

Research Article**PARENTING STYLE AND AGGRESSIVE BEHAVIOR AMONG HIGH SCHOOL CHILDREN****Noor Muhammad* , Sayema Rahman Rathi, Bijon Baroi, and Jenia Islam***Department of Psychology, Jagannath University, Dhaka 1100**Received: 04 October 2020, Accepted: 28 December 2020***ABSTRACT**

Since parents play an important role for healthy personality development during the developmental period in a child's life, the present study was an attempt to see whether there is any relationship between different parenting styles and aggressive behavior among high school children. In order to collect data, two questionnaires along with Personal Information Form (PIF) were administered on participants who were selected through convenience and purposive sampling techniques from ten schools of different areas of Dhaka city. Results showed authoritarian parenting style ($r = .397, p < .01$), permissive parenting style ($r = .204, p < .05$) and uninvolved ($r = .298, p < .01$) parenting style were significantly and positively correlated with children's aggressive behavior. Results also revealed that authoritarian parenting style, which alone explained 15.8% of variance in child aggressive behavior, was the strongest predictor ($\beta = .316, p < .01$) of children aggressive behavior. *R*-square indicated that the four variables (e.g., authoritarian, authoritative, permissive, and uninvolved parenting styles) can explain 24.9% of variance in children's aggressive behavior. So, the findings of the study noted that aggressive behavior in children is significantly related to parenting style. Therefore, the study suggests that every parent should become aware about their own child rearing style and concern authority should arrange training for this issue so that parents can maintain appropriate parenting style for overcoming their children's aggression which ultimately will be helpful not only for children and parents but also for other authority who works for children's betterment.

Keywords: *Aggressive behavior, parenting style, children***Introduction**

Aggression is a common behavioral problem among children which may create disturbances and distress to other peoples and affects the mental health of the person, their family members, and also their community (Goodwin *et al.*, 2003; Sukhodolsky *et al.*, 2004). Violent acts over other peoples are considered as aggressive behaviors which may be influenced by retaliation or avoidance (Bornmann *et al.*, 2007). Both Western and Eastern countries have faced these behavioral problems which is a major mental health issue because these aggressive children face serious psychological disturbance. Behavioral problems seen among aggressive children have

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increased in frequency with the passage of time (Dodge *et al.*, 2006). Huesmann *et al.* (2009) noted that psychological development of a child is affected due to aggression and these problems then lead towards behavioral disorders during adulthood, sometimes resulting in criminal behaviors.

Parenting style is said to be the most important and influential role that parents play in terms of their children's social and emotional development. It is one of the most major factors that directly and indirectly influence the psychological growth of children (Crick *et al.*, 1999). It describes a range of behaviors that govern parent-child relations in a wide variety of situations (Gorji *et al.*, 2015). Most of children's behavioral problems reflect their complicated interpersonal relationships with family members, particularly parents (Kratuchil and Morris 1999; Woodward *et al.*, 1998).

Research papers about parenting styles and aggression have revealed that the interaction between parents and children can have both positive and adverse effects (Reed *et al.*, 2008). Research based on child learning and behavior noted that children's behavior differs due to different parenting styles (Collins and Laursen 1999). According to Baumrind (1967), Maccoby and Martin (1983), there are four different types of parenting styles which have direct impact on the psychological development of children which include authoritarian, authoritative, permissive, and uninvolved parenting styles.

Authoritarian parenting represents traditional and hard parenting in which children must obey parental instructions. It involves coercive rules, aggressive parenting, strong discipline, and low levels of a helpful environment for children who lead to unfavorable behavior along with aggression (McNamara *et al.*, 2010). It is particularly associated with aggression and aggressive behavior in children (Rodriguez 2010). Eider *et al.* (2014) also said that more physical aggression was reported among children whose mothers followed authoritarian parenting. Chan (2010) examined the relationship between authoritarian parenting styles and aggressive behavior in children and found that authoritarian parenting styles and aggressive behavior are significantly associated with each other. Marion *et al.* (2009) also found a positive relationship between authoritarian parenting style and verbal aggression.

Authoritative parenting style is the most suitable parenting style for optimal child development. They lay down guiding principles and try to maintain a balance in affection and discipline (Baumrind 1996). A study was conducted in Wisconsin and Northern California. The participants were nine high schools' students (grades 9-12) whose age was 14 to 18 years. In these studies, it was found that behavioral adjustment and social competence of children was positively associated with authoritative and permissive parenting styles as compared to those who rated their parents as uninvolved (Steinberg *et al.*, 1994). Firouzkouhi *et al.* (2016) noted that parents who practice authoritative parenting styles have less aggressive children.

