETot), and Emotional Stability (ESTot). Table 4.4 presents the minimum, maximum, mean, and standard deviation for each variable.

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Parental Harsh Verbal Discipline (PVTot)	325	5	25	9.74	4.64
Self-Esteem (SETot)	325	2	32	24.75	4.38
Emotional Stability (ESTot)	325	4	16	10.67	2.48
Valid N (list wise)	325				

Table 4.2 Descriptive statistics

Note. PVTot = Parental Harsh Verbal Discipline composite score (range: 5–25); SETot = Self-Esteem composite score (range: 8–32 based on the Rosenberg Self-Esteem Scale); ESTot = Emotional Stability composite score (range: 4–16 based on the emotional stability subscale).

As presented in Table 4.8, the mean score for Parental Harsh Verbal Discipline (PVTot) was 9.74 (SD = 4.64), with scores ranging from a minimum of 5 to a maximum of 25 out of a possible range of 5 to 25. This indicates that, on average, participants reported a moderate level of exposure to parental harsh verbal discipline. The relatively high standard deviation (4.64) suggests considerable variability in the level of harsh verbal discipline experienced across participants, reflecting diverse family environments within the sample. The wide range from the minimum to maximum scores confirms that the sample captured adolescents with varying degrees of harsh verbal discipline exposure, from minimal to very high.

The mean score for Self-Esteem (SETot) was 24.75 (SD = 4.38), with scores ranging from 2 to 32. Given that the Rosenberg Self-Esteem Scale (RSES) is scored such that higher scores indicate higher self-esteem, the sample mean of 24.75 suggests that participants, on average, had a moderately high level of self-esteem. However, the standard deviation of 4.38 and the wide range indicate meaningful individual differences, with some participants reporting very low self-

esteem. This variability is important for examining the relationship between parental discipline and self-esteem.

The mean score for Emotional Stability (ESTotal) was 10.67 (SD = 2.48), with scores ranging from 4 to 16. For the emotional stability subscale, higher scores reflect greater emotional stability. The obtained mean suggests that participants as a group exhibited a moderate level of emotional stability. The relatively small standard deviation compared to the other variables indicates that emotional stability scores were somewhat more homogeneously distributed, though still showing adequate variability for statistical analysis. Together, these descriptive statistics provide a foundational understanding of the central tendencies and spread of the study variables before examining their interrelationships.

4.6 Correlation Analysis

Pearson product-moment correlation analysis was conducted to examine the bivariate relationships among all study variables: age, gender, parental harsh verbal discipline, self-esteem, emotional stability, and number of parents harshly treating children. The intercorrelation matrix is presented in Table 4.2. Values below the diagonal are Pearson r coefficients; cells above the diagonal are omitted to avoid repetition. Asterisks indicate statistical significance.

Table 4.2: correlation Matrix among Study Variables (N = 325)

Variable	(1)	(2)	(3)	(4)
1. Age	—			
2. Gender	—	—		
3. Parental Harsh Verbal Discipline	.132*	-.033	—	
4. Self-Esteem	-.071	.005	-.340**	—
5. Emotional Stability	-.081	.146**	-.331**	.346**

Note. * $p < .05$. ** $p < .01$. Gender coded as 0 = Male, 1 = Female. — = value not available from original SPSS output.

The results of Parental harsh verbal discipline and self-esteem revealed a statistically significant negative relationship between parental harsh verbal discipline and self-esteem ($r = -.340$, p

<.001). This means that adolescents who experienced higher levels of parental harsh verbal discipline reported lower levels of self-esteem. The negative direction of this relationship indicates that as the frequency or severity of harsh verbal discipline increased, self-esteem scores decreased.

Parental harsh verbal discipline and emotional stability have a statistically significant negative relationship was also found between parental harsh verbal discipline and emotional stability ($r = -.331, p < .001$). Adolescents who reported higher exposure to parental harsh verbal discipline tended to report lower emotional stability. This finding suggests that harsh verbal discipline is associated with emotional dysregulation and reduced psychological stability in adolescents.

