

Running Head: Examining the Relationship between...



**ADDIS ABABA UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**EXAMINING THE RELATIONSHIP BETWEEN PARENTING STYLE AND THE  
SELF-ESTEEM OF AMERICAN MISSION SCHOOL STUDENTS**

**BY**

**LENSA TESFAYE LEMMA**

**JUNE, 2015**

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**A THESIS SUBMITTED TO  
THE SCHOOL OF GRADUATE STUDIES  
ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTERS IN SOCIAL WORK**

**BY: LENSA TEFAYE LEMMA**

**JUNE, 2015**

**ADDIS ABABA**

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**Approval of the Board of Examiners:**

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## **Declaration**

I the undersigned, declare that this thesis is my original work, has never been presented in this or any other university, and that all resources and materials used herein, have been duly acknowledged.

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Date of Submission: \_\_\_\_\_

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### **Acronyms**

ANOVA	Analysis of Variance
M	Mean
SD	Standard Deviation
SPSS	Statistical Package for Social Science
PAQ	Parental Authority Questionnaire
RSE	Rosenberg Self-Esteem Scale

### List of Symbols

<	Less than
>	Greater than
=	Equal
$\alpha$	Alpha
%	Percent
&	Ampersand
“	Quotation Mark
e	Margin of Error
N	Population Number
Z	Confidence Level



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### **Abstract**

Understanding parenting style and its impact on the self-esteem of children has a paramount importance for the well being of children and their development. This study was conducted to look at the impact of parenting style on children's self-esteem in American Mission School. In addition, this study also sought to examine the relationship parenting style has with family characteristics and some demographic factors (age and grade). A total of 189 students from 4 grades were selected (7, 8, 9 & 11) randomly. Parental Authority Questionnaire (PAQ) and Rosenberg Self-esteem Scale (RSE) were used to measure parenting style and self-esteem respectively. Univariate and bivariate analysis were used to analyze the collected data. Findings showed that there was no significant correlation between parenting styles and self-esteem except fathers who practice authoritarian parenting styles. It was also found that there was significant relationship between age (one of the demographic factor) and self-esteem, while the other demographic factor grade didn't have a significant relationship with self-esteem. In the contrary, family characteristics (living arrangement, parent's level of education and income of the family) were found to have no significant relationship with self-esteem. Conclusion was made and the major finding was discussed in relation to other research findings. Finally the implication for social work education, research and practice was discussed.

*Keywords:* Parenting style, family characteristics, self-esteem

## **1. Chapter One: Introduction**

### **1.1 Background of the study**

I have heard many parents saying that being a parent is perhaps one of the most difficult yet rewarding endeavours one can engage in. The uninitiated think is that it is easy because many people do it. Parenting style is significant to society as it plays a pivotal role on the development of children and adolescents who are important to the future. Good parenting practices can positively impact the development of children. Moreover, the growth and development of children is best promoted within a family setting.

Baumrind (1967) developed a parenting style typology which consists of three parenting styles: authoritative, authoritarian and permissive/neglectful. Out of the above mentioned three parenting styles, most researches have chosen authoritative parenting style as the best one for children's development. For instance, Baumrind (1991) reported that parents who are authoritative were more successful especially in helping their adolescents to avoid problems associated with drugs. A research done by Steinberg (1992) supports this idea suggesting that authoritativeness holds the central trio in good parenting – warmth, control and democracy which explains why it is often deemed as the most successful parenting style for student achievement. Children's behaviour and development is highly influenced by the type of parenting style their parents use. Children coming from authoritative parents tend to be good in their school, self-esteem, communicating with others and in expressing themselves. On the other hand, children of authoritarian parents tend to stay out of trouble and make good grades, but their social development is negatively affected due to not being encouraged to have opinions, being shy and constantly worrying about disappointing their parents. Children coming from permissive parents

have higher self-esteem, better social skills and lower levels of depression, which aids in positive social development. The decreased maturity and independence associated with parental indulgence harms a child's emotional development because he is not required to grow in these areas (Bornstein & Zlotnik, 2008).

The foundation of self-esteem is laid early in life, so the role of parenting in self-esteem development has been focused much by psychologists (Harter, 2008). There are rich evidences that parental involvement, acceptance, support, and exposure to define limits have placed influence on self-esteem of children (Harter, 2008). Different parenting styles tend to associate with different levels of self-esteem and levels may change based on various groups and community (Dwairy, Achoui, Abouserie, Farah, Ghazal, & Fayad, 2006).

After understanding how the parenting style of the parents affects the self-esteem of the child and its impact on their future, it is important to identify the dominant parenting style in the American Mission School. I am saying this because there are some behaviour issues identified with the children going to this school. Some of these behaviours include being part of gang groups, dropping out of school and unwanted pregnancy.

The reason I have decided this topic for my thesis, is that because growing up I have observed that children coming from strict and firm parents (families who follow the approach that do as I say, or else!) tend to get involved in socially unacceptable or deviant behaviours. The first chance they get to be apart from their parents' control, they want to experience everything. They want to try new things, even if they were told that that particular thing is bad. As a result, they end up dropping out of school or getting involved with a gang. Accordingly, I wanted to see the self-esteem of this children and how it can be related to parenting style.



Relating to the specific school I have chosen for my thesis, this school is one of the Schools that are considered to be a mission school; only girls are enrolled. Currently, the school has 1500 students enrolled from KG up to grade 12. I had friends and neighbours who used to go to this school and what I observed was that, the parents of these children are strict but the children are acting out differently. They tend to use every opportunity they have apart from their parents to do things they are not allowed to do if their parents were present. I am curious whether or not such behaviour of the girls in that school can be attributed to the parenting style of the families and mainly its impact on the children's self-esteem.

## **1.2 Statement of the Problem**

I have come across different research findings stating that how parenting style has an impact on children's behaviour and their overall development. Research over many years has confirmed that parenting style has a direct effect in shaping individual's development. Furthermore, different researches point out that how we were raised by our parents will have an impact on who we are today and what we are going to be in the future. In addition to this, there are some parents who think that being a best parent is fulfilling the child's material need in terms of money, which means providing everything the child wants. This thinking neglect the child's other needs like the attachment, the emotional bonding and other similar issues, which will have a significant impact on the child's development.

I believe that the issue of parenting style hasn't been given much attention in our country. There are certain ways in which a child can be raised; it is different among different cultures and belief systems. As a result there are different behaviours that can be observed in different schools and among students joining the University. These behaviour didn't just develop over

night; it has been there due to the different parenting style their parents used. Therefore, it is important to understand whether the parenting styles identified in the literature directly applies to the study population. In other words, it is important to understand whether the parenting styles that research participant students raised in or experienced fit into the classification identified in the literature and bring similar impact on children's self-esteem.

In a landmark series of studies, Diana Baumrind has collected information about child rearing by investigating how parents interact with their children (Berk, 2009). Basically, a variety of countries found that they have their main or optimum parenting styles that are different with each others. It depends on the differences in ethnics, cultures and beliefs within this multicultural society (Hsieh, 1998).

Berk (2009) showed that different kind of parenting styles associated with different adolescent development. New and Cochran (2007), mentioned that authoritative parenting style brings children with higher self-esteem than other parenting style especially in mainstream Western culture. Generally, authoritative parents tend to be more conducive to develop self-esteem in their children (Mruk, 2006). However, researchers have identified some caveats recently. Chao (1994) mentioned that authoritarian parenting style has more beneficial on feelings of esteem in some cultures which perceived authoritarian as caring and loving (as cited in New and Cochran, 2007)

According to Corsini and Painter (1975), "many parents try to operate under an authoritarian system- "You do what I say or else!". What is required is not the assertion of authority but the establishment of mutual respect! Parents must respect children-give them freedom of action, consider their wishes, grant them independence, and no longer regard them as

property (Ibid). Some studies exposed that authoritarian parenting is most common in Ethiopia (Zelege & Tadesse, 1998).

The type of parenting style used in childrearing also has dramatic effects on children's educational achievement, socialization and over all well-being and development (Rytönen, Roberts, & Fraleigh, 2005). The majority of research indicates that children reared in an authoritative environment have the most positive outcomes. These children consistently score higher on levels of psychosocial competency and school achievement. They also tend to score lower for external and internal problem behaviour. Children raised in a neglectful/permissive environment, on the other hand, tend to show the lowest levels of positive adjustment. They score the lowest on measures of school achievement, social competence, and psychosocial adjustment. Children raised in an authoritarian environment typically far better than those in a neglectful/permissive environment but are not as well adjusted as those from authoritative homes (Lamborn, Mounts, Stenberg & Dornbusch, 1991). This difference is explained in Baumrind (1991), as permissive parents having very few demands to make of their children. These parents rarely discipline their children because they have relatively low expectations of maturity and self-control. Permissive parents "are more responsive than they are demanding. They are non-traditional and lenient, do not require mature behaviour, allow considerable self-regulation, and avoid confrontation". Permissive parents are generally nurturing and communicative with their children, often taking on the status of a friend more than that of a parent.

### **1.3 Objectives of the Study**

- To provide a better understanding on how parenting style influences children's self-esteem among the public

- To identify the most practiced parenting style by parents of American Mission School Students
- To examine the relationship between different parenting styles and the self-esteem of students in American Mission School

#### **1.4 Research Questions and Hypotheses**

1. Is there a correlation between different parenting styles and the self-esteem of students in American Mission School?

**Hypothesis 1:** There is a correlation between parenting styles and the self-esteem of students in American Mission School.

2. Is there a significant relationship between the demographic factors (age and grade) and self-esteem?

**Hypothesis 2:** There is a significant relationship between demographic factors (age and grade) and student's self-esteem.

3. Is there a significant relationship between family characteristics (living arrangement, income of the family and educational level of the parents) and self-esteem?

**Hypothesis 3:** There is a significant relationship between family characteristics (living arrangement, income of the family and educational level of the parents) and self-esteem.

4. What is the most practiced parenting style by the parents of American Mission School Students?

**Hypothesis 4:** Authoritative parenting style is the most practiced parenting style by the parents of American Mission School Students.

### **1.5 Significance of the Study**

This study informs the dominant parenting style among American Mission School children. It helps in understanding each parenting style and its impact on the children's Self-esteem. It helps the planning and implementation of future intervention programs to be based on empirical evidence thereby enhancing the likelihood of better results.

According to Curtis and Newman (2004), parenting is a family dynamic that often have a direct impact towards and within a family. So, having a basic understanding of parenting styles and the relevant knowledge in students or the public is important. Moreover, this study helps to increase the awareness of students and the public about the importance of parenting style and how it influences their children.

Besides, it provides clearer picture about the predominant parenting style in American Mission School after completing the research. Different parenting styles have relationship to children's self-esteem, either positively or negatively. However, much research was only done in Western countries and it is still a myth for African population regarding the unpopular statistics between parenting styles and children's self-esteem. As a result, insight will be gained from the result done in this population and examine the differences between Western sample and African sample.

### **1.6 Conceptual Definition of Terms**

- Parenting styles. Darling and Steinberg (as cited in Huver, Otten, Vries, & Engels, 2009) defined parenting styles as a universal climate in which a family functions and in which child rearing behaviour of parents or other primary caregivers involve.

- Authoritative parenting style. Authoritative parenting style offers a balance of warmth and control and emphasize on reasoning and communication between parents and children (Knox & Schacht, 2007).
- Authoritarian parenting style. Authoritarian parenting style is restrictive, directive, highly demanding and not responsive to the needs or demands of children (Gould & Martindale, 2009).
- Permissive parenting style. Baumrind (1991) stated this parenting style is nontraditional, lenient and allows substantial self-regulation to children and yet, avoid confrontation (as cited in Gould & Martindale, 2009).
- Self-esteem. Judgment that individual make about his own worth and the feelings connected with those judgment is the definition of self-esteem (Berk, 2009).

### **1.7 Operational Definition of Terms**

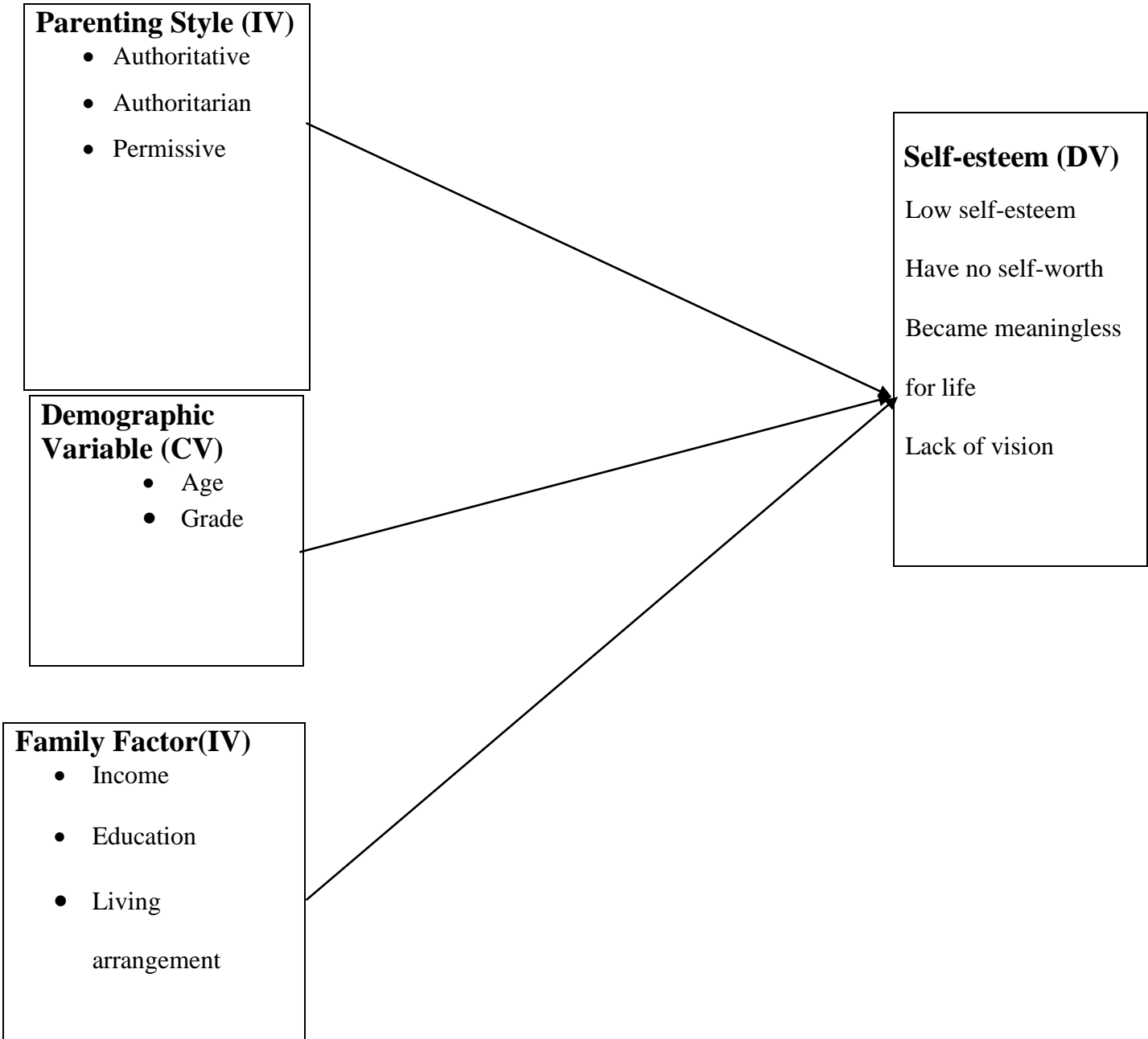
- Age. It refers to the number of years that a child lived during the data collection time as responded by the child. It is a continuous variable measured at a ratio level and is limited from 12 to 20 (including) for this study purpose.
- Family characteristics. It includes the living arrangement, educational level of parents and income of the family.