Due to the lack of parental monitoring, children display higher levels of aggression (Kawabata *et al.*, 2011). Alizade and Andries (2002) found that the children of permissive parents were frequently aggressive and impulsive, especially the boys. They tended towards autonomy, directorship and defiance, and showed no signs of independence and responsibility. The results of

a study conducted by Hoeve *et al.* (2011) showed that permissive parenting style is positively correlated with delinquent behaviors in female adolescents.

Baumrind (1996) found that uninvolved parents do not have hard limits or high standards. They are indifferent to the needs of their children and do not participate in their lives. These uninvolved parents may have mental problems such as depression, physical abuse, or child neglect as children. It also found that children raised by negligent parents are more impulsive, cannot self-regulate their emotions, encounter more problems with delinquency and addictions, have more mental problems, for example, suicidal behavior in adolescents.

Another study conducted by Medrano (2015) revealed that authoritative and permissive parenting styles were significant predictors of aggression whereas authoritarian parenting style was the strongest predictor in aggression behavior.

Research revealed that different parenting behaviors are linked with different parenting styles that play an important contribution to their children's ability, development, or any form of psychopathology (McKee *et al.*, 2008), academic achievement (Lamborn *et al.*, 1991), social competence, self-reliance (Steinberg 1990), academic achievement (Steinberg *et al.*, 1989), substance use (Baumrind 1991), peer group selection (Brown *et al.*, 1993). Child modeling behavior and emotional control is affected by these parenting styles (Lorber and Egeland, 2011). Parenting styles can determine the constructive as well as the destructive behaviors of children where behavioral adaptation of children is shaped according to their parenting style (Romano *et al.*, 2005).

Parenting styles followed by mothers are associated with many behavioral strategies at school setting and the children's cognitive control (Tiina *et al.*, 1998). Furthermore, it was revealed that more determination is shown in the classroom by the children and when mothers followed authoritarian behavior, their children became less vulnerable. Those parents raise their children through caring and giving them adequate time, in addition to facilitating them, creating a stronger effect on their children's development (Baumrind 1971). Therefore, conclusions can be drawn that those parents especially follow authoritarian parenting, have a significant direct effect on adolescent's aggression.

Result of many studies suggests that parenting style greatly affects a child's aggressive behavior but also has some contradictory results. So, it is important for the present investigators to conduct this study to assess a child's aggressive behavior in relation to parenting style in the context of Bangladesh. Therefore, present researchers conducted this study that would entail immense benefit to both the parents and for their children.

The objective of the present investigation was to examine the relationship between parenting styles and aggressive behavior among high school children. The specific objectives were: (1) to assess the relationship between authoritarian parenting and aggressive behavior among children; (2) to examine the relationship between authoritative parenting and aggressive behavior among children; (3) to assess the relationship between permissive parenting and aggressive behavior among children; (4) to see the relationship between uninvolved parenting and aggressive behavior among children; and (5) to investigate whether parenting style is a predictor of aggressive behavior in children.

Materials and Methods

Participants

In the present study, 100 high school students (50 male and 50 female) whose ages ranged from 11-14 years and their respective parents (fathers or mothers who spend maximum time with their children) were selected as participants. Purposive sampling technique was used to select the participants from ten different schools in Dhaka city of Bangladesh.

Measures

The Bangla versions of all questionnaires were used for the present study to measure and collect primary raw data from the participants.

- a) Personal Information Form (PIF)
- b) Parenting Style Four Factor Questionnaire
- c) Aggression Problem Behavior Frequency Scale

Description of the measures

a) Personal Information Form (PIF). For collecting personal information like age, gender, educational qualification, socio economic status of the participants, a form was developed by the present researchers.

b) Adapted Bangla Version of the Parenting Style Four Factor Questionnaire (PSFFQ) Parenting Style Four Factor Questionnaire (PSFFQ) was constructed for measuring different parenting styles. PSFFQ was proved as a good test for measuring four parenting styles having high reliability and validity. The scale was developed by Shynyand and Velayudhan (2018). This 5-point Likert-type scale formed with 32-items which contained four types of parenting style (authoritarian, authoritative, permissive, and uninvolved). The response options are “5 = all of the time”, “4 = most of the time”, “3 = some time”, “2 = rarely” and “1 = never”. The scale does not have any negative items. Depending on each parent’s response the score of each item was computed and then through the sum of all items the overall score of each parent was calculated. The test yields four separate scores for authoritarian, authoritative, permissive, and uninvolved parenting style for each participant. Mia and Shahinuzzaman (2018) translated it into Bangla. The reliability of the Bangla version scale was found .92 which indicated that internal consistency was very high. In this research, the coefficient of alpha ($\alpha = .78$) was calculated through SPSS software which suggests that inter-item consistency of this scale was high.