Self-esteem and emotional stability have A statistically significant positive correlation was found between self-esteem and emotional stability ($r = .346, p < .001$). This indicates that adolescents with higher self-esteem also tended to report higher emotional stability. The positive association between these two variables suggests that they are related dimensions of adolescent psychological well-being, and that supporting one may have favorable implications for the other.

Age showed a weak but statistically significant positive association with parental harsh verbal discipline ($r = .132, p = .017$), meaning that slightly older adolescents in this sample reported marginally higher exposure to harsh verbal discipline. However, age was not significantly associated with self-esteem ($r = -.071, p = .202$) or emotional stability ($r = -.081, p = .144$). These findings indicate that the psychological outcomes examined in this study did not vary in a meaningful way based on the age of the adolescent.

Gender showed a statistically significant positive association with emotional stability ($r = .146, p = .008$), indicating that female adolescents (coded as 1) reported slightly higher emotional stability than male adolescents (coded as 0). However, gender was not significantly associated with parental harsh verbal discipline ($r = -.033, p = .554$) or self-esteem ($r = .005, p = .935$). This suggests that exposure to harsh verbal discipline and self-esteem did not differ meaningfully between male and female adolescents in this sample.

Overall, the correlation analysis provided initial evidence that parental harsh verbal discipline is negatively and significantly associated with both self-esteem and emotional stability among adolescents. The associations between gender and emotional stability were also statistically

significant, though weak in magnitude. Age showed a weak but significant positive association with parental harsh verbal discipline only. These patterns of association guided the subsequent regression and moderation analyses.

4.7 Predictive Role of Parental Harsh Verbal Discipline, Age, Gender, and Number of Parents Harshly Treating Children

Stepwise regression analysis was conducted to examine the extent to which parental harsh verbal discipline, age, gender, and number of parents harshly treating children predicted adolescents' self-esteem and emotional stability. The results for both outcome variables are summarized in Table 4.3.

Table 4.3: Stepwise Regression of Self-Esteem and Emotional Stability on Predictor Variables

Dependent Variable	Model / Step	Variable Entered	R	R ²	ΔR ²	Adjusted R ²
Prediction of Self-Esteem	Step 1	Parental Harsh Verbal Discipline	.336	.113	.113	.110
	Step 2	Age	.342	.117	.004	.111
	Step 3	Gender	.341	.116	-.001	.108
	Total	All Variables	.341	.116	–	.108
Prediction of Emotional Stability	Step 1	Parental Harsh Verbal Discipline	.322	.104	.104	.101
	Step 2	Age	.327	.107	.003	.101
	Step 3	Gender	.359	.129	.022	.121
	Total	All Variables	.359	.129	–	.121

As shown in Table 4.3, parental harsh verbal discipline entered the model at Step 1 and produced a multiple correlation of $R = .336$, with $R^2 = .113$, indicating that parental harsh verbal discipline alone accounted for 11.3% of the variance in self-esteem. This contribution was statistically

significant. At Step 2, age was entered into the model. The addition of age produced only a marginal increase in explained variance ($\Delta R^2 = .004$), and the change was not statistically significant. This suggests that age did not contribute meaningfully to the prediction of self-esteem beyond parental harsh verbal discipline. At Step 3, gender was added. The inclusion of gender resulted in a negligible change in R^2 ($\Delta R^2 = -.001$), and was not a statistically significant predictor of self-esteem. The total model at Step 3 produced an $R = .341$, $R^2 = .116$, and Adjusted $R^2 = .108$, indicating that the combined set of predictors explained approximately 11.6% of the variance in self-esteem.

