



Effect of Parenting Style on developing Self in Concept and Aggression in Students

Prof. Amar Damle¹

Smt. Binzani Mahila Mahavidyalaya,
Mahal, Nagpur-440032

Ms. Shalini Vangani²

Delhi Public School,
Nagpur.

Abstract:

The study was conducted in the geographic location of Nagpur City, Maharashtra, India. The area of focus were the students that belong to the age group – 13 to 18 years, total of 100 respondents, 50 male and 50 female were finalized from various schools. The purpose of the study was to see the effect of parenting style on developing self-concept and aggression.

The respondents were sensitized to the nature of the study and requested to provide information. To compute the observations t-test was used. It was observed that the self-concept of females was significantly higher than the males [N=100 (50M & 50 F), Means for Male=168.72 and Female=171.82, SD=14.20, & 15.95 respectively, $t=4.019$]. Moreover, a significant difference was observed in the level of aggression, the males were observed to be more aggressive than the females [N=100 (50M & 50 F), Means for Male=74.7 and Female=62.8, SD=12.5, & 11.62 respectively, $t=4.937$]. It was also observed that there is no significant difference in the way girls perceive their parents than the boys.

Therefore it can be said that each child may perceive his parent differently irrespective of a girl or a boy. Further study on the effect of four parenting style suggest that, there is a strong positive relationship between parenting styles and development of self-concept and aggression in students. Democratic parenting style helps to build a positive self-concept of the child, whereas Authoritarian parenting increases the aggression level in the student.

INTRODUCTION

The intention of the present study was to assess and compare the effect of Parenting Style on Self-Concept and Aggression of students.

➤ SELF CONCEPT

“Today you are you, that is truer than true. There is no one alive who is Your than you.” Dr.Seuss

The term self-concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself. Social psychologist Roy Baumeister says that self-concept should be understood as a knowledge structure. People pay attention to themselves, noticing both their internal states and responses and their external behaviour. Through such self-awareness, people collect information about themselves. Self-concept is built from this information and continues to develop as people expand their ideas about who they are. Baumeister (1999) provides the following self-concept definition: "The individual's belief about himself or herself, including the person's attributes and who and what the self is".

An adolescent who has an adequate self-concept is likely to follow the problem solving approach and tends to be spontaneous, creative, and original and have high self-esteem. He trusts himself and has good academic achievement motivation and is free to accept others without any negative feelings. Negative self-concept in adolescence has been associated with various maladaptive behavioural and emotional problems. Problems and difficulties can lower self-concept; but low self-concept can also cause problems and they may lose motivation in learning. Building confidence in adolescents is one of the most important steps educators and parents can take to ensure an atmosphere for learning.

The components of self-concept are identity, body image, self-esteem, and role performance. Personal identity is the sense of what sets a person apart from others. It may include the person's name, gender, ethnicity, family status, occupation, and roles. Personal identity develops during childhood from self-reflection and feedback from others. Erikson's psychosocial theory stresses the importance of the family, peer group, and community in forming the personal identity.

➤ PARENTING STYLES

Parenting or child rearing is the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood. Parenting refers to the intricacies of raising a child and not exclusively for a biological relationship. Parenting practices around the world share three major goals: ensuring children's health and safety, preparing children for life as productive adults and transmitting cultural values. A high-quality parent-child relationship is critical for healthy development. A parenting style is a psychological construct representing standard strategies that parents use in their child rearing. The quality of parenting can be more essential than the quantity of time spent with the child. For instance, a parent can spend an entire afternoon with his or

her child, yet the parent may be engaging in a different activity and not demonstrating enough interest towards the child.

Early research in parenting and child development found that parents who provide their children with proper nurture, independence and firm control, have children who appear to have higher levels of competence and are socially skilled and proficient. Showing love and nurturing children with caring and affection encourages positive and physical and mental progress in children. Additional developmental skills result from positive parenting styles including: maintaining a close relationship with others, being self-reliant, and independence.

According to a literature review by Christopher Spera (2005), Darling and Steinberg (1993) suggest that it is important to better understand the differences between parenting styles and parenting practices: "Parenting practices are defined as specific behaviours that parents use to socialize their children", while parenting style is "the emotional climate in which parents raise their children"

The parenting styles commonly used in psychology today is based on the work of Diana Baumrind, a developmental psychologist at the University of California at Berkeley. In the 1960s, Baumrind noticed that pre-schoolers exhibited distinctly different types of behaviour. Each type of behaviour was highly correlated to a specific kind of parenting. Baumrind's theory is that there is a close relationship between parenting styles and children's behaviour, which leads to different child development and outcomes in their lives.