### **1.8 Limitation of the Study**

It is important to note that this study has some limitations. First, the population of the study merely included the school going children in Addis Ababa, and this implied that the finding of this study could only be generalized to this particular population. Moreover, since all the measures are self-report questionnaires, which are based on the perspective of the children

only, self-bias, might have influenced the accuracy of the information given by the respondents. Moreover, during the data collection process, the children were surrounded by their friends and they might have given a socially desirable answer to the questions. In addition, objective validation of these measures through other data source is not obtained. Thus it is suggested that further investigation be done using a mixed approach, which will include additional responses of parents or legal guardians and teachers of the children.

### Conceptual framework





## **2. Chapter Two: Literature Review**

### **2.1. What is Parenting Style?**

It is essential to define parenting first and distinguish between parenting styles and parenting practices. Parenting, as defined by Bradley and Caldwell (1995), is the regulation of behaviour and development of the children, with the intention that they can live a socially desirable life, adapt to their environment, and pursue their own goals. That is, parenting is a socialization process through which parents transfer their cultural values, beliefs, traditions, and norms as well as other socially and culturally desirable behaviours to their children, adolescents, and young adults to be good citizens of the society and for the attainment of adult competence.

Although the terms parenting styles and parenting practices are often used interchangeably by researchers, there is a difference between the two concepts. Parenting styles, as defined by Baumrind, are “the consistent patterns of parental behaviours and attitudes with which parents interact and deal with their children and adolescents along two parental dimensions, that is, demandingness and responsiveness” (Baumrind, 1966, p. 889).

According to Baumrind, demandingness refers to parental behaviours and attitudes to integrate children into the family by demanding maturity in their children, supervising and disciplining their children, and showing willingness to control the behavioural problems of their children; and responsiveness refers to the degree to which parents instil independence, self-regulation, and self-assertion in their children by agreeing to be cognizant and supportive of their children’s interest, needs, and demands. Other psychologists (e.g., Darling & Steinberg, 1993) have defined parenting styles in a more elaborated way, as a reflection of the relationships between parent and child and the qualities of these relationships among them (i.e., the emotional

attachment in which parents rear their children and adolescents). Specifically, parenting style is "a constellation of parental behaviours and attitudes toward their children that are conveyed to the children and that, as a whole, create an emotional bond in which the parents' behaviours are expressed" (Darling & Steinberg, 1993, p. 488). On the other hand, parenting practices, as defined by Darling and Steinberg (1993), are the specific behaviours and attitudes demonstrated by parents in socializing their children, such as doing assignments with their children, providing their children with time to read, assisting their children when they encounter problems, and attending their children's school activities to enable them to succeed in schools.

Generally, parenting styles refer to a global construct reflecting the parental behaviours and attitudes towards their children and the qualities of interactions and relationships among parents and children and used to categorise parents typologically, whereas parenting practices refer to the specific behaviours and attitudes which are shown by parents in rearing their children.

The first theoretical tripartite model of parenting style was postulated by Baumrind (1966, 1967, 1973). She identified that parenting styles fall into three main categories (i.e., *authoritarian*- firm but not warm, *permissive*- warm but not firm, and *authoritative*- warm and firm), which focus on four important aspects of family functioning, namely, nurturance or warmth, firmness and clarity of control, level of maturity demands, and degree of communication between parent and the child. Later, by analyzing Baumrind's conceptualization of parenting styles, Maccoby and Martin (1983) elaborated and revised her typologies. They proposed a variation of Baumrind's categorisation in which parents are classified based on two dimensions. These are the degree of demand and control and the degree of acceptance/rejection.

According to Maccoby and Martin, these two dimensions jointly create four types of parenting styles, three of which are quite similar to Baumrind's original classification and conceptualization of parenting styles. Their conceptualization adds the fourth type, *the neglecting or uninvolved parenting style* (i.e., neither warm nor firm).

According to Baumrind's (1991), Prototypical descriptions the three types of parenting styles are as follows:-

- a. The authoritative parent attempts to direct the child's activities but in a rational, issue-oriented manner. She [the parent] encourages verbal give and take, shares with the child the reasoning behind her policy, and solicits his objections when he refuses to conform. Both autonomous self-will and disciplined conformity are valued. She values both expressive and instrumental attributes, both autonomous self-will and disciplined conformity. Therefore she exerts firm control at points of parent-child divergence, but does not hem the child in with restrictions. She enforces her own perspective as an adult, but recognizes the child's individual interests and special ways. The authoritative parent affirms the child's present qualities, but also sets standards for future conduct. She uses reason, power, and shaping by regime and reinforcement to achieve her objectives, and does not base her decisions on group consensus or the individual child's desires. [... but also does not regard herself as infallible, or divinely inspired.] (p. 891)
- b. The authoritarian parent attempts to shape, control, and evaluate the behaviour and attitudes of the child in accordance with a set standard of conduct, usually an absolute standard, theologically motivated and formulated by a higher authority. She [the parent] values obedience as a virtue and favours punitive, forceful measures to curb self-will at

points where the child's actions or beliefs conflict with what she thinks is right conduct. She believes in keeping the child in his place, in restricting his autonomy, and in assigning household responsibilities in order to inculcate respect for work. She regards the preservation of order and traditional structure as a highly valued end in itself. She does not encourage verbal give and take, believing that the child should accept her word for what is right (p. 890).

- c. The permissive parent attempts to behave in a nonpunitive, acceptant and affirmative manner towards the child's impulses, desires, and actions. She [the parent] consults with him [the child] about policy decisions and gives explanations for family rules. She makes few demands for household responsibility and orderly behaviour. She presents herself to the child as a resource for him to use as he wishes, not as an ideal for him to emulate, or as an active agent responsible for shaping or altering his ongoing or future behaviour. She allows the child to regulate his own activities as much as possible, avoids the exercise of control, and does not encourage him to obey externally defined standards. She attempts to use reason and manipulation, but not overt power to accomplish her ends (p. 889).

## **2.2 Parenting Styles and Associated Behaviours of Children**

In this review, it is repeatedly stated that various positive outcomes are associated with authoritative style of parenting. More specifically, according to Maccoby and Martin (1984) youngsters who are raised in authoritative homes score higher than their peers from permissive or authoritarian homes on a wide variety of measures of competence, achievement, social development, self-esteem, and mental health. Particularly, many studies (e.g., Baumrind &

Black, 1967) underline the importance of consistency in parents behaviour toward their children. According to Baumrind and Black, parents' consistent discipline was associated with independence and assertiveness. On the other hand, many studies have also shown that parental inconsistency and conflict are linked to maladjustment in children, especially to aggression and delinquency (Morgan, King, Weisz & Scloper, 1986).

In addition to being consistent, it is also important that parents be willing to grant independence. In one study, parent's destructiveness and refusal to grant sufficient independence were associated with dependent and passive behaviour. Children whose parents did not permit them to explore the environment who placed restrictions upon their initiative, and who expected a high level of conscience development tended to be stereotyped in their thinking and dependent while children whose parents encourage independence were more likely to be independent, active, and non-conforming (Baumrind & Black, 1967). Others (e.g., Fischer & Lazerson, 1984) also believe that children of authoritarian-restrictive parents are likely to be dependent and submissive. Furthermore, it is important that parents be willing to offer justification for directives and to listen to the child. These parental behaviours were associated with competent behaviour on the part of the child. Generally, while the use of coercive power without reason was associated with maladaptive behaviour in children, use of reasoning and willingness to engage in verbal debate was associated with adaptive, competent behaviour (Baumrind & Black, 1967). A research done in our country also supports the above mentioned idea, stating that parents consistency in their behaviour, their willingness to grant independence for their children, and their willingness to give justification for their rules and measures are important parental

behaviours which contributed positively to children's independent thinking, and action as well as assertiveness. (Sileshi Zeleke and Sintayehu Tadesse, 1998)

One can observe from the above studies that parents consistency in their behaviour their willingness to grant independence for their children, and their willingness to give justification for their rules and measures are important parental behaviours which contributed positively to children's independent thinking, and action as well as assertiveness. One can also see that these behaviours are characteristics of authoritative parents.

Other investigators attempted to examine the behaviour of children or adolescents from authoritative, authoritarian, indulgent, and neglectful homes Lamborn et.al. (1991), for example, compared behaviours of adolescents who were reared in these homes. The study revealed that adolescents from authoritative homes showed significantly lower levels of problem behaviour (involvement in drug and alcohol use, school misconduct, and delinquency) and significantly higher levels of psychosocial development (social competence, work orientation, and self-reliance) than adolescents from authoritarian, indulgent, and neglectful households. Those from neglectful homes showed the poorest outcomes across the above sets of dependent measures. Those from authoritarian and indulgent households tended to score between the authoritative and neglectful groups.

The study further revealed that adolescents from authoritarian homes reported less school misconduct, less drug use, and a more positive orientation toward school than those from indulgent homes. Moreover, on measures of problem behaviour and school competence, adolescents from indulgent homes were no better off than those from neglectful homes (Lamborn et.al., 1991). Other investigators also support the hypothesis that authoritative parenting

enhances youngster's psychosocial development (Steinberg et.al., 1989). In sum, a number of studies revealed that authoritative parenting produces children who tend to be competent, self-controlled, independent, assertive, inquiring (Coon, 1986), socially active, responsible, and high in self-esteem (Irwin & Simons, 1994). Some investigators also believe that many adolescents from permissive homes feel rejected and confused and a sizeable portion of them have emotional and behavioural problems (Irwin & Simons, 1994). Others (e.g. Hurlock, 1980) indicate generally that children from either permissive or authoritarian homes tend to have poor personal and social adjustments.

### **2.3 The Relationship between Parenting Styles and Self-esteem**

Self-esteem is a highly researched field, with multiple types of self-esteem to investigate. The general term self-esteem is defined as one's assessment of their own self-worth (Lightfoot, Cole & Cole, 2009). This general definition can be called one's global self-esteem, considering all internal and external factors. Internal factors refer to emotions, genetic makeup and personality traits, while external factors refer to specific events, family, career etc. However, that definition covers a few different types of self-esteem. Trait self-esteem is the amount of regard we have for ourselves through time (Gilovich, Keltner & Nisbett, 2006). This type of self-esteem tends to remain stable over a lifetime (Block & Robins, 1993), which is why some refer to this trait self-esteem as part of one's personality. Another type of self-esteem is state self-esteem. State self-esteem is much more fluid and is affected by feelings and situations (Heatherton & Polivy, 1991). It has to do with how one is feeling about himself or herself at a certain point in time. There also exist more specific types of self-esteem such as academic self-esteem, where

one's feeling of self-worth is somewhat contingent upon how well one does academically (Valizadeh, 2012).

Self-esteem is important because of its role in healthy human development. Abraham Maslow categorized self-esteem as one of the basic human motivations. In his concept of the hierarchy of needs, esteem comes near the top. First comes physical needs, such as food and sleep, then security or safety needs, next social needs, meaning love and affection from others followed by esteem needs, reflection of personal worth and accomplishment, followed only by self-actualization, where one can finally fulfill their full potential (Maslow, 1987). Based on this hierarchy of needs, a child's level of self-esteem is a good way to determine level of success for parenting style. It is clear that one can look at self-esteem in many lights and under multiple contexts. The current study focused on global self-esteem.

The current study's focus was on the impact of the three main parenting styles (authoritative, authoritarian and permissive) and self-esteem. Past research in the field of parenting styles and self-esteem generally points to a strong relationship between the two. A study done by (Hosogi, 2012) focusing on children showed that the environment where children are raised contributes deeply to the development of their self-esteem. This means that everything from school and family dynamics to socioeconomic status and parenting styles affect children greatly. Additionally another past study suggests more precisely that nurturing and supportive parenting styles could improve children's self-esteem (Yang & Liang, 2008). This statement indicates further investigation needs to be done on the connection between parenting styles and self-esteem.



Research done on the consequences of specific parenting styles concludes that these styles do affect the child's self-esteem (DeHart, Pelham & Tennen, 2006). Some research has been done specifically looking at the effect of these three styles (authoritative, authoritarian and permissive). There is some variation among results as to what parenting style leads to the highest level of self-esteem. A study done by Martínez and García (2008) showed that adolescents with authoritarian and neglectful parents had the lowest levels of self-esteem. Alternatively, Garcia and Gracia (2009) found that the children of authoritative parenting styles had the highest levels of self-esteem. It was also concluded in 2007 that the authoritative children scored highest on levels of self-esteem (Martínez, García & Yubero, 2007). Based on these results it is somewhat unclear which of the parenting styles can be labelled most successful on the basis of the child's self-esteem, therefore more research is needed. Moreover, previous research has concluded specific qualities of a parent can lead to higher levels of self-esteem. The quality of supportiveness as perceived by the child predicted higher levels of implicit self-esteem in a study conducted by Antonopoulou, Alexopoulos & Maridaki- Kassotaki (2012). This means it is likely that children with neglecting parents would have lower levels of self-esteem. Furthermore parents who were recognized as more nurturing (authoritative and permissive) had a positive effect on their children's self-esteem, while parents perceived to be overprotective (authoritarian) had a negative effect (DeHart, Pelham & Tennen, 2006). Additionally emotional warmth (authoritative and permissive) has been positively correlated with higher levels of self-esteem, while negative loving, anger and rejecting were negatively correlated (Yang & Zhou, 2008).