Prediction of Emotional Stability

Stepwise multiple regression analysis was also conducted to examine the predictors of adolescents' emotional stability. At Step 1, parental harsh verbal discipline was entered and produced $R = .322$, $R^2 = .104$, indicating that it alone accounted for 10.4% of the variance in emotional stability. This contribution was statistically significant. At Step 2, age was entered and produced a minimal change in explained variance ($\Delta R^2 = .003$). The addition of age was not statistically significant, confirming that age did not improve the prediction of emotional stability. At Step 3, gender was entered and produced a meaningful increase in explained variance ($\Delta R^2 = .022$, $p < .05$). This reflects the significant contribution of gender to emotional stability found in the correlation analysis. The total model at Step 3 produced $R = .359$, $R^2 = .129$, and Adjusted $R^2 = .121$, indicating that the combined predictors explained approximately 12.9% of the variance in emotional stability.

4.7.3 Gender as a Moderator of the Relationship between Parental Harsh Verbal Discipline and Self-Esteem and Emotional Stability

Multiple regression analyses including interaction terms were conducted to examine whether gender moderated the relationship between parental harsh verbal discipline and both self-esteem and emotional stability. The results are summarized in Table 4.4.

Table 4.4: Gender as a Moderator of the Relationship between Parental Harsh Verbal Discipline and Self-Esteem and Emotional Stability

Relationship Type	Variable	Unstandardized Coefficients		Standardized Coefficients (Beta)	t	Sig.
		B	Std. Error			
Gender as Moderator: Parental Discipline and Self-Esteem	PVtotal	-0.404	.152	-.404	-2.659	.008
	Gender	-0.629	1.083	-.067	-.581	.561
	PV * Gender	.059	.101	.153	.582	.561
Gender as Moderator: Parental Discipline and Emotional Stability	PVtotal	-0.126	.084	-.236	-1.491	.136
	Gender	1.004	.610	.201	1.645	.099
	PV * Gender	-.034	.056	-.162	-.608	.544

Note: * $p < .05$. ** $p < .01$. Gender coded as 0 = Male, 1 = Female. PV = Parental Harsh Verbal Discipline total score. PV*Gender = interaction term.

For self-esteem, the overall model was statistically significant, $F(3, 322) = 14.141$, $p < .001$, explaining 11.6% of the variance ($R^2 = .116$). Parental harsh verbal discipline was a significant predictor ($B = -0.404$, $p = .008$), indicating that higher levels of harsh verbal discipline were associated with lower self-esteem. Gender was not a significant predictor ($B = -0.629$, $p = .561$). The interaction term between parental harsh verbal discipline and gender was not statistically significant ($B = .059$, $p = .561$), indicating that gender did not moderate the relationship between parental harsh verbal discipline and self-esteem.

For emotional stability, the overall model was statistically significant, $F(3, 322) = 15.879$, $p < .001$, explaining 12.9% of the variance ($R^2 = .129$). Neither parental harsh verbal discipline ($B = -0.126$, $p = .136$) nor gender ($B = 1.004$, $p = .099$) significantly predicted emotional stability after inclusion of the interaction term. The interaction term between parental harsh verbal

discipline and gender was not statistically significant ($B = -.034$, $p = .544$), indicating that gender did not moderate the relationship between parental harsh verbal discipline and emotional stability.

4.7.5 Age as a Moderator of the Relationship between Parental Harsh Verbal Discipline and Self-Esteem and Emotional Stability

Moderation analyses using multiple regression with interaction terms were conducted to examine whether age moderated the relationship between parental harsh verbal discipline and both self-esteem and emotional stability. The results are summarized in Table 4.5.

Table 4.5: Age as a Moderator of the Relationship between Parental Harsh Verbal Discipline and Self-Esteem and Emotional Stability

Relationship Type	Variable	Unstandardized Coefficients		Standardized Coefficients (Beta)	t	Sig.
		B	Std. Error			
Age as Moderator: Parental Discipline and Self-Esteem	PVtotal	-1.482	.730	-1.568	-2.029	.043
	Age	-.705	.424	-.220	-1.662	.096
	PV * Age	.068	.043	1.430	1.594	.111
Age as Moderator: Parental Discipline and Emotional Stability	PVtotal	-.246	.415	-.460	-.591	.555
	Age	-.108	.231	-.059	-.450	.653
	PV * Age	.004	.024	.138	.174	.863

Note: * $p < .05$. ** $p < .01$. PV = Parental Harsh Verbal Discipline total score. PV*Age = interaction term.

