



## Parental Supervision Practices and Aggressive Behaviours in Children: a Correlational Study

### KEYWORDS

Parental supervision, children, aggression, aggressive behaviours, school

**Mala Murlidhar**

(PhD, research Scholar), Jain University  
Bangalore

**Dr. Shailaja Shastri**

(HoD, Jain University), Jain University  
Bangalore

**ABSTRACT** *Supervision on children shows the parental awareness and knowledge about their child's everyday whereabouts and activities. It shows the involvement of parents in their children's activities. The present paper tries to understand the supervision practices of parents in the sample population and to understand its relationship to aggressive behaviours of children. The present study identified 366 children as displaying aggressive behaviours from 38 private schools in Bangalore city with the help of a teacher's rating scale. The parents of the children were contacted to administer the survey questionnaire on their supervision practices. 150 parents (father and mother) were interviewed and administered the questionnaire. The results showed that there is a significant inverse relationship between parental supervision practices in different areas and children's display of different types of aggressive behaviour in schools according to the rating of the class teachers. It was also seen that in the present population selected, parents' had a tendency to supervise keenly on their children in all their school related activities and the least supervised area was activities at home. It was concluded that parental supervision has a very significant role to play in the positive development of children and it can act as a preventive medicine to reduce the risks of negative outside influence on children.*

### INTRODUCTION

Supervision on children is an aspect where parents are not merely present for their children, but are actively involved in the child's day to day activities, and are aware of their whereabouts and activities in and around home and in school. Parental monitoring is defined as "a set of parenting behaviours involving attention to and tracking of the child's whereabouts, activities and adaptations" (Dishion and McMohan, 1998). Monitoring may be conceptualized in terms of supervisory and behavioural regulation strategies that parents use to keep track of their children's out of home activities (Barber, 1996). Supervision aspect of parenting shows the involvement of parents in the child's day to day life, with an intent of having a knowledge of the whereabouts and happenings in their child's life. This paper tries to focus on the supervision aspect of parents in urban Bangalore regions. The parents selected for the study are those, whose children were identified as displaying aggressive behaviours in the schools by the teachers, through a teacher's rating scale (DIAS- Direct Indirect aggression scale).

Aggression is generally defined as a behavioural act that results in hurting or harming other individuals. Berkowitz (1981), defined aggression as a behaviour directed toward the goal of harming or injuring another living being, where the other person will be motivated to avoid the harm. This study identifies three different type of aggression using Direct-Indirect Aggression scale (Bjorkvists, 1992). Aggression in this study is defined in terms of Direct, Indirect and Verbal aggression, where a child tries to use any of the mentioned ways to harm the target or the other person. Children engaging in direct aggression usually display it in terms of being physical, like hitting, kicking, punching, biting and so on. Indirect Aggression is shown by exclusions, social isolations, spreading rumours, telling other's secret and so on. Verbal aggression is displayed by using bad words, abuses, threatening others, calling names and so on.

The Review of Literature in the area of supervision and problem behaviours were explored extensively. The ROL was categorised into three areas namely, (a) Supervision and its impact, (b) Supervision in childhood and (c) Supervision in adolescence.

Supervision on children and adolescence has consistently shown that supervision has a positive or a negative impact on the behaviours of children. Petit et al, (2001) has in his study revealed that monitoring has been associated with fewer delinquent behaviours and lack of monitoring and psychological control leading to higher delinquent behaviour for boys and higher anxiety and depression for girls. Cookston (2008), studied the parental supervision, family structure and the impact of supervision on different family structures (Single-father, Single-mother and intact families). It was seen that supervision was highest in intact families. Results also indicate that alcohol and drug behaviours, as well as delinquency rates, were highest in single father homes and when compared to girls, boys evidenced higher problem behaviours from both Low and Medium supervision groups. Li, Fiegelman, and Stanton (2000), examined the gender and age differences among urban, low-income, African-American children and adolescents in perceived monitoring by their parents and the association of perceived parental monitoring with family characteristics, health risk behaviours and risk perceptions. Low levels of perceived parental monitoring were associated with participation in several health risk behaviours, including sexual behavior, substance/drug use, drug trafficking, school truancy, and violent behaviors. Females perceived themselves to be more monitored than did males. In general, the perceived parental monitoring tended to decrease with advancing age of youth. They concluded that inverse correlation between perceived parental monitoring and adolescent risk suggests that parental monitoring initiatives may be an effective intervention tool.

