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THE ROLE OF PARENTING STYLE IN DEVELOPMENT OF ADOLESCENTS' PRO-SOCIAL BEHAVIOUR AMONG ADDIS KETEMA SECONDARY AND PREPARATORY STUDENTS

MA THESIS

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The Role of Parenting Style in Development of Adolescents' Pro-social Behaviour Among Addis Ketema Secondary And Preparatory Students

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DEDICATION

I dedicate this piece of work to my lovely brother Dereje Eshetu who gives maximum of what he has in all the journey of this study. I owe him one for his cherishing of courage, commitment, and being honest for what I am doing. He sacrifice himself for my success, I always commemorate the way he went through for the sake of making this study possible.

DECLARATION

I, Zinash Eshetu the under signed, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

Name of the student: Zinash Eshetu

Signature: _____

Date: _____

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ACRONYMS

PTM-R- Pro-social Tendencies Measure Revised

PSS- Parenting Styles Scales

PTM- Pro-social Tendency Measure

ABSTRACT

The main aim of this study was to investigate the role of parenting styles in developing adolescents' pro-social behaviour among Addis ketema secondary and preparatory school students. The tools used in the study were questionnaires which mean that two adapted instruments, i.e. the Pro-social Tendencies Measure (PTM-R) and Parenting Style Scales (PSS) and interview. Adapted Parenting style scales questionnaires and pro-social tendencies measures were administered to a randomly selected 354 adolescent students. The study was employed explanatory mixed approach by using both inferential and descriptive statistics. The data analysis used statistical techniques like descriptive statistics, Pearson's bivariate correlation, and regression analysis. The study found that significant positive relationship between the authoritarian as well as the authoritative parenting style and the level of adolescents pro-social behaviour development, (P<0.05) at a (.000) and (P<0.05) at a (.000) level of significance respectively. Regression analysis was performed and the result indicates the authoritative parenting style found to have a more powerful impact on development of adolescents pro-social behaviour with (β =.365, p<.05).The result from descriptive analysis shows that altruistic pro-social behaviour is the commonly practiced pro-social behaviour among the students with the mean average of (M=2.80) while other types of pro-social behaviours (Dire, Anonymous, Compliant, Public, and Emotional) are less practiced comparing to the altruistic one. The authoritative parenting style actually had a more powerful influence on the respondents' level of pro-social behaviour development achieved. It is important for parents to guide and teach their children how to choose good friends.

Key words: pro-social behaviour, parenting style, adolescents.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

While individuals engage in a variety of behaviours in their lifetime, pro-social behaviours have been found to have strong impacts on various aspects of adolescents (Van der Graaff et al., 2018). This study will examine adolescents' pro-social behaviours, which has been defined by researchers as positive social behaviours with the genuine intent to help others (Gryczkowski et al., 2018; Padilla-Walker et al., 2015). Examples include helping, sharing, and emotional support, showing empathy, donating, and volunteering (Chen et al., 2018).

Pro-social behaviours are a predictor of positive development in childhood and adolescence. Study conducted suggests that pro-social behaviour is an indicator of adolescents' ability to engage in positive social, emotional, and cognitive skills and behaviours with others (Van der Graaff et al., 2018). At an internal level, pro-social behaviour aids with the development of a sense of meaning through the motivation of wanting to do good for others (Yang et al., 2017). Interpersonally, adolescents who engage in high levels of pro-social behaviours tend to possess a more profound understanding of others' emotions, which in turn influences their ability to engage in perspective-taking (Padilla-Walker et al., 2018; Shaffer, 2009; Van der Graaff et al., 2018).

Consequently, evidence has shown that highly pro-social youth have overall positive social development. Chen et al. (2018) also indicated that pro-social behaviours are positively linked to school adjustment; specifically, more pro-social children tended to engage in more positive social interactions with peers and exhibited fewer problem behaviours. Along these lines, pro-social behaviour has also been linked to children's self-esteem, psychological development, and empathy for others (Padilla-Walker et al., 2018). In short, these children are more likely to possess higher self-confidence and a better understanding of others' needs and feelings.

Pro-social behaviour is associated with higher academic achievement (Ishak et al, 2012) and avoiding behavioural problems and maladjustment (Padilla-Walker et al., 2015).

Thus, it is vital to understand the development of pro-social behaviours because of their wide-reaching impacts. During adolescence, pro-social behaviours become more evident and frequent than in childhood, but different scholars offer distinct explanations of the source of developments in pro-social behaviours. It is necessary to study this in adolescence as their physical maturity increases during this period, which in turn increases additional dimensions that improve social development and competency (Padilla-Walker et al., 2018; Van der Graaff et al., 2018). During this period, there is a more significant increase in perspective-taking abilities that are related to engaging in pro-social behaviours.

Furthermore, engaging in pro-social behaviour requires the support of advanced social-cognition skills to improve social well-being (Padilla-Walker et al., 2015). During the adolescent period, physical and brain maturity and autonomy take place, which influences this developmental increase (Van der Graaff et al., 2018). As a result, perspective-taking is more pronounced, which in turn shapes empathic concerns as individuals understand how others feel in a stressful situation. Subsequently, this influences the development of pro-social behaviour that is, helping others (Van der Graaff et al., 2018). As discussed at length below, another approach focuses on relationships.

The acquisition and development of pro-social behaviours occur within interactions with parents, family members, peers, friends, and strangers (Hastings et al., 2016). For children and adolescents to gain the necessary pro-social skills that are needed to engage in positive behaviours and interactions with others, they learn these skills when they socialize with the people around them. Parents and peers are the primary socializing agents of pro-social behaviours (Belgrave et al., 2011; Hastings et al., 2016; Wentzel et al., 2018). Much research from this tradition has explored parenting styles as a predictor of adolescents' pro-social behaviour (Carlo et al., 2007). Parenting styles are attitudes and strategies used by parents to shape children's behaviours and attitudes (Baumrind, 1966). These styles possess similarities and differences in the expectations of children's actions as well as the attitudes and behaviours engaged in transmitting these expectations (Baumrind, 1966; Baumrind, 1973). The focus of the current study is the role of parenting style and how this influences adolescents' pro-social behaviour towards friends and strangers.

1.2. Statement of the Problem

Adolescence is a turbulent time charged with conflict and mood swings. The age of adolescent is the age in which we can succeed whatever we plan, because in this age everyone has fresh power and energy to do something. A person on adolescence age stage can experience many negative and positive possibilities since the age allow adolescents to engage in events in their surroundings actively. Lam, described adolescence as a period of enormous opportunities and threats (Lam, 2012). On the contrary, other study defines adolescence as the developmental period of transition between childhood and adulthood that involves biological, cognitive and social changes which has positive aspects of human behaviour (Lamborn et al., 1991).

However, research conducted in relation to the developmental aspects of adolescents give much more emphasis to the negative side of human behaviours like delinquency, aggression, crime and substance abuse, giving little attention to the positive aspects of human behaviour. There is an increasing recognition within developmental and sociological theories that parents are important institution to socialize children and adolescents. According to moral philosophy and some moral psychologists, moral issues like pro-social behaviour should be viewed culturally rather than universally (Gensler et al., 2004).

There are some studies conducted in the western and Asian countries in relation to the effects of parenting styles and/or peer pressure over that of pro-social behaviour (McLellan, &Youniss, 2003). In Ethiopia, there were researchers, who studied pro-social behaviour in relation to different variables. (Tafetu, 2007). For example, Tsehay et al. (2014) investigated pro-social behaviour and identity status of adolescent students in Secondary and Preparatory School and the study shows that most students did not achieve their identity. Although others were tried to find out the relationship between parenting styles and academic performance, parenting styles in relation with identity status of adolescents, and parenting styles in relation to Moral development of adolescents, yet none of them have addressed how the role of parenting style affects the development of adolescents pro-social behaviour in Ethiopia (Zebene ,2013).

Hence, due to cultural differences, the researchers were strike by the fact that there is a lack of research examining the role of parenting styles in instilling pro-social behaviour of adolescents in Ethiopia. The major concern of this study will be, therefore, to investigate the role of parenting styles in the development of pro-social behaviour in adolescents among

Addis ketema secondary and preparatory school students. The reason why the researcher going to conduct study on this issue is that in the age of adolescence, adolescents engage in anti-social behaviours and the researcher observed on students of Addis ketema secondary and preparatory school they engaged in some anti-social behaviour.

There has been considerable scholarly attention to the associations between parenting style and pro-social behaviours in childhood, academic achievement of children in relation to parenting style but less in adolescence development of pro-social behaviour. Therefore, the first aim of this study was to examine the role of parenting style and how this is associated with adolescents' pro-social behaviours. Little research has explored and found that when the authoritarian parenting style is present, this will negatively impact adolescents' pro-social behaviours in general (Van der Graaff et al.,2018).

However, questions remain about whether parenting has similar impacts on pro-social behaviours in distinct relationships. Thus, the second aim of this study was to explore how this parenting was a positive influencer or inhibitor of pro-social behaviours towards others in need.

1.3. Research Questions

1. Is there a relationship between parenting styles (authoritative, authoritarian, neglectful, and indulgent) and pro-social behaviour of adolescents?

2. Which parenting style predicts more adolescents' pro-social behaviours of Addis Ketema secondary and preparatory school students?

3. Which type of pro-social behaviour is commonly observed in behaviours of adolescents in Addis ketema secondary and preparatory school students?

1.4. Objective of the study

1.4.1 General Objective

To know the role of parenting style in developing adolescents' pro-social behaviour among Addis ketema secondary school students.

1.4.2. Specific Objectives

- To examine the relationship between parenting styles (authoritative, authoritarian, neglectful, and indulgent) and pro-social behaviour of adolescents.
- To identify the parenting style that predicts more adolescent's development of pro-social behaviours.
- To investigate which type of pro-social behaviours of adolescents commonly observed Among Addis Ketema secondary school students because of parenting style.

1.5. Significance of the Study

The benefit of this study is expected to have certain values and social contributions. The findings of the study can expand knowledge of the impact of parenting style practice on the development of pro-social behaviour in adolescents. This creates a significant question for contemporary parents, educators and counsellors to address. The beneficiaries of this study will be assisting persons, particularly parents, educators and professional counsellors, with the development of solid principles designed to address the issue of pro-social behaviour in adolescents. Hence there is a lack of research examining the role of parenting styles for the development of pro-social behaviours of adolescents in Ethiopian context. Therefore this study expected to be salient for Ethiopian parents, counsellors, educators, and adolescents. In addition to this, the study will be used as reference and show directions for further researchers who are interested in the area. And also these beneficiaries will expected to add new knowledge and new understanding about the role of parenting style in developing adolescents' pro-social behaviour.

1.6. Scope of the study

Although there are many things related to pro-social behaviour, parenting in adolescent students, this study delimited to assess the pro-social behaviour of Addis ketema secondary school students in relation to different levels of parenting styles. This means that the influence that parenting style (authoritative, authoritarian, permissive, and neglectful) could have on pro-social behaviours (public, autonomous, dire, altruistic, emotional, and compliant) was the limit of this study.

1.7. Delimitation of the study

Adiss ketema secondary school is found in the city of Hawassa Addis ketema sub-city 01 kebele called by its special name Filadelfiya. Thus, the result of the study may not be generalized to students who live in urban and rural areas of the country. However, there is an assumption that the findings of this study can be generalized to members of schools having similar structure or settings and group of adolescents who live in Hawassa city.

1.8. Operational definition of key terms

The definitions of selected terms in present study are as follows:

- **Pro-social behaviour-** it is voluntary behaviour that behaved to help another person or working for the benefits of others regardless of getting benefit in return.
- **Parenting style-** it is a mechanism in which family shape their children's behaviours.
- **Adolescents-** are young children that their age lays between 13 and 18 years

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This section provides an overview of the theoretical underpinnings and research findings on pro-social behaviour and parenting styles. It begins by examining the definitions of key terms and elements within each concept, drawing upon the theoretical framework. Subsequently, it explores empirical evidence from both international and local studies, focusing on the interconnections between the variables.

2.1. Theoretical Framework

2.1.1. Pro-social behaviour and its different types

Pro-social behaviour refers to actions that are primarily intended to benefit others (Carlo & Ronaldall, 2002; Eisenberg & Fabes, 1998). This can include both reactive responses, which are in response to the needs of others, as well as proactive responses, which are initiated without being prompted (Hastings et al., 2007).

Hastings et al. (2007) highlighted that the scope of pro-social behaviour encompasses various elements such as sharing, helping, comforting, empathy, sympathy, compassion, concern, volunteering, donating, and cooperating. These behaviours are indicative of social competence during childhood and adolescence. One of the theories that explain pro-social behaviour is Freud's structures of personality. According to Freud (1961), among the three structures of personality (id, ego, and superego), the superego is the most relevant for understanding pro-social engagement. The superego represents societal standards and establishes personal moral ideals. Additionally, the superego is associated with internalizing humanistic values and patterns of pro-social involvement.