Age as a Moderator of the Relationship between Parental Harsh Verbal Discipline and Self-Esteem

A moderation analysis using multiple regressions with an interaction term was conducted to examine whether age moderated the relationship between parental harsh verbal discipline and

adolescents' self-esteem. The overall model was statistically significant and accounted for approximately 12.3% of the variance in self-esteem.

As shown in Table 4.5, parental harsh verbal discipline had a statistically significant main effect on self-esteem ($B = -1.482$, Std. Error = .730, $t = -2.029$, $p = .043$), indicating that higher levels of harsh verbal discipline were associated with lower self-esteem. The main effect of age was not statistically significant ($B = -.705$, $p = .096$), suggesting that age alone did not significantly predict self-esteem in this model.

The interaction term between parental harsh verbal discipline and age (PV x Age) was not statistically significant ($B = .068$, $p = .111$). This indicates that age did not moderate the relationship between parental harsh verbal discipline and self-esteem. The negative association between parental harsh verbal discipline and self-esteem remained consistent across different age groups within the adolescent sample.

Age as a Moderator of the Relationship between Parental Harsh Verbal Discipline and Emotional Stability

A moderation analysis was also conducted to examine whether age moderated the relationship between parental harsh verbal discipline and adolescents' emotional stability. The overall regression model was statistically significant, $F(3, 322) = 13.417$, $p < .001$, explaining approximately 11.1% of the variance in emotional stability ($R^2 = .111$).

As shown in Table 4.5, the main effect of parental harsh verbal discipline was not statistically significant after inclusion of the interaction term ($B = -0.246$, $p = .555$). Similarly, age was not significantly associated with emotional stability ($B = -0.108$, $p = .653$). The interaction term between parental harsh verbal discipline and age (PV x Age) was not statistically significant ($B = .004$, $p = .863$).

These findings indicate that age did not moderate the relationship between parental harsh verbal discipline and emotional stability. The relationship between parental harsh verbal discipline and emotional stability appeared relatively stable across the different age groups represented in the sample, suggesting that the adverse effect of harsh verbal discipline on emotional stability is not dependent on the adolescent's age.

4.8 Summary of Key Findings

The study was conducted to explore the relationship between parental harsh verbal discipline and adolescent's self-esteem and emotional stability and to find out the extent to which age and gender contribute to variation in these relationships among adolescents in selected public secondary schools of Addis Ababa.

Descriptive findings showed variability in all major study variables. Adolescents reported differences in parental harsh verbal discipline, self-esteem and emotional stability, indicating different experiences and psychological outcomes for participants.

The results of the correlation analysis revealed statistically significant negative associations between parental harsh verbal discipline and adolescents' self-esteem and emotional stability. Higher levels of harsh verbal discipline were linked to lower self-esteem and emotional stability. Besides, a significant positive correlation was seen between self-esteem and emotional stability, indicating that adolescents with higher levels of self-esteem also had higher levels of emotional stability. Further regression analysis revealed that parental harsh verbal discipline was a significant predictor of self-esteem and emotional stability. Higher exposure to harsh verbal discipline was associated with lower scores for self-esteem and emotional stability. Age did not predict self-esteem and emotional stability. Gender was not found to significantly predict self-esteem; however, gender emerged as a significant predictor of emotional stability, with female adolescents reporting slightly higher emotional stability scores than male adolescents.

Overall, the findings suggest that parental harsh verbal discipline is an important factor associated with adolescents' psychological well-being.