One's self-esteem over time has been studied a multitude of times with varying outcomes. The most popular finding is that self-esteem increases throughout adolescence to

middle adulthood where it begins to decrease as one enters old age (Orth, Robins & Widaman, 2012). It is important to consider potential confounding variables within these results, such as success in one's career or family life or decrease in health (Orth, Trzeniewshi & Robins, 2010). It is possible that the results partly reflect accomplishment of age specific challenges such as completing levels of school, marriage, children, physical complications, retirement, or sickness (Wagner, Ludtke, Jonkmann & Trautwein, 2012). Another study arrived at the same conclusion of an increase in self-esteem throughout adolescence, and additionally notes that gender did not make a difference in the expected trajectories (Erol & Orth, 2011). It is important to note the insignificant effect of gender because the current study did not consider gender as a variable of interest for that reason. When looking simply at the adolescent stage, results mostly show a general increase in self-esteem throughout adolescence (Orth, Robins & Widaman, 2012). Similarly, it is essential to look at possible confounding variables affecting this increase in self-esteem during adolescence. One variable that was found to have an important effect is education level. It was found that as education level increases so does level of self-esteem (Hallsten, Rudman, & Gustavsson, 2012). While discussing factors that affect self-esteem levels and the ways that self-esteem can change over time, it is relevant to acknowledge that parenting style could change over time as well. This is important to recognize because different parenting styles could have positive or negative effects on the child's self-esteem levels through time and development.

#### **2.4 Factors that affect the parenting style exercised in a Family**

According to a number of investigators (e.g., Dornbusch et.al., 1987; Hetherington & Parke, 1979), parents' way of upbringing children is determined or influenced by several factors.

Some of these factors are family status, family size (or number of children in the family), parents' education, the presence of additional adults in the family, and socioeconomic status of the parents.

The status of a family is usually identified as either intact or broken. The former is a family in which both biological parents are present whereas the latter encompasses various family arrangements-step-parent families, single-parent families, and children living with other guardians. This may occur usually because of death of spouse, separation, or divorce. Many researchers seem to agree that living in an intact family characterized by constant friction and conflict causes greater emotional stress and lower self-esteem in children than a supportive single-parent family. Others feel that the fragmentation and lack of intimate exposure to both parental figures at the same time may lead to negative consequences. A study by Conyers (cited in Lindgren & Suter, 1985), for instance, showed that children who are not living with both parents (in contrast to other children) are more likely to become truants, to drop out, to be expelled from school, and to have lower grade-point average which is in keeping with their attendance record. Research has also shown that boys in father-absent homes are more aggressive, anxious, and emotionally dependent.

There are also contradictory findings regarding the effect of single-parent families on parents' way of raising children. According to Hetherington and Parke (1979), single parent families tend to be permissive they communicate less with their children, are less consistent, make fewer demands on them for mature behaviour, and have less control over them. In contrast, according to Weiss (cited in Lamanna & Riedmann, 1985), single parent families offer their children an opportunity for real responsibility, often listen more attentively to them, discuss a

wide range of matters with them, and become emotionally closer. Children of single-parent families share authority in both minor and major matters and may make decisions about their own lives earlier. Weiss defends single-parent families and the child's independence and authority from attacks by those who label the family style as permissive. According to Weiss, the typical two-parent family might rather be labelled overprotective.

Furthermore, Dornbusch et.al (1987) found that step-parent families show higher levels of authoritarian and lower level of authoritative child rearing styles. They also found that children from step-parent families have lower school grades and higher rates of delinquency than do children in two-natural-parent families. Another important factor that is hypothesized to influence the kind of parenting style employed in a family is the number of children in the family. Many studies show that parents' way of raising children systematically changes as more children are added to the family. According to Wagner, Schubert, and Schubert (cited in Berk, 1991), for example, disciplinary practices become more authoritarian and punitive as family size increases.

Furthermore, according to these investigators, antisocial behaviour and delinquency appear more often among children with many siblings. According to Carter and Welch (cited in Papalia & Olds, 1982), the more experienced parents, those who had two or more children are more likely to be authoritarian. Whether a family is a nuclear family or an extended one is said to have an effect on parents way of raising children. Nuclear families consists only father, mother and children. Extended families, on the other hand, are those in which grandparents, cousins, aunts, and uncles as well as parents and children live together.

According to Wilson and Tolson (cited in Berk. 1991), extended family living arrangements are associated with more give-and-take in adult-child interaction, better school achievement, and improved psychological adjustment. Furthermore, the presence of additional adults in the home promotes parental control and lessens children's tendency to become involved in deviant behaviour (Dornbusch et.al.,1987). This seems to suggest that extended families are likely to employ authoritative style in child rearing. Others also believe that nuclear family arrangement creates isolation and emotional tension. The negative feelings of the emotionally disturbed mother are much more likely to be expressed in the way she cares for the child if she is alone than living together with aunt, cousin, or other adults. Thus, extended families help care of the child and also offer child rearing advises (Papalia & Olds, 1982).

A number of investigators (e.g., Kohn, 1965; Laosa, 1981) believe that parents rear their children in line with their beliefs and values while social classes are often related to particular beliefs and values. It should also be noted that socio-economic status of a family may be related to (or may be determined by) one or more of the following variables family income, parents' educational level, and parents' occupation. Studies generally indicate that parenting styles would differ as a function of the family's socio -economic status. Middle class parents-persons with a comfortable income, a high level of education and frequently professionals often employ authoritative child rearing methods. They pay attention to children and spend time with them, listen to children's views and give children a voice in family decisions, and demand more maturity, achievement, and independence (Steinberg et.al., 1992). Lower class parents on the other hand' live with the difficulties of limited income' lack of other support, and even limited space. They tend to value obedience, conformity, and politeness in shaping their children onward

these goals. They tend to be more power assertive and restrictive (Hetherington & Parke, 1979).

In other words, lower class parents are more likely to be authoritarian than authoritative.

It should be noted that not all middle class parents are authoritative and that not all lower class ones are authoritarian in their child rearing practices. Some characteristics related to one group may be present in some individuals in the other group.

## **2.5. Theoretical Perspectives of Parenting Styles**

Several theories have been proposed to explain the psychological significance of parent-child relationships and why they are strongly linked with children's well-being (Sears *et al.*, 1957; Maccoby and Martin, 1983; Maccoby, 1992). In the first half of the twentieth century, research on these broad theoretical positions was patchy, but did not inhibit strong views being advanced about the ways that parents should approach the task of parenting. Much contemporary research on parent-child relationships can be traced to three dominant perspectives; namely social learning theory, attachment theory and parenting styles (Connor & Scott, 2007).

### **2.5.1 Baumrind's typology of parenting style**

Diana Baumrind, a well-known parenting style researcher created parenting style theory at the year of 1966. She combined the ranges of parenting behaviours that reflect the level of control, clarity of communication, maturity demands and nurturance are four important dimensions in this typology (Bornstein & Zlotnik, 2008). Besides that, Baumrind mentioned that parenting behaviour consists of two dimensions which are responsiveness (also known as parental support) and demandingness (also known as strict control). Based on the four dimensions that have mentioned above and these two dimensions, three distinct parenting styles

have been distinguished and labelled as authoritarian, authoritative and permissive (as cited in Huver et al, 2009).

Baumrind (1991) stated that authoritative parenting style is high in both demandingness and responsiveness (as cited in Pellerin, 2005). Authoritative parents apply firm control and require their children obey with a reasonable set of rules and guidelines. They utilize reason and control to make disciplinary decisions while harsh forms of punishment are discouraged to use (Bornstein & Zlotnik, 2008). Authoritative parenting style provides warmth, love, and acceptance for their children in order to educate them to become progressively more autonomous. Another important characteristic need to be highlighted is verbal give-and-take between parents and children. Open communication and reciprocal dialogue can be found within this parenting (Dwairy & Menshar, 2005).

Authoritarian style tends to be high on demandingness and low or without in responsiveness (Huver et al., 2009). Compliance, conformity, parental control and respect for authority are the major concern of authoritarian parents. They prefer exercising high degree of demands on their children rather than nurturance and open communication. Children from authoritarian homes will be punished when they disobey the strict rules and regulations which are set by their parents. Authoritarian parents usually discourage autonomy and disallowed decision making by their children (Bornstein & Zlotnik, 2008).

Baumrind stated that permissive (indulgent parenting style) is high on responsiveness and low on demandingness, which is rarely enforcing rules for their children to follow (as cited in Jr., Overbey, & Brewer, 2005). Permissive parents are different with authoritarian parents. They are practicing high level of nurturance and clarity of communication while exercising low level

of control and maturity demands (Bornstein & Zlotnik, 2008). Permissive parents encourage autonomy and decision making by their children. They tend to accept and support greatly towards impulses, needs, and behaviours of their children while avoid confrontation and punishment (Dwairy & Menshar, 2005).

### **2.5.2 Social Learning Theory**

Social Learning Theory suggests that a child learns behaviour from interaction with significant people in their environment, particularly parents and these behaviours are maintained through modelling and reinforcement. Conversely, undesirable behaviours can be unintentionally reinforced by parents' attention to such behaviour and subsequent attempts at appeasement. Additionally, the coercive nature of this interaction results in an increased risk of scholastic difficulties when negative spiral patterns of reinforcement, involving both the parent and the child, go unchallenged (Taylor and Biglan, 1998). Patterson (1982) found that these patterns, when established in a coercive family environment, result in an escalation of negative behaviour on the part of the child, which in turn reinforces the parent's withdrawal and harshness towards the child, as well as the child's four problematic behaviour (McKee, Colletti, Rakow, Jones, & Forehand, 2008). Therefore, parents who are inconsistent in their approach towards their child can unintentionally promote negative child behaviour, which can lead to a mutual escalation into negative behaviour from both (Rutter, et al., 2008). In families where the focus is on negative behaviour, pro-social behaviour often goes unrecognised and nonviolent conflict resolution is neither taught, nor modelled (Patterson 1982).



Reducing harsh, negative and inconsistent parenting has been shown to have a positive influence on children's behaviour in a number of studies (Eyberg, Nelson, & Boggs, 2008; Kaminski, Valle, Filene, & Boyle, 2008); once parents have been shown the skills to manage problem behaviour, levels of antisocial behaviour in children can return to a normal level (Jouriles, McDonald, Rosenfield, Corbitt-Shindler, Stephens, & Miller, 2009).

## **2.6 Gaps in the literature**

An extensive investigation of the relevant literature on this subject was performed. The literature is well documented focusing on parenting style and self-esteem as to the impact of parenting style on children's development. In reviewing this literature, the researcher discovered much of the information was based on international data and survey agencies. The researcher also found that the variation in the best parenting style practices, from state to state and even from country to country, creates different results when doing an assessment. In addition, all the research findings are based on the life experience of children in developed countries so that; we can't generalize for developing countries like Ethiopia.

## **2.7 Summary of the Chapter**

This literature review was organized in six sections. The first section explains parenting style and parenting practices while the second section talks about parenting style and associated behaviour of children. It explains the different problems that occur as a result of the specific parenting style parents are using. The third section describes the relationship between parenting style and self-esteem. It includes the impact each parenting style has on children's self-esteem

Running Head: Examining the Relationship between...

and it compares one with the other. The three parenting styles; authoritative, authoritarian and permissive parenting styles are discussed in relation to the self-esteem, the child will develop.

The fourth section includes the different family characteristics that affect parenting styles. It explains how factors like socio-economic condition, extended families and single parenting can affect the specific type of parenting styles that parents use. The fifth section describes two theories; Baumrind's typology of parenting and social learning theory. The final chapter describes the gaps in the literature.

### **3. Chapter Three: Research Methods**

This chapter presents the method that guided and transformed the overall research questions to generate empirical data. In this section, research design, the sample selection plan and procedures, including the selection criteria, the study setting, instrumentation for this study, respondents selected, and the procedures of data collection are discussed. In addition, this chapter presents about the data analysis. Finally, ethical considerations are discussed.

#### **3.1 Design of the study**

The study used quantitative explanatory and descriptive research design, with correlational research design. It is explanatory because it answers why things are the way they are. The selected independent variable is parenting style and the dependent variable is children's self-esteem.

In the causal comparative research, the researcher examines how the independent variables are affected by the dependent variables and involves cause and effect relationships between the variables. The factorial design focuses on two or more categories with the independent variables as compared to the dependent variable (Vogt, 1999). The causal comparative research design provides the researcher the opportunity to examine the interaction between independent variables and their influence on dependent variables. (*Journal of Business & Economic Research – March 2007 Volume 5, Number 3*)

#### **3.2 Sampling plan and Sample size**

The units of analysis of the study are children who are attending their elementary and high school education at American Mission School. The population parameter (the total number

of students) is known, it made practical to get the list of all students, and draw random samples. The sampling frame consisted of a total of 372 children which consisted of children from grade 7 up to 12, but due to the grade 10 national examinations and the 12 university joining exam children from these classes were not included, since they were not available at the time when this study was conducted. 372 is the total number of children from grade 7, 8, 9 and 11.

The sample size of this study is calculated using the formula  $n = \frac{Z^2}{4e^2 + \frac{Z^2}{N}}$  where N is population number which is 372, Z is confidence level at 95% with standard value of 1.96 and e is margin of error at 5 % with standard value of 0.05 and the result is found to be 189.

40 students for all the sections were added to the above sample size in order to compensate questioners which were not filled properly or filled by students who didn't fulfill the eligibility criteria and also for those students who were not willing to participate in the study. Children who were not living with their parents were excluded from the study and only correctly completed questionnaires were included.

### **3.3 Measurement and Data Collection Instrument**

To explain the impact of parenting style on children's self-esteem, both primary and secondary sources were used. Secondary data was collected from previous research, and analyzed other relevant literature. The primary data was collected from 189 respondents filling the English questionnaire. In addition to the demographic information, two standardized instruments were employed to measure parenting style and children's self-esteem.