Review of Literature on parental supervision/monitoring during middle childhood has shown consistently that the

lack of supervision in childhood leads to a lot of problem behaviours during adolescence like drugs, alcohol, and delinquency and also adequate supervision prevents the onset of problem behaviours in childhood and also induce delay or prevent the onset of drug abuse later in adolescence (Chilcoat & Antony, 1996; Ann et al, 1990). A study by Crouter et al, (1990), examined the relationship between parental monitoring and children's school performance which indicated that less well-monitored boys received lower grades than did other children.

Research in the area of monitoring in adolescence shows that parental supervision during adolescence is positively correlated with academic achievement, behaviour control, less substance abuse and drug use, lesser delinquent behaviour, sexual activity and criminality (Ary et al, 1990; Laird, Petit, Bate, and Dodge, 2003; Rai et.al, 2003; Jacobson and Crockett, 2000). Hence parental monitoring or supervision is termed as 'preventive science' and also as a protective factor for later problem behaviour in adolescence.

Crouter AC and Head MR (2002), in their book 'Handbook of Families and Work: Interdisciplinary perspectives' states that parents who are good monitors have made the effort to establish channels of communication with children and as a result of their relationship with their child, they are knowledgeable about their child's daily experiences. This gives us an understanding that parental involvement and monitoring is not just asking questions or being disciplined, it is more than just merely being present for the child. It is a relationship which the parents build with the child on the basis of trust and belief in each other. A lot of studies have pointed to the fact that parental supervision or monitoring is a two-way process, where parental enquiry and knowledge and the child's disclosure goes hand in hand. The foundation for such a relationship is based on the good communication channel which is opened up since the childhood through adolescence. Stattin and Kerr, (2000) have revealed that parent's direct control over children's behaviour is not as important as the youngsters' own voluntary disclosure of information. Therefore they suggest that just parental disciplining strategies without building the relationship of trust and communication will always be one sided and not long term. The present study thus helps in understanding the involvement of a parent in terms of getting to know the whereabouts of the child, activities of the child and knowing the happenings outside home by keeping in touch with the child regularly.

Hence the present paper attempts to explore the relationship between parental supervision and problem behaviours in children. The supervision practices of parents in the present study is hypothesized to have no relationship to the aggressive behaviours of children in schools. A null hypothesis has been chosen since this area has not been studied extensively in the Indian scenario. The present paper can help to bring the focus to this aspect of parenting which has not been dealt with as much in the current scenario in the population studied.

#### METHODOLOGY:

This study was undertaken to understand the role of parental supervision among children, who were identified as displaying aggressive behaviours in school by teachers, using a teacher's rating scale (DIAS, Bjorkqvists et al, 1992).

#### Objectives of the study:

- To understand the supervision practices among parents in the sample population.

- To understand the relationship between supervision of parents on their children in different areas (home, neighbourhood and school) and aggressive behaviours displayed by children in schools.

To study the first objective, the descriptive data from the sample population was analysed using percentage analysis.

To study the second objective, the below mentioned hypothesis was formulated:

There is no relationship between the supervision of parents in different areas (Home, school and neighbourhood) and the aggressive behaviours displayed by children in schools.

#### Operational definitions:

##### Aggression:

In this study aggression is broadly defined as an action intended to harm someone. It is studied under three types as defined by Bjorkqvist et al, (1992), direct aggression, indirect aggression and verbal aggression. As defined by the author, below given are the operational definitions for the same used for this study:

**Direct aggression:** Direct aggression in this study has been defined as a behaviour which causes physical harm or injury to another person. It includes all behaviours like kicking, hitting, shoving, pushing, tripping and so on. It can be both proactive and reactive aggression.

**Indirect aggression:** Indirect aggression in this study includes behaviours like social isolation, spreading rumours behind one's back, excluding one from the group, and spreading secrets of other person and so on. This behaviours as defined by the author, are indirect methods to cause harm by manipulating the social environment to hurt the target, sometimes without the aggressor being identifiable.