4.9 Discussion of Findings

4.9.1 Discussion of the Relationship Between Parental Harsh Verbal Discipline and Adolescents' Self-Esteem

In this study, adolescents' self-esteem was significantly and negatively linked to parental harsh verbal discipline. Adolescents reported lower levels of self-esteem when parents used higher

levels of harsh verbal discipline. Furthermore, parental harsh verbal discipline was a significant predictor of adolescents' self-esteem controlling for age and gender.

This finding is supported by Wang and Kenny (2014) who found that adolescents exposed to frequent verbal aggression from parents reported significantly lower levels of self-worth and self-esteem. Similarly, Khaleque (2013) reported that parental rejection, criticism, and hostile communication were associated with negative self-perceptions among teenagers. The findings suggest that adolescents' sense of personal worth and competence may be damaged by harsh verbal interactions from parents.

This finding is also consistent with the Parental Acceptance-Rejection Theory (PARTheory) of Rohner, which states that children who suffer from rejection, criticism or hostility from the parents are more likely to develop low self-esteem, emotional insecurity and negative self-evaluations. Repeated exposure to yelling, insults, humiliation or degrading remarks can lead to internalized messages and a negative view of oneself.

The present finding further converges with Spinelli et al. (2023) who reported that negative parenting practices with verbal hostility and psychological aggression were related to decrease psychological adjustment and lower self-esteem in adolescents. The authors emphasized the significant role of parental communication patterns in influencing adolescents' emotional well-being and self-concept.

Therefore, the present study provides additional evidence that harsh verbal discipline represents a significant risk factor for adolescents' self-esteem and psychological development.

4.9.2 Discussion of the Relationship between Parental Harsh Verbal Discipline and Adolescents' Emotional Stability

The current study found a significant negative relationship between parental harsh verbal discipline and emotional stability in adolescents. Those adolescents who experienced higher levels of harsh verbal discipline also experienced lower emotional stability. Regression analysis results indicated that parental harsh verbal discipline was a significant predictor of emotional stability. This finding is consistent with the work of Teicher et al. (2006) who found that exposure to parental verbal aggression was associated with emotional distress, anxiety symptoms and difficulties in emotional regulation among adolescents. Likewise, verbal abuse from caregivers has been associated with emotional vulnerability and increased levels of psychological distress in adolescence (Polcari et al., 2014).

Garbarino, Guttman and Seeley (1987) also support this finding, arguing that psychological maltreatment (including harsh verbal treatment) can result in long-term emotional and behavioral difficulties. Repeated criticism or humiliation can make adolescents more emotionally sensitive and less able to cope with stressful situations effectively. The present finding is consistent with Zhang (2025), who found that parenting environments characterized by low emotional warmth and harsh disciplinary practices were associated with greater emotional difficulties and behavioral problems among adolescents. The author stressed that supportive parenting in the emotional area helps to build resilience while hostile communication patterns contribute to emotional instability.

The findings suggest that parents' harsh verbal discipline may create an emotionally insecure context that may impair adolescents' emotional regulation and psychological adjustment.

4.9.3 Discussion of the Role of Age and Gender

Results showed that age did not significantly predict self-esteem or emotional stability. Age was weakly positively associated with parental harsh verbal discipline, but age was not significantly associated with the psychological outcomes examined in the present study. These results imply that negative consequences of harsh verbal discipline might be experienced similarly across adolescent ages. The finding is supportive of previous studies reviewed in Chapter Two, which indicated that exposure to negative parenting practices can have negative effects on adolescents throughout the period of development regardless of the age difference.

Gender, the study showed that gender was not a significant predictor of self-esteem. This finding contrasts with those of Birndorf et al. (2005) and Robins and Trzesniewski (2002), who found that adolescent girls had lower self-esteem than boys. One possibility is that the effect of parental harsh verbal discipline in the present study was similar for male and female adolescents. However, gender was a significant predictor of emotional stability, with female adolescents reporting slightly higher emotional stability than males. This finding is partially consistent with the work of De Goede et al. (2009), who found gender differences in adolescents' emotional experiences and perceived parental support. Emotional socialization and coping strategies may vary between gender groups, and this may explain the differences in emotional stability found in the present study.

