



**ORIGINAL RESEARCH PAPER**

**Psychology**

**INFLUENCE OF PARENTING STYLE ON AGGRESSION AMONG PRIMARY SCHOOL STUDENTS**

**KEY WORDS:** Aggressive Behaviour, parenting style, Primary School Students.

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**ABSTRACT**

The current study was undertaken for the purpose of studying the Influence of Parenting Style on Aggression among Primary School Students. The study also focused on the influence of demographic variables such as age, sex, class of study, number of siblings and residential area of the students. The population of this research was comprised of 153 school students from various schools, Coimbatore, Tamilnadu, India. Purposive sampling method was used for the selection of respondents. Parenting Style was measured with a P-Scale (Parenting scale) developed by Bharadwaj and Sharma, Aggression was measured with a Buss & Perry Aggression Questionnaire, (1992) were the two questionnaires used in this study. Questionnaires were administered to collect primary data, parenting style and Aggressive behaviour were taken as variables under study.

Analysis of data was carried out by applying SPSS 21.0. Chi-Square and correlation tests were carried out to establish the relation among variables. The results also revealed significant relationship between Aggression and parenting. Examination of results also shows that demographic variables influence Aggression and level of parenting of the primary school students. This study has great value for the children to understand the Aggression and Parenting of primary school students.

**AGGRESSION**

Aggression is a behaviour that can be defined as any action, or abstinence from action, by an individual to purposely inflict physical or psychological damage on another (Bergmüller, 2013). These actions encompass a variety of dimensions, such as, intensity and violation to personal resources, or the self (Severance, Bui-Wrzosinska, Eland, Lyons, Nowak, Bukowski, Soomro, Soomro, Rafaeli, Treister, Lee & Yamaguchi, 2013). According to Geen and Donnerstein (1998), a general definition of this construct has become an increasingly difficult task. This is due to the fact that the term "aggression" is oftentimes interpreted based on the researcher's purpose. Nevertheless, Baron and Richardson (1994) provide a useful and accurate definition, which is appropriate for the purpose of the present research. Throughout this document aggression will be defined as "any form of behaviour directed toward the goal of harming another living being who is motivated to avoid such treatment."

**PARENTING**

The foundation of the growth of personality lies in the womb of the family, that refers to a group related to blood or marriage (English and English, 1958) constituted by a man, a woman, and their socially recognized children in its nuclear and primary form (Harre and Lamb, 1983) and serve as an effective agent of socialization a process of growing up and learning the norms of society where a child acquires a few workable assumptions about the world and is apt to become a competent and useful member of society. The child uses his parents as models for his adjustment to life and fundamental pattern once established at home, cannot be eradicated completely yet modified or changed as the child grows up. Thus, relationship between the parents and the child happens to be a central factor in the social upliftment of the individual. Parents are supposed to create a most congenial, happy, democratic, lucid and warm atmosphere (Backer, 1964; 1974), where a child can blossom his own hidden potentialities and may also develop social interactional skills (Bharadwaj, 1995).

**OBJECTIVES:**

- To find out the level of aggression among male and female respondents.

- To find out the level of aggression among students with different grade.
- To find out the level of aggression among respondents with siblings.
- To find out the level of aggression among rural and urban respondents.
- To find out the level of aggression among respondents with fathers status and mothers status.
- To find out the level of parenting among male and female respondents.
- To find out the level of parenting among students with different grade.
- To find out the level of parenting among respondents with siblings.
- To find out the level of parenting among rural and urban respondents.
- To find out the level of parenting among respondents with fathers status and mothers status.
- To find out the relationship among aggression and parenting style.

**HYPOTHESIS:**

- There will be a significant difference in the aggression between male and female respondents.
- There will be a significant difference in the aggression between classes of the respondents.
- There will be a significant difference in the aggression between respondents who are living in rural and urban area.
- There will be a significant difference in the aggression between respondents who have siblings.
- There will be a significant difference in the aggression between birth orders of the respondents.
- There will be a significant difference in the parenting between male and female respondents.
- There will be a significant difference in the parenting between classes of the respondents.
- There will be a significant difference in the parenting between respondents who are living in rural and urban area.
- There will be a significant difference in the parenting between respondents who have siblings.
- There will be a significant difference in the parenting

between birth orders of the respondents.

- There is a positive relationship between aggression and parenting.

**AREA:**

The sample were selected randomly from ICC Middle School and St. Michael's hr. sec. school in Coimbatore. The reason for selecting this area are given below.