**Verbal aggression:** Verbal aggression according to the author includes behaviours such as yelling, teasing, using bad words, hurtful remarks, making threats and so on.

**School Aggression:** This is defined by the researcher for the study purpose as the behaviours displayed by children in schools in the classrooms as observed by teachers, which fall into any one or all of the above categories of aggression.

**Parental supervision:** This study uses the term 'supervision' to parents having knowledge about the whereabouts and activities of the child in the areas of school, home and neighbourhood.

#### RESEARCH DESIGN:

To understand the supervision aspects of parents among the sample population of children displaying certain aggressive behaviours, the following methodology was undertaken. The study was divided into three phases for the execution of the same:

##### PHASE 1: Sample selection process of the schools:

The objective of this phase was to select the schools across Bangalore city from which the sample of children displaying aggressive behaviours would be selected. The following was the process followed for the same:

##### Inclusion criteria for the selection of schools:

The schools selected for this phase of the study would be:

- The schools selected would be private schools in Bangalore city.
- The schools selected would be from State, CBSE, and ICSE syllabus curriculum.
- The schools will be included in the study on the basis of permission given by the school management to conduct the research.
- The schools will be located within the limits of Urban Bangalore.

#### Exclusion criteria for the selection of schools:

The schools that would be selected for the study would not be:

- The schools would not be government or government aided institutions.
- The schools will not be situated in rural areas or outside the limits of Bangalore city
- The schools which do not give permission will not be included in the sample of schools for the study.

#### Procedure of phase 1:

To select the sample schools of the phase 1, the researcher divided the whole of Bangalore city into North zone and South zone, so that geographically the identification of schools to seek permission is well spread across the whole city. The researcher adopted purposive sampling method to identify equal number of schools in both the zones with the inclusion and exclusion criteria in place. With this process, there were 90 schools which was identified to be approached for seeking the permission. Out of the 90 schools identified, the researcher could get permission in 38 schools to conduct the research. In these 38 schools, 30 schools which gave permission were from the south zone and 8 schools belonged to the North zone of Bangalore.

#### PHASE 2: Sample selection of children who display aggressive behaviour:

The objective of this phase was to select the children who display certain aggressive behaviours in the classrooms through teachers' observation and rating scale from the schools selected through phase 1.

#### Inclusion criteria:

Children selected to be a part of this study would be:

- Children who would be selected for the study would be from the elementary classes, ie, from class 1 to class 4.
- Both boys and girls would be selected for the study.
- The children would be selected on the basis of teacher's observation of the display of aggressive behaviours.

#### Exclusion criteria:

- Children who are not in the elementary classes (below class 1 or above class 4), will not be a part of the study.
- Children who have disabilities like learning disability, dyslexia, ADHD, autism, mental retardation, slow learners, and who are reported by the teachers, will not be included in the study.
- Children who are physically handicapped or any other major illness will not be included in the study.
- Children who are on any psychiatric medication, as reported by the teachers, will not be included in the study.

#### Procedure of phase 2:

In this phase, the researcher approached the schools in which permission was given, to meet the teachers of the respective schools of classes 1 to 4. The researcher met the class teachers either one on one or in a group, to explain them the study purpose and the objective and their role in identifying and rating the children who display aggressive behaviours. The teachers were provided with a checklist and explained each behaviour in the checklist to observe and identify children of their respective classes. The teachers were instructed to observe the children's behaviour in the class for a week and then to shortlist the children who would be displaying six or more behaviours consistently for more than 3 months, out of the 24 behaviours in the checklist. The teachers were also instructed to observe and notice both girls' and boys' behaviours in their classes with the checklist in mind. They were also briefed about the inclusion and exclusion criteria for selecting the children. They were told to identify and select as far as possible, one girl, for one boy identified and selected, so that in the total sample both boys and girls are equally represented.