Here are Diana Baumrind's four parenting styles:

Authoritative , Authoritarian, Permissive, and Neglectful

1. Authoritative Parenting

Authoritative parents are reasonable and nurturing, and set high, clear expectations. Children with parents who demonstrate this style tend to be self-disciplined and think for themselves. This style is thought to be most beneficial to children. Disciplinary rules are clear and the reasons behind them are explained. Communication is frequent and appropriate to the child's level of understanding. Authoritative parents are nurturing. Expectations and goals are high but stated clearly. Children may have input into goals.

2. Authoritarian Parenting

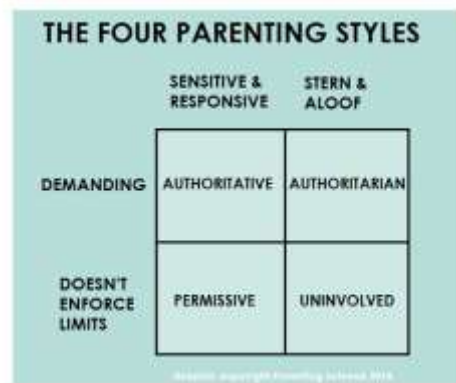
Authoritarian parents are often thought of as disciplinarians. They use a strict discipline style with little negotiation possible. Punishment is common. Communication is mostly one way: from parent to child. Rules usually are not explained. Parents with this style are typically less nurturing. Expectations are high with limited flexibility.

3. Permissive Parenting

Permissive or Indulgent parents mostly let their children do what they want, and offer limited guidance or direction. They are more like friends than parents. Their discipline style is the opposite of strict. They have limited or no rules and mostly let children figure problems out on their own. Communication is open but these parents let children decide for themselves rather than giving direction. Parents in this category tend to be warm and nurturing. Expectations are typically minimal or not set by these parents.

4. Uninvolved /Neglectful Parenting

Uninvolved parents give children a lot of freedom and generally stay out of their way. Some parents may make a conscious decision to parent in this way, while others are less interested in parenting or unsure of what to do. No particular discipline style is utilized. An uninvolved parent lets a child mostly do what he wants, probably out of a lack of information or caring. Communication is limited. This group of parents offers little nurturing. There are few or no expectations of children. Each style takes a different approach to raising children and can be identified by a number of different characteristics.



Parenting styles are categorized based on two dimensions of parenting behaviour:

Demandingness refers to the extent parents control their children's behaviour or demand their maturity.

Responsiveness refers to the degree parents are accepting and sensitive to their children's emotional and developmental needs.

Kids from authoritative families are usually well-behaved and successful at school. They tend to be emotionally healthy, resourceful, and socially-adept.

Kids from authoritarian families are more likely to increase aggressive or defiant behaviour over time. They are also more likely to suffer from anxiety, depression, or poor self-esteem.

Compared with kids from authoritarian families, children with permissive parents may be less likely to experience behaviour problems. They might also have fewer emotional problems. But these kids tend to have more troubles than children raised by authoritative parents, and they may achieve less

in school. Kids from uninvolved families are the worst off in all respects. Most juvenile offenders have uninvolved parents (Steinberg 2001).

➤ Aggression:

Aggression is overt or covert, often harmful, social interaction with the intention of inflicting damage or other unpleasantness upon another individual. It may occur either reactively or without provocation. In humans, aggression can be caused by various triggers, from frustration due to blocked goals to feeling disrespected. Human aggression can be classified into direct and indirect aggression; whilst the former is characterized by physical or verbal behaviour intended to cause harm to someone, the latter is characterized by behaviour intended to harm the social relations of an individual or group.

In psychology, the term aggression refers to a range of behaviours that can result in both physical and psychological harm to yourself, others, or objects in the environment. This type of behaviour centers on harming another person either physically or mentally. It can be a sign of an underlying mental health disorder, a substance use disorder, or a medical disorder.

Gender plays an important role in human aggression. There are multiple theories that seek to explain findings that males and females of the same species can have differing aggressive behaviours. One review concluded that male aggression tended to produce pain or physical injury whereas female aggression tended towards psychological or social harm.

Instrumental or cognitive aggression, on other hand, is aggression that is intentional and planned. Instrumental aggression is more cognitive than affective and may be completely cold and calculating. Instrumental aggression is aimed at hurting someone to gain something—attention, monetary reward, or political power, for instance.

The Bobo doll experiment was conducted by Albert Bandura in 1961. In this work, Bandura found that children exposed to an aggressive adult model acted more aggressively than those who were exposed to a nonaggressive adult model. This experiment suggests that anyone who comes in contact with and interacts with children can affect the way they react and handle situations.