An alternative theory concerning the development of pro-social behaviour is the social learning theory. According to social learning theorists, a significant portion of human behaviour is acquired and influenced by environmental factors. The social learning theory emphasizes the role of rewards in this process. Rewards are seen as the consequences that reinforce pro-social engagement. Gelfand and colleagues observed that children can be encouraged to exhibit more pro-social behaviour through rewards such as praise or attention (Gelfand et al., 1975). As children consistently demonstrate pro-social actions towards their

family members, peers, and others, they tend to appreciate the support and reinforcement they receive for their behaviour (Hastings et al., 2007).

Moreover, according to Bandura (1986), social cognitive theorists emphasize the significance of the self-evaluation process in establishing internal standards and guidelines for behaviour. People establish behavioural goals, anticipate the consequences of their actions, and then behave in ways that lead to desired outcomes. As a result, the interplay between socialization and an individual's cognition plays a crucial role in fostering moral development and encouraging engagement in pro-social activities.

2.1.2. Types of Pro-social Behaviour

Eisenberg and Fabes (1998) have shown different types of pro-social behaviours which are related differently to theoretically related constructs.

According to previous studies and theories (Eisenberg & Fabes, 1998; Hoffman, 1982), four categories of pro-social behaviours have been identified: altruistic pro-social behaviours, compliant pro-social behaviours, emotional pro-social behaviours, and public pro-social behaviours. However, Carlo and Randall (2002) suggested six pro-social behaviours in their research. They also highlighted the presence of plausible motives that influence the inclination towards specific types of pro-social behaviours, making the study of these behaviours more specific. The definitions of each type of pro-social behaviour are as follows.

2.1.2.1. Altruistic pro-social behaviours

These are voluntary helping behaviours that are primarily initiated out of concern for the needs and welfare of others. They are often motivated by sympathetic responses and internalized norms and principles consistent with assisting others (Eisenberg & Fabes, 1998). Altruism, specifically, involves sacrificing personal gain to promote the well-being of others (Hastings et al., 2007). Researchers have utilized the principles of conditioning and social learning theory to explain the inclination towards altruism (Lam, 2012). As mentioned before, the two main motives behind altruistic actions are sympathy and internalized norms/principles. Empathy is an emotional reaction that arises from perceiving and aligning with another person's emotional state (Eisenberg and Fabes, 1998). Theorists have argued that empathy can lead to either sympathy, which is concern or sorrow for another based on the perception and understanding of their emotional state (the focus orientation is on the other), or personal distress, which is an aversive emotional reaction based on the perception and understanding of another’s emotional state (the focus orientation is on the self) (Eisenberg

and Fabes, 1998). Researchers have hypothesized that sympathy results in a motivation to relieve the other person's distress, while personal distress results in a motivation to relieve one's own distress (Batson, 1991; Hoffman, 1991). Several investigators have demonstrated that sympathy is associated with altruistic responding while personal distress is associated with egoistic responding (Batson et al., 1986; Carlo et al., 1991a).

2.1.2.2. Compliant pro-social behaviours

These actions refer to assisting others when asked, either through words or gestures (Eisenberg & Fabes, 1998). Studies have linked this type of behaviour to empathy and other forms of assistance (e.g., Carlo & Randall, 2002). Compared to spontaneous acts of help, this pro-social behaviour occurs more frequently.

2.1.2.3. Emotional pro-social behaviours

These are the third category of pro-social behaviours, which are defined as a tendency to assist others during emotionally intense circumstances (Eisenberg et al., 1998). Certain situations that involve helping can be described as highly emotionally charged. For instance, a person who has injured their leg but shows little or no distress or visible injury is less emotionally intense compared to someone who is crying and bleeding due to the leg injury. Furthermore, the relationship with the individuals in need of help and various other factors can impact the level of emotional intensity. As a result, the perceived emotional intensity can influence the emotional response of the observer.

2.1.2.4. Public Pro-social behaviours

Pro-social behaviors performed in the presence of others are often driven by a desire to seek the approval and admiration of others, such as parents or peers, and to enhance one's own sense of self-worth. This category of behavior is referred to as public pro-social behavior (Eisenberg et al., 1998).

Building upon these four fundamental types of pro-social behaviors, Carlo and Randall (2002) identified two additional pro-social behaviors through exploratory factor analyses conducted in three preliminary studies.

2.1.2.5. Anonymous pro-social behaviour

Anonymous pro-social behaviours were defined as helping performed without the knowledge of who helped (Carlo &Rondall, 2002).

2.1.2.6. Dire pro-social behaviour

Dire pro-social behaviours were defined as helping in crisis or emergency situations (Carlo &Rondall, 2002).

2.1.3. Parenting Style and its Components

Parenting styles encompass a broad concept that reflects how parents behave and their attitudes towards their children. It also includes the quality of interactions and relationships between parents and children. These styles are used to categorize parents based on their typological characteristics (Baumrind, 1966). Prior to the 1960s, there were two well-known concepts of child rearing: restrictive and permissive practices. During the 1910s to 1930s, child rearing leaned towards restrictive practices, while from the 1930s to 1960s, permissive child rearing gained advocacy (Hetherington & Parke, 1979 as cited in Markos, 1996). These contrasting practices formed the foundation for researchers to develop different categories of parenting styles, which will be discussed below.

2.1.4. Types of parenting styles

Psychologist Diana Baumrind was the first researcher that hypothesized the theoretical model of parenting style. Based on the two aspects of parenting behaviour - parental control and parental warmth, she categorized parenting styles into three:

The extent to which parents manage their children's behaviour from being very controlling to setting few rules and demands was referred to as parental control. Whereas, Parental warmth refers the extent to which parents are accepting and responsive of their children's behaviour as opposed to being unresponsive and rejecting (Baumrind, 1991).

Accordingly, Baumrind categorized parenting style as authoritarian, permissive and authoritative. Authoritarian is a style which reflects firm but not warm. Permissive refers to a style that is warm but not firm. Whereas, authoritative encompasses both warm and firm parenting. Besides, these three categories focus on four important aspects of family functioning, such as, nurturance or warmth, firmness and clarity of control, level of maturity demands, and degree of communication between a parent and a child (Baumrind, 1966).

Other researchers, Maccoby and Martin analysed Baumrind's conceptualization of parenting styles and later expanded and revised her typologies (Maccoby& Martin, 1983). They modified Baumrind's categorization in which parents are classified based on two dimensions. These are the level of demand and control and the level of acceptance and rejection.

According to Maccoby and Martin (1983), these two dimensions together bring one more type of parenting style (i.e, neglecting or uninvolved parenting style- neither warm nor firm) in addition to the first three Baumrind's original classification and conceptualization of parenting styles. Maccoby and Martin characterize the four types of parenting styles as follows:

2.1.4.1. Authoritative Parenting Style

This parenting style is known for its excellent balance between being responsive and demanding. It involves guiding children in a rational and disciplined manner by explaining the reasons behind the rules. It is characterized by high levels of family functioning in all four dimensions (Maccoby & Martin, 1983). As Maccoby and Martin (1983) have pointed out, authoritative parents recognize and respect their children's independence. They encourage open communication between parents and children, involve children in decision-making within the family, and gradually allow them to take on more responsibilities based on their abilities. The concept of authoritative parenting style was initially introduced by Baumrind.

Baumrind (1966) suggests that authoritative parents offer guidance to their children in a manner that focuses on issues and rationality. Since this parenting style involves higher levels of demandingness, parents generally value effective communication and a healthy relationship with their children (Piko & Balazs, 2012). Hoskins (2014) further emphasizes that authoritative parents demonstrate a combination of demandingness and responsiveness by being supportive even in the face of challenging behaviour. These parents encourage open dialogue, provide explanations for rules, and utilize power, reasoning, and shaping techniques to reinforce objectives. This parenting style is strongly linked to positive outcomes for adolescents.

As a result, it is found as most beneficial and effective style of parenting among most of the families. In other words, authoritative parenting style fosters positive well-being of adolescents. For parents to be classified as authoritative they should fulfil the criterion proposed by Baumrind; however, for parents to be categorized as authoritative, they should have low score in terms of passive acceptant. Nijhof and Engels (2007) have a firm belief that authoritative parenting style plays an influential role in the development of healthy adolescent psychologically and socially. This is particularly because authoritative parenting style helps the children to develop higher level of self-reliance, self-esteem and ability to employ effective coping strategies, while developing positive self-image (Parker & Benson, 2004).

2.1.4.2. Authoritarian Parenting Style

This parenting approach is characterized by parents who have strict and demanding behaviours. They exert a high level of control and have high expectations for their children's maturity. However, they may not prioritize nurturing or open communication. Authoritarian parents limit their children's independence and expect them to unquestioningly follow strict rules and commands set by the parents. If children disobey these rules, they may face severe punishment. (Maccoby & Martin, 1983).

The authoritarian parents strive to assess, mold, and regulate their children's attitudes and actions according to a fixed code of behaviour known as an absolute standard. According to this absolute standard, children are expected to adhere to extremely rigid rules established by their parents. If the children fail to adhere to these rules, they face punishment. It is worth noting, as Cherry (2015) highlights, that authoritarian parents often struggle to provide a rationale for these rules.

According to Hoskins (2014), parents with an authoritarian style show little responsiveness and have high expectations. They prioritize conformity and obedience, expecting their children to obey without question in a less affectionate environment. Additionally, authoritarian parents tend to have limited involvement and trust in their children. They discourage open communication and exert strict control over their children's behaviour.

In simpler terms, people generally believe that an authoritarian parent is strict, punitive, and expects their child to follow rules based on ethics and obedience. With this parenting style, parents prioritize the traditional family structure, which means they restrict the child's independence and the parent-child relationship. Since the main focus of this style is on the traditional family, the child is expected to obey the parents' instructions without questioning them. Hence, one can argue that authoritarian parenting relies heavily on rigid rules.

Based on the findings of Nijhof and Engels (2007), the authoritarian parenting approach can lead to reduced abilities and self-confidence in adolescents, hindering their ability to effectively cope with challenges. As a result, children may be limited in their exploration of their own capabilities and social interactions, ultimately becoming overly reliant on parental guidance and direction.

2.1.4.3. Permissive (Indulgent) Parenting Style

In contrast, the Permissive (Indulgent) parenting style is characterized by a lack of strict rules and high levels of attentiveness. In this approach, parents prioritize nurturing their children but have low expectations for maturity, limited supervision, and less frequent communication. According to Baumrind (1991), parents who fall into this category are described as careless. They tend to place few demands on their children, encourage them to freely express their emotions, and avoid using authority to control their behaviour. Instead, they focus on fostering independence and do not emphasize the need for mature behaviour from their children.

According to Baumrind's research in 1966, permissive parents try to interact with their children in an accepting, supportive, and non-punitive way, allowing them to freely express their impulses, actions, and desires. Based on Baumrind's definition, this parenting style emphasizes being responsive to the needs of the children, which means that a responsive parent is more likely to establish and enforce family rules while also encouraging adolescents to see them as a helpful guide (Johnson & Kelley, 2011).

2.1.4.4. Neglecting or Uninvolved Parenting Style

Negligent parenting functions exactly as its name implies. When parents are disengaged from their child, either by ignoring their needs or by being emotionally distant from their daily life, they are unable to establish a sense of attachment and connection. These parents lack emotional investment in their children, have limited time to spend with them, and fail to respond positively to their achievements or negatively to their setbacks. Consequently, children grow up uncertain about the true nature of their parents and how to interact with them—or even whether they should interact with them at all.

According to Edmund (2011), parents who neglect to pay sufficient attention to their children may cause them to develop mistrust not only towards their parents but also towards authority figures in general. Consequently, these children may disregard their parents' commands, instructions, and advice. Neglectful parents may meet their children's basic needs such as food, shelter, and clothing, but they fail to acknowledge their children's emotions and opinions. As a result, children may grow up believing that their parents' lives are more important than their own and may quickly exhibit independent and autonomous tendencies. This neglectful parenting style, characterized by low responsiveness and demandingness, is

considered the most unfavourable among the four parenting styles in terms of its impact on children's and adolescents' development (Maccoby & Martin, 1983).

2.2. Review of empirical findings

2.2.1 Review of empirical findings on Pro-social behaviour

Different scholars found different results regarding the development of pro-social behaviour either on its own applicability or in relation to other variables. Some are summarized as follows.

At individual level developmental research conducted and, it has been found that there is a positive relationship between pro-social involvement and psychological adjustment in children and adolescents (Eisenber et al., 1988). Moreover, a meta-analysis conducted by Eisenber and Fabes revealed that pro-social tendencies tend to increase as children transition into adolescence, with adolescents displaying higher levels of pro-social behaviour compared to children aged seven to twelve years. However, it is important to note that this pattern was observed only in certain types of studies. For instance, Berndt (1996b) did not find any age differences in conformity to pro-social influence among a sample of nine to eighteen-year-olds.