The measurements selected for this study were Parental Authority Questionnaire (PAQ) which is designed to measure parental authority, or disciplinary practices, from the point of view

of the child (of any age) and Rosenberg Self-esteem scale (RSE) for assessing the self-esteem of the children. The PAQ is useful for assessing the permissiveness, authoritarianism and authoritativeness exercised by both mothers and fathers; it is appropriate for both women and men who are older adolescents or young adults. Given the fact that parental authority has repeatedly been cited (along with parental acceptance) as one of the principal variables of importance in parent-child interactions. It has 30 items, which comprises of 10 permissive, 10 authoritarian and 10 authoritative items. Two forms of this questionnaire were used; one to evaluate the parental authority provided by the mother and one to evaluate the parental authority of the father. Responses to each of these items are made on a 5-point Likert Scale ranging from strongly disagree (1) to strongly agree (5). Thus the PAQ yields six separate scores for each participant; mother's permissiveness, mother's authoritarianism, mother's authoritativeness, father's permissiveness, father's authoritarianism, and father's authoritativeness. Scoring was done according to the symptoms counting method.

Rosenberg self-esteem scale is a 10-item scale that measures global self-worth by measuring both positive and negative feeling about the self. All questions are answered using a 4-point Likert scale format ranging from (1) strongly agree to (4) strongly disagree. Multiple studies have been done to investigate validity and reliability of Rosenberg Scale of Self-esteem (RSE). The result of the study shows scale is a valid and reliable unidimensional measure of self-esteem.

### **3.4 Back Translation of Instruments**

Both instrument PAQ and Rosenberg scale of self-esteem were translated in to Amharic using a "back translation approach" (Harkness & Schoa-Glusberg., 1998).

First I translated the PAQ and Rosenberg self-esteem the Source Language Text (SLT) from English language into Amharic. Secondly, a second translator Target Language Text (TLT), in this case Amharic, was translated into the source language (SLT2) English. The second translator was a graduate of English language and currently serving as communication officer in Grand Ethiopia Renaissance Dam project office in Addis Ababa, Ethiopia. The second translator was not informed that there was a source language. Finally, I did a comparison between the first Source Language Text (SLT) and the Second Source Language Text (SLT2)

### **3.5 Data Quality Assurance**

Content validity or inter judge validity was conducted to find out if the questions were representing what they were intended to measure in a proportional way and to see their appropriateness in Ethiopian context. In doing so, the variables questions were given to raters, faculty of Addis Ababa University School of Social Work. As a result based on the agreement of the raters, all of the questions were used.

Reliability of the questionnaire was checked using Cronbach Alpha, ( $\alpha$ ) and test-retest methods. It was done two times with one-week interval before the actual dissemination (two-weeks) of the questionnaire to the targeted group. The reliability of the survey questionnaire in the pilot was  $\alpha=.76$ , which indicates stronger consistency. The reliability of this instrument during the actual study increased from  $\alpha=.76$  (N=20) to  $\alpha=.89$  (N=189).

### **3.6 Data collection procedures**

After the school is selected, certain procedures had to be followed. Accordingly, the researcher submitted the official letters of collaboration from the School of Social Work to the

school officials. The officials of both the elementary and the high school were cooperative that they gave the list of students for each class and section. Once the population parameter (the total number of students) was known, it was made practical to get the list of all active students, draw random samples and ask them to fill out the questionnaires.

The data were collected as per the general plan on data collection procedure. The school personnel was kind enough to arrange a suitable time to administer the questionnaire in such a way that the teaching learning process being not affected. As a result 30 minutes prior to lunch break was used to administer the questionnaire in the four grades that were selected. There were two data collectors along with the researcher who distributed and collected the questionnaires. By the help of the Unit leader, students received a short briefing about the study. Assistance was given to the participants as per their request. The minimum time to complete the questionnaire was 20 minutes and the maximum was 40 minutes.

### **3.7 Data Analysis**

#### **3.7.1 Univariate Analysis**

Since the data collected were quantitative, it was analyzed using bivariate data analysis. Data was analyzed using Statistical Package for Social Science (SPSS) Version 20 computer application program. At the univariate level, descriptive statistical analysis was conducted to obtain demographic profile of the study participants. Descriptive frequency tables were used to observe the patterns of the study respondents' response to each of the study variables. Descriptive statistics helps to know the frequency, character of the distribution of the data, and how extensively the responses are dispersed around the central value (Huck, 2008). Nominal

level variables such as living arrangement and educational level of parents were analyzed in percentages and frequency distribution. For interval level variables such as income and grade, the results were analyzed and reported in, measures of central tendency (mean, median and mode), as well as measures of dispersion (standard deviation and range).

### **3.7.2 Bivariate Analysis**

Bivariate analysis involves the analysis of two variables (often denoted as X, Y), for the purpose of determining the empirical relationship between them. Pearson Correlation Coefficient was used to see the relationship between parenting style and self-esteem (both are measured at interval level). Analysis of variance (ANOVA) compares the average values of a characteristic measured on a continuous scale for more than two subgroups of a categorical variable. It is used to analyze self-esteem with grade and level of education of the parents.

### **3.8 Ethical considerations**

Ethical considerations in a research are a major component of the Social Work process, accordingly, professional and research ethical values of this research were fully recognized and assured. Since schools are legal institutions which are appointed by the law and parents, to teach and control every activity of the students while they are in the school compound approval from the school administration was requested through written consent form. The consent form states the purpose of the study, its consequences that it has no direct benefit or any harm in participating or in refusing to participate, and accompanied with the letter of cooperation from the School of Social Work. The participants were informed that their participation in the study was completely voluntary with the ability to discontinue their participation at any time with no



questions asked, and without consequences to their current or future life. Respondents were also informed that in the event of any discomfort was caused due to their participation; they could contact the researcher (data collector) for further assistance.

Respondents were also informed that confidentiality would be maintained to the extent that this research can provide. The informed consent and questionnaires were kept separate in order for this research to not become aware which participant completed which questionnaire. No individual identifying data was collected or will be included in any papers or publications that result from this study. Parents or legal guardians of children were not contacted for the school authority replaces their authority while the students are in the school compound (See Appendix).

#### **4. Chapter Four: Data Presentation and Analyses**

This chapter presents quantitative findings of the study. First, the results of the descriptive analysis for all the variables (demographic, independent and dependent variables) are presented. Following the descriptive analyses, the results of the bivariate analysis are presented containing the analysis of self-esteem with demographic factors, family characteristics and parenting style.

##### **4.1 Descriptive Univariate Analysis**

The results of the descriptive analysis for all the variables: age, living arrangement, educational level of the mother, educational level of the mother and the income of the family, parenting style (independent variables) and self-esteem (dependent variable) are presented below.

###### **4.1.1 Demographic Characteristics of Respondents**

In this study, 230 children from American Mission School participated in filling the questionnaire and out of them 189 questionnaires were selected and used for analysis. Forty one questionnaires were dropped-out of which do not meet the inclusion criteria and which were not filled out correctly. The respondent's age ranged from 12 to 18. Out of which (2.6%) were 12 years old, 14.8% were 13 years old, 30.2% were 14 years old, 18% were 15 years old, 6.3% were 16 years old, 19.6% were 17 years old and 8.5% were 18 years old. The other demographic

variable in this study was the grade of the children 51(27%) were grade 8 students, 49(25.9) were grade 7 students, 45(23.8%) were grade 11 students while the remaining 44(23.3) students were grade 9.

**Table1. Age of Respondent Children (N=189).**

Variable	Frequency	Percent
12	5	2.6
13	28	14.8
14	57	30.2
15	34	18.0
16	12	6.3
17	37	19.6
18	16	8.5
Total	189	100.0

**Table 2. Respondents Grade**

Variable	Frequency	Percent
7	49	25.9
8	51	27.0
9	44	23.3
11	45	23.8
Total	189	100.0

#### 4.1.2 Family Characteristics of Respondents

One of the criteria's to be included in this study was the living arrangement of the children (only children living with both of their parents are included). Accordingly, all the participants of the study were living with their parents at the time where the questionnaire was filled. The perceived family income ranged from 1,000 to 100,000 Birr. The mean income is

found to be 10980.95 (SD=13140.681). Parental educational level is another family characteristic. The survey used a nominal scale with 6 projected categories (1=illiterate/0/, 2=elementary/1-8/, 3=high school/9-12/, 4=diploma and degree, 5=MA/MSc and 7=PhD). The educational level of the respondent's fathers range was from illiterate to PhD level. On average the respondent's fathers completed their diploma and first degree (M=3.87, SD, 0.910). The actual survey indicated that 84(44.4%) of the respondent's fathers have BA degree and diploma, 60(31.7%) of the respondent's fathers joined high school, 32(16.9%) have graduate degree (Masters Degree), 8(4.2%) have PhD, 3(1.6%) were illiterates, and the remaining 2(1.1%) joined elementary school. The educational level of the respondent's mothers range was from illiterate to PhD level. On average the respondent's mothers completed their diploma and first degree (M=3.57, SD, 0.701). The actual survey indicated that 97(51.3%) of the respondent's mothers have BA degree and diploma, 75(39.7%) of the respondent's mothers joined high school, 7(3.7%) have graduate degree (Masters Degree), 7(3.7%) joined elementary school, 2(1.1%) have PhD, and the remaining 1(0.5%) were illiterates.

**Table 3. Respondent's Living arrangement and income (N=189).**

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Living Arrangement	189	3	3	2.99	.073
Family Income	189	1000	100000	10980.95	13140.681

**Table 4. Respondent Family’s Educational Level (N=189).**

Variables	Frequency	Percent	Cumulative Percent	
Illiterate	3	1.6	1.6	
Elementary education	2	1.1	2.6	
Father’s level of Education	High school education	60	31.7	34.4
	BA Degree	84	44.4	78.8
	Masters Degree	32	16.9	95.8
	PhD	8	4.2	100.0
	<b>Total</b>	<b>189</b>	<b>100.0</b>	
Mother’s level of Education	Illiterate	1	.5	.5
	Elementary education	7	3.7	4.2
	High school education	75	39.7	43.9
	BA Degree	97	51.3	95.2
	Masters Degree	7	3.7	98.9
	PhD	2	1.1	100.0
	<b>Total</b>	<b>189</b>	<b>100.0</b>	

### 4.1.3 Parenting Style

Parenting Style is the main independent variable and was measured by a 30 item PAQ scale where the minimum possible score is 10 and the maximum possible score is 50 which show

the highest parenting style. This is for each of the three parenting styles mentioned. For instance, if a parent's total score becomes 10 on the permissive scale; it shows that this particular parent is not following permissive parenting style. The outcome variable, parenting style is categorized as permissive, authoritarian and authoritative parenting styles. The most practiced parenting style among the respondent's father is authoritative parenting style (M= 36.88, SD=7.417), followed by authoritarian parenting style (M=28.31, SD=6.479) and lastly permissive parenting style (M=28.21, SD=7.882). The result showed the same rank for the respondents mother's parenting style showing that authoritative parenting style being the most practiced parenting style by mother's (M=38.24, SD=7.182), followed by authoritarian parenting style (M=28.92, SD=5.998) and lastly permissive parenting style (M=26.74, SD=4.915).

**Table 5. Descriptive Statistics on Parenting Style (N=189)**

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Permissive total father	189	16	44	28.21(2.82)	4.882
Authoritarian total father	189	14	46	28.31(2.83)	6.479
Authoritative total father	189	14	50	36.88(3.68)	7.417
Permissive total mother	189	13	38	26.74(2.67)	4.915
Authoritarian total mother	189	14	47	28.92(2.89)	5.998
Authoritative total mother	189	15	50	38.24(3.82)	7.182
Parenting Style	189	86	275	187.29(18.72)	36.872

#### 4.1.4 Self-esteem

The dependent variable of the study, self-esteem, is measured by a 10 item RSE scale where the minimum possible score is 10 and the maximum possible score is 40 which shows the

lowest and the highest self-esteem respectively. The scale ranges from 0-30. Scores between 15 and 25 are within normal range; scores below 15 suggests low self-esteem. The average score found to be 22.42(SD=8.325). The item with the highest mean score (M=3.33, SD=0.843) is the statement “All in all, I am inclined to feel that I'm a failure.” The item with the lowest mean score (M=1.48, SD=0.657) is the statement “On the whole, I am satisfied with myself.” The item with the highest score indicated that most children didn’t consider themselves as a failure. The item with the lowest score indicated that on average the respondents have no self satisfaction.

**Table 6. Descriptive Statics of Self-esteem of Children (N=189)**

Items	N	Min	Max	Mean	SD
On the whole, I am satisfied with myself.	189	1	4	1.48	.657
At times, I think I am no good at all.	189	1	4	2.95	.932
I feel that I have a number of good qualities.	189	1	4	1.80	.731
I am able to do things as well as most other people.	189	1	4	1.56	.732
I feel I do not have much to be proud of.	189	1	4	3.14	.943
I certainly feel useless at times.	189	1	4	3.18	.978
I feel that I'm a person of worth, at least equal to others.	189	1	4	1.63	.832
I wish I could have more respect for myself.	189	1	4	1.73	.879
All in all, I am inclined to feel that I'm a failure.	189	1	4	3.33	.843
I take a positive attitude toward myself.	189	1	4	1.63	.798
Self-esteem	189	10	41	22.42	8.325

Table 7 presents the highest and the lowest item endorsements about the parenting styles of parents. Under this study, there were 30 items (statements) on the PAQ scale. Scale items were rated on a five-point Likert-type where a rating of one indicates low and a rating of five indicates high. Data analysis for the rated items includes examination and comparison of means for each scale item. Items are ranked based on their average rating by children. The item means ranged from  $M=4.02$  to  $M=3.24$ . The item with the highest mean score ( $M=4.02$ ,  $SD=1.031$ ) is the question “While I was growing up my father felt that in a well-run home the children should have their way in the family as often as the parents do.” The item with the lowest mean score ( $M=3.24$ ,  $SD=1.252$ ) is “As I was growing up my father took the children’s opinions into consideration when making family decisions, but he would not decide for something simply because the children wanted it.”