After this, the researcher met the class teachers again after one more week, as decided. The teachers' who had identified and selected the children in their classes were provided with a rating scale, with the same behaviours to mark the frequency and intensity, with the rating from 0 to 4, i.e. from never to always, to mark for each child identified and selected. The teachers who had not identified or selected were given one more weeks' time to complete the activity. After the teacher rated each child identified on the rating scale, the researcher then shortlisted the children who displayed 25%, or more than 25% of the total score, i.e. a score of 24 or more on the total score of 96. This procedure was repeated in all the identified and selected schools.

With this procedure, the teachers in all the 38 schools which had granted the permission, had identified and marked 423 children in elementary classes as displaying certain aggressive behaviours. Out of which, the researcher selected 366 (n=366), as the final sample, where 23 (5%), of the teachers selection were rejected as they were not complete. And 34 (8%), of the sample was rejected as the children selected were below the 25% cut off level to be included in the sample. The final sample size was n=366, from 38 private schools in Bangalore city.

#### PHASE 3:

##### Selection of parents for the study from the sample population of children:

The objective of this phase was to approach the parents of children identified as aggressive in schools. As mentioned above, parents of children identified as aggressive would automatically be a part of the study, taking into consideration their interest or consent to the study,

Out of the 366 children selected as displaying aggressive behaviours in schools, the sample of parents chosen for the phase 3, was n=150, totally from North and South zones. The attrition was attributed to parents not giving consent for participation, parents not reachable, parents not available on the day of meeting, dropouts without information.

The mean age of Fathers was 39 years and that of Mothers was 33 years. More than 60% of the parents fall in the annual income bracket of less than 5 lakh per annum. They

can be considered lower middle class section. The education level for both the parents (more than 50%) fall in the category of Pre-University level and lesser.

### Procedure of Phase 3:

In the phase 3, the researcher contacted the parents of the selected children with the help of the respective schools, got their informed consent for the study, and administered the parental supervision survey questionnaire to them, after explaining their purpose and use. The parents were met in the school on the day which was convenient for them. Both the parents were requested to be present to answer the questionnaire, but presence of mothers was mandatory to answer the questionnaire, since most of the times mothers are considered more informed about the child's activities in our Indian context.

### TECHNIQUES OF ASSESSMENT:

#### • Demographic classification survey questionnaire:

The demographic questionnaire designed by the researcher was administered to the sample population (parents) which included age, working status, type of family (nuclear/joint), number of children, annual income, educational qualification and the type of residence of the participant parents.

#### • The behaviour checklist for teachers:

This checklist provided by the researcher to the teachers contained a list of 24 behaviours of children extracted from the tool mentioned below, which are displayed by the children in the classroom. These checklist behaviours would help class teachers to observe the children in their classes for some days and then to rate them on the rating scale provided.

#### • Direct- Indirect Aggression scale (DIAS), by Bjorkqvist, et al., (1992):

This scale investigates the aggression of a child as rated by the peers or teachers. This study would use a teacher rated scale, which is a likert type scale from 0 to 4, where 0 is never and 4 is always. The test-retest value and inter-rater reliability is not assessed for this scale. The range of internal consistency is 0.78 to 0.96. The sub scales are:

**Direct physical aggression-** This subscale has 7 items like, pushing, shoving, kicking shoving and so on.

**Direct verbal aggression-** This subscale has 5 items which would include behaviors like yelling, insulting, teasing, calling names, and threatening.

**Indirect aggression-** This subscale has 12 items like taking revenge, ignoring others, gossiping, planning to bother others, telling secrets and so on.

#### Parental Supervision survey questionnaire:

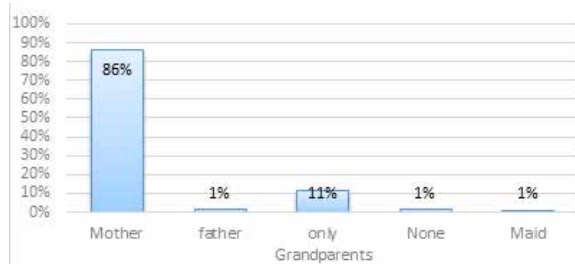
This is a survey questionnaire developed by the researcher to understand the supervision habits of the parents on their children. This survey questionnaire would include questions like, who is the person who usually supervises the child's activities. What are the activities of the child do they closely supervise? And so on. This questionnaire has to be answered by one of the parents in consultation with the other. This survey questionnaire tries to focus on the supervision of parents on three aspects: Home activities, school activities, and neighbourhood. It is a Likert type of rating scale where the responses would range from Never to Always.