- Residing place of the investigator
- Availability of the required number of the sample.
- Co-operative rendered by the sample to the researcher.
- Convenience of administering the test to the sample.

**SAMPLE:**

A sample size is 153 (75 females and 78 males) in the age group of 4 – 11 years was selected for the present study, from various schools of Coimbatore District.

**TOOLS:**

Personal data sheet was used to collect the relevant background of the selected students like gender, grade, residence, parent's status, parent's educational qualification, number of siblings and order of birth were used.

**AGGRESSION QUESTIONNAIRE:**

Aggression Questionnaire was developed by (Buss & Perry, 1992) was used to assess the level of aggression of the sample. This scale consists of 29 items, 5 point scale from 1 (extremely uncharacteristic of me) to 5 (extremely characteristic of me). The Aggression Questionnaire consists of 4 factors, Physical Aggression (PA), Verbal Aggression (VA), Anger (A), and Hostility (H). The total score for Aggression is the sum of the factor score.

**PARENTING SCALE:**

P-Scale (Parenting Scale) was developed by R.L.Bhardwaj and Harish Sharma. The form of this scale has 40 items related 10 different modes of parenting. The scoring of this parenting scale is of quantitative type and is based on 5 point scale.

**PROCEDURE:**

The administration of the respective schools were informed and verbal consent to conduct the study was taken. Consent was also taken from the respondents after explaining to them the purpose of the research as well as the academic use of the data later on. After rapport formation the questionnaires were given individually to the subjects. Before administering the test the respondents were briefed about the test in detail. They were assured that their responses would be kept confidential and that the research is for educational purpose only. Instructions were read clearly by the investigator and simple classifications of word meanings were given on request without influencing responses.

**ANALYSIS OF DATA**

The collected data were tabulated and analysed by using the following statistical tools:

- Percentage analysis
- Correlation
- Chi square

**DISTRIBUTION OF THE RESPONDENT ACCORDING TO THEIR GENDER**

S. No	Gender	Respondents	Percentage
1	Male	78	51%
2	Female	75	49%
	<b>Total</b>	<b>153</b>	<b>100%</b>

**INTERPRETATION**

The above table reveals the total population, it is clear that out of 153 respondents, 51 percent of the respondents are male and about 49 percent of the respondents are female.

**Table 1.2 Distribution Of The Respondent According To Their Class**

S. No	Class	Respondents	Percentage
1	I	30	20%
2	II	31	20%
3	III	32	21%
4	IV	29	19%
5	V	31	20%
	<b>Total</b>	<b>153</b>	<b>100%</b>

**INTERPRETATION**

The above table reveals the class of studying of the respondents, it is recorded that out of 153 respondents, 20 percent of the respondents has studying 1<sup>st</sup>, 2<sup>nd</sup> and 5<sup>th</sup> standard, 21 percent of the respondents has studying 3<sup>rd</sup> standard and 19 percent of the respondents has studying 4<sup>th</sup> standard. Researcher interpret that there is more or less equal level of class of education by the respondents

**Table 1.3 Distribution Of The Respondent According To Their Residence**

N=153			
S. No	Residence	Participants	Percentage
1	Rural	145	95%
2	Urban	8	5%
	<b>Total</b>	<b>153</b>	<b>100%</b>

**INTERPRETATION**

The above table reveals the residential type of the respondents. It is recorded that out of 153 respondents, 95 percent of the respondents live in rural area which is away from the city limit and 5 percent of the respondents live in urban area which is they are living inside the city, by the evidence of the report, researcher interpret that the greater part of the respondents are from rural area.

**Table 1.4 Distribution Of The Respondent According To Their Siblings**

S. No	No of Siblings	Frequency	Percentage
1	0	11	7%
2	1	73	48%
3	2+	69	45%
	<b>Total</b>	<b>153</b>	<b>100%</b>

**INTERPRETATION**

The above table reveals the number of siblings of the respondents. It is recorded that out of 153 respondents, 7 percent of the respondents are have no siblings, 48 percent of the respondents are have 1 sibling and 45 percent of the respondents are having two and more than two siblings. By the evidence of the report, researcher interprets that among the overall respondents majority of the respondents have 1 siblings.