4.9.4 Discussion of the Moderating Role of Age and Gender

The study examined whether age and gender moderated the association between parents' harsh verbal discipline and adolescents' self-esteem and emotional stability. Results showed that the moderation effects of age and gender on these relationships were not significant. This finding suggests that the negative effect of parental harsh verbal discipline on adolescents' psychological outcomes is similar across ages and for boys and girls. Regardless of age and gender, adolescents who reported more harsh verbal discipline reported lower self-esteem and lower emotional stability.

The finding is consistent with the view that harsh verbal discipline is a universal psychological risk factor which can adversely affect adolescent development regardless of demographic characteristics. Thus, interventions to reduce harsh verbal discipline could be useful for adolescent boys and girls and for adolescents at different ages.

4.10 Implications of Findings

The findings of this study have important theoretical and practical implications. Theoretically, the results support the cross-cultural applicability of PARTheory and Cognitive Vulnerability Theory in explaining the negative effects of parental harsh verbal discipline on adolescent psychological outcomes in non-Western, African contexts. Practically, the findings highlight the urgent need for parenting education initiatives and school-based psychological support programs in Addis Ababa that address the psychological consequences of harsh verbal discipline and promote emotionally supportive parenting practices. School counselors and mental health professionals should be equipped to identify adolescents at risk of low self-esteem and emotional instability resulting from harsh verbal home environments, and to provide timely and culturally sensitive interventions. Furthermore, policy efforts should aim to increase public awareness about the psychological harm associated with parental verbal aggression, even in cultural contexts where such practices are normalized.

4.11 Limitations of the Findings

First, the study relied on adolescents' self-reported responses. Since information regarding parental verbal discipline, self-esteem, and emotional stability was collected directly from participants, responses may have been influenced by personal interpretation, recall differences,

or social desirability. Some participants may also have underreported or over reported their experiences and emotional states.

Second, although age and gender were included in the regression models, other variables that may influence adolescents' self-esteem and emotional stability were not examined in this study. Factors such as socioeconomic background, peer relationships, family environment, parenting practices, and school-related experiences may also contribute to adolescents' psychological outcomes.

These limitations should be considered when interpreting and generalizing the findings of the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions drawn from the findings, limitations of the study, and recommendations for future research and practice. The study examined the relationship between parental harsh verbal discipline and adolescents' self-esteem and emotional stability among public secondary school students in Addis Ababa and further explored the contribution of age and gender.

5.2 Summary of the Study

The purpose of this study was to examine the relationship between parental harsh verbal discipline and adolescents' self-esteem and emotional stability among public secondary school students in Addis Ababa. The study also examined whether gender and age moderate the relationship between parental harsh verbal discipline and adolescents' psychological outcomes.

A quantitative cross-sectional survey design was employed in the study. Data were collected from 325 adolescents selected through stratified random sampling techniques from TekurAnbesa Secondary School and Menelik II Secondary School. Standardized self-report instruments were used to assess parental harsh verbal discipline, self-esteem, and emotional stability.

Descriptive statistics, Pearson productmoment correlation analysis, and moderation analysis using multiple regressions with interaction terms were conducted using SPSS.

The findings of the study showed that parental harsh verbal discipline was negatively associated with adolescents' self-esteem and emotional stability. Adolescents who experienced higher levels of harsh verbal discipline tended to report lower self-esteem and lower emotional stability. In contrast, self-esteem and emotional stability were positively associated.

The moderation analyses further revealed that neither gender nor age significantly moderated the relationship between parental harsh verbal discipline and adolescents' self-esteem and emotional stability. The findings indicated that the relationship between parental harsh verbal discipline and adolescents' psychological outcomes remained relatively similar across different gender and age groups.