Recent research in the area of aggressive behaviours in teenagers has uncovered possible biological factors, such as adaptations in the limbic system of the brain, which is associated with the expression of fear and anxiety. Other research in the area of disruptive behaviours in teens has also demonstrated that abnormal neurotransmitter levels can contribute to an increase in violent behaviours. These biological anomalies coupled with environmental stressors, such as the experience of a traumatic event or lack of emotional support, can lead to disturbed brain functions and disruptive behaviours. Aggression in children can be caused by several factors. These can include:

- poor relationship skills
- underlying health conditions

- stress or frustration

Aggressive behaviour in teenagers is common. For example, many teens act rudely or get into arguments sometimes.

In some cases, they may act aggressively in response to:

- stress
- peer pressure
- substance abuse
- unhealthy relationships with family members or others

Puberty can also be a stressful time for many teens. If they don't understand or know how to cope with changes during puberty, teen may act aggressively. If they have a mental health condition, it can also contribute to aggressive behaviour.

Review of literature

Review of literature in this area shows that some research studies have been carried out in respect to parenting styles and its effect student's self-concept and aggression. Some of these studies are cited below:

Jennifer Katz, (6 April 2020), had implemented a school-based mental health program combining mental health literacy and dialectical behaviour skills in a cluster randomized control trial by teachers to determine effects on protective factors related to resilience for students in 3rd–12th grade As part of a larger study, a subsample of 113 students with developmental disabilities attending 37 classrooms participated. Student-reported measures of self-concept, coping skills, and social support were collected three times in the year. Results indicated large effect sizes for the program on all measures, which pertain to time \times group interactions ($g = 1.53, 1.91, \text{ and } 0.86$ for self-concept, coping, and social support respectively).

Lucía Herreral, (2020) has mentioned in a review of the scientific literature that many studies have analysed the relationship between academic achievement and different psychological constructs, such as self-concept, personality, and emotional intelligence. For this, a final sample consisting of 407 students enrolled in the last 2 years of Primary Education were utilized for the study. By gender, 192 were boys (47.2%) and 215 girls (52.8%), with an average age of 10.74 years old. By cultural group, 142 were of European origin (34.9%) and 265 of Amazigh origin (65.1%). Differences were found in self-concept, personality, and emotional intelligence according to gender. Also, the physical self-concept varied according to the cultural group. Regarding the second objective, in the predictive analysis for each of the subjects of the curriculum of Primary Education, the academic self-concept showed a greater predictive value. However, so did other dimensions of self-concept, personality and emotional intelligence.

Chunhua Ma, (2020), in his research investigated gender-specific patterns and the moderating role of grit profiles in the association between parental harsh discipline and aggressive behaviour. A total of 1,156 Chinese early adolescents (46.5% girls) were involved in this study and completed a set of self-report questionnaires. Linear regression analysis indicated that paternal and maternal harsh disciplines were positively associated with aggressive behaviour. The positive association between paternal harsh discipline and aggressive behaviour was only significant for adolescent boys with low levels of perseverance and consistency; in contrast, the positive association between maternal harsh discipline and aggressive behaviour was significantly stronger for adolescent boys with high levels of perseverance and consistency. These findings suggest that parental harsh discipline presents a risk factor for aggressive behaviour, especially for adolescent boys in early adolescence; such a vulnerable effect is more heightened for those with low levels of perseverance and consistency.

Department of Nursing, Faculty of Health and Pharmacy, Universitas Muhammadiyah Kalimantan Timur, (2019) conducted a research and the purpose of their study aimed to determine the relation of authoritarian parenting parents with stress levels and adolescent self-esteem. The method used in this study is a correlation with independent variables parenting and self-dependent variable in adolescents. The population in this study were adolescents in vocational high school as many as 218 respondents with a total sample of 141 respondents taken by stratified random sampling technique. The data was then analysed using the Spearman correlation test. Results indicated that authoritarian parenting parents with stress levels have a strong positive relation.

Malahat Amani (2019), in their research examined early adolescent girls' (6th grade) academic achievement by using parenting styles as predictors and parent involvement and early adolescents' self-regulated learning (SRL) as mediators. Participants were 341 early adolescents, 341 mothers, and 20 teachers (N = 702) among all middle schools of Bojnord, Iran—recruited using cluster, multistage sampling. Authoritative parenting, parent involvement, and SRL altogether explained 36% of the variance in early adolescents' academic achievement. Authoritative parenting and parent involvement explained 26% of the variance in early adolescents' SRL. Authoritative parenting was positively related to academic achievement, whereas authoritarian and permissive parenting were not.

Filip Calders, (30 May 2019) research indicated that a strictly dimensional or parental style approach does not capture the full complexity of parenting. To better understand this complexity, the current study combined these two approaches using a novel statistical technique, i.e., subspace K-means clustering.

