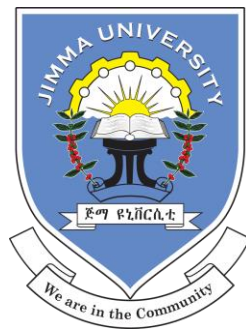


JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL
SCIENCE DEPARTMENT OF PSYCHOLOGY



THE RELATIONSHIP BETWEEN PARENTING STYLE AND
AGGRESSIVE BEHAVIOR ON CHILDREN IN THE CASE OF JIREN
ELEMENTARY SCHOOL

A RESEARCH SUBMITTED TO DEPARTMENT OF PSYCHOLOGY
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Thank You !!!

ABSTRACT

To investigate the relationship between parenting style and aggressive behavior of children. First participants ranging from 9 -12 years were administered their parents rearing style and aggressive behavior. The member of participants .first one way between participants person moment correlation coefficient tested the influence of each parenting style correlation with aggressive behavior .second each four parenting style on children aggressive behavior .third ,test for correlation among each parenting style and aggressive behavior . Result on person product moment correlation coefficient on the four parenting style and aggressive behavior of children were not equal. All authoritative parenting style were moderately contribute for aggressive behavior.

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Declaration

I, the undersigned, declare that the thesis comprises my original work and it has not been presented for a degree or exam in any other university. I have also duly acknowledged and referenced all materials used in this work In compliance with the widely accepted practices and rules.

Declared by:

Biruk Girma

Signature-----

June, 2016

Certification

The relationship between parenting style and aggressive behavior on children.

Board of examiners

Name

Signature

Advisor.....

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Examiner

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CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Human development is a long journey that starts from conception and ends at death and it is determined by the interaction of both biological and environmental factors. Among the different environmental factors, parents are the most influential socialization agents especially during the early period of children. The early period of childhood is the most important period of individuals life that would guide their future life and is so the base for good or bad behavior. As one of the bad or unaccepted behavior children may develop aggressive behavior in their early childhood. According to (Bjorkqvist et.al, 1992) aggression is classified into three: Indirect aggression, Physical aggression and Verbal aggression.

Parents play special and central role in a child's socialization. They may naturally want their children to be socially mature but may fail in trying to get accomplish that for long time. According to Maccoby and Mar there are two aspects of parents behavior towards children and these are parental responsiveness and parental demanding and these factors are more or less independent of each other. It is possible for parents to be very demanding without being responsive and vice versa.

A lot of people have lived by and died from aggression and millions of people are injured and society's peace is disturbed all because of aggression. As a result the world rarely hears of peace for a day due to major conflicts in the world. (Forsthy and Archier1995). The main question to be raised here is why people are so aggressive? Developmental psychologists explain the causes of human aggression in that some of them are said to be heredity, hormones and biological roots, but others focus on environmental factors such as parents, other adults, peers and the like Santrock 1999, Hetherington and Parke (1993) also explain that aggression is caused by cultural, psychological and biological factors such as biochemical (hormonal) and hereditary mechanisms. Family environment is an important element that the relationship between children and their immediate environment, family, plays a major role in children's behavior and so to whether to be

aggressive or not. Researches for example (Parke1993) states that parents who use harsh physical punishment are likely to have aggressive and hostile children and on the other hand parents who use pro-social behavior to their children are likely to have pro-social children. As a result, this made for Developmental psychologists to be interested to study how parenting style can influence children's behavior and specifically to children's aggressive behavior.

1.2. Statement of the problem

The aggressive behavior of children is getting worse and rapidly increasing from time to time. Studies shows that parental styles (behavior) are likely affect their own children's behavior. (Kurdekl.a 1994) .The reason could be the parents are more closely to influence their children's behavior that it may be their parenting styles. So if more negative parenting style or parent – child relationship is occurred, assumed to be aggressive behavior. But if there is a good relationship parents and children assumed to be have good social behavior. If there is also lack of love and warmth and parents cannot monitor their children to the proper way that may lead to or produce aggressive behavior.

Studies on the problem of school bullying in UK (1990) and in Addis Ababa (1998) which were conducted in primary and secondary schools have shown that 12% and 6% of the participants in the UK and Addis Ababa confirmed their participation in bullying respectively (reference). In the UK's study the participants reported their involvement in bullying as some of them participated sometimes and some more frequently (Smith and Sharp 1994). Over half of the participants in Addis Ababa secondary school had taken part in aggressive behavior (Habtamu 1998) further concluded that the problem of aggression or violence or bullying is so prevalent in school.

Considering the above evidences that argue the relationship between children's behavior for example aggression and parental influence and the prevalence of aggressive behavior on schools, this study aimed at identifying the relationship between parenting style and aggressive behavior by targeting school children, the case of Jiren elementary School of ages from 9 – 12.

This research is designed to answer the following questions:

1. What are the different type of aggression behavior?
2. What are the different type of parenting styles?
3. Is there any relationship between parenting styles and aggressive behavior of children?

1.3. Objective of the study

1.3.1. General Objective

The main objective of this study is to assess the relationship between parenting style and aggressive behavior on children in children in Jiren elementary school.