**Table 1.5 Distribution Of The Respondent According To Their Birth Order**

S. No	Birth Order	Respondents	Percentage
1	Single Born	13	9%
2	First Born	71	46%
3	Middle Born	39	25%
4	Last Born	30	20%
	<b>Total</b>	<b>153</b>	<b>100%</b>

**INTERPRETATION**

The above table reveals the birth order of the respondents. It is recorded that out of 153 respondents, 9 percent of the respondents are single born, 46 percent of the respondents are first born, 25 percent of the respondents are middle born and 20 percent of the respondents are last born. By the evidence of the report, researcher interprets that among the overall respondents majority of the respondents are first born

**Table 1.6 Distribution Of The Respondent According To Their Level Of Aggression**

S. No	Level of Aggression	Respondents	Percentage
1	Anger	6	4%
2	Physical Aggression	77	50%
3	Hostility	69	45%
4	Verbal Aggression	1	1%
	<b>Total</b>	<b>153</b>	<b>100%</b>

**INTERPRETATION**

From the above table 4 percent of the respondents have anger, 50 percent of the respondents have physical aggression, 45 percent of the respondents have hostility and 1 percent of the respondents have verbal aggression. By the evidence of the report, researcher interpret that among the majority of the respondents have physical aggression.

**Table 1.7 Distribution Of The Respondent According To Their Level Of Parenting**

S. No	Level Of Parenting	Participants	Percentage
1	Carelessness	5	3%
2	Neglect	8	5%
3	Lenient Standards	23	15%
4	Freedom	21	13%
5	Acceptance	44	29%
6	Protection	45	30%
7	Indulgence	7	5%
	<b>Total</b>	<b>153</b>	<b>100%</b>

**INTERPRETATION**

From the above table 3 percent of the respondents have carelessness, 5 percent of the respondents have neglect and indulgence, 15 percent of the respondents have lenient standards, 13 percentage of the respondents have freedom, 29 percent of the respondents have acceptance and 30 percent of the respondents have protection. By the evidence of the report, researcher interpret that among the majority of the respondents have protection level of parenting.

**Table 1.8 the Influence Of Gender Among The Primary School Students On Their Aggression**

	Gender	Aggression				Total
		Anger	Physical Aggression	Hostility	Verbal Aggression	
	Male	4	38	35	1	78
	Female	2	39	34	0	75
	<b>Total</b>	<b>6</b>	<b>77</b>	<b>69</b>	<b>1</b>	<b>153</b>

**CHI-SQUARETEST**

	VALUE	DF	SIGNIFICANCE
PEARSON CHI SQUARE	1.636	1	0.651

**INTERPRETATION**

From the above table the chi square value is 0.651 and Significance level is 0.651 (P < 0.05) and this shows there is a no significant difference between males and females on the level of Aggression. Hence the hypothesis, There is a significant difference in the aggression between male and female respondents is rejected.

**Table 1.9 The Influence Of Class Among The Primary School Students On Their Aggression**

	Class	Aggression				Total
		Anger	Physical Aggression	Hostility	Verbal Aggression	
	I	3	13	14	0	30
	II	1	17	12	1	31
	III	1	20	11	0	32
	IV	0	14	15	0	29
	V	1	13	17	0	31
	<b>Total</b>	<b>6</b>	<b>77</b>	<b>69</b>	<b>1</b>	<b>153</b>

**CHI SQUARETEST**

	VALUE	DF	SIGNIFICANCE
PEARSON CHI SQUARE	11.892	12	0.454

**INTERPRETATION**

From the above table the chi square value is 11.892 and Significance level is 0.454 (P < 0.05) and this shows there is a no significant difference between class of students on the level of Aggression. Hence the hypothesis, There is a significant difference in the aggression between classes of students is rejected.

**Table 1.10 The Influence Of Residence Among The Primary School Students On Their Aggression**

	Residence	Aggression				Total
		Anger	Physical Aggression	Hostility	Verbal Aggression	
	Rural	6	72	66	1	14
	Urban	0	5	3	0	8
	<b>Total</b>	<b>6</b>	<b>77</b>	<b>69</b>	<b>1</b>	<b>153</b>

**CHI SQUARETEST**

	VALUE	DF	SIGNIFICANCE
PEARSON CHI SQUARE	0.743	3	0.863

**INTERPRETATION**

From the above table the chi square value is 0.743 and Significance level is 0.863 (P < 0.05) and this shows there is a no significant difference between rural and urban on the level of Aggression. Hence the hypothesis, There is a significant difference in the aggression among respondents who are living in rural and urban area is rejected.