In a well-known study conducted by Whiting (1975), it was found that cooperation within the family, such as participating in household chores, played a significant role in the pro-social development of adolescents. However, Slaby and Crowley (1977) argued that other factors, such as teachers and the mass media, also played a crucial role in shaping pro-social tendencies in children and adolescents. It was suggested that adolescents' perception of their teachers' expectations regarding pro-social involvement could influence their behaviour in a pro-social manner. Additionally, Carlo and Randall (2002) discovered gender differences in pro-social behaviour among late adolescents. Specifically, their research indicated that adolescent girls scored higher than adolescent boys in various types of pro-social behaviours, including altruistic, anonymous, compliant, and emotional behaviours.

Tafetu (2007) found few activities in a form of clubs or association intended to serve those in need. The author reported that, in the Ethiopian Red Cross society, more than 60% of the blood is collected from schools. This may show the tendency of adolescents in understanding and participating in pro-social activities.

Moreover, Tsehay et al., (2014) found that, compared to male students, females participated more in overall pro-social behaviours as well as in most types of pro-social behaviours. It is only in the case of compliant pro-social behaviour that male students reported higher than females. Penner et al., (cited in Lam, 2012), found external factors (situation conditions and social context) such as the school environment, the circumstances confronting the individual, and the presence or absence of opportunities may all explain much of pro-social involvement. Examples can be the occurrence of crisis or calamities such as the famine in Wello of Ethiopia, the flood in Dire Dawa town of Ethiopia, the 9/11 attack in the United States arouses people's emotional processes of empathy and the genetic drive for helping. Such type of situations push people out of their comfort zone and encourage them to involve themselves in helping and volunteering activities.

Researches indicate individual differences in pro-social responses in specific settings, or at particular points in time, and that pro-social moral behaviour shifted from situation to situation. This study examined those situational pro-social behaviours (i.e., public, compliant, emotional, dire, and anonymous and altruism) with specific reference to adolescent students of the Addis Ketema Secondary school.

Social Learning Theory

Social learning theory suggests that pro-social behaviour is learned (Bandura, 1977; Bandura & McDonald, 1963; Batson, 1998). Observing role models, who are loved or respected, such as parents or authorities, engaged in pro-social behaviour, demonstrates how people can and should behave pro-socially. Rewards reinforce helping behaviour; punishments reduce unhelpful or hurtful behaviour. Within a group context, social recognition, not just private reward, increases prosocial behaviour (Fisher & Ackerman, 1998).Observational modelling processes with reinforcement will result in learning over time (Compeau & Higgins, 1995; Lim et al., 1997).

Motivation Perspective

Theorists differentiate altruistic pro-social behaviour from egoistic pro-social behaviour depending upon the motivation of the helper (Batson, 1991; Nelson, 1999; Piliavin & Charng, 1990). Altruistic pro-social behaviour is motivated purely by the desire to increase another person's welfare; egoistic pro-social behaviour is motivated by the desire to increase one's own welfare or that of one's group or cause through helping others (Batson, 1998; MacIntyre,

1967).Some researchers believe that pro-social behaviour does not need to be based on unobservable underlying motivations of children (Eisenberg & Mussen, 1989), but other researchers believe that another person's well-being must be of primary concern in pro-social behaviours (Cialdini et al., 1976).

It is generally understood that an intention of pro-social behaviours is to achieve positive consequences for others (Jackson &Tisak, 2001; Tisak& Ford, 1986), but it is possible that there are other reasons children behave pro-socially as well. Children's expectancies may influence their likelihood of engaging in pro-social behaviours. Adolescents who expect positive adult reactions to their pro-social behaviours report engaging in more pro-social and less aggressive behaviours (Wyatt & Carlo, 2002).

Social Identity Theory

Social identity theory and self-categorisation theory (Tajfel & Turner, 1986; Turner et al., 1987) are helpful in understanding why some people exhibit substantial pro-social behaviour over time. Social identity theory is based on the premise that people identify with particular groups in order to enhance their self-esteem. Identification leads to selective social comparisons that emphasise intergroup differences along dimensions.

This leads to favouring the in-group and confer positive distinctiveness on the in-group when compared to the salient out-group (Hogg & Abrams, 1988).Categorising the self and others in terms of groups accentuates the similarities between group members with respect to their fit with the relevant group prototype or 'cognitive representation of features that describe and prescribe attributes of the group' (Hogg & Terry, 2000). The prototype guides the participants' understanding of the group and its expected behaviours and attitudes. People identified with a group will thus be more likely to exhibit behaviours that are consistent with shared group norms and will cooperate with the group and its members. Group identification is an important antecedent to cooperative behaviours related to group maintenance and survival (Ashforth & Mael, 1989; Kramer, 1993; Mael & Ashforth, 1995; Tyler, 1999)

2.2.2. Review of empirical findings on Parenting Style

Much of the research has examined the result of parenting on the different developmental outcomes of children, adolescents, and young adults by employing the three or four typological approach, in which the influences of the main dimensions of parenting behaviour are combined to form the four types of parenting styles or specific dimensions of parenting

behaviour approach. These studies have contributed consistent evidence that parenting plays an important role in enhancing or justifying best possible developmental outcomes in children and adolescents. According to Baumrind (1971), the authoritative parenting style is positively correlated to academic achievement and social behaviours of children. Another research by Holmbeck, (1996) noted that, authoritative parenting style is the most beneficial for children and adolescents because it is positively correlated to self-esteem and self-reliance.

Some researchers showed that children with authoritarian parents, as noted by Baumrind (1971) tend to be anxious, socially withdrawn, and unhappy. Other researches have documented that children and adolescents from the families of authoritative parents are more competent and efficient socially and academically compared to those whose parents are non-authoritative (Baumrind, 1991; Maccoby& Martin, 1983).

Moreover, there are many studies conducted in Ethiopia in relation to parenting style. For example: Yekoyealem (2005) reported that an authoritative parenting style was predominantly employed among the families of adolescents. Some other studies have also shown that the most commonly practiced parenting styles differ as a function of gender differences. For example, a study by Kassahun (2005) with a sample of high school students reported that an authoritative parenting style was the most commonly employed parenting style for daughters whereas neglectful parenting style was the most predominantly adopted parenting style for sons. Similarly, Seleshi and Sentayehu's study with a sample of junior secondary school students have showed that parents were authoritative for their daughters, but authoritarian for their sons (Seleshi & Sentayehu, 1998).

2.3. Summary on the review of literature

Much of the research has examined the result of parenting on the different developmental outcomes of children, adolescents, and young adults by employing the three or four typological approach, in which the influences of the main dimensions of parenting behaviour are combined to form the four types of parenting styles or specific dimensions of parenting behaviour approach. These studies have contributed consistent evidence that parenting plays an important role in enhancing or justifying best possible developmental outcomes in children and adolescents in which they develop positive behaviours in the society they live in. For example, according to Baumrind (1966), the authoritative parents provide guidance to their children on issue oriented and rational manner and this type of parental guidance make adolescents develop positive well-being.

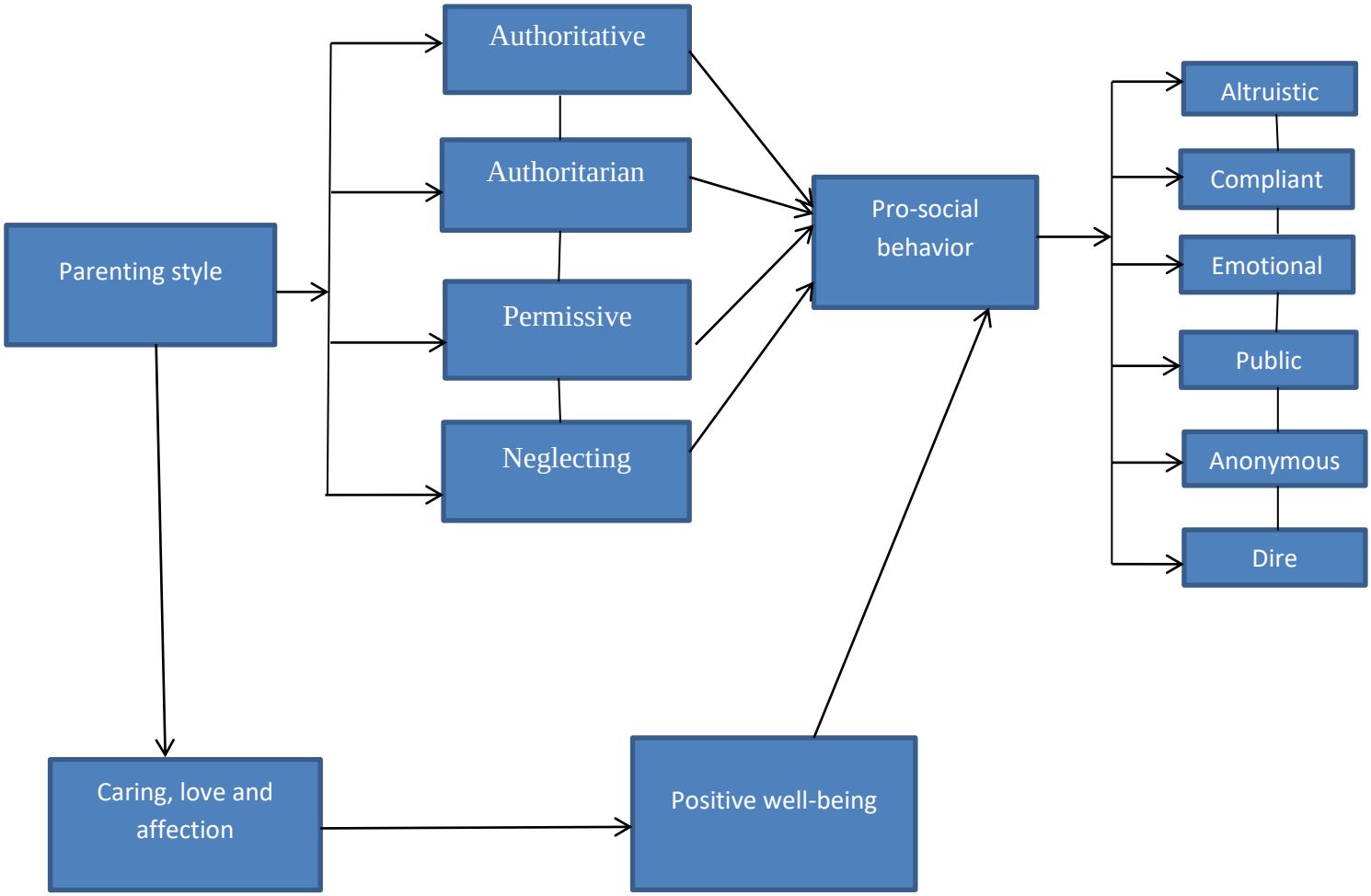

Figure 1: conceptual framework of the study

In the above conceptual framework we can conceptualize that parental child rearing practices can contribute for the development of pro-social behaviours of adolescents. As family provide love, affection and caring for their kids, they will develop positive well-being. This can lead the person raised by familial caring and got enough attention to develop pro-social behaviours in the society to care about another person or give attention to others' terrible situations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Design

In this study, data was reported using explanatory mixed approach (quantitative and qualitative). Descriptive survey and cross-sectional study design was applied to this study. Descriptive survey applied because it is an approach of descriptive research that blends quantitative and qualitative data to provide with relevant and accurate information. It accurately and systematically describes population of particular study. And cross-sectional study design applied for it is easy way to gather initial data and identify correlations.

3.2. Study site

The study was conducted at Addis Ketema Secondary and Preparatory School which is located in the city of Hawassa, Addis Ketema sub-city 01 kebele. This school is purposefully selected, because the researcher observed adolescents misbehaving with their teachers while doing practicum in Addis ketema secondary and preparatory school.

3.3. Population of the study

The school has a total of 3090 students enrolled from grade 9 to grade 12. Out of these, 1644 are female students, and 1446 of them are male students. The target population of this study was adolescents of Addis Ketema secondary and preparatory school as adolescent age is the age of performing things in active manner. Out of the total population, 1446 (46.79%) are male and the remaining 1644 (53.2%) are female students.

3.4. Sample and Sampling technique

From the total population of the study, 354 students were randomly selected. The decision of the sample size from total population is supported by Yemane simplified sample size formula. Addis ketema Secondary and Preparatory School is purposefully selected due to two reasons: one is the researcher observed misbehaving act of the adolescents in the school; they do not have respect for each other and insult their friends the other one is they are not obedient for their teachers and also they do not respect the principles of the school, because of this they fight with the picket of the school.

A proportional simple random sampling technique was employed to select respondents of the study from entire population. And the following table is an expression of the sample that had been selected. Yamane (1967:886) provides a simplified formula to calculate sample sizes. This formula was used to calculate the sample sizes, A 95% confidence level and P = .5 is assumed for Equation 5.

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

Where: Therefore based on the formula,

n = represents the sample size

N = connotes population size $the\ sample\ size = \frac{3{,}090}{1+3{,}090\ (0.05)2} = 354$

e = is the margin of error

Table 1: sample of the study

No	*Item*	*Amount*	*Percentage (%)*
1	Population	3,090	100 %
2	Sample	354	11.5%

3.4.1. Inclusive Criteria

The purpose of this study was to investigate the role of parenting style in the development of adolescents' pro-social behaviour among Addis ketema secondary and preparatory school. Subjects were included in this study because they are adolescents of Addis ketema secondary school, for the focus of this study was on adolescents of this school.