Overall, the findings suggest that parental harsh verbal discipline is associated with negative psychological outcomes among adolescents and highlight the importance of positive and supportive communication between parents and adolescents.

5.3 Conclusions

Based on the findings of this study, several conclusions were drawn.

First, parental harsh verbal discipline was significantly associated with lower self-esteem among adolescents. Adolescents who reported greater exposure to harsh verbal disciplinary practices tended to demonstrate lower levels of self-worth and confidence.

Second, parental harsh verbal discipline was also significantly associated with lower emotional stability. Adolescents exposed to higher levels of harsh verbal communication tended to report greater emotional difficulty and reduced emotional regulation.

Third, age did not show a statistically significant contribution to either self-esteem or emotional stability within the study sample.

Fourth, gender showed a significant contribution only to emotional stability, suggesting differences in emotional outcomes across gender groups.

Overall, the findings suggest that parental verbal interactions may play an important role in adolescents' psychological experiences and highlight the importance of supportive and respectful parent adolescent communication.

5.4 Recommendations

Based on the findings of the study, the following recommendations are proposed.

Recommendations for Parents

Parents should be encouraged to adopt constructive and respectful communication practices and avoid repeated use of harsh verbal disciplinary approaches that may negatively relate to adolescents' psychological well-being.

Recommendations for Schools

Schools should strengthen guidance and counseling services and create awareness programs that support positive parent–adolescent communication.

Recommendations for Mental Health and Educational Professionals

Professionals working with adolescents should consider family communication patterns when developing interventions aimed at promoting adolescents' emotional and psychological well-being.

Recommendations for Future Researchers

Future studies may employ longitudinal or mixed-method approaches to better understand developmental patterns and include additional variables such as parenting style, socioeconomic background, peer relationships, and school climate.

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Appendix

Questionnaire's (English Version revised)

Introduction

This questionnaire is part of a research study conducted for a Master's degree in Applied Developmental Psychology at Addis Ababa University. The purpose of the study is to understand adolescents' experiences of parental verbal discipline and its relationship with self-esteem and emotional stability.

Your participation is voluntary. There is no right or wrong answers. Your responses will be kept confidential and used only for academic purposes.

Part I: Socio-Demographic Information

Age _____ years

Please tick (✓) the appropriate answer.

Sex:

☐ Male ☐ Female

Grade level:

☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12

School

☐ Menelik II Secondary School ☐ TekurAnbessa Secondary School

If you have experienced harsh verbal discipline at home, who is most often responsible?

☐ Both of my parents/guardians
☐ Only one of my parent/guardian

Part II: Parental Harsh Verbal Discipline (Short Version – PVAS)

Instructions:

Below are statements about how your parent(s) talk to you when they are angry or correcting you. Please indicate how often each statement applies to you.

	Never	Rarely	Sometimes	Often	Very Often
My parent yells at me when I do something wrong					
My parent insults or calls me hurtful names					
My parent speaks to me in a humiliating or belittling way					
My parent threatens me when they are angry					
My parent says things that make me feel worthless					

Part III: Self-Esteem (Rosenberg Self-Esteem Scale – Full Version)

Instructions:

Please indicate how strongly you agree or disagree with each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel that I am a person of worth, at least on an equal basis with others.				
I feel that I have a number of good qualities.				

All in all, I am inclined to feel that I am a failure.				
I am able to do things as well as most other people.				
I take a positive attitude toward myself.				
On the whole, I am satisfied with myself.				
I certainly feel useless at times.				
At times I think I am no good at all.				

Part IV: Emotional Stability (Short Big Five – Neuroticism)

Instructions:

Please indicate how much you agree with each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I often feel anxious or worried.				
I get upset easily.				
I feel calm and emotionally stable. <i>(reverse)</i>				
I often feel nervous or tense.				

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A 10x10 grid of squares. The top row and the first column are highlighted in light blue. The remaining squares are white with black outlines.

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