**Table 1.11 The Influence Of Number Of Siblings Among The Primary School Students On Their Aggression**

	No of Siblings	Aggression				Total
		Anger	Physical Aggression	Hostility	Verbal Aggression	
	0	1	4	6	0	11
	1	3	34	36	0	73
	2+	2	39	27	1	69
	<b>Total</b>	<b>6</b>	<b>77</b>	<b>69</b>	<b>1</b>	<b>153</b>

**CHI SQUARETEST**

	VALUE	DF	SIGNIFICANCE
PEARSON CHI SQUARE	4.365	6	0.627

**INTERPRETATION**

From the above table the chi square value is 4.365 and Significance level is 0.627 (P < 0.05) and this shows there is a no significant difference between number of siblings of the respondents on the level of Aggression. Hence the hypothesis, There is a significant difference in the aggression among respondents who have siblings is rejected.

**Table 1.12 The Influence Of Birth Order Among The Primary School Students On Their Aggression**

	Birth Order	Aggression				Total
		Anger	Physical Aggression	Hostility	Verbal Aggression	
	Single Born	1	4	8	0	13
	First Born	2	41	28	0	71
	Middle Born	1	21	17	0	39
	Last Born	2	11	16	1	30
	<b>Total</b>	<b>6</b>	<b>77</b>	<b>69</b>	<b>1</b>	<b>153</b>

**CHI SQUARETEST**

	VALUE	DF	SIGNIFICANCE
PEARSON CHI SQUARE	10.280	9	0.328

**INTERPRETATION**

From the above table the chi square value is 10.280 and Significance level is 0.329 ( $P < 0.05$ ) and this shows there is a no significant difference between birth order of respondents on the level of Aggression. Hence the hypothesis, There is a significant difference in the aggression among birth order of the respondents is rejected.

**Table 1.13 The Influence Of Gender Among The Primary School Students On Their Parenting**

		GENDER		TOTAL
		MALE	FEMALE	
PARENTING	Carelessness	2	3	5
	Neglect	0	8	8
	lenient standards	3	20	23
	Freedom	12	9	21
	Acceptance	25	19	44
	Protection	30	15	45
	Indulgence	6	1	7
TOTAL		78	75	153

**CHI SQUARE TEST**

	VALUE	DF	SIGNIFICANCE
PEARSON CHI SQUARE	30.536	6	0.000

**INTERPRETATION**

From the above table the chi square value is 30.536 and Significance level is 0.000 ( $P < 0.05$ ) and this shows there is a significant difference between males and females on the level of Parenting. Hence the hypothesis, There is a significant difference in the Parenting between male and female respondents is retained.

**Table 1.14 the Influence Of Class Among The Primary School Students On Their Parenting**

		CLASS					TOTAL
		I	II	III	IV	V	
PARENTING	carelessness	3	0	0	1	1	5
	Neglect	7	0	0	1	0	0
	lenient standards	6	1	0	0	8	23
	Freedom	2	5	1	5	8	21
	acceptance	8	14	11	6	5	44
	protection	4	11	19	6	5	46
	indulgence	0	0	1	2	4	7
TOTAL		30	31	32	29	31	153

**CHI SQUARE TEST**

	VALUE	DF	SIGNIFICANCE
PEARSON CHI SQUARE	80.182	24	0.000

**INTERPRETATION**

From the above table the chi square value is 80.182 and Significance level is 0.000 ( $P < 0.05$ ) and this shows there is a significant difference between class of students on the level of Parenting. Hence the hypothesis, There is a significant difference in the Parenting between classes of students is retained.

**Table 1.15 The Influence Of Residence Among The Primary School Students On Their Parenting**

		RESIDENCE		TOTAL
		RURAL	URBAN	
PARENTING	Carelessness	5	0	5
	Neglect	8	0	8
	lenient standards	22	1	23
	Freedom	19	2	21
	Acceptance	42	2	44
	Protection	42	3	45
	Indulgence	7	0	7
TOTAL		145	8	153

**CHI SQUARE TEST**

	VALUE	DF	SIGNIFICANCE
PEARSON CHI SQUARE	2.150	6	0.905

**INTERPRETATION**

From the above table the chi square value is 2.150 and Significance level is 0.905 ( $P < 0.05$ ) and this shows there is a no significant difference between rural and urban on the level of Parenting. Hence the hypothesis, There is a significant difference in the parenting among respondents who are living in rural and urban area is rejected.