**Table 7. Highest and lowest endorsements about parenting styles of respondent’s parents (N=189)**

Rank	Top five items	N	Mean	SD
1 <sup>st</sup>	While I was growing up my father felt that in a well-run home the children should have their way in the family as often as the parents do.	189	4.02	1.031
2 <sup>nd</sup>	Most of the time as I was growing up my father did what the children in the family wanted when making family decisions	189	3.76	1.264
3 <sup>rd</sup>	My father has always felt that what his children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.	189	3.35	1.240
4 <sup>th</sup>	As I was growing up my father did not feel that I needed to obey rules and regulations of behaviour simply because someone in authority had established them.	189	2.37	1.115
5 <sup>th</sup>	As I was growing up, my father seldom gave me expectations and guidelines for my behaviour.	189	2.02	1.205





Remark	Bottom five items	N	Mean	SD
26 <sup>th</sup>	As I was growing up, if my father made a decision in the family that hurt me, he was willing to discuss that decision with me and to admit it if he had made a mistake.	189	3.83	1.173
27 <sup>th</sup>	As I was growing up my father gave me clear direction for my behaviours and activities, but he also understood when I disagreed with him.	189	3.68	1.118
28 <sup>th</sup>	My father gave me direction for my behaviour and activities as I was growing up and he expected me to follow his direction, but he was always willing to listen to my concerns and to discuss that direction with me.	189	3.56	1.235
29 <sup>th</sup>	My father had clear standards of behaviour for the children in our home as I was growing up, but he was willing to adjust those standards to the needs of each of the individual children in the family.	189	3.33	1.157
30 <sup>th</sup>	As I was growing up my father took the children's opinions into consideration when making family decisions, but he would not decide for something simply because the children wanted it.	189	3.24	1.252

#### 4.2 Bivariate Analysis

The descriptive statistics presented above provided the univariate summary of the respondent children for each measure: dependent, independent and controlling variable. It provides background information for further bivariate and multivariate level analysis and test hypothesis. The following section presents bivariate analysis between the dependent variable (children self-esteem), the independent variable (parenting style), control variable (demographic factor) and family characteristics.

#### 4.2.1 Pearson Correlation Coefficient

A Pearson Product –moment correlation coefficient was computed to assess the relation between self-esteem (dependent variable) and parenting style (independent variable), student's age (demographic variable), living arrangement and family income (family characteristic).

The result showed that there is a significant negative correlation between self-esteem and age,  $r = -0.169$ ,  $n = 189$ ,  $p = 0.02$ . The Pearson Correlation showed that there is no significant relationship between self-esteem and the living arrangement of the children,  $r = 0.01$ ,  $n = 189$ ,  $p > 0.05$ . There is no linear relationship between self-esteem and family income,  $r = -0.04$ ,  $n = 189$ ,  $p > 0.05$ .

A Pearson product-moment correlation coefficient was computed to assess the relationship between parenting style and self-esteem. There is no significant relationship between self-esteem and fathers who practice permissive parenting style,  $r = 0.07$ ,  $n = 189$ ,  $p > 0.05$ . There is a negative and statistically significant relationship between self-esteem and fathers who practice authoritarian parenting style,  $r = -0.177$ ,  $n = 189$ ,  $p < 0.05$ . There is no statistically significant relationship between self-esteem and fathers who follow authoritative parenting style,  $r = 0.04$ ,  $n = 189$ ,  $p > 0.05$ . The Pearson correlation result indicates that there is no significant relationship between self-esteem and mothers who follow permissive parenting style,  $r = -0.08$ ,  $n = 189$ ,  $p > 0.05$ . There is no significant relationship between self-esteem and mothers who follow authoritarian parenting style,  $r = -0.08$ ,  $n = 189$ ,  $p > 0.05$ . The Pearson correlation result showed that there is no significant relationship between self-esteem and mothers who follow authoritative parenting style,  $r = -0.07$ ,  $n = 189$ ,  $p > 0.05$ .

**Table 8. Correlation Matrix Table of Age, Family Characteristics, Parenting Style and Self-esteem (N=189)**

	A	B	C	D	E	F	G	H	I	J
Self-esteem	1.00									
Age	-0.169*	1.00								
Living Arrangement	0.01	0.05	1.00							
Family Income	-0.04	0.04	0.05	1.00						
Permissive (F)	0.07	-0.05	-0.01	0.06	1.00					
Authoritarian (F)	-.177*	0.07	-0.03	0.01	-0.07	1.00				
Authoritative (F)	0.04	-0.275**	0.01	-0.02	0.263**	-0.155*	1.00			
Permissive (M)	-0.08	-0.01	-0.08	0.03	0.415**	-0.02	0.242**	1.00		
Authoritarian (M)	-0.08	0.10	-0.04	-0.01	0.06	0.453**	-0.05	-0.06	1.00	
Authoritative (M)	-0.07	-0.159*	0.02	-0.12	0.200**	-0.160*	0.551**	0.389**	-0.13	1.00

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

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

#### 4.2.2 One way ANOVA

In order to reach on the conclusion the relationship between self-esteem and educational level and grade of students, Analysis of Variance (ANOVA) was used to see if self-esteem differs by these factors. The ANOVA result indicates that there is no significant association between self-esteem and grade, self-esteem and father's level of education and self-esteem and mother's level of education.

**Table 9. Result of one way Analysis of Variance (ANOVA) self-esteem with grade, father's educational level, and mother's educational level**

	N	Mean	Std. Deviation	Df	P Value
Grade				185	.128
7	49	22.96	3.007		
8	51	22.73	2.765		
9	44	22.05	1.804		
11	45	21.87	2.599		
Total	189	22.42	2.622		
Father Education				183	.654
Illiterate	3	20.67	1.528		
Elementary education	2	20.00	2.828		
High school education	60	22.45	2.727		
BA Degree	84	22.46	2.481		
Masters Degree	32	22.47	3.100		
PhD	8	22.88	1.126		
Total	189	22.42	2.622		
Mother Education				183	.325
Illiterate	1	19.00	.		
Elementary education	7	22.00	1.155		
High school education	75	22.37	2.856		
BA Degree	97	22.42	2.487		
Masters Degree	7	22.86	2.734		
PhD	2	26.00	1.414		
Total	189	22.42	2.622		

### 4.3 Summary

**Hypothesis 1:** There is a correlation between parenting styles and the self-esteem of students in American Mission School.

A Pearson product-moment correlation coefficient was computed to assess the relationship between parenting style and self-esteem. There is no linear relationship between self-esteem and fathers who practice permissive parenting style,  $r=0.07$ ,  $n=189$ ,  $p>0.05$ . There is a negative relationship between self-esteem and fathers who practice authoritarian parenting style,  $r=-0.177$ ,  $n=189$ ,  $p<0.05$ . There is no significant relationship between self-esteem and fathers who follow authoritative parenting style,  $r=0.04$ ,  $n=189$ ,  $p>0.05$ . The Pearson correlation result indicates that there is no significant relationship between self-esteem and mothers who follow permissive parenting style,  $r=-0.08$ ,  $n=189$ ,  $p>0.05$ . There is no significant relationship between self-esteem and mothers who follow authoritarian parenting style,  $r=-0.08$ ,  $n=189$ ,  $p>0.05$ . The Pearson correlation result showed that there is no significant relationship between self-esteem and mothers who follow authoritative parenting style,  $r=-0.07$ ,  $n=189$ ,  $p>0.05$ .

Results showed that all parenting styles didn't have a significant relationship with self-esteem except fathers who follow authoritarian parenting style. Therefore, hypothesis one is not fully supported by the data.

**Hypothesis 2:** There is a significant relationship between demographic factors (age and grade) and student's self-esteem.

The result showed that there is a significant negative correlation between self-esteem and age,  $r = -0.169$ ,  $n = 189$ ,  $p < 0.05$ . But grade has no significant relationship with self-esteem according to the data gathered,  $p > 0.05$ . Therefore, hypothesis two is partially supported by the data.

**Hypothesis 3:** There is a significant relationship between family characteristics (living arrangement, income of the family and educational level of the parents) and self-esteem.

The result showed that there is no significant relationship between family characteristics (living arrangement, income and educational level of the parents) and self-esteem,  $p > 0.05$ .

Accordingly, hypothesis three is not supported by the data.

The outcome variable, parenting style is categorized as permissive, authoritarian and authoritative parenting styles. The most practiced parenting style among the respondent's father is authoritative parenting style ( $M = 36.88$ ,  $SD = 7.417$ ), followed by authoritarian parenting style ( $M = 28.31$ ,  $SD = 6.479$ ) and lastly permissive parenting style ( $M = 28.21$ ,  $SD = 7.882$ ). The result showed the same rank for the respondents mother's parenting style showing that authoritative parenting style being the most practiced parenting style by mother's ( $M = 38.24$ ,  $SD = 7.182$ ), followed by authoritarian parenting style ( $M = 28.92$ ,  $SD = 5.998$ ) and lastly permissive parenting style ( $M = 26.74$ ,  $SD = 4.915$ ). Therefore, hypothesis four is fully supported by the data.

## 5. Chapter Five: Discussion of Major Findings

In this section of the study, the research findings are presented in relation to relevant findings of previous researches in the area, specifically related to parenting style and children's self-esteem are discussed. However, it should be noted that there is limited literature related to parenting style and children's self-esteem in our country context. Moreover, major findings of this study are presented in the previous chapter. Here, the findings are analyzed and discussed with the literature in accordance with the topics cascaded in the literature and finding part of the study.

### **5.1 Major Descriptive Findings**

A total of 189 children have participated in this study. During the sampling, it was possible to manage exactly as the planned sample size stratum. The demographic data of the study revealed that the average age was 15, which show that urban adolescents reach at high school level at the ideal or normative age.

The other variable, which was used, is grade level of the students. It was assumed that grade is positively related with age, but the study revealed that there are children who join high school above and below the average age range. On top of this, all of the participants are living with both of their parents. Children who were living with other relatives were excluded from the study. Many researchers seem to agree that living in an intact family characterized by constant friction and conflict causes greater emotional stress and lower self-esteem in children than a supportive single-parent family. Another research contradicts with this and prefers families with extended families in the house. The negative feelings of the emotionally disturbed mother are much more likely to be expressed in the way she cares for the child if she is alone than living



together with aunt, cousin, or other adults. Thus, extended families help care of the child and also offer child rearing advises (Papalia & Olds, 1982). As we can see from the above findings what matters it the support and love the child is getting, because they prefer for the child to be raised with a single parent or with an extended family present in the house than living with a stressed nuclear family.

Coming to the perceived income of the family, it ranged from 1000 to 100,000 Birr. The mean income is found to be 10980.95 (SD=13140.681). In addition to this the educational level of parents was discussed and the majority of the families have obtained the BA degree 84% and 97% for fathers and mothers respectively.

The main independent variable was parenting style. The most practiced parenting style among the respondent's father is authoritative parenting style (M= 36.88, SD=7.417), followed by authoritarian parenting style (M=28.31, SD=6.479) and lastly permissive parenting style (M=28.21, SD=7.882). The result showed the same rank for the respondents mother's parenting style showing that authoritative parenting style being the most practiced parenting style by mother's (M=38.24, SD=7.182), followed by authoritarian parenting style (M=28.92, SD=5.998) and lastly permissive parenting style (M=26.74, SD=4.915). From what was observed prior to this research, it was predicted that the most practiced parenting style in the American Mission School is authoritative parenting style and the study proved it. According to Baumrind (1991), the authoritative parent attempts to direct the child's activities in a rational, issue-oriented manner. The parent encourages verbal give and take, shares with the child the reasoning behind her policy, and solicits his objections when he refuses to conform. Both autonomous self-will and disciplined conformity are valued. The parent values both expressive and instrumental

attribute both autonomous self-will and disciplined conformity. Therefore, this is the kind of parenting style the parents of the respondents are mainly using.

The self-esteem of the children, which is the dependent variable of the study, was found to be 22.42(SD=8.325). Since a score between 15 to 20 is considered average and the result in this case shows this. The score of self-esteem of the children in relation to parenting style, family characteristics (living arrangement, income of the family and educational level of the parents) and the demographic variables (age and grade) is discussed below.

## **5.2 Discussion of Bivariate Findings**

### **5.2.1 Parenting Style and Self-esteem**

The first hypothesis was done to test if there was a correlation between parenting style and the self-esteem of children. Results show that all types of parenting styles practiced by both fathers and mothers have no significant relationship with self-esteem ( $p>0.05$ ) except authoritarian parenting style practiced by fathers  $p=0.02$ . It shows that the more authoritarian the parents are the higher the self-esteem of the children. A study done by (Hosogi, 2012) focusing on children showed that the environment where children are raised contributes deeply to the development of their self-esteem. This means that everything from school and family dynamics to socioeconomic status and parenting styles affect children greatly. But these results found contradict with this study and other similar studies that support the same argument. A study done by Martínez and García (2008) showed that adolescents with authoritarian and neglectful parents had the lowest levels of self-esteem. Alternatively, Garcia and Gracia (2009) found that the children of authoritative parenting styles had the highest levels of self-esteem. As we can see

from the finding of this study, on the contrary to the studies mentioned above authoritarian parents had the higher levels of self-esteem, whereas, permissive and authoritative parents had the lower levels of self-esteem. This result can be explained by a previous research done that concluded specific qualities of a parent can lead to higher levels of self-esteem. The quality of supportiveness as perceived by the child predicted higher levels of implicit self-esteem in a study conducted by (Antonopoulou, Alexopoulos & Maridaki- Kassotaki, 2012). This means it is likely that children with neglecting parents would have lower levels of self-esteem.

### **5.2.2 Demographic factors and Self-esteem**

The second research question addresses whether there is a significant relationship between demographic factors (age and grade) and student's self-esteem. Considering age and grade as one of the demographic factors and predicting self-esteem, I hypothesized that "as age and grade increases, self-esteem increases". I assumed that self-esteem increases as age and grade increases. Results showed that age has a significant negative correlation with self-esteem. For every year of increase in child's age, there is -0.169 decrease in the child's self-esteem. Previous research findings contradict with this result saying that, generally self-esteem is high up to the age of seven but as children get to the age of adolescence, their self-esteem starts to decrease and once again it will increase in their early twenties.

On the other hand, the result showed that there is no significant correlation between grade and self-esteem  $p > 0.05$ . It was found that as education level increases so do level of self-esteem (Hallsten, Rudman, & Gustavsson, 2012). But the results of this study contradict with the finding of the above mentioned research.

### **5.2.3 Family Characteristics and Self-esteem**

The family environment in which a child is born has the most influential and long-lasting power over his or her development and future life chances. The early family context not only influences the kinds of later environments children are likely to encounter, but also the skills, behaviour and attitudes with which they will interact with the environments (Rutter, 1984). A family characteristic in this study includes living arrangement, level of education and income of the family. Before discussing the hypothesis test, which consider the family characteristics, let me discuss the bivariate analysis of each of these factors with self-esteem.

**Living arrangement:** Living arrangement is assumed to be one of the family characteristics, which have an impact in creating healthy environment for the child. Children of single parents have been found to be more likely to be neglected and physically abused than children in other types of families (Brown, et al., 1998). When children are living with both of their parents, they will be receiving the love and support they need from both of their parents. In contrary, the result of this study showed that there is no significant relationship between living arrangement and the self-esteem of children  $p>0.05$ .