c) Adapted Bangla Version of the Aggression Problem-Behavior Frequency Scale

The original scale was first developed in Multisite Violence Prevention Project (2004) and adapted with some research studies (Crick and Bigbee 1998; Farrell *et al.*, 2000; Orpinas and Frankowski 2001). This scale was used to measure the severity of physical aggression, non-physical aggression, and also relational aggression of middle school students (age ranges 11-14, 6th-8th grade). It has 18 items measuring aggression in the last 30 days and each item has six answers (point values for each subscales are: “0(Never) = 1”, “1-2 times = 2”, “3-5 times = 3”, “6-9 times = 4”, “10-19 times = 5”, “20 or more times = 6”). For measuring each subscale scores are

summed. In the scale higher scores indicate greater levels of aggression. The internal consistency of the original scale ranged from .79 - .80. The Bangla version of this scale was used in the present investigation which was developed by researchers themselves and internal consistency was found 0.77. In this research, the coefficient of alpha ($\alpha = .81$) was calculated through SPSS software which indicated that inter-item consistency of this scale was high. A cross sectional survey design was used in the present study.

Procedures

After establishing rapport with the participants, necessary information was collected through personal information form and two scales which were adapted in Bangla. Participants were informed about the purpose and necessity of the present research in the context of Bangladesh and assure them the confidentiality of the responses. After that, the respondents were requested to fill up a personal information form. When the personal information form was filled up then, the Bangla version of parenting style was given to the parents. On the other hand, the Bangla version of aggression problem behavior frequency scale was given to their children. They were instructed to give responses about how often particular problem behaviors occurred in the last month. After completing their role, the questionnaires were recollected from the participants. To complete the entire task, approximately 20 minutes was required. After collecting information, the respondents were thanked for their cooperation in the study.

Results and Discussion

According to the purposes of the study, the obtained raw data were analyzed using different statistical techniques such as Pearson product correlation, and stepwise multiple regression through a computer software version 23, known as Statistical Package for Social Science (SPSS) which results are shown in the following tables consecutively.

Table 1. Mean, standard deviation, and correlations matrix of four parenting styles and children aggressive behavior.

Variable	<i>M</i>	<i>SD</i>	1	2	3	4	5
1. Authoritarian	22.52	3.961	-				
2. Authoritative	31.91	3.276	.129	-			
3. Permissive	26.42	4.377	.268**	.259**	-		
4. Uninvolved	18.80	4.124	.520**	.038	.076	-	
5. Children Aggressive Behavior	21.80	3.90	.397**	-.179	.204*	.298**	-

Note. * $p < .05$, ** $p < .01$.

As shown in Table 1, the calculated mean of four parenting styles such as authoritative, authoritarian, permissive, and uninvolved were 22.52, 31.91, 26.42 and 18.80 respectively. Also, the mean score of children's aggressive behavior was found 21.80. Pearson Product correlations of each independent variable with dependent variable were also reported in Table 1. The results revealed that authoritarian parenting style was significantly correlated ($r = .397$, $p < .01$) with

children's aggressive behavior. This result is consistent with many research findings (Rodriguez 2010; Marion *et al.*, 2009; Eider *et al.*, 2014; Chan 2010). The reason behind this could be that the authoritarian parents have low responsiveness and warmth toward the child and high control. Parent-child communication is often one sided; where they give little value to their child's opinion. They also maintain strict rules over their children and expect that their children obey everything without any questions when displaying less affection towards their children (Broderick and Blewitt 2009).

Table 1 also revealed that authoritative parenting style was not significantly correlated ($r = -.179$, $p > .05$) with children's aggressive behavior. This result is supported by several studies like Kokkinos and Voulgaridou (2017) that found a negative relationship between these variables. Firouzkouhi *et al.* (2016) also found a significant inverse relationship to anger with authoritative parenting style because authoritative parents engage themselves with their beloved children which help their children to overcome anger. These parents are known as the indulgent parents because they are very much engaged with the personal or social life of their children and also tolerate the mistakes of children (Chen *et al.*, 2001) which helped to overcome the severity of aggression among children. Bayer and Cegala (2009) suggested that parents following authoritative parenting were most effective.

Again, permissive parenting style ($r = .204$, $p < .05$) and uninvolved ($r = .298$, $p < .01$) parenting style was significantly and positively correlated with children's aggressive behavior. This finding of the present study is supported by a study where the investigators found that permissive parenting styles are positively and significantly related with their children's aggressive behavior (Gao *et al.*, 2015). Firouzkouhi *et al.* (2016) also found that students' anger was significantly related to parents' permissive style. Fung *et al.* (2013) found that uninvolved parenting positively and significantly was related to children's aggressive behavior. Results of Table 2 further revealed significant positive correlations among independent variables.