And also subjects were included because of their age is adolescent age which means between 13 and 18 years and they can read Amharic language who had no any disability of responding the questionnaire.

3.4.2. Exclusive Criteria

Subjects who their ages are above 18 years old were excluded because the focus of the study was on adolescents between ages of 13 to 18. Because of the questionnaire distributed to the participants was Amharic language, students who cannot understand Amharic was also excluded. Similarly, students with different physical disabilities are not included in the process of filling the questionnaire.

3.5. Study variables

The relationships between the variables of the study were described accordingly. Pro-social behaviour of students was the dependent variable, whereas parenting style was the independent variable. Which means that, in this study parenting style (authoritarian, authoritative, permissive and neglectful) is predictor variable and pro-social behaviour (altruistic, compliant, emotional, dire, anonymous and public) of the students is criterion variables. Whereas, predictor variables are variables that change the other variable or criterion variable, used to predict some other variable outcome and criterion variables are the variables that are usually influenced by the predictor variable or independent variables.

3.6. Instruments

The measures of the study would have two sets of self-reported questionnaires and the other instrument that has been used is an interview. The type of interview that the researcher used was structured and unstructured interview type. The first set consisted of three items on students' background characteristics (i.e., demographic variables).

The next two sets of questionnaire were adapted from the work of previous researchers and consisted of Pro-social Tendencies Measure Revised (PTM-R) and Parenting Styles Scale (PSS).

3.6.1. Demographic Information

Prior to responding to the two scales, the respondents will be requested to provide information on their sex, age and living condition (i.e., with whom they are living).

3.6.2. The questionnaires

The two questionnaires was translated into Amharic, the administration's working language. Description of each of the instruments is presented as follows.

Pro-social Tendency measure (PTM-R): At first, PTM-R was developed by Carlo and Rondall (2002) to assess late adolescents self-report of the six types of pro-social behaviours (anonymous, dire, altruism, emotional, public and compliant). Later, Carlo and his colleagues modified it to be used with younger adolescents and add two items based on suggestions they got from young adolescents (Carlo et al., 2003). The revised instrument, Pro-social tendency measure - revised (PTM-R), consists of 25 items developed in the form of Likert type scale. The sub scales items of the PTM-R questionnaire were categorized into the six types of pro-social behaviours (Public: *four items,* Anonymous: *five items*, Dire: *three items,* Emotional: *four items*, compliant: *five items* and Altruism: *four items*) (Carol et al., 2003). This instrument is applied by the researcher because PTM-R has undergone rigorous validation processes in Ethiopia. The researchers and practitioners can have confidence in the accuracy and validity of the results obtained from PTM-R.

Parenting styles scale (PSS): PSS was developed by Lamborn, Mounts, Steinbberg, &Dornbusch (1991) based on Maccoby and Martin's (1983) revision of Baumrind's (1966, 1971) parenting style scale. This scale has 35 items in which students asked to rate their parents in terms of the two parenting dimensions: Acceptance/involvement (19 items) and strictness/supervision (16 items). The reason in which this instrument applied is that PSS provides a framework for understanding the different parenting styles and their impact on child development. It can help professionals and parents understand predominant parenting style and its effectiveness and impact on children.

The two questionnaires were administered to 354 randomly selected students in the Addis ketema secondary and preparatory classrooms. Participants were oriented about the purpose of the research, how to respond to the questionnaires and were requested to respond honestly to items. The high school director and coordinators of the Addis ketema secondary and preparatory school were very helpful during the administration process. Some questions raised by some respondents were answered by the researcher. This whole process took approximately one hour and half.

3.7. Data Analysis Procedure

First, the questionnaires were translated into Amharic by the language experts. In order to make the questionnaire appropriate for the participants of the study, instructions and each item of the translated questionnaire was checked by language experts. Also, items of the PSS questionnaire was cross checked with previous Amharic version used by other researcher (Abesha, 2012). All the two questionnaires were administered to respondents of randomly selected students in the Addis Ketema secondary and preparatory classrooms. And the other instrument that used was an interview. Respondents to be interviewed were randomly selected from the selected sample to get deep information about the variables of the study.

The type of interview that the researcher used was structured and unstructured interview type. Participants was oriented about the purpose of the research, how to fill the questionnaire and was requested to respond honestly to the items. Both quantitative and qualitative data was analysed by employing inferential and descriptive statistics: descriptive statistics to investigate which pro-social behaviour commonly observed, Pearson's correlation coefficient to understand the relationship between the variables, and Regression to investigate which parenting style best predicts pro-social behaviours of the students through SPSS (version 26).

3.8. Pilot test

Pilot studies are a fundamental stage of the research process. They can help identify design issues and evaluate feasibility, practicality, resources, time, and cost of a study before the main research is conducted. The objective of the pilot study was to test and improve the adapted instruments and the instruments that were developed by the researcher. Besides, it helps to check the proper ways of administering the questionnaire. Cocks and Torgerson, 2013 recommended a confidence interval approach in pilot studies to screen for intervention effects. Julious, 2005 proposed a sample size of 12 per group for pilot studies based on feasibility. Regarding this, the current study used 12% of the study group and applies the research tools on them; after conducting this preliminary study, the samples used for the pilot study are excluded in order to conduct small investigation before entering into the main study to avoid error in the main study. The two questionnaires (PTM-R and PSS) were tested on a sample of 35 students in Addis Ketema secondary and preparatory school.

Table 2: Coefficients of reliability for pro-social sub scales (Chronbach alpha values)

	Pilot study	*Main study*	*No of item*
Public	0.814	0.756	4
Altruistic	0.756	0.825	4
Dire	0.732	0.782	3
Compliant	0.755	0.784	5
Anonymous	0.769	0.784	5
Emotional	0.567	0.730	4

Cronbach alpha is a measure of internal consistency, which indicates how well the items in a scale or sub-scale are measuring the same construct. Generally, a Cronbach alpha value of 0.7 or higher is considered acceptable for research purposes. Looking at the table, we can see that the Cronbach alpha values for all sub-scales in both the pilot study and the main study are above the acceptable threshold of 0.7. This suggests that the items in each sub-scale are measuring the same construct consistently, indicating good internal consistency. However, we can see that the Emotional sub-scale has a lower Cronbach alpha value in the pilot study, which is (0.567).

The alpha values obtained in the pilot study ranges from alpha=0.56 to =0.81. Higher alpha values were obtained in the pilot study for public (0.81) and anonymous (0.77) sub scales. On the other hand, alpha values obtained in the main study ranges from 0.73 (dire) to 0.82 (altruistic). This means that it indicates good internal consistency of the study. The PTM-R consists of 25 items which measures the pro-social behavior, are all used which means there is no excluded question.

Table 3: Coefficients of reliability for parenting style sub scales (Chronbach alpha values)

	Pilot study	*Main study*	*No of items*
Acceptance/ Involvement	0. 817	0.847	15
Control/Demanding	0.710	0.742	9

As one can see from table 3, it looks like the parenting style sub scales have relatively high coefficients of reliability for both the pilot and main studies. The Acceptance/Involvement sub scale has a slightly higher coefficient of reliability than the Control/demanding sub scale, and both sub scales have a different number of items. Overall, these results suggest that the sub scales are likely to be reliable measures of parenting style in the context of the studies. From the items of this measurement, there are excluded questions from both Acceptance and control measurement items; which means that, four questions from acceptance/involvement and seven questions from control/demanding are found ineffective and excluded.

3.9. Ethical Consideration

In this study, the researcher considered the rights of respondents and organizations as well as the ethical principles that have to be followed in conducting research. It was carried out in line with research ethics that mainly include providing adequate information and explanation to all participants about the research, its objectives, methodologies, actively and potential benefit to various bodies; ensure their right and promised to all participants in order to keep their anonymity and confidentially of the personal information they give interview secretly and the information they give was insured and kept secretly to refer to the data of specific participants, and not personal names and informing their right to withdraw whenever they want and finally the researches expected to aware that participants have the right to be informed of the research findings.

CHAPTER FOUR

RESULTS

This chapter presents the results of this study. First, the demographic characteristics of the study sample are briefly described. Next, results of the correlations between the dependent variable (pro-social behaviour) and the independent variables (parenting style) are explained; as the purpose of this study is finding out the role of parenting styles on the development of pro-social behaviours of adolescents in Addis ketema secondary and preparatory school. The types of pro-social behaviours reported by the adolescents and similarly, results of the types of pro-social behaviours reported by the adolescents are presented. Finally, the types of parenting styles that more predicts pro-social behaviour according to students' response are presented.

4.1. Demographic characteristics of the Study Sample

The demographic characteristics of the study sample are presented in Table 4 below.

Table 4: Demographic characteristics of the study sample (N=354)

Demographic characteristics		N	%
Sex	Male	167	47.2
	Female	187	52.2
Age	12-16 years	80	22.6
	16-18 years	274	77.4
	Above 18 years	0	0
Religion	Orthodox	82	23.2
	Protestant	156	44.1
	Catholic	66	18.6
	Muslim	35	9.9
	Others	15	4.2
Living condition	Live together	287	81.07
	Separate	67	18.9
Residence	Urban	316	89.3
	Rural	38	10.7

This table shows that the demographic characteristics of respondents of the study. There were 167 males and 187 females in the study sample. The majority of the respondents (77.4%) were between the ages of 16-18 years, while 8.2% were between the ages of 12-16 years and 14.4% were above 18 years old. The majority of the respondents (44.1%) were Protestant, followed by Orthodox (23.2%), Catholic (18.6%), Muslim (9.9%), and others (4.2%). Most of the participants (81.07%) live together, while 18.9% live separately or live with those who are not their biological father and mother. And also most of the respondents (89.3%) live in urban areas, while 10.7% live in rural areas.

Response Rate: means that the number of participants who completed the questionnaires divided by the number of participants who make up the total sample group.

$$= \frac{354}{354} x\ 100 = 100\%$$

This indicates that every single inquiry or message has received a response.

4.2. Interrelation among the study variables

Table 5: Interrelation among the study variables

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*
1.Public	1									
2.Altruistic	.056	1								
3.Dire	.169**	.403**	1							
4.Compliant	.163**	.235**	.239**	1						
5.Anonymous	.163**	.160**	.201**	.209**	1					
6.Emotional	.112*	.080	.087	.232**	.151**	1				
7.Authoritative	.042	.145**	.185**	.238**	.113*	.137**	1			
8.Authoritarian	.132*	.244**	.268**	.241**	.126*	.056	.274**	1		
9.Permissive	.047	.184**	.059	.160**	.074	.107*	.038	.075	1	
10.Uninvolved	.068	.106*	.126*	.242**	.150**	.147**	.107*	.209**	.060	1

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

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

Pearson's correlation coefficient (Bivariate correlations) was computed to examine the interrelations among the study variables (i.e., parenting style, and adolescents' pro-social behaviours) (see Table 5). The correlation coefficient ranges from -1 to +1. A positive correlation indicates a direct relationship between the two variables, while a negative correlation indicates an inverse relationship.

Significant results are summarized as follows:

1. There is a positive and significant correlation between altruistic pro-social behaviour and compliance (r=0.235**), as well as between authoritative parenting style and compliance (r=0.238**). This implies individuals who engage in more altruistic and pro-social behaviours or have parents who adopt an authoritative parenting style are more likely to exhibit compliance.

2. There is also a positive correlation between authoritarian parenting style and compliant pro-social behaviour (r=0.241**), as well as between authoritarian parenting style and Dire pro-social behaviour (r=0.268**). This indicates that as the level of authoritarian parenting style increases, there tends to be a corresponding increase in compliant and dire pro-social behaviours.
3. Emotional pro-social behaviour and compliance pro-social behaviour were significantly and positively correlated (r=0.232**), and also there is positive and significant correlation between anonymous pro-social behaviour and compliant pro-social behaviour (r=0.209**).
4. There is also a positive correlation between permissive parenting style and altruistic pro-social behaviour (r=0.184**).
5. There is a positive and significant correlation between dire pro-social behaviour and compliant pro-social behaviour (r=0.239**), as well as between dire pro-social behaviour and authoritarian parenting style (r=0.268**).

4.3. Pro-social behaviours commonly observed among adolescents.

The means and standard deviations for the pro-social behaviour subscales are presented in Table 6. Adolescents reported altruism pro-social behaviours (M=2.80) as commonly observed type of pro-social behaviour followed by public (M=2.68) pro-social behaviour. Anonymous (M=2.67), dire (M=2.58) and emotional (M=2.57) pro-social behaviours were found as the third commonly observed types of pro-social behaviours. Whereas, compliant (M=2.56) pro-social behaviours was the type of pro-social behaviour rarely observed among adolescents. The mean scores for each subscale range from 2.56 to 2.80, with the highest mean score being for Altruistic and the lowest for compliant. The standard deviation for each subscale is around 1.35, indicating that there is a moderate amount of variability in the scores. The minimum and maximum scores for each subscale are all between 1 and 5.