**Income of the family:** Extreme poverty and economic deprivation have been regarded as a great risk to sufficient family functioning (Rogosch et al., 1995). The finding of this study showed that there is no significant correlation between income of the family and self-esteem of children.

**Educational level of parents:** parenting, shapes the quality of a child's development, parent education can be instrumental in providing a conducive environment for children growth. The result of this study showed that the educational level of the parents don't have significant relationship with self-esteem of the children  $p>0.05$ .

#### **5.2.4 The most practiced parenting Style**

The fourth hypothesis predicted authoritative parenting as the most practiced parenting style by the students of American Mission School Students. The finding of the study approved this prediction. According to Baumrind 1991, the authoritative parent attempts to direct the child's activities but in a rational, issue-oriented manner. She [the parent] encourages verbal give and take, shares with the child the reasoning behind her policy, and solicits his objections when he refuses to conform. Both autonomous self-will and disciplined conformity are valued. She values both expressive and instrumental attributes, both autonomous self-will and disciplined conformity.

## **6. Chapter Six: Summary, Conclusion and Social Work Implication**

### **6.1 Summary and Conclusion**

The study was conducted with the objective of examining the impact of parenting style on children's self-esteem. It was conducted in American Mission School. Hence the study and its findings are limited to this school.

To examine the basic questions of the study, standardized instruments were used. Data pertaining to parenting style and self-esteem were gathered through Parental Authority Questionnaire and Rosenberg's Self-esteem scale respectively. Before the main data was collected, a pilot study was conducted on 20 students to test the reliability of the instruments. Based on the pilot study and feedbacks, all the questionnaires were used without any adjustment when the main data was collected. Finally, the questionnaires were administered on 230 students from American Mission School and out of them 189 questionnaires were made ready for the data analysis based on the inclusion criteria.

The data were analyzed using a series of statistical tools, mainly correlation and ANOVA. The major findings of the study are summarized below:

- 1.** The results indicated that there is a significant correlation between fathers who practice authoritarian parenting style and children's self-esteem. On the other hand, the result showed that there is no significant relationship between authoritative and permissive parenting styles practiced by fathers. The same result was found on mothers who practice authoritative, authoritarian and permissive parenting styles.
- 2.** There is a significant relationship between one of the demographic factors age. Age has a significant negative correlation with self-esteem. For every year of increase in child's

age, there is a decrease in the child's self-esteem. But the other demographic factor grade has no significant correlation with self-esteem.

3. Family characteristics containing living arrangement, income of the family and level of education. The result of all the family characteristics had no significant correlation with self-esteem.
4. The most highly practiced parenting style both by fathers and mothers of American Mission School Students is Authoritative parenting style followed by authoritarian and permissive parenting styles.

## **6.2 Social Work Implication**

According to the Social Work Code of Ethics (2010), social workers' primary goal is to help people in need and to address social problems through the principles of human right and social justice. Parenting style and self-esteem are highly correlated and both of them have many effects on children, who are going to be tomorrow's leaders. This knowledge is important for the profession of social work because it will create effective social work education, research and practice.

### **6.2.1 Implication to Social Work Education**

Children are the futures of the country and we need to give emphasis on educating social work students about children and the different issues related with them. As education is the most important tool for achieving accelerated development for the well-being of people in developing countries like Ethiopia, we need to give more weight in developing it. Social work education is very important in equipping future social work practitioners with the necessary education to work with children and families. Children need to grow up in a loving and caring home

environment. Since social work students are going to be practitioners and they will be dealing with problems that arise in the home environment. They need to be aware of the different parenting styles practiced by parents and the impact they have on children's social, emotional and cognitive development.

The curriculum should be designed in the context of the country should be relevant to the economy. In spite of the large population proportion of children in Ethiopia, little is known about the condition of children because child development is not incorporated in the social work curriculum, as it should be. For example, students in children, youth and family concentration at Addis Ababa University, Social Work Masters program are taking only one course regarding child development and social work practice with children. Since both concepts are very broad it is better to split both concepts as a single course and give enough time. In addition, one of the competencies of the social work profession is social workers should have knowledge informed practice and practice informed knowledge. So as to flourish this kind of competency among the social work graduates, the children, youth and family concentration in the MSW program should incorporate such research findings in its teaching process so as to make the knowledge base practice or research informed. Social workers must also continue to educate themselves of the ever changing culture through various trainings and specialized education. This research, therefore, will contribute its part in making the social work education in Ethiopia better and research informed.

### **6.2.2 Implication to Social Work Practice**

This analysis showed the impact of parenting style on children's self-esteem. The implication for all the dimensions of child development and how it is influenced by the specific



parenting style parents are using is an important issue social work practitioners should be aware of. Principles that underpin social work practice include non-judgemental attitudes, empathy and advocacy; therefore, social workers need to be conscious when dealing with parents and their children. They should be sensitive to these issues and they should not judge anyone on the way they treat their children and should not blame the children for being the way they are. Self-esteem is very important for one's view of one-self and it impacts all aspects of our lives. Since it is related with self-worth, they need to give special attention when dealing with children in regard to their self-esteem.

On a micro level of practice, social workers can use the information in the study to understand issues regarding the impact of parenting style on children's self-esteem, to consider these points in their intervention plan, and to focus family education and parental skill training at home based level and health care centers in order to create awareness about the impact of parenting style on children's self-esteem.

On a mezzo level of practice, social workers need to include the parent's support systems or interrelationships. These relationships include family members, neighbours, friends, and acquaintances with whom the parent interacts with on a daily basis because these social circles can influence the specific parenting style the parents are using. This level can include employers and businesses in the parent's community. Intensified awareness raising has to be an ongoing process and extensively given to the community, through Idir, meetings, religious institutions and other social setups. Social workers should empower community leaders, Idirs, religious leaders to work closely with families and children. It is important for the social worker to interact

with these individuals and groups in the parent's life due to the wealth of knowledge they may provide regarding the parent's needs.

On the macro level, social workers can become agents for change when it comes to improving the policies affecting children. Desirable children outcomes do not flourish just because they are needed. Rather, practitioners should act and work on those influencing factors of which the major one is parental substance abuse.

### **6.2.3 Implication to Social Work Research**

This study only incorporated the three types of parenting styles; the fourth one was not included because there was no measurement found to measure the fourth type of parenting style. Therefore, future researchers can incorporate the fourth type of parenting in their study if measures are to be available. This study only focused on the impact of parenting style at one point on the children age, future research should see the impact of parenting style across age span.

The results of these findings were found to be insignificant, which was inconsistent with previous research findings. I believe that the result was due to biased answer by the students. From what I understood from the finding, the students filled the questionnaire with a socially desirable answer rather than the truth. Moreover, the questionnaire used was a self-administered one. As a result, the findings were insignificant. Therefore, future studies on the area should incorporate questionnaires that measure the parenting style and self-esteem of the parent and the child using questionnaires that are filled by teachers and parents of the children. It will provide an insight by giving a chance to explore the issue from different angles. In addition, I recommend further research with a mixed method. Because, it would give us a better

Running Head: Examining the Relationship between...

understanding of the issue, if qualitative aspects were used. As a result, the researcher might get an accurate result. Further research should be carried out to build upon the findings of this study and incorporating its limitations.

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## **Appendices**

### **Appendix 1 Consent Statements**

My name is Lensa Tesfaye. I am a Social Work Master's student in Addis Ababa University School of Social Work and currently I am working on my thesis titled "The Impact of Parenting Style on Children's Behaviour". I would like to ask you to permit the students of this school to participate in this study so that they can fill out the questionnaire that identifies the type of parenting style their parents are using and the children's behaviour. The purpose of this study is to assess the impact of parenting style on children's behaviour. Therefore, it is your cooperation that helps the researcher to accomplish the research objectives.

Parents or legal guardians of the children were not contacted, for their authority is replaced by the school authority while the students are in the school compound.

During the process of this study, I would like to assure you that the children's identity would not be disclosed to anyone. I will make sure that the children's privacy and confidentiality are secured. By participating in this study, the children will contribute to the success of my study and the enhancement of knowledge about the impact of parenting style on children.

For the period of the time the children spend with me, there is no risk that will under go by participating in this study. Participating in this study will only depend on the children's decision. The children have the right to answer a question as well as skip it if they don't feel comfortable talking about it. You can also withdraw at any time if they are not interested to continue. You can ask for clarification if you didn't understand the questions. Thank you so much for your agreement on allowing the students to participate in the study. I would like you to verify your agreement by signing on the prepared space.

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**Appendix 2: Questionnaire**

**Instruction:** please respond to the following family and personal information question by writhing on the space provided and by encircling the letter of your choice as appropriate. (Source: International society for prevention of Child abuse and Neglect screening tool Children’s Version ICAST –C)

**Part I. Demographic Information**

- 1. Your age \_\_\_\_\_
- 2. Grade completed? \_\_\_\_\_
- 3. With whom currently live? Mother only:                       Father only:   
     Mother and father                       other relatives
- 4. Education level of your father \_\_\_\_\_
- 5. Education level of your mother \_\_\_\_\_
- 6. Monthly income of your family \_\_\_\_\_

**Parental Authority Questionnaire for father**

**Instructions:** For each of the following statements, circle the number of the 5-point scale (1 = strongly disagree, 5 = strongly agree) that best describes how that statement applies to you and your father. Try to read and think about each statement as it applies to you and your father during your years of growing up at home. There no right or wrong answers so don’t spend a lot of time on any one item. We are looking for your overall impression regarding each statement. Be sure not to omit any items.

- 1 = Strongly disagree
- 2 = Disagree

Running Head: Examining the Relationship between...

3 = Neither agree nor disagree

4 = Agree

5 = Strongly Agree

- 
- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. While I was growing up my father felt that in a well-run home the children should have their way in the family as often as the parents do.   | 1 | 2 | 3 | 4 | 5 |
| 2. Even if his children didn't agree with him, my father felt that it was for our own good if we were forced to conform to what he thought was right.   | 1 | 2 | 3 | 4 | 5 |
| 3. Whenever my father told me to do something as I was growing up, he expected me to do it immediately without asking any questions.  | 1 | 2 | 3 | 4 | 5 |
| 4. As I was growing up, once family policy had been established, my father discussed the reasoning behind the policy with the children in the family.   | 1 | 2 | 3 | 4 | 5 |
| 5. My father has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.  | 1 | 2 | 3 | 4 | 5 |
| 6. My father has always felt that what his children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want. | 1 | 2 | 3 | 4 | 5 |
| 7. As I was growing up my father did not allow me to question any decision he had made.   | 1 | 2 | 3 | 4 | 5 |
| 8. As I was growing up my father directed the activities and decisions of the children in the family through reasoning and discipline.  | 1 | 2 | 3 | 4 | 5 |
| 9. My father has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.   | 1 | 2 | 3 | 4 | 5 |
| 10. As I was growing up my father did not feel that I needed to obey rules and regulations of behaviour simply because someone in authority had established them.                                 | 1 | 2 | 3 | 4 | 5 |
-

- 
11. As I was growing up I knew what my father expected of me in my family, but I also felt free to discuss those expectations with my father when I felt that they were unreasonable. 1 2 3 4 5
12. My father felt that wise parents should teach their children early just who is boss in the family. 1 2 3 4 5
13. As I was growing up, my father seldom gave me expectations and guidelines for my behaviour. 1 2 3 4 5
14. Most of the time as I was growing up my father did what the children in the family wanted when making family decisions. 1 2 3 4 5
15. As the children in my family were growing up, my father consistently gave us direction and guidance in rational and objective ways. 1 2 3 4 5
16. As I was growing up my father would get very upset if I tried to disagree with him. 1 2 3 4 5
17. My father feels that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up. 1 2 3 4 5
18. As I was growing up my father let me know what behaviour he expected of me, and if I didn't meet those expectations, he punished me. 1 2 3 4 5
19. As I was growing up my father allowed me to decide most things for myself without a lot of direction from him. 1 2 3 4 5
20. As I was growing up my father took the children's opinions into consideration when making family decisions, but he would not decide for something simply because the children wanted it. 1 2 3 4 5
21. My father did not view himself as responsible for directing and guiding my behaviour as I was growing up. 1 2 3 4 5
-

- 
22. My father had clear standards of behaviour for the children in our home as I was growing up, but he was willing to adjust those standards to the needs of each of the individual children in the family. 1 2 3 4 5
23. My father gave me direction for my behaviour and activities as I was growing up and he expected me to follow his direction, but he was always willing to listen to my concerns and to discuss that direction with me. 1 2 3 4 5
24. As I was growing up my father allowed me to form my own point of view on family matters and he generally allowed me to decide for myself what I was going to do. 1 2 3 4 5
25. My father has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up. 1 2 3 4 5
26. As I was growing up my father often told me exactly what he wanted me to do and how he expected me to do it. 1 2 3 4 5
27. As I was growing up my father gave me clear direction for my behaviours and activities, but he was also understanding when I disagreed with him. 1 2 3 4 5
28. As I was growing up my father did not direct the behaviours, activities, and desires of the children in the family. 1 2 3 4 5
29. As I was growing up I knew what my father expected of me in the family and he insisted that I conform to those expectations simply out of respect for his authority. 1 2 3 4 5
30. As I was growing up, if my father made a decision in the family that hurt me, he was willing to discuss that decision with me and to admit it if he had made a mistake. 1 2 3 4 5

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**Description:** The PAQ is designed to measure parental authority, or disciplinary practices, from the point of view of the child (of any age).

The PAQ has three subscales: permissive (P: items 1, 6, 10, 13, 14, 17, 19, 21, 24 and 28), authoritarian (A: items 2, 3, 7, 9, 12, 16, 18, 25, 26 and 29), and authoritative/flexible (F: items 4, 5, 8, 11, 15, 20, 22, 23, 27, and 30). Father and Mother Forms of the assessment are identical except for references to gender.

**Scoring:** The PAQ is scored easily by summing the individual items to comprise the subscale scores. Scores on each subscale range from 10 to 50.

**Author:** Dr. John R. Buri, Department of Psychology, University of St. Thomas, 2115 Summit Avenue, St. Paul, MN 55105.

**Source:** Buri, J.R. (1991). Parental Authority Questionnaire, *Journal of Personality and Social Assessment*, 57, 110-119

### **Parental Authority Questionnaire for mother**

**Instructions:** For each of the following statements, circle the number of the 5-point scale (1 = strongly disagree, 5 = strongly agree) that best describes how that statement applies to you and your mother. Try to read and think about each statement as it applies to you and your mother during your years of growing up at home. There are no right or wrong answers, so don't spend a lot of time on any one item. We are looking for your overall impression regarding each statement. Be sure not to omit any items.