1.3.2. Specific objectives

The following are specific objectives of the study:

- To explore the common type of aggressive behavior.
- To examine the different types of parenting styles,
- To find out the relationship between parenting styles and aggressive behavior of children.

1.4 Significance of the study

To reduce aggressive behavior and to increase good social behavior.

To change parenting style which children's leads to aggression and use which assumes to be good parenting style, having a good and normal behavior on children.

To have a better life on their health and good communication with their children and with the society and also have better development for their country, and Children's even have a good health condition for them self's.

This helps the family and societies to have a better life on their health and good communication with their children and with the society and also have better development for their country, and Children's even have a good health condition for them self's.

It serves as a base for individual who need to conduct further study on the same area.

1.5 Delimitation of the study

Since the significance of this study were very high, different studies might be carried out in regional and national levels, yet this study will delimited to investigate the parenting styles as the determinant factor for the aggressiveness of children in Jiren elementary school students whose ages range from 9_12.

1.6 operational definitions

Parenting style – is a psychological construct representing standard strategies that parents use in their childrearing.

Authoritative – the parent is demanding and responsive elaborate becomes prerogative parenting.

Indulgent – the parent is responsive but not demanding elaborate becomes free ranger parenting.

Neglectful – the parent is neither demanding nor responsive cannot be elaborate.

Authoritarian – the parent is demanding but not responsive elaborate becomes totalitarian parenting.

Aggressive behavior:- are those that are hostile and violate other people right

CHAPTER TWO

REVIEW OF RELATED LITRATURE

2.1 Parenting styles

Many investigators have different view about role of parents in child socialization. Maccar, argue that parents have effect on child socialization in the normal development range there is evident that parents play special and central role in child socialization.

According to Baumrid, et.al (2003), parenting is a complex activity manifested in various behavior that work together and individually influence child out comes, Grusec and Kuczynski (1997) indicates that the socialization process has to be seen involving many people, not only the parents so then parenting style provides a good indication of parents function to predict a child's behavior. Because developmental process from early life through adolescence directly related to the type of parenting styles, Stenberg (1993) he also mention that a widely accepted model of parenting styles are identified are identified by Baumrid ,Maccoby and Martin.

To Baumrid, Mccoby, Martin and Stenberg (1993) parenting styles consist of the elements, those are parental demandingness and parental responsiveness. Parental responsiveness refers to parental warmth, this refers to affectionate relationship, responsiveness, supportiveness, accepting, monitoring and child centered approach of rearing children and fulfilling their children's need. Here parental demandingness refers to parental control means parents make emphases in supervision, and disciplinary effort.

Maccoby, Martin, and Baumrid (cited in Nancy 1999) identified different types of parenting styles. They categorized parenting styles based on whether they categorized under in parental demandingness and parental responsiveness. And they categories of parenting styles (cited in Nancy 1999) namely authoritative, authoritarian, indulgent and neglectful.

2.1.1 Authoritative parenting styles

According to Baumrid, Maccoby and Martin, they found that authoritative parental control is appropriate for the child without negative effect, it is positive approach and does not deserve criticisms. Horner (2001) demonstrates that children with authoritative parents are most likely to

foster a positive development, parents set and enforce rules and standard for behavior and consistently monitor their child and use no putative method of discipline.

Authoritative parents set limit for their children and give emotional support. They set limit for their children but provide reason why they do (Horner 2001), this kind of parenting style are likely to encourage a child's progression, build confidence and make Self-regulation also encourage autonomy and discipline. They use power and reason in raising children. Those parents are warm, rational and give positive encouragement for offspring. Children raised by authoritative parenting style are happy, self- controlled and pro-social in behavior.

Similarly Baum rid indicate that authoritative parents respect their children's independent decision, interest and opinions. They love their children and maintain standards, warm and supportive relationship. Baum rid, indicate that authoritative parenting style has been considered as optimal parenting style.

Parental control- refers to when parents follow up, how children spent their time, with whom they play or friends are and very demanding.

Parental warmth- refers to parental supportiveness, fulfilling need, closeness and acceptance and Responsive. Authoritative parenting style play involving with those two Criteria.

2.1.2 Authoritarian parenting style

This parenting style is characterized by manifesting high demanding and is unresponsive towards children's needs. Parents are also known by rigidity, poor interpersonal warmth and punitiveness authoritarian parenting style set strict rules and enforce it. (Horner, 2001)Parents voice is considered as" the law" and no one in the family members questions about it. Any violence against this standard will be punished, authoritarian parents establish domination, submission, and favor punitive action.

They order their children "do only as I told you "Here parents seem more detached and cold (Papaliaet.al 1998), (Berk 2002) indicate that authoritarian parenting style appear to serve as teaching ground for aggressive behavior in children.

2.1.3 Indulgent parenting style

The indulgent parenting styles is characterized by high responsive (acceptance, supportiveness, warmth relationship and low demanding (control, supervision) and uninvolved.

Similarly Maccory and Martin, indicate that indulgent parents are tolerate, warm and accepting and very committed to their children but make few control and permit considerable freedom to their children. Maccoby and martin, assert that permissive indulgent parents are highly involved in their children's life., but allow them high freedom and control their unwanted behavior in this case parents know little about their children's activity and where about.