Table 2. Regression coefficients of children aggressive behavior on parenting style.

Variables	B	SE	β	t	p
Constant	18.531	3.928		4.718	.000
Authoritarian	.311	.107	.316	2.923	.004
Authoritative	-.322	.110	-.271	-2.936	.004
Permissive	.160	.085	.179	1.885	.062
Uninvolved	.124	.099	.131	1.252	.214

Note. Dependent variable: Children's aggressive behavior.

The partial standardized beta (β) indicated that in the model authoritarian parenting style ($\beta = .316$, $p < .01$) and authoritative parenting style ($\beta = -.271$, $p < .01$) significantly predicted children's aggressive behavior. But permissive parenting ($\beta = .179$, $p > .05$) and uninvolved parenting of parents ($\beta = .131$, $p > .05$) didn't significantly predict children's aggressive behavior. Thus, the authoritarian parenting style was the largest and strongest predictor of aggressive behavior whereas authoritative parenting style was the second predictor.

Table 3. Selected statistics from regression of contextual children aggressive behavior on four parenting styles.

Variables	<i>R</i>	<i>R</i> ²	Adjusted <i>R</i> ²	<i>R</i> ² Change	<i>F</i> Change	<i>p</i>
Authoritarian	.397	.158	.149	.158	18.355	.000
Authoritarian & Authoritative	.460	.211	.195	.054	6.604	.012
Authoritarian, Authoritative & Permissive	.487	.237	.213	.026	3.228	.076
Authoritarian, Authoritative, Permissive & Uninvolved	.499	.249	.218	.012	1.566	.214

Note. *R* = Multiple correlation coefficient; *R*² = Variability; Adjusted *R*² = Model generalization.

Results reported in Table 3 indicated that the strongest predictor of children's aggressive behavior was authoritarian parenting style which alone explained 15.8% of variance. From previous research, it was found that authoritarian style followed by parents is responsible for aggressive behavior. The children were more aggressive whose parents are more authoritarian. *R*² change indicated that 5.4% of variance in children aggressive behavior was responsible for by the authoritative style followed parents, 2.6% of variance in children aggressive behavior was responsible by the permissive parenting style followed parents and 1.2% of variance in children aggressive behavior was responsible by the parents who follow uninvolved parenting. These results are supported by a study conducted by Medrano (2015) where she found that parents who followed authoritative and permissive parenting were predictors in aggressive behavior and parents who followed authoritarian parenting was the most powerful predictor in aggression behavior. *R*-square further reported that these four variables (e.g., authoritarian, authoritative, permissive, and uninvolved parenting styles) accounted for 24.9% of variance in children's aggressive behavior.

Table 4. The overall *f*-test for regression of children aggressive behavior on parenting style.

Source of variance	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Regression	375.692	4	93.923	7.894	.000
Residual	1130.308	95	11.898		
Total	1506.000	99			

Predictors: Authoritarian, authoritative, permissive, and uninvolved parenting styles; **Dependent variable:** Children aggressive behavior

The significant *F*- value [$F(4, 95) = 7.894, p < .001$] of Table 4 indicated that the variation in children's aggressive behavior was accounted for by the joint linear influence of authoritarian,

authoritative, permissive and uninvolved parenting style. Finally, values of ANOVA indicated that all the predictors are good and fit the model significantly.

The present study had some limitations. First, the study has been conducted with a small number of samples and data were collected only from Dhaka city. That's why it may not be generalized to all Bangladeshi population. Further, research could be effective if sample size would have increased. Second, the study was carried out with a limited time and there was also a lack of financial support.

Conclusion

This study also found that children's aggressive behaviors are mostly predicted by authoritarian parenting style. It means that if the parents follow an authoritarian parenting style, the child will express more aggressive behavior than other types of parenting style. Parental education can lead to changes in parenting style and has indicated clear positive effects on children's good behavior. The knowledge of the present findings will definitely help parents understand proper child rearing practices, which will not only enable them to adopt positive measures but will enhance healthy and rich development of personality. Hence, it is recommended that concerned authorities should provide some training sessions to parents and parents should participate so that they can deal with their children's emotions. Training sessions also will help parents to learn different techniques or strategies for developing a sound home environment for their children. The study recommends further research on large sample of Bangladesh and researchers should incorporate more associated variables. Despite having some limitations, the study has a unique contribution to understanding the relationship between parenting styles and aggression of children and these results highlight the benefits of parenting as a flexible support for good behavior among children.

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