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Neither agree nor disagree
- 4 = Agree
- 5 = Strongly Agree

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1. While I was growing up my mother felt that in a well-run home the children should have their way in the family as often as the parents do.      1   2   3   4   5

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2. Even if her children didn't agree with her, my mother felt that it was for our own good if we were forced to conform to what she thought was right. 1 2 3 4 5
3. Whenever my mother told me to do something as I was growing up, she expected me to do it immediately without asking any questions. 1 2 3 4 5
4. As I was growing up, once family policy had been established, my mother discussed the reasoning behind the policy with the children in the family. 1 2 3 4 5
5. My mother has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable. 1 2 3 4 5
6. My mother has always felt that what her children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want. 1 2 3 4 5
7. As I was growing up my mother did not allow me to question any decision she had made. 1 2 3 4 5
8. As I was growing up my mother directed the activities and decisions of the children in the family through reasoning and discipline. 1 2 3 4 5
9. My mother has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to. 1 2 3 4 5
10. As I was growing up my mother did not feel that I needed to obey rules and regulations of behaviour simply because someone in authority had established them. 1 2 3 4 5
11. As I was growing up I knew what my mother expected of me in my family, but I also felt free to discuss those expectations with my mother when I felt that they were unreasonable. 1 2 3 4 5
12. My mother felt that wise parents should teach their children early just who is boss in the family. 1 2 3 4 5
-

---

13. As I was growing up, my mother seldom gave me expectations and guidelines for my behaviour.	1	2	3	4	5
14. Most of the time as I was growing up my mother did what the children in the family wanted when making family decisions.	1	2	3	4	5
15. As the children in my family were growing up, my mother consistently gave us direction and guidance in rational and objective ways.	1	2	3	4	5
16. As I was growing up my mother would get very upset if I tried to disagree with her.	1	2	3	4	5
17. My mother feels that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up.	1	2	3	4	5
18. As I was growing up my mother let me know what behaviour she expected of me, and if I didn't meet those expectations, she punished me.	1	2	3	4	5
19. As I was growing up my mother allowed me to decide most things for myself without a lot of direction from her.	1	2	3	4	5
20. As I was growing up my mother took the children's opinions into consideration when making family decisions, but she would not decide for something simply because the children wanted it.	1	2	3	4	5
21. My mother did not view herself as responsible for directing and guiding my behaviour as I was growing up.	1	2	3	4	5
22. My mother had clear standards of behavior for the children in our home as I was growing up, but she was willing to adjust those standards to the needs of each of the individual children in the family.	1	2	3	4	5
23. My mother gave me direction for my behavior and activities as I was growing up and she expected me to follow her direction, but she was always willing to listen to my concerns and to discuss that direction with	1	2	3	4	5

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me.

24. As I was growing up my mother allowed me to form my own point of view on family matters and she generally allowed me to decide for myself what I was going to do. 1 2 3 4 5

25. My mother has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up. 1 2 3 4 5

26. As I was growing up my mother often told me exactly what she wanted me to do and how she expected me to do it. 1 2 3 4 5

27. As I was growing up my mother gave me clear direction for my behaviours and activities, but she was also understanding when I disagreed with her. 1 2 3 4 5

28. As I was growing up my mother did not direct the behaviours, activities, and desires of the children in the family. 1 2 3 4 5

29. As I was growing up I knew what my mother expected of me in the family and she insisted that I conform to those expectations simply out of respect for her authority. 1 2 3 4 5

30. As I was growing up, if my mother made a decision in the family that hurt me, she was willing to discuss that decision with me and to admit it if she had made a mistake. 1 2 3 4 5

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### **Rosenberg Self-esteem Scale**

The scale is a 10-item Likert scale with items answered on a four point scale--from strongly agree to strongly disagree. The original sample for which the scale was developed consisted of over 5,000 High School Juniors and Seniors from 10 randomly selected schools in New York State.

Running Head: Examining the Relationship between...

Instructions: Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle **SA**; if you agree with the statement, circle **A**; if you disagree, circle **D**; and, if you strongly disagree, circle **SD**.

- |   |           |          |          |           |
|---|-----------|----------|----------|-----------|
| 1. On the whole, I am satisfied with myself.                    | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
| 2.* At times, I think I am no good at all.                      | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
| 3. I feel that I have a number of good qualities.               | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
| 4. I am able to do things as well as most other people .        | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
| 5.* I feel I do not have much to be proud of.                   | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
| 6.* I certainly feel useless at times.                          | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
| 7. I feel that I'm a person of worth, at least equal to others. | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
| 8.* I wish I could have more respect for myself.                | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
| 9.* All in all, I am inclined to feel that I'm a failure.       | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
| 10. I take a positive attitude toward myself.                   | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |

Scoring:

-For questions 1, 3, 4, 7, and 10 score SA=3, A=2, D=1, and SD=0: Your Total\_\_\_\_\_

-For questions 2, 5, 6, 8, and 9 score SA=0, A=1, D=2, and SD=3: Your Total\_\_\_\_\_

Appendix 3: Amharic version of the consent form

**በአዲስ አበባ ዮንቨርስቲ**

**የድህረ ምረቃ ትምህርት የማህበራዊ ሳይንስ ትምህርት ክፍል**

**አጠቃላይ መመሪያ**

የዚህ ጥናታዊ ፅሁፍ ዋና አላማ ልጆች ወላጆቻቸው የሚከተሉት የቤተሰብ አስተዳደግ መንገድ በልጆች ሥነ-ልቦና ላይ ያለውን ግንኙነት ማጥናት ነው። ይህ መጠይቅ ሶስት ክፍሎች ያሉት ሲሆን የመጀመርያው ክፍል ስድስት ስለማንነት የሚጠይቁ መጠይቆች አሉት፤ ክፍል ሁለት ስለአባታቸው እና ስለ እናታቸው የቤተሰብ አስተዳደግ የሚዳስስ ሲሆን ለእያንዳንዱ ወላጅም ሰላሳ መጠይቆች አሉት። ክፍል ሶስት አስር መጠይቆች ሲኖሩት የሚሸፍነውም ልጆቹ ለማንነታቸው ስለሚሰጡት ግምት ነው። እያንዳንዱ ክፍል የራሱ የሆነ የአመላለስ ስልት አለው። በተጨማሪም መልሱን ከመመለስ በፊት ተመራማሪው የሚሰጠውን መመሪያ በጥንቃቄ አድምጪ። እዚህ መጠይቅ ላይ የሚሞሉ መልሶች ሚስጥራዊነታቸው የተጠበቀ ነው። የተሳታፊዎቹ ስም ካለመጠቀሱም በተጨማሪ መረጃው ለጥናታዊ ፅሁፍ ግብአትን ብቻ ነው የሚውለው። የሚሰጡት መልሶች ትክክል ወይንም ስህተት ተብለው አይፈረጁም። ሆኖም በተቻለ መጠን ስለራስሽም ሆነ ስለወላጆችሽ የሚጠየቁትን ጥያቄዎች በቅንነትና በታማኝነት ለመመለስ ሞክሪ። ይህም ለጥንቱ ጥራት ከፍተኛ አስተዋፅኦ ይኖረዋል።

በጥናቱ ለመሳተፍ ፈቃደኛ ከሆንሽ በሳጥኑ ውስጥ “√” በማድረግ መስማማትሽን ገልፀሽ ወደሚቀጥለው ክፍል እለፌ። በጥናቱ ለመካፈል ፍቃደኛ ካልሆንሽ በሳጥኑ ውስጥ “X” ምልክት በማድረግ መጠይቁን ለተመራማሪው ይመልሱ።

Appendix 4: Amharic version of the questionnaire

**ክፍል አንድ**

**ስነምህዳራዊ መረጃ**

መመሪያ:- የሚከተሉትን ግላዊ እና ቤተሰባዊ ይዘት ያላቸው ጥያቄዎች በተሰጡት ክፍት ቦታ ላይ በመፃፍ ወይም ከተሰጡት ምርጫዎች መካከል አንዱን በማክበብ መልሱ::

1. ዕድሜሽ \_\_\_\_\_ አመት
2. ስንተኛ ክፍል ነሽ? \_\_\_\_\_
3. ከማን ጋር ነው የምትኖሪው?  
 ከአባቱ ጋር ብቻ                       ከእናቱ ጋር ብቻ   
 ከሁለቱም ጋር                       ሌላ ካለ ግለጫ \_\_\_\_\_
4. የአባትሽ የትምህርት ደረጃ \_\_\_\_\_
5. የእናትሽ የትምህርት ደረጃ \_\_\_\_\_
6. ቤተሰቦችሽ የሚያገኙት ወርሀዊ የገቢ መጠን በግምት \_\_\_\_\_

**ክፍል ሁለት**

**የወላጆች የቤተሰብ አስተዳደግ ልኬት**

መመሪያ:- ቀጥሎ የቀረቡትን ጥያቄዎች በቤት ውስጥ ከአባት እና ከእናት ጋር ያለሽን ግንኙነት የሚመለከቱ ናቸው:: ለአባትም ሆነ ለእናት በደረጃ የምታመለክችበት አማራጭ ቀርቧል:: ስለዚህ ለእያንዳንዱ ጥያቄ ከቀረቡት አምስት አማራጮች ይመጥናል የምትይውን አክብቢ:: መልሶቹ ፈጽሞ አልስማማም ፣ አልስማማም፣ እስማማለሁም አልስማማምም፣ እስማማለሁ እና በደንብ እስማማለሁ የሚሉ ምርጫዎች አሉት:: ስለዚህ አንዱን በመምረጥ አክብቢ::

ያስተውሉ! ጥያቄዎቹን ለመመለስ በቤት ውስጥ ከአባትሽ እና ከእናትሽ ጋር ያለውን ግንኙነት አስቢ::

Running Head: Examining the Relationship between...

1. በአስተዳደራችን ወቅት አባታችን በደንብ በተደራጀ ቤት (በመልካም ቤተሰብ) ውስጥ ልጆች ከወላጆቻቸው እኩል የመናገር፣ የመደመጥ እና ነገሮችን የማከናወን መብት እንዳላቸው ያምን

1 2 3 4 5

ፈጽሞ አልስማማም 3. እስማማለሁም አልስማማምም

4. እስማማለሁ

አልስማማም

5. በደንብ እስማማለሁ

**የአባት የቤተሰብ አስተዳደግ ሁኔታ መጠይቅ**

Running Head: Examining the Relationship between...

ነበር::					
2. አባታችን ወላጆች የማይስማሙበት ጉዳይ እንኳን ቢሆን ልጆች የራሳቸውን ሀሳብ በነጻነት ማነጻ እና የፈለጉትን ማድረግ አለባቸው የሚል እምነት ነበረው::	1	2	3	4	5
3. አባቴ አንድ ሥልጣን ያለው ሰው ስላወጣቸው ብቻ ህግና ደንቦችን የግድ ማክበር የለባችሁም ብሎ ያስብ ነበር::	1	2	3	4	5
4. በማድግበት ወቅት አባቴ እምብዛም ስለሚጠበቅብኝ ነገር እና ማሳየት ስለሚገባኝ ባህሪ አይነግረኝም ነበር::	1	2	3	4	5
5. በማድግበት ወቅት በቤተሰብ ውሳኔዎች ወቅት አባቴ ልጆቹ የሚፈልጉትን ያደርግ ነበር::	1	2	3	4	5
6. አባቴ አብዛኛው የማህበረሰቡ ችግሮች ወላጆች ልጆቻቸውን በሚያደርጓቸው ነገሮች፣ በምኞታቸው እና በውሳኔዎቻቸው ጣልቃ በመግባት ባይገድቧቸው በቀላሉ መፈታት ይችላሉ ብሎ ያስባል::	1	2	3	4	5
7. በማድግበት ወቅት አባቴ ብዙም መመሪያ ሳይሰጠኝ በብዙ ነገሮች ላይ የራሴን ውሳኔ እንዳሳልፍ ይፈቅድልኝ ነበር::	1	2	3	4	5
8. አባቴ ባህሪዬን ስለመምራት እና ስለማረቅ ኃላፊነት እንዳለበት አድርጎ ወስዶት አያውቅም::	1	2	3	4	5
9. በአስተዳደሪያ ወቅት አባቴ በቤተሰቡ ጉዳዮች ላይ የራሴን አቋም እንድይዝ እና በማደርጋቸውም ነገሮች የራሴን ውሳኔ እንድወስን ይፈቅድልኝ ነበር::	1	2	3	4	5
10. አባቴ በቤተሰቡ ውስጥ ያሉትን ልጆች ባህሪ፣ ተግባራት እና ፍላጎቶች አይቆጣጠርም ነበር::	1	2	3	4	5
11. እኛ ባንስማማበትም እንኳን አባታችን ለኛ መልካም እንደሆነ በማሰብ ብቻ ልክ ነው ብሎ ያስበውን ነገር እንድናከናውን ያስገድድን ነበር::	1	2	3	4	5
12. አባቴ ማንኛውንም ትእዛዝ እንዳከናውን በጠየቀኝ ወቅት ለምን እና እንዴት ብዬ ሳልጠይቅ ወዲያውኑ እንዳከናውን ይፈልግ/ይጠብቅብኝ ነበር::	1	2	3	4	5
13. በማድግበት ወቅት አባቴ የወሰናቸውን ውሳኔዎች የመጠየቅ እና ለምን የማለት መብት አልነበረኝም::	1	2	3	4	5



Running Head: Examining the Relationship between...