2.1.4 Neglectful parenting style

Neglectful parents do not oversee the behavior of their children or support their interest. Those parents seem uninvolved in the parenting responsibility (Horner 2001). According to Maccoby and Martin (2001) show that neglectful parents have both low responsiveness and demandingness. Those parents are uninterested, disengaged and unsupportiveness in their children's lives, they also identified permissively in different parents who are less interactive and uninvolved in their child's. These kinds of parents do not give care and love for their own children.

According to Vasta, et.al, (1999). Indicate that the concept of aggressive depends of social judgment and its meaning is contextually specific to a given culture. Vasta and others define aggressive as behavior that intentionally inflicts harm to other person or property, similarly Bekowitz (cited in Foresthy and Atcher, 1995) define aggressive as actions with the intention of hurting other persons. This behavior can be displays by action, verb which range from insulting to killing. Aggressive is a hurt full action and inflicted to harm a victim. For behavior to be aggressive individuals must recognize that they can cause harm to others. Aggressive individuals may be characterized by irritation, passive, frustration, anger, lack of self-control and end with destruction. Aggressive is the action one person commits to attack though not all hurts are aggressive.

2.2. Definition of aggressive

2.2.1 Types of aggressive

Aggressive is often manifested in a variety of behavior such as physical attack, robbery, homicide and so on. Many researchers identified different types of aggressive.

According to Forsyth and Archer (1995). A behavior that to protect one is called instrumental aggressive example robbery, stealing and the like. Hetherington and Parke (1993) state when individuals with force to dominate others to gain possession it is called proactive aggressive.

Hetherington and Parke (1993) identified another form of aggressive called hostile aggressive. It is an action intended to harm others. Such behaviors displayed in terms of criticism, verbal disapproval and so like. According to Forsyth and Archer, (1995). Stated that hostile aggressive is stimulated by strong emotion of hate and produce strong attack. Hostile aggressive have negative attitude, which they don't try to control. Aggressive can be categorized as follows.

1. Physical Aggressive- it is an action that inflicts harm by physical means such as pinching, slapping, kicking, throwing objects at, stabling flogging, knocking, shooting, hitting protruding the tongue at and so forth.
2. Verbal Aggressive- it is displayed to harm the victim psychologically using speech or verbal of insulting, nick naming, blaming use bad words, threatening and so on.
3. Indirect Aggressive- indirect aggressive is a kind of social manipulation, the aggressor makes use of other persons in order to hurt the target person, without being personally involved in the attack. (Bjorkquist, et.al 1998).

James and Owens (2004) assert that the term indirect aggressive has been adopted to encompass aggressive behaviors, with nor directly to manifested to attack others, such as having bad or false things behind someone (spreading rumor), being left out (exclusive from group), having nasty notes written and spread out, having secret told to others, giving cold shoulders, try to avoid talking (ignoring) and so on.

2.2.2 Different ways of expression of aggressive

According to kuppashamy (1998) there can be two ways of expressing aggressive.

1. Externalized aggressive – it is externalized to the outer world by way of observable actions
2. Internalized aggressive – is if the person does not express their anger on others, the aggressive turns that individual such form of aggressive is called internalized aggressive.

Example- people beat their own body part, kick their head, rip their clothes, break objects and in extreme cases may even commit suicide.

According to (Feldman, 1994, as some forms of aggressive are difficult to understanding and predict, and aggressive becomes bullying when it is deliberately and persistently attacking those who are week, venerable and defenseless. Bullies have more friends who are engaged in with them.

They cannot imagine how the victims feel. (Papalia et.al, 1999) found that bullies tend to continue aggressive to adulthood, frequently becomes spouse and child abusers.

Tedeschi and smith, identify two forms of aggressive, one is illegitimate aggressive it refers to if the police exercise power beyond his or her authority and inflict suffering on criminals such action will be labeled as illegitimate aggressive and the other is legitimate aggressive and it refers to actions that produce pain or harm to others which can be considered a legal action, example soldiers are legally ordered to kill enemy. Actions that one takes to defend oneself against the attack from others can also be considered as legal violence.

According to Caron(cited in Lemieux, 2002) indicate that sport person's activities can be aggressive because players try to inflict damage as step to goal winning, but not its act more on its intention to produce harm. Hetherington (1996) suggested that aggressive starts in early life of childhood and continues through adulthood. Aggressive patterns appear to be moderately stable from early life up to 22 years both for male and female, young children display more physical attack and older children show more verbal aggressive, as children get older their early instrumental aggressive changes to hostile form of aggressive.

2.2.3 Sources of aggressiveness

According to Freud, suggested that human beings are driven by destructive instincts called Thanatons. Which are responsible for the production of aggressive, to him Thanatons build up energy and must be released in the form of aggressive. Ethnologists consider aggressive as a fighting instinct produced by certain eliciting cues in the environment. Both Freud and ethnologists believe that aggressive is in born behavior, other researchers reported different sources of aggressive. According to Krauss (Forst and Archer, 1995). Indicated that when individual experience pain they become more aggressive.