### Descriptive analysis of the population on the current practices in supervision:

A descriptive analysis (percentage analysis) of the sample population to understand the current trends in supervision on their children among parents.

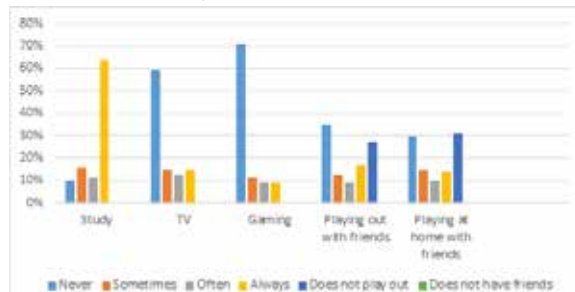
In this section the analysis of the sample population on certain aspects of supervision is highlighted. The data in this section is based on the responses of the parents' to the survey questionnaire administered to them. The survey questionnaire was administered to 150 parents (n=150). This will help us to understand the present practices of supervision in the studied socio-cultural context. Below shown are the graphs with percentage analysis:

**Graph 1.1: Showing who supervises the child most of the times?**



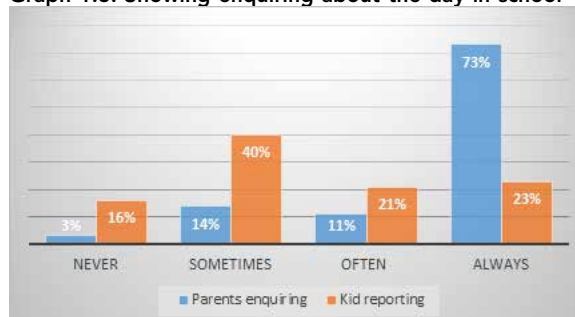
In the above chart it can be seen that 86% of mothers are in the supervising role, compared to just 1% of fathers who take the responsibility of supervision.

**Graph 1.2: Showing activities that are most supervised:**



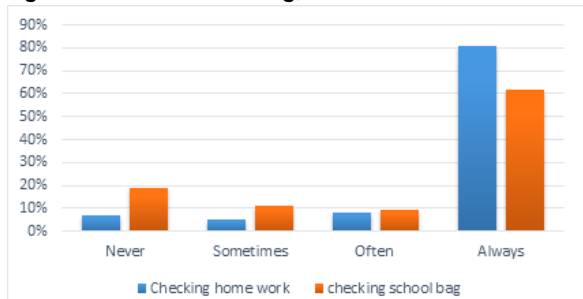
It could be clearly seen from the above graph that parents are high on supervision on the study activity of kids (i.e. sitting throughout with the child while studying) which is more than 60% of the population, whereas in the areas of watching TV, gaming, playing with friends outside or in the house the supervision is the least. One more interesting feature to note is that in the activities with friends, parents report that either they do not supervise or children do not have friends or do not go out to play, which is a very alarming pattern to notice.

**Graph 1.3: Showing enquiring about the day in school**



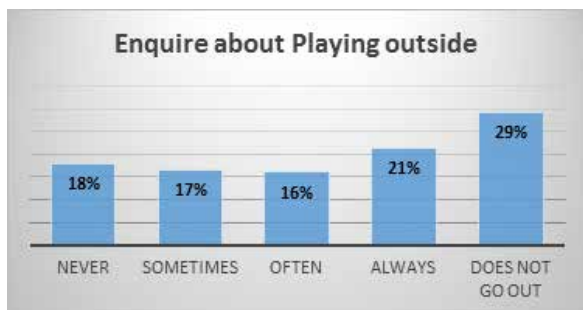
We can see from the above graph that even though parents make a good effort to know the school activities or happenings, what kids report to them is only minimum.

**Graph 1.4: Showing school related supervision (Checking homework & School bag)**



It is seen from the above graph that school related supervision is very high among parents.