<p>14. አባቴ ልጆች ወላጆቻቸው ባሏቸው መንገድ እንዲንቀሳቀሱ ተጨማሪ ኃይል ያስፈልጋል ብሎ ያምን ነበር።</p>	<p>1 2 3 4 5</p>
<p>15. እባቴ ብልህ ወላጆች አስቀድመው በቤተሰቡ ውስጥ ማን የበላይ እንደሆነ ለልጆቻቸው ያስተምራሉ ብሎ ያስብ ነበር።</p>	<p>1 2 3 4 5</p>
<p>16. አንዳንድ ከእርሱ ጋር የማልስማማባቸው ነገሮች ሲኖሩ አባቴ በጣም ይበሳጭ ነበር።</p>	<p>1 2 3 4 5</p>
<p>17. በማድግበት ወቅት አባቴ የሚጠብቅብኝን ባህሪያት የነገረኝ ሲሆን ከተነገረኝ ነገር ዝንፍ ባልኩ ወቅት ይቀጣኝ ነበር።</p>	<p>1 2 3 4 5</p>
<p>18. አባቴ አብዛኛው የማህበረሰቡ ችግሮች ወላጆች ልጆቻቸውን በጥብቅ በመቆጣጠር ማድረግ የማይገባቸውን ነገሮች እንዳያደርጉ ከተከላከሉ በቀላሉ መፈታት ይችላሉ ብሎ ያስባል።</p>	<p>1 2 3 4 5</p>
<p>19. አብዛኛውን ጊዜ አባቴ የማደርጋቸውን ነገሮች ምን እና በምን መልኩ ማከናወን እንዳለብኝ አስረግጦ ይነግረኝ ነበር።</p>	<p>1 2 3 4 5</p>
<p>20. አባቴ እንዳከናውን የሚፈልጋቸውን ግዴታዎች አውቅ የነበረ ሲሆን ለእነዚህ ግዴታዎች ተገዢ እንድሆን የሚፈልገው ለእርሱ ካለኝ ከበሬታ አንጻር ነበር።</p>	<p>1 2 3 4 5</p>
<p>21. በአስተዳደራችን ወቅት ቤተሰቡ የራሱን ደንብ ካወጣ በኋላ አባታችን ለምን ይህ ደንብ እንደወጣ ምክንያቱን ለልጆቹ በግልጽ ያስረዳን ነበር።</p>	<p>1 2 3 4 5</p>
<p>22. የቤተሰቡ ደንብ ፍትህዊ መስሎ ባልተሰማኝ ጊዜ አባቴ ሀሳቤን መግለጽ እና የሌሎችንም ሀሳብ ማዳመጥን ያበረታታ ነበር።</p>	<p>1 2 3 4 5</p>
<p>23. አባቴ የልጆቹን እንቅስቃሴ እና ውሳኔዎች በሥነ-ምግባር እና ምክንያታዊነት ለማነጻ ይጥር ነበር።</p>	<p>1 2 3 4 5</p>
<p>24. አባቴ በቤተሰቤ ውስጥ ያሉብኝን ግዴታዎች እንድወጣ ይፈልግ እንደነበር ባውቅም እነዚህ ግዴታዎች ግን ፍትህዊ እንዳልሆኑ ካሰብኩ ይህንን በነጻነት ለመወያየት እችል ነበር።</p>	<p>1 2 3 4 5</p>
<p>25. በምናድግበት ወቅት አባቴ ለልጆቹ በተከታታይነት አወንታውን ባገናዘበ እና በምክንያታዊ</p>	<p>1 2 3 4 5</p>

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መልኩ ማድረግ ስለሚገባን ነገር መመሪያዎችን ይሰጠን ነበር።	
26. በቤተሰብ ውሳኔ ወቅት አባቴ የልጆችን ፍላጎት እሳቤ ውስጥ የሚያስገባ ቢሆንም ልጆች ስለፈለጉ ብቻ ብሎ ውሳኔዎችን አያሳልፍም ነበር።	1 2 3 4 5
27. በማድግበት ወቅት አባቴ ግልጽ የሆኑ መመሪያዎች የነበሩት ሲሆን እነዚያን ግን በቤተሰቡ ውስጥ እንዳለ እንደ እያንዳንዱ ልጅ ፍላጎት ያስተካክል ነበር።	1 2 3 4 5
28. አባቴ ለማደርጋቸው ነገሮች ግልጽ የሆኑ መመሪያዎችን ያስቀመጠልኝ ሲሆን እነሱንም እንድከተል ይፈልግ ነበር ሆኖም ግን ያሉኝን አንዳንድ ስጋቶች በመረዳት ለመወያየት ፈቃደኛ ነበር።	1 2 3 4 5
29. አባቴ ለማደርጋቸው ነገሮች እና ባህሪ ግልጽ መመሪያዎችን ይሰጠኝ የነበረ ሲሆን በማልስማማቸው ነገሮችም ላይ ይረዳኝ ነበር።	1 2 3 4 5
30. አባቴ እኔን ሊጎዳ የሚችል ውሳኔ ከወሰነ ይህንን በግልጽ ለመወያየት እና ጥፋት አጥፍቶም ከሆነ ለማመን ፈቃደኛ ነበር።	1 2 3 4 5

2. የእናትን የቤተሰብ አስተዳደግ መለኪያ

1. ፈጽሞ አልስማማም	2. አልስማማምም	3. እስማማለሁ አልስማማም
4. እስማማለሁም	5. በደንብ እስማማለሁ	

1. በአስተዳደራችን ወቅት እናታችን በደንብ በተደራጀ ቤት (በመልካም ቤተሰብ) ውስጥ ልጆች ከወላጆቻቸው እኩል የመናገር፣ የመደመጥ እና ነገሮችን የማከናወን መብት እንዳላቸው ታምን ነበር።	1 2 3 4 5
2. እናታችን ወላጆች የማይስማሙበት ጉዳይ እንኳን ቢሆን ልጆች የራሳቸውን ሀሳብ በነጻነት	1 2 3 4 5

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ማነጻ እና የፈለጉትን ማድረግ አለባቸው የሚል እምነት ነበራት።	
3. እናቴ አንድ ሥልጣን ያለው ሰው ስላወጣቸው ብቻ ህግና ደንቦችን የግድ ማክበር የለባችሁም ብላ ታስብ ነበር።	1 2 3 4 5
4. በማድግበት ወቅት እናቴ እምብዛም ስለሚጠበቅብኝ ነገር እና ማሳየት ስለሚገባኝ ባህሪ አትነግረኝም ነበር።	1 2 3 4 5
5. በማድግበት ወቅት በቤተሰብ ውሳኔዎች ወቅት እናቴ ልጆቿ የሚፈልጉትን ታደርግ ነበር።	1 2 3 4 5
6. እናቴ አብዛኛው የማህበረሰቡ ችግሮች ወላጆች ልጆቻቸውን በሚያደርጓቸው ነገሮች፣ በምኞታቸው እና በውሳኔዎቻቸው ጣልቃ በመግባት ባይገደቧቸው በቀላሉ መፈታት ይችላሉ ብላ ታስባለች።	1 2 3 4 5
7. በማድግበት ወቅት እናቴ ብዙም መመሪያ ሳትሰጠኝ በብዙ ነገሮች ላይ የራሴን ውሳኔ እንዳሳልፍ ትፈቅድልኝ ነበር።	1 2 3 4 5
8. እናቴ ባህሪዬን ስለመምራት እና ስለማረቅ ኃላፊነት እንዳለባት አድርጋ ወስዳዉ አታወቅም።	1 2 3 4 5
9. በአስተዳደጌ ወቅት እናቴ በቤተሰቡ ጉዳዮች ላይ የራሴን አቋም እንድይዝ እና በማደርጋቸውም ነገሮች የራሴን ውሳኔ እንድወስን ትፈቅድልኝ ነበር።	1 2 3 4 5
10. በማድግበት ወቅት እናቴ በቤተሰቡ ውስጥ ያሉትን ልጆች ባህሪ፣ ተግባራት እና ፍላጎቶች አትቆጣጠርም ነበር።	1 2 3 4 5
11. እኛ ባንስማማበትም እንኳን እናታችን ለኛ መልካም እንደሆነ በማሰብ ብቻ ልክ ነው ብላ ያሰበችውን ነገር እንድናከናውን ታስገድድን ነበር።	1 2 3 4 5
12. እናቴ ማንኛውንም ትእዛዝ እንዳከናውን በጠየቀችኝ ወቅት ለምን እና እንዴት ብዬ ሳልጠይቅ ወዲያውኑ እንዳከናውን ትፈልግ/ትጠብቅብኝ ነበር።	1 2 3 4 5
13. በማድግበት ወቅት እናቴ የወሰነቻቸውን ውሳኔዎች የመጠየቅ እና ለምን የማለት መብት አልነበረኝም።	1 2 3 4 5
14. እናቴ ልጆች ወላጆቻቸው ባሏቸው መንገድ እንዲንቀሳቀሱ ተጨማሪ ኃይል ያስፈልጋል ብላ	1 2 3 4 5

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ታምን ነበር::					
15. እናቴ ብልህ ወላጆች አስቀድመው በቤተሰቡ ውስጥ ማን የበላይ እንደሆነ ለልጆቻቸው ያስተምራሉ ብላ ታስብ ነበር::	1	2	3	4	5
16. አንዳንድ ከእርሷ ጋር የማልስማማባቸው ነገሮች ሲኖሩ እናቴ በጣም ትባላቸው ነበር::	1	2	3	4	5
17. በማድግበት ወቅት እናቴ የሚጠብቅብኝን ባህሪያት የነገራችኝ ሲሆን ከተነገረኝ ነገር ዝንፍ ባልኩ ወቅት ትቀጣኝ ነበር::	1	2	3	4	5
18. እናቴ አብዛኛው የማህበረሰቡ ችግሮች ወላጆች ልጆቻቸውን በጥብቅ በመቆጣጠር ማድረግ የማይገባቸውን ነገሮች እንዳያደርጉ ከተከላከሉ በቀላሉ መፈታት ይችላሉ ብላ ታስባለች::	1	2	3	4	5
19. አብዛኛውን ጊዜ እናቴ የማደርጋቸውን ነገሮች ምን እና በምን መልኩ ማከናወን እንዳለብኝ አስረግጣ ትነግረኝ ነበር::	1	2	3	4	5
20. በማድግበት ወቅት እናቴ እንዳከናወነ የምትፈልጋቸውን ግዴታዎች አውቅ የነበረ ሲሆን ለእነዚህ ግዴታዎች ተገዢ እንድሆን የምትፈልገው ለእርሷ ካለኝ ከበሬታ አንጻር ነበር::	1	2	3	4	5
21. በአስተዳደራችን ወቅት ቤተሰቡ የራሱን ደንብ ካወጣ በኋላ እናታችን ለምን ይህ ደንብ እንደወጣ ምክንያቱን ለልጆቿ በግልጽ ታስረዳን ነበር::	1	2	3	4	5
22. የቤተሰቡ ደንብ ፍትሀዊ መስሎ ባልተሰማኝ ጊዜ እናቴ ሀሳቤን መግለጽ እና የሌሎችንም ሀሳብ ማዳመጥን ታበረታታ ነበር::	1	2	3	4	5
23. እናቴ የልጆቿን እንቅስቃሴ እና ውሳኔዎች በሥነ-ምግባር እና ምክንያታዊነት ለማነጻጻር ትጥር ነበር::	1	2	3	4	5
24. እናቴ በቤተሰቤ ውስጥ ያሉብኝን ግዴታዎች እንደወጣ ትፈልግ እንደነበር ባውቅም እነዚህ ግዴታዎች ግን ፍትሀዊ እንዳልሆኑ ካሰብኩ ይህንን በነጻነት ለመወያየት እችል ነበር::	1	2	3	4	5
25. በምናድግበት ወቅት እናቴ ለልጆቿ በተከታታይነት አወንታውን ባገናዘበ እና በምክንያታዊ መልኩ ማድረግ ስለሚገባን ነገር መመሪያዎችን ትሰጡን ነበር::	1	2	3	4	5
26. በቤተሰብ ውሳኔ ወቅት እናቴ የልጆቿን ፍላጎት አሳቤ ውስጥ የምታስገባ ቢሆንም ልጆች	1	2	3	4	5

ስለፈለጉ ብቻ ብላም ውሳኔዎችን አታሳልፍም ነበር።	
27. በማድግበት ወቅት እናቴ ግልጽ የሆኑ መመሪያዎች የነበሯት ሲሆን እነዚያን ግን በቤተሰቡ ውስጥ እንዳለ እንደ እያንዳንዱ ልጅ ፍላጎት ታስተካክል ነበር።	1 2 3 4 5
28. እናቴ ለማደርጋቸው ነገሮች ግልጽ የሆኑ መመሪያዎችን ያስቀመጠችልኝ ሲሆን እነሱንም እንድከተል ትፈልግ ነበር ሆኖም ግን ያሉኝን አንዳንድ ስጋቶች በመረዳት ለመወያየት ፈቃደኛ ነበረች።	1 2 3 4 5
29. በማድግበት ወቅት እናቴ ለማደርጋቸው ነገሮች እና ባህሪ ግልጽ መመሪያዎችን ትሰጠኝ የነበረ ሲሆን በማልስማማባቸው ነገሮችም ላይ ትረዳኝ ነበር።	1 2 3 4 5
30. በማድግበት ወቅት እናቴ እኔን ሊጎዳ የሚችል ውሳኔ ከወሰነች ይህንን በግልጽ ለመወያየት እና ጥፋት አጥፍታም ከሆነ ለማመን ፈቃደኛ ነበረች።	1 2 3 4 5

**ክፍል ሦስት**

**ስለራስ ማንነት የሚሰጥ ግምት መጠይቅ**

መመርያ፡- ከዚህ በታች ስለራስሽ የሚሰማሽን አጠቃላይ ስሜት የምትገልጧቸውን መጠይቅ የቀረበ ሲሆን ትክክል የሚመስልሽን በመምረጥ አክብቧ።

ቁጥር	ለራስ የሚሰጥ ግምት	በጣም እስማማለሁ	እስማማለሁ	አልስማማም	ፈጽሞ አልስማማም
1	ባጠቃላይ በማንነቴ እኮራለሁ	1	2	3	4
2	አንዳንዴ ባጠቃላይ ጥሩ ሰው እንዳይደለሁ አስባለሁ	1	2	3	4
3	ብዙ በጎ የሆኑ ማንነቶች እንዳሉኝ ይሰማኛል	1	2	3	4
4	ልክ ብዙ ሰዎች እንደሚያደርጉት ሁሉ ማንኛውንም ነገር መስራት እችላለሁ	1	2	3	4

Running Head: Examining the Relationship between...

5	ይህ ነው ብዬ የምኮራበት ነገር እንደሌለኝ ይሰማኛል	1	2	3	4
6	እንዳንዴ በርግጠኝነት የማልጠቅም/ የማልረባ ነኝ ብዬ አስባለሁ	1	2	3	4
7	ለራሴ ዋጋ ያለኝ ሰው እንደሆንኩ፣ ቢያንስ ከሌሎች ጋር እኩል እንደሆንኩ ይሰማኛል	1	2	3	4
8	ለራሴ ከዚህ የበለጠ ክብር እንዲኖረኝ እመኛለሁ	1	2	3	4
9	ባጠቃላይ እራሴን ተሸናፊ ነኝ ብዬ ወደማሰቡ ቀርቤያለሁ	1	2	3	4
10	ስለራሴ በጎ የሆነ አመለካከት አለኝ	1	2	3	4