According to Miller, (1995). Environmental stressors such as too hot or too cold temperature, noise, crowded places and dirty places can raise the aggressive. Dollard and Miller, (1995) says that frustration can be the source of aggressive, but frustration doesn't provoke aggressive, Frustration provokes anger or unpleasant emotions such as anxiety, depression and the like. Those unpleasant emotions turn to provoke aggressive.

In contrast to above views of inner determinants of aggressive. Bandura, state that children who watch adult model of pinching, kicking, and hitting imitate those aggressive behavior, he argues that frustration causes those children who are not annoyed or frustration causes those children who are not annoyed of frustrated yet exhibit aggressive.

Bandura also indicated that aggressive is a product of learning by observation, to him aggressive is acquired by watching models that are rewarded for aggressive. According to Bandura observational tends of stem from modeling influences, first children learn aggressive through observation from their Parents behavior, second from parents parenting style.

2.3. The relationship between parenting styles and aggressive behavior

Parenting styles is commonly defined as one of the major contributing factor for aggressive behavior, as it was described by the previous study. However, the social environment of an individual has also gained increasing attention among the social scientists concerned with the causal factors of this comportment. The work of Russell and Hart (2003), for instance, has focused in this specific variable. Trying to gain a greater knowledge of the environmental instances that may derive the development of parenting styles, the researcher compared samples

from the US and Australia, and explored how different environments can exert an influence in the likelihood of aggressive behavior (Pacey et.al, 2009). Along with gender, the social setting of Australia and the United States was defined as an independent or control variable. The research took place under the premise that the United States and Australia are characterized by similar socialization practices, and its methodology asked parents to complete questionnaires on parenting styles and child temperament. To measure the dependent variable, which was defined as the degree of aggression manifested by the children, preschool teachers rated the social behavior of their students according a scale (Russell and Hart, 2003).

The children natives to the United States were rated higher on both the degree and the likelihood of, scored higher level of emotional manifestations by parents (Russell and Hart, 2003). Mothers were more authoritative, with fathers more authoritarian in the United States, although the latter was a result debated in the study due to the different definitions of authoritarianism established in the cultural practices of the two countries.

In both the United States and Australia, however, parenting consistently predicted child sociability and the likelihood of aggressive behaviors (Russell and Hart, 2003).

However, there was no mention made with respect to socioeconomic status, biological predispositions, or other pertinent variables.

After taking in consideration how parenting styles, in the likelihood of aggression, it is now important to explore a variable that has been defined to be an influential contributing factor for aggression. The participants were asked to describe that way in which they play with their three favorite toys and their three favorite friends or playmates; subsequently, their responses coded and evaluated according to a previously designed scale for the presence of physical aggression.

Regardless of contributory and causal factors, the work of social scientists has found that aggression takes many forms, from full blown and physical, to indirect. Villancourt and Miller (2007), from McMaster University, Ontario, and the University of Montreal, at Quebec, studied behavioral characteristics that may act as reliable predictors of Indirect Aggression, and additionally, explored the nature of this comportment. The purpose of studied and modeled the

development of indirect aggression among a nationally representative sample of 1,401 Canadian children from ages four to ten, and examined predictors for this behavior with authoritarian parenting style. It is important to note, however, that indirect aggression was defined by the study as a behavior that displays a significant manifestation of anger or frustration, but that is not intended to harm or injure a certain individual. To exemplify this concept, one can think of an episode in which a person explosively throws an object at a wall after being left alone. The independent variables were defined to be familial and parenting interaction, prior aggressive episodes (Villancourt and Miller, 2007). According to (MbaTaliab2011).

Using logistic regression analyses to describe, the researcher found that children's use of indirect aggression was associated with prior aggressive episodes, with low parental emotional support, especially at an early age. And also on the other hand, the increasing use of indirect aggression was associated with parenting conflicts at an early age, as well as with inconsistency and conflictive parental interactions. According to the researchers, "although this study provides unique information regarding the early development of indirect aggression and its predictors, more longitudinal research is necessary to fully understand the characteristics of its development" (Villancourt and Miller, 2007).

Have focused in parenting style and indirect aggression, it may be not only interesting but also desirable to explore the literature that reviews the relationship between these parenting styles and aggressive behavior. Campbell and Muncer (2007) have explored how parenting style exerts an influence in the expression of Anger, and proposed the expression of aggressive behavior. To be more specific, the researchers predicted that children may have a greater tendency to manifest aggression through an indirect manifestation, which is defined as the attitudes and actions that lack the intent to harm or injure (Recall the example of a person who screams or throws an object at a wall after a distressful event while being alone).

Aggressive behaviors, both injurious and non-injurious, or direct or indirect, were scored in a questionnaire that asked participants their rate the frequency and likelihood of use when feeling a sense of anger and frustration. The sample used for the study selected 888 participants equally distributed (Campbell and Muncer, 2007).