**Graph 1.5: Showing enquiring about the child's play-time outside home:**



The above chart shows that nearly 29% of the children 'do not go out to play' according to the parents. While 18% of the parents 'never' ask about the happenings during play time, while nearly 21% parents 'always' ask about the happenings during play time. So a major chunk of the population lies in the area of not having any play time outside home.

**RESULTS:**

A Pearson correlational analysis was conducted to understand the relationship between supervision of parents and the aggressive behaviours displayed by children. The correlation analysis was conducted on the supervision aspects which had three areas under it, Home, school and Neighbourhood. And aggressive behaviours which was studied under Direct, Indirect and Verbal aggression in schools. The table below shows the results of this analysis.

**Hypothesis:**

There is no relationship between the supervision of parents in different areas (Home, school and neighbourhood) and the aggressive behaviours displayed by children in schools.

**Table 1.14: Showing the results**

Supervision practices of parents	Direct Aggression	Indirect Aggression	Verbal Aggression	Total Aggression
Parental Supervision-Total	-.182*	-.093	-.135	-.152

Parental supervision@ Home		-.177*	-.087	-.137	-.147
Parental Supervision_@ School		.035	.040	.081	.057
Parental Supervision_- Neighbourhood		-.201*	-.115	-.158	-.178*

Hypothesis 1 has been rejected as there is a significant negative correlation between:

- Overall parental supervision aspects and Direct aggression ( $r = 0.182, n=150, P = 0.026$ ).
- Supervision at home and direct aggression ( $r=0.177, n=150, P = 0.030$ ).
- Supervision in the neighbourhood and direct aggression ( $r=0.201, n=150, P = 0.014$ ),
- And supervision in the neighbourhood and total aggression ( $r=0.178, n=150, P = 0.030$ ).

The correlational analysis explains that higher the supervision aspects at home and neighbourhood, lesser the aggressive behaviours displayed by children outside home. It also shows that supervision at school by parents does not have any significant correlation on aggressive behaviours of children, which also means that in schools the influence of parenting or parental supervision has minimal impact.

**DISCUSSION:**

The present paper helps to understand the supervision aspects of parents of elementary school children, who are rated as displaying aggressive behaviours in schools by teachers. The paper helps to shed light on the areas of supervision and its importance which has been quite an overlooked area in Indian studies. The aim of this paper was get some insight into the problem behavioural aspects of kids and to find a relationship between problem behaviours in school and parents' supervision practices and their day to day involvement and knowledge about the kid's life. For the same, 366 children from 38 schools in Urban Bangalore were identified by the teacher's through a checklist and rating scale. Out of the 366 children, 150 children and their parents (both father and mother) were selected as the final sample to administer the survey questionnaire.

**Demographic classification of the sample population:**

The demographic classification of the population shows that the in the education level of parents, nearly 52% of fathers fall below the college level education, i.e. they lie in the Pre-University level education (lesser than formal college education) and below. Of that nearly 23% of them are high school drop outs. For mothers also we can see that nearly 53% of them fall below the formal college education level, where nearly 28% of them are high school drop-outs. The annual income of the family shows that nearly 60% of the population lie in the income bracket of 5 lakh per annum and below, which shows that the major proportion of the population fall in the middle class- lower middle class category. In this population it can be seen that the education qualification of parents are more on the lesser education level, i.e., mostly high school drop outs and non- graduates and hence the income also falls in the low income category. In the population it is seen that 75% of women are home makers, whereas 25% are working population. It could be so because in this population, only 17% of women are educated up to master's level or professional level, where as it is around 28% for men in this population. The joint family system is also seen to be more

prevalent in this population, where nearly 62% live in joint families, where there is the presence of at least one member of the extended family, compared to 38% of the population living in a nuclear family set up. Therefore it can be seen that in the Indian middle class section, the prevalence of joint family systems is still largely prevalent. This might be so because of economic support or help the joint family system provides.