Table 6: Pro-social behaviours commonly observed among adolescents

Subscales	*N*	*M*	*Minimum*	*Maximum*	*SD*
Public	354	2.68	1	5	1.363
Altruistic	354	2.80	1	5	1.363
Dire	354	2.58	1	5	1.334
Compliant	354	2.56	1	5	1.366
Anonymous	354	2.67	1	5	1.353
Emotional	354	2.57	1	5	1.354

The result showed a moderate variability between the commonly observed type of pro-social behaviour (i.e., altruism) and the remaining others (i.e., compliant, emotional, dire, anonymous and public). Similarly, the result showed a variability between the rarely observed pro-social behaviour (i.e., compliant) and the remaining other types of pro-social behaviours.

4.4. Regression Analysis of the predictor and criterion variables

While computing regression, there are assumptions to be considered; from these requirements, some of them are explained in the Appendix E; please kindly check Appendix E.

Table 7: Regression of predictor variables to best predict the criterion variables

Coefficients[a]

Model	*Unstandardized Coefficients*		*Standardized Coefficients*	*T*	*Sig.*
	B	*Std. Error*	*Beta*		
(Constant)	27.217	2.894		9.406	.000
Authoritative parenting style	1.197	.153	.365	7.831	.000
Authoritarian parenting style	1.081	.263	.196	4.110	.000
uninvolved parenting style	1.008	.267	.174	3.782	.000
permissive parenting style	.652	.260	.117	2.508	.013

Dependent Variable: Pro-social behaviors

As indicated in table 7, it shows the results of stepwise regression analysis, which identifies the predictor variables that best predict the dependent variable, pro-social behaviours. The result displays the coefficients, standard errors, standardized coefficients, t-values, and significance levels for each predictor variable in each model. The results suggest that authoritative parenting style is the strongest predictor of pro-social behaviours, as it appears in all models and has the highest standardized coefficient. Authoritarian, uninvolved, and permissive parenting styles also predict pro-social behaviours, but to a lesser extent.

A regression analysis was run using measures of pro-social tendency score as the dependent measure and the parenting style scores as the independent measures (Table 7). This analysis supported the correlation results with an interesting exception. The regression analysis

yielded a Beta Coefficient of .365 for the authoritative parenting style with a significance level of .000. In addition to this, the regression analysis yielded a Beta Coefficient of .196 for the authoritarian parenting style with a significance level of .000. And also uninvolved parenting style shows Beta coefficient of .174 with significance level of .000. So that the first best predictor of the criterion variable (i.e. pro-social behaviours) is authoritative parenting style followed by authoritarian and uninvolved respectively, in which permissive parenting style is the last predictor of the criterion variables with significance level of .013.

Table 8: Model Summary of dependent and independent variable scores

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.495[a]	.245	.243	15.029

a. Predictors: (Constant), Authoritative, Authoritarian, uninvolved and permissive
b. Dependent Variable: Pro-social behaviours

Table 9: Summary of multiple regression of predicting pro-social behaviour development scores from the independent variable scores of parenting styles

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	37056.377	4	9264.094	47.359	.000[b]
	Residual	68269.996	349	195.616		
	Total	105326.33	353			

a. Dependent Variable: Pro-social behaviours
b. Predictors: (Constant), Authoritative parenting style, Authoritarian parenting style, uninvolved parenting style, permissive parenting style

A regression was calculated predicting subject's development of pro-social behaviour based on their perceived parenting style. A significant regression was found (F (47.359), = p<.05), with an adjusted R2 of .243. Additionally, a regression was calculated for each of the groups

of subjects who reported an experience of parenting style with parents who utilized either a Neglectful, permissive, authoritarian, or authoritative parenting style. The regression analysis revealed that the highest level of relationship between parenting style and development of pro-social behaviour achieved was found in the group that reported experiencing the authoritative parenting style (Beta Coefficient for this group was .365 and was significant at the .000 level). The Beta Coefficient for the group that perceived that they were parented by parents utilizing the authoritarian style was .196 and was significant at the .000 level.

4.5. Qualitative Findings

4.5.1. Background information of the respondents

Respondent A is a 17 years old adolescent and grade 10 student. He lives with his both mother and father. He is Orthodox religion follower.

Respondent B is an 18 years old adolescent and grade 12 student. He lives with his mother only; they are protestant religion followers.

Respondent C is a 16 years old teenage and grade 10 student. She lives with her mother and father; she and her family follow protestant religion.

Respondent D is a 16 years old teenage and grade 10 student. She lives with her parents (mother and father) and they are followers of protestant religion.

Respondent E is a 17 years old adolescent and grade 11 student. He lives with his father only and they are Muslim religion followers.

During the interview session several issues related to pro-social behaviours and parenting styles were discussed with the informants. In which the respondents were describe about their parents' parenting style and how could parenting style affect their insisting of pro-social behaviours, which parenting style is preferable to develop pro-social behaviours and in which type of pro-social behaviours they are interested.

4.5.2. Parenting style and pro-social behaviour relationship

Studies have contributed consistent evidence that parenting plays an important role in enhancing or justifying best possible developmental outcomes in children and adolescents. According to Baumrind (1971), the authoritative parenting style is positively correlated to academic achievement and social behaviours of children. Another research by Holmbeck, (1996) noted that, authoritative parenting style is the most beneficial for children and adolescents because it is positively correlated to self-esteem and self-reliance and this positive self-esteem and self-reliance derive adolescents to develop pro-social behaviours in the society they live in.

Therefore, according to the data collected from interviewing the respondents, parenting style actually had a more powerful influence on the respondents' level of pro-social behaviour development achieved. It was found out that authoritarian parenting style also create a significant effect on levels of pro-social behaviour adolescents develop. Adolescents in the school are experiencing pro-social behaviour with the intention of sacrificing their own gain in order to promote another's well-being (altruistically) than other alternatives of pro-social behaviour. They stated that, helping others by sacrificing one's own benefit creates endless happiness this depend on parenting style parents practice. For instance, respondent A and E said:

> *There is indeed, relationship between parenting style and pro-social behaviour. The way our parents interact with us and raise their children can greatly influence the development of pro-social behaviour of adolescents, because adolescents can engage in positive actions if their family, encourage them to do so, and if there is intentional support to make good things to others. When parents show their children to involve in charity works, they can become to develop pro-social behaviours in the age of adolescence. (Interviewed April 6, 2023).*

Respondent (B) explained the relationship between parenting style and pro-social behaviour as:

> *The actual relationship between parenting style and pro-social behaviour affect adolescent's positive behaviours. I believe that family that leave their children to do what they want on their way cannot engage their children in charity works,*

because the foremost and first place that children can learn positive behaviours is their parents unless adolescent cannot develop pro-social behaviours, relating to this I remember my mother's proverb, she say when she saw adolescent with anti-social behaviour, "አሳዳጊ የበደለዉ" which means "guardian abused" this indicate that parents can play great role in shaping the behaviour of the adolescents into positive.(Respondent B, Interview April 8,2023).

Respondent (C) explained the common pro-social behaviour that students experience as:

As my father told me, in Ethiopia, pro-social behaviour that is preferable is "Ubuntu," which is a concept rooted in our culture. Ubuntu emphasizes the importance of interconnectedness and community. It encourages individuals to show compassion, empathy, and kindness towards others. This behaviour is preferable because it promotes social cohesion, unity, and support within communities. Ubuntu encourages people to prioritize the well-being and happiness of others, fostering a sense of belonging and togetherness. Generally Ubuntu type of pro-social behaviour commonly used in our culture is putting affairs of others before one-self and sacrificing oneself for the happiness of other people. (Respondent C, interview April 12, 2023)

Respondent (D) explained which parenting style is best develops the pro-social behaviour of the students as follows:

In context of our culture I think that authoritative parenting style best predicts pro-social behaviour in adolescents. Because this parenting style emphasizes setting clear rule and expectations while also encouraging independence and open communication. It fosters supportive and nurturing environment that allows adolescent to develop empathy, compassion, and a sense of responsibility toward others. (Respondent D, interview April 14, 2023)

CHAPTER FIVE

DISCUSSIONS

The purpose of this study was to know how developments of pro-social behaviour of adolescents are affected by their parents' child rearing styles. The discussion has done in accordance with the basic research questions and hypothesis stated earlier.

5.1. Pro-social behaviour observed among the adolescents

Results of this study show that, adolescents in Addis ketema secondary and preparatory school students engage more frequently in altruism pro-social behaviours than public, compliant, anonymous, dire and emotional pro-social behaviours. Taking Carlo and Rondall's (2002) assertion, one may expect a negative correlation between public and altruism pro-social behaviour dimensions. In contrast, this study showed positive and insignificant correlation between public and altruism pro-social behaviours ($r = 0.056$, $p < 0.294$). The reason can be those adolescents who engage frequently in altruistic pro-social behaviour might sometimes be motivated by different or additional concerns like adolescents who tend to be more pro-social in public settings; which is not supported by (Carlo,2012). This all mean that, students tend to altruistic pro-social behaviour are less interested in public pro-social behaviours, but there is a positive relationship between these two variables, which means altruistic adolescents can be engage in public pro-social behaviours.

Additionally, altruism pro-social behaviour positively and significantly related to all pro-social subscales, except emotional pro-social behaviours in which the relationship is positive and insignificant like that of public pro-social behaviours. As noted by Azampour, Neasi, Shehni-Yailagh, &Arshadi (2012), altruism access motivation or reason behind the pro-social behaviour but other types more directly access behaviours of behavioural situations. From this we can infer that all situations in which other pro-social behaviours might occur can cause altruism pro-social behaviours.

There was another significant positive and significant correlation between public and compliant pro-social behaviours ($r = 0.163$, $p < 0.002$) which was not reported by previous researchers (for example, Carlo &Randall, 2002; Azampour et al.,2012). Helping others in response to verbal or non-verbal request (i.e. compliant) is mostly seen in children than adolescents (Carlo & Randall, 2002). It is also well understood that, children prefer to act in

front of others with a desire to gain approval of parents or others (i.e., public). This may be a reason for the result obtained regarding the correlation between public and compliant pro-social behaviours.

With regard to all results, distinction between pro-social sub scales might be conceptually important. For instance, emotionally evocative signs may be presented in dire or extreme circumstances. However, direness cannot be observed under emotional charged circumstances. Besides, there might be a situation in which these motives conflict with each other. For example, adolescents might have tendencies to perform helping behaviour in front of others (i.e., public pro-social behaviour) as well as helping behaviours with a relatively high cost to the self (i.e., altruistic pro-social behaviour).

5.2. Parenting style more predicts Adolescents' pro-social behaviour

Parenting style which best predicts the criterion or dependent variables (i.e. pro-social behaviours) is authoritative parenting style. According to the study, which cited Kassahun (2005), Seleshi & Sentayehu (1998), Berhanu (1996), Markos (1996), Abesha (1997), Yekoyealem (2005), and Abesha (2012), the most commonly used parenting style in Ethiopia is authoritative parenting. The reason for this may be due to the cultural expectation for parents to provide extra attention and care to their children during the transition from childhood to adolescence, as stated by Seblework (2004). If parents do not provide proper supervision, their children may be vulnerable to harmful cultural and traditional practices. The study's conclusion is supported by earlier research and highlights the importance of parental involvement in Ethiopian culture which means that this study revealed the most predominant parenting style is authoritative parenting style.

One other reason could be that parents are becoming more conscious of how their child-rearing techniques affect their children's overall growth and development. This could be attributed to the significant contribution of various forms of media, such as FM radios, TV programs, books, magazines, and newspapers, in disseminating information about parenting methods and their corresponding outcomes.

On the other hand, the result showed that authoritarian parenting style was the second predominant parenting style among adolescents. In contrast, Kassahun's (2005) result showed neglectful parenting style was found predominant. His explanation was that when adolescents enter high school the parents may believe that their children can manage themselves, and thus they reduce their control as well as their close relationships. However, giving similar

explanation and conclusion with this one may not be sensible when Ethiopian cultural beliefs regarding children's development are concerned (Atsede, 1994 as cited in Abesha, 2012) and given parenting is biological.

5.3. Parenting style and pro-social behaviour

To infer that if there is relationship between parenting styles and pro-social behaviours, depending on the result of Pearson's correlation coefficient, the result of this study showed that positive and weak relationships among all variables of the study. Contrary to this discovery, a research conducted in the Ethiopian Red Cross Society by Tafetu (2007) revealed that there is no notable connection between helping behaviour and parental modelling. Furthermore, this outcome is partially in agreement with a study conducted by Carlo and colleagues (2010), which found that strict control by parents is generally not strongly associated with pro-social behaviours.

In line with these results, Lam (2012) demonstrated that parents have a significant impact on encouraging and nurturing pro-social engagement in both children and adolescents. Similarly, Hastings et al. (2007) discovered that an authoritative parenting approach is linked to increased pro-social behavior. These studies indicate that different parenting styles greatly influence the development of pro-social behavior.