As initially predicted, the results of a confirmatory factor analysis revealed the existence of two sub-categories of aggression; direct aggression and indirect aggression. In addition, the latter category was found to contain two further scales: explosive acts, such as throwing objects when alone, and defusing acts, such as reliving stress by working out or through communicating with a friend or a third party (Campbell and Muncer, 2007). By a significant children exceeded on direct aggression and explosive acts. On the other hand, exceeded on defusing acts in the same way, expressive beliefs about aggression as for instance, the loss of self-control were higher among on those children and highly correlated with use of defusing acts, such as talking to a friend, as well as with the avoidance of direct aggression. The use of aggression as an instrumental tool to control others was found to be significantly greater among on children. This concept is exemplified by a typical situation in which the perceived threat of aggressive behavior of a person may derive in a strong influence for the behaviors of others, especially of emotional partners (Campbell and Muncer, 2007).

The study found that children aged eight to ten years who were living in punitive parenting in 1994 scored 39% higher on a scale of aggressive behaviors, such as bullying or being mean to others, than did those in less punitive environments.

The causes and various facets of aggression have been widely described by the previous studies. Therefore, and subsequent to this exploration, it may be now important to explore the repercussions of aggressive behavior (Corvo and Williams 2000). In addition, the researchers focused on the degree to which aggressive behaviors may result in criminal acts. Its methodology and findings represent one of the first undertaken initiatives to focus solely in children that were charged of bringing knives and weapons to school.

Obtained through correlations and linear regression, the results reflected the importance of communication between children and parents, especially during meals.

According to the study, daily or even weekly family meals characterized by the present of siblings and affected by parenting style was highly correlated with a much probability of aggressive behavior and weapon use (Corvo and Williams, 2000). In the words of the researchers: “the findings support the need for family interventions that strengthen disciplinary

and protective functions” (Corvo and Williams, 2000). O’connor and Archer (2001) measured the reliability of a questionnaire characterized by presenting specific aggressive situations. By asking participants to express their level of aggression when being robbed, disrespected, ignored, offended, or attacked, the study measured the internal and external validity of an inventory designed by the authors. Two typical questions of this questionnaire would be the following: 1) when someone steals a valuable object, like an Ipod, a cell phone, or something with sentimental value, I feel? 2) When someone makes an offensive remark to me, either about my gender or age, my race, my weight and appearance, or about anything that offends my dignity, I feel? Subsequent to the question, a Likert scale was provided for the participants to score their level of agreement. In addition, however, the study also discussed the development of a scale in which sentimental partners predicted the likelihood that their significant other would engage in aggressive behaviors.

Finally Archer, Kilpatrick, and Bramwell, compared the Buss Perry and the STAR scale finding similar level of reliability and internal validity, while Ekblad and Olweus (1996) evaluated the applicability of these inventories in cross cultural environments, but more precisely by evaluating the applicability of Olweus' Aggression Inventory in a sample of Chinese primary school children.

The findings of the study reported after reviewing the literature focused in aggressive behavior, the main conclusion can be drawn. A growing body of knowledge indicated that parenting styles exert a significant influence in the likelihood and degree of aggressive conduct, not only for infants and adolescents, but also for adults. In addition, it can also be concluded that aggression takes many forms and degrees The two main facets of this behavior are defined as direct aggression, which is intended towards a certain object, and indirect, which is only used to release internal frustration. The latter can be exemplified by an episode in which an individual throws an object to a wall while being left alone after a distressful event and was found to be more prevalent in girl than in boy.

Knowledge related to selecting parenting style and minimizing aggressive behavior represents a preponderant tool for the betterment of human societies. It allows for authorities and social

scientists to prevent, curb, and treat episodes that threaten the wellbeing of individuals and groups in order to preserve a more harmonious and humane global community. If this assessment does not occur, there is an increasing risk for aggressive behaviors to translate into criminal and antisocial acts that will endanger the wellbeing of individuals and groups alike. In addition, a greater understanding of this conduct will also help to identify the variables that derive in other related maladaptive behaviors, such as substance and alcohol addiction, self-injury and sexual abuse. The exploration done by this review will also serve to explain the results. Studies characterized by a specific nature of this kind are also important because they provide an insight into a world that has its own particular complexities.

This study predicts that parenting styles exert a greater influence on the likelihood of aggressive behavior.

To test this prediction, and to operationalize the variables, participants will obtain an aggression score that rates their probability to engage in aggressive acts, a score that defines the parenting styles to which they were exposed. As noted in several of the previously explained studies, parenting styles have been found to be one of the most salient factors affecting the psychological and behavioral growth of the individual, variables that are closely related to the likelihood of aggressive behavior. The findings of the study indicated different results for those children. The style of parenting to which participants were exposed during their infancy was found to be the most important contributing factor for aggressive behavior. For those children, a correlation showed a significant positive association between Authoritarian, neglectful Parenthood and aggression, and between indulgent (Permissive) Parenthood and aggression. When comparing Democratic (Authoritative) Parenthood with aggression, on the other hand, a significant positive correlation was only found between Permissive Parenthood and aggression. Authoritarian and Democratic Parenthood were found to have no significant association with this children's aggressive behavior. (Alazimi 2012).