#### **Analysis of the sample population on supervision practices:**

The percentage analysis of the sample population from the survey questionnaire given to parents' shows that mothers play the role of supervision to a very large extent. The analysis shows that in the population selected, parents supervision is maximum in the school related activities, like studying, doing homework, checking school bags, enquiring about the school activities with children. While the supervision on child's activities at home like watching TV, playing games, playing with friends are the least supervised by parents. Also one more interesting feature to note is that although parents report that they 'always' enquire kids about the school happenings, children telling them or sharing with them about the happenings in school is only 'Sometimes' as reported by parents. Therefore we can see that most of the parents in the sample population are not having an effective two way communication channel with children. One more key feature that could be noted in this population is that the percentage of parents' reporting that their children 'do not have friends' or 'do not go out to play' is very noticeable. Therefore it can be inferred that when children do not have free play time outside home, they are either studying, going to tuitions, watching TV or with gadgets. The reason for this could be parents' anxiety that children get spoilt by friend's influence, or the child burdened by school homework, studying or tuitions, in which the child finds no time to go out and play. Whatever the reason, this could be seen as a very high concern for the appropriate and all round development of young children.

#### **Supervision of parents and aggressive behaviours displayed in children:**

Supervision and its relationship with aggressive behaviours in children shows that there is an inverse relationship between aspects of supervision and direct aggression which means to say that higher the supervision in the areas of home and neighbourhood, lesser the direct aggression in children. Parents overall supervision aspects is inversely related to direct aggression, which means to say that when parents have a good supervisory skill, the direct aggression in a child is rated as lesser. Pettit et al, (2001), examining the antecedents of monitoring behaviours found that mothers endorsing a proactive, preventive approach to dealing with child's misbehaviour early in childhood tended to have a higher monitoring knowledge scores in adolescence, which shows that early monitoring habits among parents have a positive influence on the child in their later ages also. Li, Feigelman and Stanton (2000), found that low levels of perceived parental monitoring were associated with participation in several health risk behaviours, including sexual behaviour, substance/drug use, drug trafficking, school truancy, and violent behaviors. They concluded that inverse correlation between perceived parental monitoring and adolescent risk suggests that parental monitoring initiatives may be an effective intervention tool. A review by Crouter and Head (2002), have also found associations between low levels of parental monitoring and poorer behavioural adjustment outcomes, both concur-

rently and longitudinally. In his handbook of childhood behavioural issues (Crouter et al., 2002), emphasizes on the requirement of parental supervision in middle childhood to guard against any drift towards delinquent behaviour as they begin to establish and maintain peer relationships and interact with more people outside family, as studied and quoted by Kerns et al., (2001). Consistent with the previous researches in the West, the present paper also points out the need for adequate parental supervision in childhood to prevent later problem behaviours. The present paper clearly shows that the parents' awareness about the child's day to day activities and involvement or their supervision practices in different areas show an inverse association with the child's aggressive behaviours. An inverse correlation between parental supervision at home and direct aggression and parental supervision in the neighbourhood and direct aggression. Therefore as seen in many previous studies quoted, parental monitoring or supervision, acts as a preventive medicine for problem behaviours or delinquencies and as seen in this sample, the more the parents have a good supervisory practices over children, lesser the intensities of direct aggression.

Also seen in the results is that there is no relationship between supervision on school related activities and aggression. It shows that parents have a lesser influence on the school related activities of children in comparison to areas of home and neighbourhood. The reason perhaps could be because of parent's being less educated, lack of time, or it could also be that the children do not share as much information on the school happenings with the parents. Therefore it is seen that parents' role in supervision many times could be limited to home and neighbourhood influences and it might be difficult to have as much control or awareness on the influences on children in the school environment.

#### **CONCLUSIONS:**

As there are not many published studies found in the Indian context in this area, the present study can be considered as one of the attempts to explore the prevalent practices and their impact on children. Parental supervision practices, in the selected socio economic class, is seen as an aspect which has not been given adequate importance. The monitoring or the supervisory practices although a part of parenting technique or style, is a neglected area in practice and research. Therefore the present paper is an attempt to bring to focus the prevalent practices of parents in the areas of supervision and to understand the relationship of their supervisory habits on children. As seen in the results, the supervisory habits of parents does have a significant inverse relationship with direct or physical aggression of children, which means that lower the supervision higher the direct aggression in children. In the light of this results, further research in this areas can lead to better understanding of the role of parents, and to focus on the micro skills of parenting which is the need of the present day. To take this research ahead, an intervention model for parents could possibly help the population of parents to develop an awareness on the importance of their involvement in their child's life and to sensitize them to the need of the present day.