However, when comparing the findings of this study with previous contradictory results, it is important to take into account the limitations of socialization research on these broad parenting styles (Hastings et al., 2007). According to Grusec and colleagues (as cited in Hastings et al., 2007), parenting actions can vary greatly depending on the context and the goals of the parents. Parents may not always adhere to a single defined style of parenting. Furthermore, the complexity of parenting styles and their various aspects require the measurement of parenting behaviour through parental attitudes and emotions. This complexity makes it challenging to infer the underlying processes or mechanisms that explain the relationship between parenting styles and the pro-social behaviours of children or adolescents.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECCOMENDATION

6.1. Summary

The primary objective of the current study was to know the relationship between Pro-social behaviour with parenting style of Addis ketema secondary and preparatory school students. To achieve this objective, the following specific questions were formulated for investigation.

1. Is there a relationship between parenting styles (authoritative, authoritarian, neglectful, and indulgent) and pro-social behaviour of adolescents?

2. Which parenting style predicts more adolescents' pro-social behaviours of Addis Ketema secondary and preparatory school students?

3. Which type of pro-social behaviour is commonly observed in behaviours of adolescents in Addis ketema secondary and preparatory school students?

A total of 354 (Male = 167& Female =187) adolescent students participated in the study.

The subjects were randomly selected from the Addis ketema secondary and preparatory school students. Mixed method or research was used, and a number of questionnaires were employed to collect data. Before collecting data for the main study, all questionnaires were administered for a pilot study. Both descriptive and inferential statistics were used for the analysis of data gathered. Stepwise regression and Pearson bivariate correlation were employed to analyse the data.

6.2. Findings

- There was a positive and significant relationship between the parenting style of the students and the development of pro-social behaviour in the adolescents.
- Adolescents in Addis ketema secondary and preparatory school students engage more frequently in altruism pro-social behaviours than public, compliant, anonymous, dire and emotional pro-social behaviours.
- Parenting style which best predicts the criterion or dependent variables (i.e. pro-social behaviours) is authoritative parenting style.

6.3. Conclusion

The drawn conclusions are as follows; based on the findings of the study.

1. The result of the present study revealed that there was a positive and significant relationship between the parenting style of the students and the development of pro-social behaviour in the adolescents. The authoritative parenting style actually had a more powerful influence on the respondents' level of pro-social behaviour development achieved. It was found out that authoritarian parenting style also create a significant effect on levels of pro-social behaviour achieved by respondents.

2. Adolescents in Addis ketema secondary and preparatory school students engage more frequently in altruism pro-social behaviours than public, compliant, anonymous, dire and emotional pro-social behaviours. These adolescents are not this much interested in a pro-social act performed in front of others (i.e., public pro-social behaviour). Thus we can conclude that adolescents of the Addis ketema secondary and preparatory school students are experiencing pro-social behaviour with the intention of sacrificing their own gain in order to promote another's well-being (altruistically) than other alternatives of pro-social behaviour.

3. From the result obtained from this study we can conclude that parenting style which best predicts the criterion or dependent variables (i.e. pro-social behaviours) is authoritative parenting style. And the second best predictor of the dependent variables is authoritarian parenting style; whereas uninvolved and permissive parenting styles are less predictor of the pro-social behaviours.

6.4. Recommendations

1. All individuals and groups involved in the lives of adolescents, such as parents, peers, teachers, neighbours, religious leaders, and both governmental and non-governmental organizations, should work together to find strategies like establishing mentorship programs that connect adolescents with positive role models who exhibit pro-social behaviour in the society to improve positive and helpful actions.

2. The school has the ability to raise consciousness by developing comprehensive educational programs that promote empathy, compassion and pro-social values. It is important to be aware that exhibiting positive social behaviour at an early age can prevent negative behaviour in the future, while displaying negative behaviour at a young age can lead to difficulties in exhibiting positive behaviour later on.

3. It is important for parents to motivate and set an example for their children and teenagers in promoting positive social behaviours by reinforcing and rewarding pro-social behaviour when they observe it in their adolescents. They should teach their children how to become responsible and caring members of the community by sharing stories of individuals in Ethiopia who have done selfless acts for the benefit of others. Additionally, parents are encouraged to take their children to places where they can witness or participate in pro-social activities and understand how their contributions can have a direct and positive impact on others.

4. Adolescents' pro-social development can be greatly influenced by their close friends. It is important for parents to guide and teach their children how to choose good friends by emphasizing the value of trust, loyalty, and respect in friendship and also encourage their children to surround themselves with friends who have positive influences and share similar moral values.

5. The researcher suggests that further studies should be carried out in Ethiopia to improve pro-social behaviour, which is considered to be an important behaviour for reducing anti-social behaviour. It is recommended that future research should focus on other social factors, such as siblings, teachers, and community organizations, and their impact on pro-social behaviour. Culture, religion, and media are also important variables that should be investigated for their influence on pro-social behaviour. Additionally, studying the relationship between pro-social behaviour and parenting style, parental practices, parental modelling, and peer pressure across different cultures is also recommended. It is also

suggested that research on pro-social behaviour should be conducted across all age groups to explore its possible foundations and development**.**

6. It is important for schools to consider ways to encourage teenagers to engage in positive social activities by integrating character education into the curriculum, emphasizing values such as empathy, respect, kindness and responsibility. This can include promoting volunteer service clubs, organizing campaigns to support pro-social activities, and offering programs for students to participate in helpful and caring community activities. Additionally, implementing peer learning and mutual reinforcement programs can be effective in improving pro-social behaviours among students in schools.

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APPENDIX A
QUESTIONNAIRES FOR STUDENTS

Dear students,

The purpose of this questionnaire is to gather information, for the research conducted under the title "**The role of parenting style on adolescents' pro-social behaviour development: The case of Addis Ketema Secondary school".** Including this demographic information, there are 3 sections provided. Information you provide would be very crucial for the success of the study. Therefore, you are kindly requested to provide your honest and genuine response towards all the items provided in this questionnaire. The information you provide will be kept confidential.

NB: You are not required to mention your name.

Thank you in advance for your response!

Zinash Eshetu

Address

zinasheshetu2@gmail.com

Phone no 09 15 53 06 61

Part I: Demographic information

Direction: Give your answer in the box provided by putting **"√"**mark and give written information when it is necessary.

1. Sex: Female ☐ Male ☐

2. Ages: 12-16 years ☐ 16-18 years ☐ Above 18years ☐

3. Religion: Orthodox ☐ Protestant ☐ Catholic ☐

Muslim ☐ Other (specify):_____

4. With whom are you living now?

(1) With both father and mother ☐

(2) With father ☐

(3) With mother ☐

(4) With father and step mother ☐

(5) with mother and step father ☐

(6) With other relative (e. g., grand parents, aunts, uncle, etc.) ☐

(7) With foster parents who are no relatives ☐

(8) Others (specify):_____

5. Residence (1) Rural ☐ (2) Urban ☐

Part II: Measure of Pro-social Behaviour

Instruction: Below are a number of statements that may or may not describe your level of pro-social behaviour as a result of parenting style. Please indicate **HOW MUCH EACH STATEMENT DESCRIBES YOU** by using the following scale and put this mark **"√"** in the place provided.

(1) Strongly Disagree (SD) (2) Disagree (D) (3) Undecided (UD) (4) Agree (A) (5) Strongly Agree (SA)

No	Item	**SD**	**D**	**UD**	**A**	**SA**
1	I can help others best when people are watching me because my parents encourage me to be good in front of others.					
2	It makes me feel good when I can comfort someone who is very upset, because I learnt from my mother/father.					
3	When other people are around, it					

	is easier for me to help others in need because my parents encourage me to do so.					
4	I think that one of the best things about helping others is that it makes me look good, because my parents raise me in such a way.					
5	I get the most out of helping others when it is in front of other people because my parents persuade me to be good in the presence of others.					
6	I tend to help people who are in a real crisis or need because my parents encourage me to do so.					
7	When people ask me to help them, I don't hesitate because my mother/father taught me it is holy.					
8	I learnt from my parents to donate money, without anyone knowing.					
9	I tend to help people who are hurt badly, because my parents told me it is holy.					
10	As a result of parental encouragement, I believe that donating goods or money works best when I get some benefit.					
11	I tend to help others in need when they do not know who helped them, because my parents teach me it is a good doing.					
12	I experienced from my parents to help others especially when they are really emotional.					
13	Helping others when I am being watched is when I work best because my parents encourage me to be good in front of others.					
14	It is easy for me to help others when they are in a bad situation, and this is what I learnt from my parents.					
15	Most of the time, I help others when they do not know who helped them because my mother/father teaches me it is a good doing.					

16	I believe I should receive more rewards for the time and energy I spent on volunteer service, because my parents encouraged me in getting benefit by giving to others.					
17	I respond to helping others best when the situation is highly emotional because my parents teach me it is a good doing.					
18	I experienced from my parents not to wait to help others when they ask for it.					
19	I think that helping others without them knowing is the best type of situation, as my parents persuade me to do so.					
20	Participating in charity work is one of the positive behaviour that I learned from my parents.					
21	My parents persuaded me to help those who are emotionally troubled.					
22	I often make donations without anyone knowing because they make me feel good, this is what I learnt from my parents.					
23	From the experience of my parents I learned that, I feel if I help someone, they should help me in the future.					
24	I often help even if I don't think I will get anything out of helping, because my parents told me helping others is regardless of expecting benefit in return.					
25	I usually help others when they are very upset, because my parents persuade me to help others in upset.					

Part III: Parenting Styles Scale (PSS)

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

(1) Strongly Disagree (SD) (2) Disagree (D) (3) Undecided (UD) (4)Agree (A)

(5)Strongly Agree (SA)

No	**My parents/guardians**	**SD**	**D**	**UD**	**A**	**SA**
1	Help me out, if I have any kind of problems and this make me helpful.					
2	Keep pushing (helping) me to do my best in what I do, this is why I am volunteer to others.					
3	Allow me to tell them if I think my ideas are better than theirs that is why I derived to do better things for others.					
4	Always speak to me with a warm and friendly voice (manner) and this make me to do good for others.					
5	When want me to do something, they explain why, this make me focus on doing good things.					
6	Behave to me in a strict manner and that makes me to behave in bad manner to those in problems.					
7	Encourage me when I get poor grades in school, to work harder and this is why I help others in need.					
8	Are involved in my education (e.g., helping with assignments when asked), this made me make good for others when I am asked to do so.					
9	Know who my friends are and this help me to engage in pro-social behaviour.					
10	Spend time taking with me when there is an issue (a case) of interest and these process help me to make good things for others.					
11	Enjoy staying home with me more than going out with friends; this made me learnt pro-social behaviour from my parents.					

12	Control each of my activities, because of this it is simple to me to help out others.					
13	Behave to me in a strict manner and that makes me to behave in bad manner to those in problems.					
14	Give me a lot of support and are involved in my life decisions, because of this I feel supporting others in need is good.					
15	Believe that children know more about something than adults do; this belief helps me focus on good thinking and doing.					

APPENDIX B

Interview for students

1. How much do your parents/guardians try to know exactly where you are and what you are doing because they want you to engage in charity activities?

2. How much do your parents/guardians try to know what you do with your free time; because they want you to help others in your free time?

3. How much do your parents/guardians try to know what you do with your money because they want you to engage in charity works with your money?

4. How much do your parents/guardians really know exactly whether you go to school or not because they always want you to do the positive one**?**

5. How much do your parents/guardians supervise and monitor you because all they need is involving you in pro-social behaviour?

APPENDIX C

Amharic version of the questions

ለተማሪዎች የሚቀርብ የጽሁፍ መጠይቅ

ውድ ተማሪዎች፣

የዚህ መጠይቅ ዓላማዉ **"የወላጆች የአስተዳደግ ዘይቤ በወጣቶች ጥሩ ሥነ-ምግባር እድገት ላይ ያለው ሚና በአዲስ ከተማ ሁለተኛ ደረጃ ተማሪዎች መካከል"** በተሰኘ ርዕስ ላይ ለሚሠራ ጥናት መረጃ ለማሰባሰብ የተዘጋጀ ነው። አንተ/አንቺ የምትሰጠው/ጪው መረጃ ለጥናቱ ስኬታማነት በእጅጉ ጠቃሚ ነው። ስለዚህ በዚህ መጠይቅ ላይ ከዚህ በታች ለቀረቡት ጥያቄዎች ግልጽ በመሆን (እውነተኛውን) ምላሽ እንድትሰጥ/ጪ በትኅትና እጠይቃለሁ። የሚሞላው መረጃ በሙሉ ምስጢራዊነቱ የተጠበቀ ይሆናል።

ማሳሰቢያ፡ ስምህን/ሽን መፃፍ አያስፈልግልም።

ስለ ምላሽህ/ሽ አስቀድሜ አመሰግናለሁ!