CHAPTER THREE

RESEARCH METHODS

3.1 Study Design

The researcher employs a qualitative research method to encompass a good number of students in a short period of time and to collect data on individual's perception on the parenting style towards their parents and aggressive behavior towards themselves and also use a descriptive method in which to describe and to investigate the relationships between parenting style and aggressive behavior. There were a reason or the researcher have a reason to selecting survey method. Descriptive survey research is concerned with describing ,recording .analyzing and interpreting condition a sit. It conducted both male and female aged between 9-12 from Jiren elementary school

3.2. Study area

The study was conducted in Jimma zone Jiran elementary school specifically in elementary school. For this study, the researcher use descriptive survey research design. Because the researcher believed that using this type of research design was appropriate to describe students disciplinary problems in the study. This research better to identify the factors attributing students disciplinary problems in Jimma zone Jiran elementary school. It was also able to the researcher to make conclusion by informing the response from the respondents.

3.3 Population and Sampling

3.3.1 Participants

The target population of this study all in the range age of 9-12 elementary children students in Jiren elementary school were selected to the target population of the research. From 2-6 grade level and A-D section student's from both sex (female and men) were selected it assumed to be appropriate to the research.

3.3.2. Sampling procedure

The researcher interest for this study was students between the ages of 9-12 years and who attend their education in grade 2-6 on regular classes in the 2016/2008 academic year at the selected public schools. For the research both female and male students were enrolled in the selected

public school respectively. The study primarily used simple random sampling technique using lottery method from the target group, school. The total number of students from grade 2-6 from the schools, i.e., a total of 720 was targeted, from those targeted students 72(10%) were selected using simple random sampling. Who were willing to participate participated in the questionnaire administration. For the students to become eligible for participation, they had to be between 8-12 years old from the selected school. one of them were rejected due to not completing the questionnaire appropriately. As a result 71 students who met the inclusion were considered for the final analysis.

3.3.3 Sampling technique

The target population of the study was in Jimma in Jiren elementary school. The school has enrolled 720 students from 2-6 grade level students and the target population of the students enrolled in 72 regular students in to its various class and sections. For the research purpose the intended sample that was to be taken was 72 (10%) out of the whole 720 students. In this technique the researcher were selected participants randomly from the target group using simple random sampling technique, from the selected area. The sample for the study was selected by using lottery method it makes the explanation work easy and clear. And also, random sampling is considered to be the best method, because it works to ensure representativeness on all characteristics of the population—even those that the researcher may not have considered. Depending on the location of the students Jiren elementary school (government school) where most children shows that anti-social behavior where most observed by the researcher .The researcher used regular students only because these subjects are more available to fill the questionnaire. The researcher gets in to one of the classes randomly and selects the samples using lottery method then the participants fill the questioner.

3.4. Data collection instrument

To gather relevant information regarding on relation with aggressive behavior and parenting style, what the selected target prefers to deal with it, structured questionnaire was used. It helps the collection of reliable and reasonably valid data relatively simply, cheaply and in short period of time. Structured questionnaires are those questionnaires in which there are definite, concrete and pre-determined questions. The questions are presented with exactly the same wording and in

the same order to all respondents (C.R. Kothari. 2004) there were two tool used in this study. The first was a demographic tool developed by the researcher. The demographic tool was designed to ask the participant to identify characteristics that the literature indicated might have an effect on the aggressive behavior. The tool was mainly designed to identify general characteristics that help the researcher to differentiate the age, sex, grade and living status of the selected students in this study. The second tool developed by the researcher was close ended questions. The question with only five possible answers (“strongly agree’, ‘agree’, ‘denial’, ‘disagree’, ‘strongly disagree’”) which can be taken as a special case of the multiple choice question, or can be named as a ‘closed question.’ Were used because, multiple choice or closed questions have the advantages of easy handling, simple to answer, quick and relatively inexpensive to analyze. And also sometimes, the provision of alternative replies helps to make clear the meaning of the question. In case the alternatives were not sufficient enough for the participants, participants had to supply the answer in their own words.

The researcher was assuming that questionnaires would be difficult to the respondent to understanding clearly the English language so it was translate in to Amharic by the researcher. To follow the procedure of reliability and validity of this research the researcher try to help the respondents which is not understanding or clear to them while on the responses of the questionnaire and the researcher used gathering data using questionnaire and close ended question form.

3.5. Procedures of data collection

Student researcher distributed seventy two surveys designed for anonymous response. The researcher hand-delivered the surveys to students, who were sitting on randomly chosen from class and playing in the court . The researcher asked if any of students are whose age (9-12) and grade level (2-6) regular students enrolled in the Jiren elementary school, after getting a positive response, briefly described the purpose of the research and provided the willing student.

The students returned the questionnaire one by one, it attempt to collect any surveys and completed in this. The cover letter indicated that only regular 2-6 grade level and whose age 9-12

students were eligible to complete the survey. It also outlined the purpose of the study. From the total of 72 students there were one student not returned completely the question.

3.6. Data analysis

Students are conducted in case of descriptive research studies concerned with describing, recording, analyzing and interpreting conditions that either exist or existed. Responses from the questionnaire were hand scored by the researcher. Quantitative method of data analysis was employed to analyze and interpret the data collected. The data obtained was specifically analyzed using tables.