**Table 1.16 The Influence Of Siblings Among The Primary School Students On Their Parenting**

		SIBLINGS			TOTAL
		0	1	2	
PARENTING	Carelessness	0	4	1	5
	Neglect	1	3	4	8
	lenient standards	0	6	15	23
	Freedom	2	10	9	21
	Acceptance	5	21	18	44
	Protection	2	21	22	45
	Indulgence	1	6	0	7
TOTAL		11	73	69	153

**CHI SQUARE TEST**

	VALUE	DF	SIGNIFICANCE
PEARSON CHI SQUARE	15.017	12	0.241

**INTERPRETATION**

From the above table the chi square value is 15.017 and Significance level is 0.241 ( $P < 0.05$ ) and this shows there is a no significant difference between number of siblings of the respondents on the level of Parenting. Hence the hypothesis, There is a significant difference in the Parenting among respondents who have siblings is rejected.

**Table 1.17 The Influence Of Birth Order Among The Primary School Students On Their Parenting**

		BIRTH ORDER				TOTAL
		Single Born	First Born	Middle Born	Last Born	
PARENTING	carelessness	0	3	1	1	5
	Neglect	1	5	1	1	8
	lenient standards	1	11	9	2	23
	Freedom	2	10	4	5	21
	acceptance	5	18	12	9	44
	protection	2	23	11	9	45
	indulgence	2	1	1	3	7
TOTAL		13	71	39	30	153

**CHI SQUARE TEST**

	VALUE	DF	SIGNIFICANCE
PEARSON CHI SQUARE	15.173	18	0.650

**INTERPRETATION**

From the above table the chi square value is 15.173 and Significance level is 0.650 ( $P < 0.05$ ) and this shows there is a no significant difference between birth order of respondents on the level of Parenting. Hence the hypothesis, There is a significant difference in the Parenting among birth order of the respondents is rejected.

**Table 1.18 Relationship Between Aggression And Parenting Among Primary School Students**

	MEAN	STANDARD DEVIATION	R VALUE	SIGNIFICANCE
AGGRESSION	2.42	0.581	-0.062	0.449
PARENTING	5.66	1.452		



### INTERPRETATION

On analysing the table, the mean and standard deviation of Aggression is 2.42 and 0.581, the mean and standard deviation of 5.66 and 1.452.

The correlation value between aggression and parenting is - 0.062. This is a negative correlation showing high in parenting leads to low in aggression.

Significance level is 0.449 ( $P < 0.05$ ) and this shows there is a no significant difference between aggression and parenting.

Hence the hypotheses, the relationship between aggression and parenting is negatively correlated. The positive relationship between aggression and parenting is rejected.

### OVERVIEW OF FINDINGS

- There is a no significant difference between males and females on the level of Aggression.
- There is a no significant difference between classes of students on the level of Aggression.
- There is a no significant difference between rural and urban on the level of Aggression.
- There is a no significant difference between numbers of siblings of the respondents on the level of Aggression.
- There is a no significant difference between birth orders of respondents on the level of Aggression.
- There is a significant difference between males and females on the level of Parenting.
- There is a significant difference between classes of students on the level of Parenting.
- There is a no significant difference between rural and urban on the level of Parenting.
- There is a no significant difference between numbers of siblings of the respondents on the level of Parenting.
- There is a no significant difference between birth orders of respondents on the level of Parenting.
- There is no positive relationship between aggression and parenting.

### CONCLUSION

In the present investigation, an attempt was made to find out the influence Of Parenting Style on Aggression among Primary school Students. The study was conducted with an extensive review of literature to establish the hypotheses to carry out the study. It was found in this study that there is a no positive relationship between these variables. Gender differences in aggression were found not significant. There is no positive relationship between aggression and parenting. There is no correlation between aggression and parenting. The study was carried out with an assumption that demographic variables will influence each of the variables of the study in question. It was found that, except the demographic variables gender, class, residence, siblings and birth order influence the variance in aggression and parenting.

### LIMITATIONS OF THE STUDY

- This study was limited to the primary school students in selected schools of Coimbatore city of Tamil Nadu state in India.
- Data was collected only from non-co-educational school students.
- Only descriptive study was carried out on the sample.

### SUGGESTION OF FURTHER RESEARCH

- The study can be replicated taking the sample from school students of secondary and high schools to have more reliable and valid conclusion.
- The future study can be done in various states of broad comparative research and more Indian studies are expected.
- These scale can be studied further with multiple psychological aspect and factors

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