ዝናሽ እሸቱ

አድራሻ

zinasheshetu2@gmail.com

ስልክ ቁጥር

09 15 53 06 61

ክፍል: I አጠቃላይ መረጃ

መመሪያ:- መልሱን በተዘጋጀው ሳጥን ውስጥ "√" ምልክት በማድረግ ስጡ እና አስፈላጊ ሆኖ ሲገኝ የጽሁፍ መረጃ ይስጡ።

1 ጻታ: ሴት ☐ ወንድ ☐

2 ዕድሜ፡ : 12-16 አመት ☐ 16-18አመት ☐ 18 አመት እና ከዛ በላይ ☐

3. 3. ሀይማኖት፡ ኦርቶዶክስ ☐ ፕሮቴስታንት ☐ ካቶሊክ ☐ ሙስሊም ☐

ሌላ (ይግለጹ):_____

4 አሁን ከማን ጋር እየኖርህ/ሽ ነው?

(1) ከእናቴና ከአባቴ ጋር ☐

(2) ከአባቴ ጋር ☐

(3) ከእናቴ ጋር ☐

(4) ከአባቴና ከእንጀራ እናቴ ጋር ☐

(5) ከእናቴና ከእንጀራ አባቴ ጋር ☐

(6) ከሌሎች ዘመዶቼ ጋር (ለምሳሌ፡-
ከአያቶች፣ ከአክስት፣ ከአጎት ...ወዘተ) ☐

(7) የሥጋ ዝምድና ከሌላቸው አሳዳጊዎች ጋር ☐

(8) ሌሎች (ምን እንደሆኑ ግለፅ/ጪ): ----------

5. መኖሪያ (1) ገጠር ☐ (2) ከተማ ☐

ክፍል II ሌሎችን የመርዳት ጠባይ መለኪያ

መመሪያ፡- ከወላጆች የአስተዳደግ ዘይቤ የተነሳ ሌሎችን የመርዳት ጠባይ ደረጃ ሊገልጹ ወይም ላይገልጹ የሚችሉ በርካታ መግለጫዎች ከዚህ በታች አሉ። እባኮትን በሚከተለው ሚዛን በመጠቀም እያንዳንዱ መግለጫ ምን ያህል እንደሚገልጽዎ ያመልክቱ እና ይህንን ምልክት "√" በተጠቀሰው ቦታ ያስቀምጡ።

(1) በጣም አልስማማም (2) አልስማማም (3)መወሰን አልችልም (4) እስማማለሁ (5) በጣም እስማማለሁ

ተ/ቁ		1	2	3	4	5
1	ወላጆቼ በሌሎች ፊት ጥሩ እንድሆን ስለሚያበረታቱኝ ሰዎች የሚመለከቱኝ ከሆነ በተሻለ ሁኔታ ሌሎችን እረዳለሁ።					
2	በጣም የተበሳጨ ሰው ማስደሰት ጥሩ ስሜት እንድሰማኝ ያደርገኛል ምክንያቱም ከእናቴ/አባቴ ስለተማርኩ ነው።					
3	ወላጆቼ ይህን እንዳደርግ ስለሚያበረታቱኝ እርዳታ የሚፈልጉ ሰዎችን ለመርዳት					

	ሌሎች ሰዎች በዙሪያዬ ካሉ ይቀልለኛል					
4	እንደማስበው ከሆነ፤ ሌሎችን መርዳትን ጥሩ ከሚያደርጉት ነገሮች አንዱ እኔን በሌሎች ዘንድ ጥሩ ዕይታ እንዲኖረኝ ስለሚያደርግ ነው ምክንያቱም ወላጆቼ በዚህ መንገድ ስለሚያሳድጉኝ ነው::					
5	ወላጆቼ በሌሎች ፊት ጥሩ እንድሆን ስለሚያደርጉኝ ሌሎች ሰዎች በዙሪያዬ ካሉ በመርዳት ምርጡን እጠቀማለሁ።					
6	ወላጆቼ እንዳደርግ ስለሚያበረታቱኝ በእውነተኛ ቀውስ ወይም የመረዳት ፍላጎት ውስጥ ያሉትን ወደ መርዳት አመዝናለሁ					
7	ሰዎች እንድረዳቸው ሲጠይቁኝ ምንም አላቅማማም ምክንያቱም እናቴ/አባቴ ቅዱስ ነገር እንደሆነ አስተምረዉኛል።					
8	ማንም ሰው ሳያውቅ ገንዘብ መለገስን እመርጣለሁ ምክንያቱም እናቴ/አባቴ ጥሩ ነገር እንደሆነ አስተምረዉኛል።					
9	ከወላጆቼ ሰለተማርኩኝ ክፉኛ የተጎዱ ሰዎችን ወደ መርዳት አመዝናለሁ።					
10	ወላጆቼ ለሌሎች በመስጠት ጥቅም እንዳገኝ ስለሚያበረታቱኝ የተለያዩ ነገሮችን ወይም ገንዘብን መለገስ የተወሰነ ጥቅም ሳገኝ የተሻለ እንደሚሆን አምናለሁ።					
11	የተቸገሩ ሰዎችን ማን እንደረዳቸው ሳያውቁ የመርዳት አዝማሚያ አለኝ፣ ምክንያቱም ወላጆቼ ያስተማሩኝ ጥሩ ስራ ነው።					
12	ወላጆቼ ጥሩ ስራ እንደሆነ ስለሚያስተምሩኝ ሌሎችን ለመርዳት እወዳለሁ በተለይ ስሜትን የሚነካ ሁኔታ ዉስጥ ሲሆኑ።					
13	ሌሎች ሰዎች ሊያዩኝ በሚችሉበት ቦታ ላይ ሆኜ ሰዎችን መርዳት የተሻለ ነው ምክንያቱም ወላጆቼ በሌሎች ፊት ጥሩ እንድሆን ስለሚያበረታቱኝ።					
14	በአደገኛ ሁኔታ ውስጥ ያሉ ሰዎችን መርዳት ለእኔ ቀላል ነው ምክንያቱም ወላጆቼ ስለሚያበረታቱኝ።					

15	ብዙ ጊዜ ማን እንደረዳቸው ሳያውቁ ሌሎችን እረዳለሁ እናቴ/አባቴ ስላስተማሩኝ ጥሩ ስራ ነው።					
16	ለበጎ አድራጎት ሥራዎች ለማወጣው ጊዜና ጉልበት የተሻለ ማበረታቻ (ሽልማት) እፈልጋለሁ ምክንያቱም ወላጆቼ ስለሚያበረታቱኝ።					
17	ሌሎችን የምረዳበት ምክንያት በከፍተኛ ሁኔታ ስሜትን የሚነካ ከሆነ በቶሎ ምላሽ እሰጣለሁ ምክንያቱም ወላጆቼ ያስተማሩኝ ጥሩ ስራ ነዉ።					
18	ሌሎች እንድረዳቸው ሲጠይቁኝ በፍጹም ለመርዳት ጊዜ አላባክንም ምክንያቱም ወላጆቼ ያስተማሩኝ ጥሩ ስራ ነዉ።።።					
19	እንደሚመስለኝ ከሆነ ሰዎች ሳያውቁን መርዳት ከሌሎች አማራጮች የተሻለ ነው ምክንያቱም ወላጆቼ ይህን እንዳደርግ ስለምፈልጉ ነዉ።					
20	የበጎ አድራጎት ሥራን ጥሩ ከሚያደርጉት ነገሮች መካከል አንዱ በሥራ ልምድ ማስረጃዬ ላይ ጥሩ ሆኖ ስለሚታይ ነው ምክንያቱም ወላጆቼ ያበረታታቱኛል ።					
21	ስሜት ቀስቃሽ ሁኔታዎች ሌሎች መረዳት ያለባቸውን ሰዎች መርዳት እንድፈልግ ያደርጉኛል ምክንያቱም ወላጆቼ ያበረታታቱኛል ።					
22	ጥሩ ስሜት እንዲሰማኝ ስለሚያደርገኝ አልፎ አልፎ ማንም ሰው ሳያውቅ ዕርዳታዎችን እሰጣለሁ፤ ይህም ከወላጆቼ የተማርኩት ነዉ ።					
23	አንድን ሰው አሁን ከረዳሁት፤ ወደፊት እኔን ሊረዳኝ ይገባል የሚል ስሜት አለኝ ይህም ከወላጆቼ የተማርኩት ነዉ ።					
24	ከእርዳታ ምንም አገኛለሁ ብዬ ባላስብም ብዙ ጊዜ እረዳለሁ፣ ምክንያቱም ወላጆቼ ስላስተማሩኝ ነዉ።					
25	አብዛኛዉን ጊዜ ሌሎች ሰዎችን የምረዳው በተበሳጨ ጊዜ ነው ምክንያቱም ወላጆቼ በዚህ ሁኔታ ዉሰጥ ሰዉን እንድረዳ ስልምያበረታታቱኝ ።					

ክፍል III የወላጆች/አሳዳጊዎች/ የልጅ አስተዳደግ ልምዶች መለኪያ

መመሪያ፡ የሚከተሉትን ጥያቄዎች በጥንቃቄ አንብበህ/ሽ ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) አንተን/ቺን ሲያሳድጉ ስለአንተ/ቺ አስተዳደግ ያላቸው አመለካከትና ጠባይ አስበህ/ሽ ምን ያህል ትስማማበት/ሚበት እንደሆነ ከታች ከተሰጡት አማራጮች ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) ለአንተ/ቺ የሚያሳዩህን/ሽን አመለካከትና ጠባይ በሚገባ ይገልፃል የምትለውን/ይውን ቁጥር በማክበብ መልስ/ሺ።

(1) በጣም አልስማማም (2) አልስማማም (3) መወሰን አልችልም (4) እስማማለሁ (5) በጣም እስማማለሁ

ተ.ቁ	ወላጆቼ/አሳዳጊዎቼ	1	2	3	4	5
1	ችግር ሲገጥመኝ እንደሚረዱኝ አምናለሁ፤ ይህም ሌሎችን እንድረዳ አግዞኛል።					
2	በምሠራው ሥራ ሁሉ የተሻለ እንድሠራ ዘወትር ያበረታቱኛል ይህም ለሌሎች ጥሩ እንድሆን አድርጎኛል ።					
3	የእኔ ሀሳብ ከእነርሱ የተሻለ መሆኑን ለመግለጽ ስፈልግ ይፈቅዱልኛል፤ ይህም ለሌሎች ጥሩ እንዳደርግ አግዞኛል ።					
4	ከእኔ ጋር የሚነጋገሩት በፍቅርና በጓደኝነት ስሜት ነው ይህም ለሌሎች ጥሩ እንዳደርግ አግዞኛል።					
5	አንድን ሥራ እንድሠራ ሲፈልጉ ለምን መሥራት እንዳለብኝ ይገልፁልኛል ይህም ጥሩ ነገር ማድረግ ላይ እንዳቶክር ረድቶኛል።					
6	በትምህርቴ ጥሩ ውጤት ሳገኝ ያሞግሱኛል/ይሸልሙኛል፤ ይህም ጥሩ ነገር እንድሰራ ያደርገኛል፡ ፡					
7	በትምህርቴ መጥፎ ውጤት ሳገኝ የተሻለ ለማግኘት ጠንክሬ እንድሠራ ያበረታቱኛል ፤ ይህም የተቸገሩትን እንድረዳ አግዞኛል።					
8	በእኔ ትምህርት ይሳተፋሉ (ለምሳሌ፡ ያልገባኝን ስጠይቅ ያስረዱኛል)፤ ይህም የተቸገሩትን የሚረዳበት ምክንያት ነዉ					
9	ጓደኞቼ እነማን እንደሆኑ ያውቋቸዋል ይህም ጥሩ ሥነ-ምግባር ዉስጥ እንድሳተፍ ረድቶኛል።					
10	ከእኔ ጋር ለመነጋገር/ለመወያየት ጊዜ ይሰጣሉ ፤ይህም አካሄድ ለሌሎች ጥሩ እንዳደርግ ይረዳኛል።					
11	ብዙውን ጊዜ ከጓደኞቻቸው ጋር ወደ ውጪ ወጣ					

	ብለው ከመዝናናት ይልቅ ከእኔ ጋር ቤት በመቆየት ይደሰታሉ ይህም ጥሩ ሥነ-ምግባርን ከወላጆቼ እንድማር አድርጎኛል ።					
12	እያንዳንዱን እንቅስቃሴዬን ስለሚቆጣጠሩ ሌሎችን ለመርዳት ለኔ ቀላል ነዉ።					
13	ጥብቅ በሆነ መንገድ ስለሚይዙኝ፤ ችግር ዉስጥ ላሉ ሰዎች መጥፎ ባህሪ እንዳሳይ ያደርገኛል።					
14	ከፍተኛ የሆነ ድጋፍ ያደርጉልኛል፤ በሕይወቴ በምወስናቸው ነገሮችም ላይ ይሳተፋሉ ስለዚህም ሌሎች በችግር ዉስጥ ያሉትን መርዳት ጥሩ እንደሆነ ይሰማኛል።					
15	ልጆች አንዳንድ ነገሮችን ከአዋቂ ሰዎች የበለጠ እንደሚያውቁ ያምናሉ ይህም ጥሩ እዳስብና እንድሰራ ረድቶኛል።					

APPENDIX D
መጠይቅ ለተማሪዎች

1. ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) በጎ አድራጎት ሥራዎች ዉስጥ እንድትሳተፍ/ፊ ስለሚፈልጉ የት እንዳለህ/ሽ እና ምን እንደምትሠራ/ሪ በእርግጠኝነት ምን ያህል ያውቃሉ?

2. ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) በትርፍ ጊዜህ/ሽ ሌሎችን እንድትረዳ/ጂ ስለሚፈልጉ በትርፍ ጊዜህ/ሽ ምን እንደምትሠራ/ሪ ለማወቅ ምን ያህል ይሞክራሉ/ይጥራሉ?

3. ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ)ባለህ/ሽ ገንዘብ ሌሎችን እንድትረዳ/ጂ ስለሚፈልጉ ገንዘብ ምን እንደምታደርግበት/ጊበት ለማወቅ ምን ያህል ሞክራሉ/ይጥራሉ?

4. ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) ሁልጊዜ ጥሩ ነገሮች መሥራት ዉሰጥ እንድትሳተፍ/ፊ ስለሚፈልጉ ትምህርት ቤት መሔድህን/ሽን በእርግጠኝነት ምን ያህል ያውቃሉ?

5. ወላጆችህ/ሽ (አሳዳጊዎችህ/ሽ) ምን ያህል ይቆጣጠሩሃል/ሻል (ይከታተሉሃል/ሻል) ምክንያቱም የሚፈልጉት ሁሉ በጎ አድራጎት ዉስጥ እንድትሳተፍ/ፊ ነዉ?

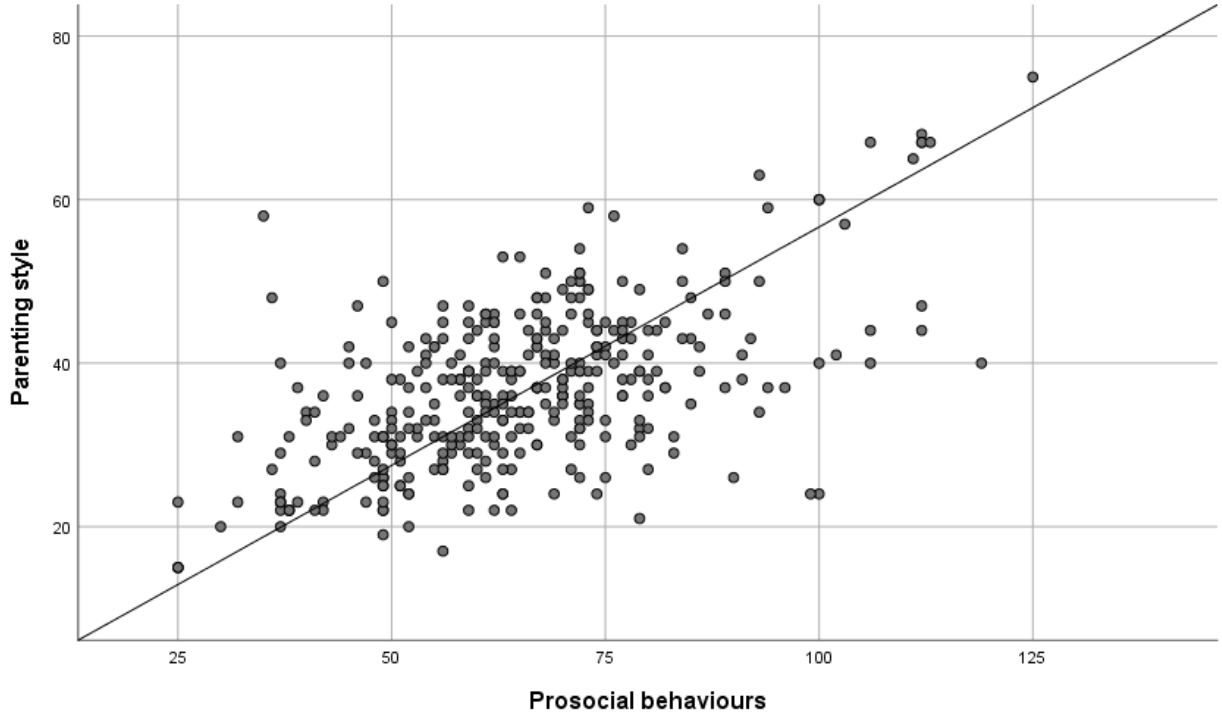
APPENDIX E

Assumptions of Regression

While computing regression, there are assumptions to be considered; from these requirements, some of them are explained below.

1. Linearity

Regression is a summary of the relationship between variables that uses a straight line. Therefore, the estimate of that relationship holds only to the extent that there is a consistent increase or decrease in one variable as the other variable increases. There might be a relationship (even a perfect one) between the two variables that is not linear, or some of the relationship may be of a linear form and some of it may be a nonlinear form (e.g., quadratic shape). The correlation coefficient and the slope can only be accurate about the linear portion of the relationship between the variables.



As indicated in the graph, the relationship between the variables shows linearity; so that this assumption of regression is satisfied.

2. Multicollinearity

The presence of correlations between the predictors is termed collinearity (for a relationship between two predictor variables) or multicollinearity (for relationships between more than two predictors). In severe cases (such as a perfect correlation between two or more predictors), multicollinearity can mean that no unique least squares solution to a regression

analysis can be computed (Belsley, Kuh, & Welsch, 1980; Slinker & Glantz, 1985). More commonly, less severe multicollinearity can lead to unstable estimates of the coefficients for individual predictors: That is, the standard errors and confidence intervals for the coefficient estimates will be inflated (Belsley et al., 1980). Appropriate responses to multicollinearity may include the use of an alternative estimation method such as ridge regression (Montgomery et al., 2001), or principal components regression (Chatterjee & Hadi, 2012). Removing some of the highly correlated predictors may be considered too, but this solution is usually not ideal (Chatterjee & Hadi, 2012)

Coefficients[a]

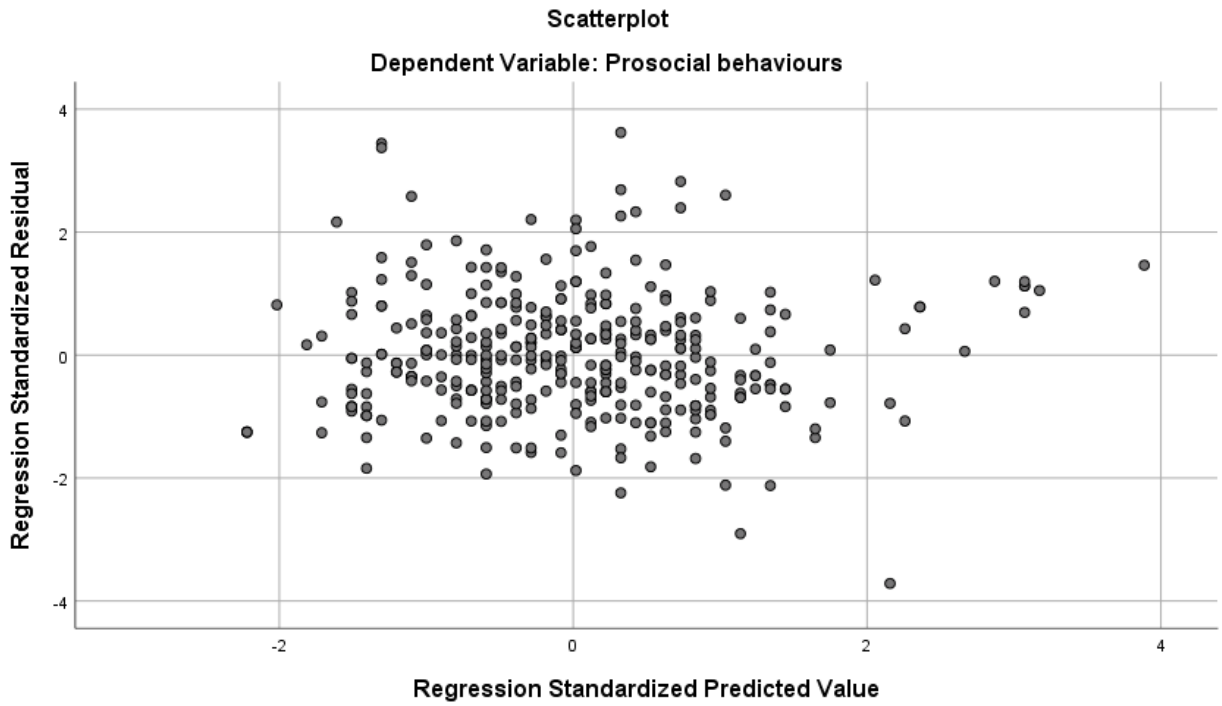
Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
B	Std. Error	Beta	t	Sig.	Tolerance	VIF
26.998	2.888		9.349	.000		
1.034	.076	.588	13.644	.000	1.000	1.000

a. Dependent Variable: Pro-social behaviours

As indicated in the table, the result of VIF (Variance Inflation Factors) shows that there is no high multicollinearity between the variables; and this can be taken as, this assumption is also satisfied.

3. Homoscedasticity

The model errors are generally assumed to have an unknown but finite variance that is constant across all levels of the predictor variables. This assumption is also known as the homogeneity of variance assumption. If the errors have a variance that is finite but not constant across different levels of the predictor/s (i.e., heteroscedasticity is present), ordinary least squares estimates will be unbiased and consistent as long as the errors are independent, but will not be efficient (Weisberg, 2005). When heteroscedasticity is encountered, several alternatives are available to the researcher. These alternatives include variance stabilizing transformations (Montgomery, Peck, & Vining, 2001; Weisberg, 2005), robust estimation methods for standard errors (e.g., Huber-White standard errors; White, 1980), bootstrap methods (Montgomery et al., 2001), estimation via Weighted Least Squares (Chatterjee & Hadi, 2012), or the specification of a Generalized Linear Model (Cohen et al., 2003; Montgomery et al., 2001).



To consider that a particular homoscedasticity is accepted, these dots have to be spread and complicated; in this graph, the result indicates that homoscedasticity assumption is accepted.

4. Autocorrelation

The errors are assumed to be independent (Chatterjee & Hadi, 2012; Fox, 1997; Weisberg, 2005). Breach of this assumption leads to biased estimates of standard errors and significance. Though the estimates of the regression coefficients remain unbiased, yet inefficient (Chatterjee & Hadi, 2012). Osborne and Waters (2002) state that independence of observations is required for linear regression, which is not entirely correct. Much in the same way that we assume that the errors (but not necessarily the raw variables) are normally distributed, we only need to assume independence of errors, not the observations themselves.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.588[a]	.346	.344	13.990	2.227

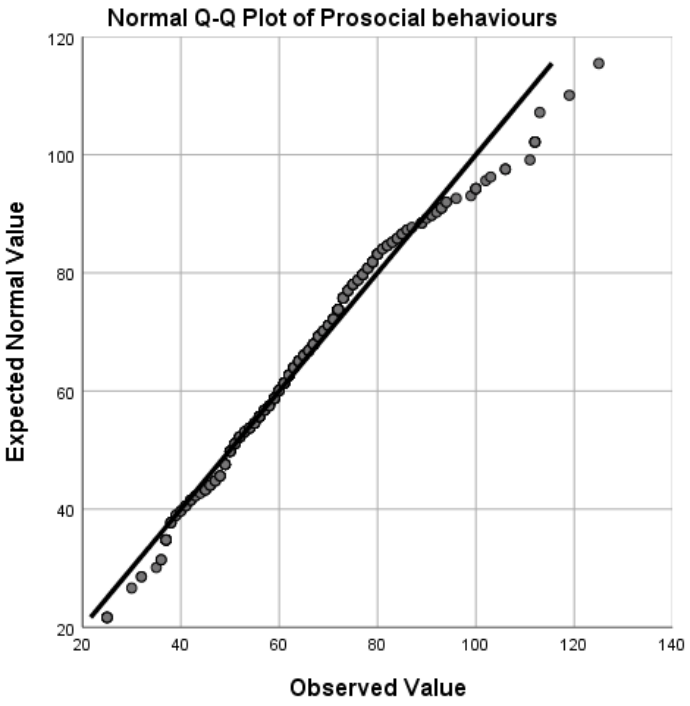
a. Predictors: (Constant), Parenting style

b. Dependent Variable: Pro-social behaviours

As indicated in this table, Durbin Watson in which autocorrelation can be determined is above two; according to this the result that show less than two indicates positive autocorrelation and if the result is more than two there is negative autocorrelation. So, this result shows that there is negative autocorrelation; which means that autocorrelation assumption is not satisfied or violated.

5. Normality

Osborne and Waters (2002) state that Regression assumes that variables have normal distributions. They do not explicate which variables in particular they are referring to, but the implication seems to be that multiple regressions require that the predictor and/or response variables be normally distributed. In reality, only the assumption of normally distributed errors is relevant to multiple regressions: Specifically, we may assume that errors are normally distributed for any combination of values on the predictor variables.



The graph shows that, the variables are normally distributed; in which this requirement is fulfilled to run regressions. Generally, from the assumptions of regression checked here, most of them are satisfied and computing regressions is found possible.