Quantitative methods can be used to measure certain effects and qualitative methods to understand the reasons why. The challenges are “to match the research procedures to the evaluation questions and circumstances as well as possible and to apply them at the highest possible standard feasible in those circumstances” (Rossi et al. 1999). So that, in doing so the researcher is able to “innovate and improvise as he attempts to find ways to gather credible, defensible evidence” The collected results of the students are analysis by using correlation coefficient of Pearson to investigate the relationship between parenting style and aggressive behavior.

3.7. Ethical consideration of the research

First the participants assure to be their will be confidential of their answers or responds to the questions they give. The researcher indicates that the study is ethically with the benefit of other peoples, and also the participants should not expose to any risks related with the research.

CHAPTER FOUR
RESULTS

The major purpose of the present study was to examine the relationship between parenting style and aggressive behavior on children. In order to properly meet the above objective, the collected data obtained through questionnaire is presented as follows.

Table 4.1 demographic characteristic of the respondents

Sex	Frequency	Percent
Female	41	57.7%
Male	30	42.3%
Total	71	100%

As we can see from the table above, the number of the female respondents are relatively high. The number of female respondents are 41, and the males are 30, in present 57.7% and 42.3% respectively.

Table 4.2: age of respondents

Age	Frequency	Percent
8	3	4.2 %
9	6	8.5 %
10	11	15.5 %
11	21	29.6 %
12	30	42.3%
Total	71	100 %

From the table 2 respondents age of 8 are 3 (4.2%), from age 9 are 6 (8.5%), from age 10 are 11 (15.5%) from 11 are 21 (29.6%), and from age 12 are 30 (42.3%). From the above table understand that majority of the respondents are 42.3% so this indicates that the age of this children properly respond for this study as well as 29.6% of them relatively to 12 age this also at good age to understand questionnaire .

Table 4.3: grade of the respondents

Grade	Frequency	Percent
2	16	22.5
3	12	16.9
4	6	8.5
5	30	42.3
6	7	9.9
Total	71	100

Based on the above table 42.3% of the respondents grade 5 so this shows that majority of the respondents at grade 5 understand the question and as well as at good status.

Table 4.4: living status of the respondents

Living status	Frequency	Percent
Guardian	24	33.8
Parent	47	66.2
Total	71	100

From the table 4 the respondents who live with their parents are 47(66.2%) and with their guardian are 24(33.8%).s o this indicate that majority of the respondent lived with parents. The purpose of identifying living status which children more of expose to aggressive or not. Lived with parents or guardian. Based on the above tables the influence of sex to study controle by different ways first gave equal chance for both sex, the other one the number

Between male and female relatively not that much differ.

The other one on age of respondent majority of them 12 age so this indicate that this respondent good mental status and development so not affect the research.

Although the respondents grade level from 2-6 but the majority of them at grade 5, so this grade shows the respondent at good cognitive ,social and other development so not that much influence the study .

Table 4.5: showing the relationship between parenting style and aggressive behavior on children, Using Pearson correlation coefficient.

Parenting style	Types of aggressive behavior		
	physical aggressiveness	Verbal physical aggressiveness	Indirect aggressiveness
Neglectful	.258	.199	.213
Sig.(2 tailed)	.30	.100	.074
No	71		71
Indulgent	.532	.431	.501
Sig.(2 tailed)	.370	.862	.102
No	71	71	71
Authoritative	-.413	-.038	-.180
Sig.(2 tailed)	.000	.751	.132
No	71	71	71
Authoritarian	.422	.302	.432
Sig.(2 tailed)	.000	.092	.175
No	71	71	71

As the correlation result indicates that children who came from parents who use neglectful parenting style have correlation coefficient of $r = +0.658$ with physical aggressiveness this indicates that those children lived with neglectful parenting style their behavior shows that they are physically aggressive, quarrel with friends or other.

The same also the neglectful children verbally aggressive the result also indicates $r(+ 0.599)$ the correlation result of these children is high, in different situations these children are verbally aggressive. The correlation between neglectful and indirect aggressive is also $r = (+0.513)$ this also indicates neglectful parenting style children are indirectly aggressive like cracking and kicking things and other. As the correlation result indicates children who come from parents who use indulgent parenting

style have a correlation coefficient $r=+0.532$ with physical aggressiveness those indicate that those children lived with indulgent parenting style their behavior shows that physically aggressive the same also indicate $r=+0.431$ the correlation result indicate those children verbally aggressive on the other hand the correlation between indulgent and indirect aggressive also $r=+0.501$ the result also shows use indulgent parenting style their children become indirectly aggressive.

As the correlation result indicate that children who came from parents who use authoritative parenting style have a correlation coefficient of $r=0-0.180$ with verbal aggressive and $r=-0.231$ with indirect aggressiveness. This indicates that those two variables have a negative relationship but it represents a moderate relationship.