#### **Limitations of the study:**

As the survey instrument has been developed the researcher, and not been standardized, the findings might not be much generalized. Further development of a standardized scale can reduce the errors.

The population of parents selected for the interview was not based on random sampling, since the parents were automatically a part of the sample when children from schools were selected by teachers, and hence there are chances of sampling bias.

#### References:

1. Bjorkqvist, K., Lagerspetz, K. M., & Osterman, K. (1992). The Direct and Indirect Aggression scale (DIAS). Finland: Abo Akademi University, Department of Social Sciences.
2. Dishion, T. J., MC Mohan, R. J. (1998). Parental monitoring and prevention of child adolescent problem behavior. A conceptual and empirical formulation. *Clinical child and Family Psychology review*, 61-75.
3. Barber, B. K. (1996). Parental psychological control: Revisiting a neglected construct. *Child Development*: 67: 3269-3319.
4. Crouter, A. C., Head, M. R. (2002). Parental monitoring and knowledge of children. In: Borstein M, editor. *Handbook on parenting*(2nd edi) pp. 461-484.
5. Crouter, A. C., MacDermid, S. M., McHale, S. M., Perry, Jenkins., Maureen. (1990). Parental monitoring and perceptions of children's school performance and conduct in dual-and single-earner families. *Developmental Psychology*, vol 26(4), 649-657.
6. Hakan, Stattin., Margaret, Kerr. (2000). Parental monitoring: A reinterpretation. *Child Development*, Vol 71, No 4, pages 1072-1085.
7. Pettit, G. S., Laird, R. D., Dodge, K. A., Bates, J. E., Criss, M.M. (2001). Antecedents and behavior-problem outcomes of parental monitoring and psychological control in early adolescence. *Child Development*, Vol 72, PP: 583-598.
8. Robert, D. Laird., Gregory, S. Pettite., John, E. Bates., Kenneth, A. Dodge. (2003). Parents monitoring relevant-knowledge and Adolescents delinquent behaviour: Evidence of correlated developmental changes and reciprocal influences. *Child Development*, Vol 74, issue 3, pages 752-768.
9. Jeffrey, T., Cookston, M. A. (2008). Parental supervision and family structure- effects on adolescent problem behaviors. *Journal of divorce and remarriage*, volume 32, issue 1-2, pages 107-122.
10. Howard, D. Chilcoat., James, C. Anthony. (1996). Impact of parent monitoring on initiation of drug use through late childhood. *Journal of American academy of child and adolescent psychiatry*, Volume 35, issue 1, pages 91-100.
11. Dennis, V. Ary., Terry, E. Duncan., Anthony, Biglan., Carol, W. Metzler., John, W. Noell., Keith, Smolkowski. (1999). Development of adolescent problem behavior. *Journal of abnormal child psychology*, Volume 27, issue 2 pp 141-150.
12. Xiamong, Li., Susan, Fiegelman., Bonita, Stanton. (2000). Perceived parental monitoring and health risk behaviors among urban low-income African- American children and adolescents. *Journal of adolescent health*, Volume 27 issue 1, pages 43-48.
13. Alia, A. Rai., Bonita, Stanton., Ying, Wu., Xiaming, Li., Jennifer, Galbraith., Lesley, Cottrell., Robert, Pack., Carole, Harris., Dawn, D'Alessandri., James, Burns. (2003). Relative influences of perceived parental monitoring and perceived peer involvement on adolescent risk behaviors: an analysis of six cross-sectional data sets. *Journal of adolescent health*, volume 33, issue 2, pages 108-118.
14. Kristen, C. Jacobson., Lisa, J. Crockett. (2000). Parental monitoring and adolescent adjustment: An Ecological perspective. *Journal of research on adolescence*. Volume 10, issue 1, pages 65-97.
15. Kathryn, A. Kerns., Jeffery, E. Aspelmeier., Amy, L.Gentzler., Chandra, M. Grabill. (2001). Parent-child attachment and monitoring in middle childhood. *Journal of Family Psychology*, vol 15, No. 1, 69-81.