As the correlation coefficient result indicate those children who came from parents who use authoritarian parenting style have a correlation coefficient of $r=0.422$ with physical aggressive. This indicate that those children lived with authoritarian parenting style their behavior shows that physically aggressive. The same also use authoritarian parenting style their children become verbally aggressive. The result also indicates $r=0.302$ the correlation result also show in different situation that this children are verbally aggressive. On the other hand, the correlation coefficient between authoritarian and indirect aggressive also $r=0.432$ the result also authoritarian children indirectly aggressive.

CHAPTER FIVE

DISCUSSION

The goal of this study is primarily to describe the relationship between parenting style and aggressive behavior on children. Major findings of this study are presented in relation to the previously identified research questions in chapter one. The findings of these results are indicated below:

The study results suggested that the communication between parents and children's are the most influential on their behavior as the result shows that children who rose by authoritative, indulgent and neglectful parenting style are more likely to be aggressive or anti-social behavior. This is also consistent with the findings of the other previous researcher's done in USA and Australia. Those two countries results According to style of parenting to which participants were exposed during their infancy were found to be the most important contributing factor for all type of aggressive behavior. For those children, a correlation showed a significant positive association between Authoritarian, neglectful Parenthood and all type of aggression, and between indulgent Parenthood and the aggression. Where Democratic (Authoritative) Parenthood with aggression, on the other hand, a significant positive correlation was only found between Permissive Parenthood and aggression Authoritarian and Democratic Parenthood were found to have no significant association with this.

The previous explained studies the parenting style have been found to be one of the most salient factors affecting the psychological and behavioral growth of the individual, variables that are closely related to this study findings. In this study results of parenting style and aggressive behavior in general have a positive relationship. The authoritarian, indulgent and neglectful parenting styles have a positive and weak relationship, on the other hand the authoritative parenting style have a negative and moderate relationship between the two (parenting style and aggressiveness) respectively.

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

6.1. Conclusion

The following are the major findings of the study:

- As the result indicates there is a moderate relationship between authoritative and authoritarian parenting style and children's with all type of aggressive behavior.(verbal, indirect, and physical)
- Children who are coming from authoritative and authoritarian type of families have great tendency to show all types of aggressiveness.
- Neglectful type of parenting style have positive but weak correlation with children's all type of aggressive behavior. (physical, verbal, and indirect)
- Indulgent parenting style has a negative and weak correlation with verbal aggressiveness, and has a positive and weak correlation with physical and indirect aggressiveness.

6.2. Recommendations

Based on the findings of the study, the following recommendations are forwarded

- Having knowledge related to selecting parenting style and minimize aggressive behavior.
- Society preserve a more harmonic and human global community, if the assessment do not occur there is an increased risk for aggressive behavior to transmit in to criminal and anti-social acts.
- Provide an insight into a world that has its own particular complexes.
- Other researchers should conduct more detailed research under this area by considering the significance of the study.

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APPENDIX
JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF PSYCHOLOGY

Dear respondents, this questionnaire is prepared for jiren elementary school students to find information about the relationship between parenting styles and aggressive Behavior on children. The information you give greatly Determine the success of research and therefore answers the question carefully'

Remember when you file this questionnaire you should hay write your name then please put check mark (X) sign for the following question and try to complete the questioners by genuine answers.

*Thank you for your
Cooperation*

Part 1: Background information

1. Respondent sex

Male age

Female age

2. Religion

Orthodox Protestant

Muslim Other specific

3. Educational status /grade level

1-4 7-8

5-6 other

4. Marital status of the respondent parents

Married widened

Single Divorced

5. Economic status income per month on respondent parent

< 30 300 – 500

500 – 1000 < 1000

Part I1: Parenting styles questioner

1. Which of the following parenting style your parents follow?

- A, authoritarian B, authoritative
C, Permissive D, neglect

2. Are your parents pynish you ?

- Yes No

3. If you answers yes questionnaire no two what find of pen punishment it is it?

4. In your opinion which parenting styles are conferrable to you.

- A. authoritative
B. Authorization
C. Permissive
D. Neglect

5. Which parenting styles are not suitable for your behavior

- A. Authoritative
B. Authoritarian
C. Indulgent
D. Neglect full

6. Is your parents parenting style contort able for your behavior

- Yes No

7. Parenting style can cause aggressive behavior

- Yes No

8. Is there any advantage: studying parenting style for the survives of one's own personality

- Yes No

9. Wither your question is yes or on for question number eight (8) how and why??

10. Studying the relationship between parenting style and aggressive behavior have no any role

- Yes No

11. If you answer is yes or no for question number 10 How ???

12. Now you behavior is mach related with parenting style

Yes No

Part III: aggressive behavior questioner

1. How rang has the aggression behavior been present?

2. The previous ipsodes of aggression behavior?

3. What kind of aggressive behavior do you know?

4. What are the major cause of aggressive behavior in your parenting style

5. How aggressive behavior create in your family members

6. What one the disadvantages of aggressive behavior in your parenting style?

7. Is these parenting style of feet your behavior

Yes No

8. If you can say yes for question 9 how?

Yes _____

No _____

9. There any relationship between aggressive behavior and parenting style

Yes No

10. Parenting style have a tremendous role for aggressive behavior

Yes No

11. If your answer is whether yes or no

How _____