Marsh, Parada and Ayotte (2004) found in a sample of 903 Canadian students of 7th and 8th grade (12-14 years old), that aggressive behaviour was significant and negatively related to physical, family, academic, social and emotional self-concepts.

The study by T.Hartz, (June 1995) looks at how 96 high school students and their parents behave in dealing with family conflicts. The study covered the previous year and was based on the

Conflict Tactics Scale (Straus 1979). We compared the levels of aggression between parents and adolescents in American families of European, Japanese, Polynesian and Filipino descent. Teens of Polynesian descent revealed much higher levels of aggression than other groups. Parents' aggression has proven to be the best indicator for predicting adolescent aggression against their parents.

It is indicated in the research by Collins and Kuczaj (1991) that parenting had a strong impact on children's and adolescent's development. Models of how parents interact with their children have been offered by numerous researchers.

➤ RATIONALE OF THE STUDY

According to the research related to assess and compare the effect of Parenting Style on Self - Concept and Aggression of students, there is a dire need to research, the self-concept and levels of aggression levels of the girls and boys being affected by their parenting styles.

Adolescence is a developmental stage characterized by important physical, cognitive and social changes. In some cases, those changes can contribute to the emergence of externalizing problems, such as aggressive behaviour to peers (Estevez, Murgui, Musitu, & Moreno, 2008a; Verona, Javdani, & Sprague, 2011). However, changes during adolescence have not only influence on adolescent's social behaviour, but also on their way of perceiving themselves, that is, in their self-concept (Gonzalez-Pianda, Nuñez, Gonzalez- Pumariega, & Garcia, 1997). Both variables, aggressive behaviour and self-concept, are considered as key factors for personal, social and academic adjustment for adolescents (Estevez, Musitu, & Herrero, 2005; Marcus, 2007; Marsh, Craven, & McInerney, 2003; Pastor, Balaguer, & Garcia-Merita, 2006).

Rochlin (1973), another psychoanalyst, believes Aggression is our way of recovering lost pride. Given the common human need to feel powerful and to think highly of ourselves, any threat to our self-esteem is taken as a hostile attack. When our pride is hurt, we often attempt to restore our status and self-esteem by hurting the person who offended us.

The purpose of this study was to investigate the effect of parenting style on self- concept and aggression of students in the city of Nagpur in the state of Maharashtra, India.

Based on the review of literature the study was done with the following objectives.

➤ OBJECTIVES

This study aimed at investigating the effect of parenting style on the students in the city of Nagpur in the age group of thirteen- eighteen determining the factors which had an impact on their self-concept and aggression and finally presenting suggestions considering the results of the study. The study covered a total of 100 respondents, 50 adolescent girls and 50 adolescent boys.

Objectives of the Study

1. To evaluate self- concept in male and female students independently.
2. To evaluate the extent of aggression in male and female students.
3. To evaluate the effect of parenting on self-concept in male and female students.
4. To evaluate the effect of parenting style on aggression in male and female student.

➤ HYPOTHESES

Based on the various objectives and the review of literature, the following hypothesis were propounded:

1. The self-concept of female students is significantly higher as compared to male students.
2. The level of aggression of male students is significantly higher as compared to female students.
3. The female students perceive their parents as Authoritarian as compared to male students.
4. The self-concept of students who perceive their parents as Authoritarian will be significantly lower than those who do not consider them as democratic.
5. Students with aggressive behaviour show a lower self-concept as compared to students with non-aggressive behaviour.
6. The aggression of students who perceive their parents as Authoritarian will be significantly higher than those who do not consider them as democratic.

Sample

A total sample size of 100 youngsters aged between 13-18 years were drawn randomly from city of Nagpur. This sample was equally divided into 50 males & 50 females.

Research Design

The researcher compared the effect of parenting styles on males and females and on self –concept and aggression, a 2 X 2 factorial Research Design was used for the study.

In this study, the following structure was proposed:

- Independent Variables: Self-concept, Aggression
- Dependent Variables: Gender, Parenting styles
- Control Variable: Teenagers - Age: 13 to 18 years

Sample Design: Random Sampling Method

Tools: To access the Self-Concept, Aggregation, and the Perceived Parenting Styles of the students, the following Psychometric tests were used for this Research:

1. Self-Concept Questionnaire (SCQ-S)

The Self- Concept Questionnaire consists of 48 items and was developed by Dr. Raj Kumar Saraswat (1981). It provides SIX separate dimensions of self-concept:

- a. Physical Self-Concept - Individuals' view of their body, health, physical appearance and strength.
- b. Social Self-Concept - Individual's sense of worth in social interactions.
- c. Temperamental Self-Concept - Individuals view of their prevailing emotional state or predominance of a particular kind of emotional reaction.
- d. Educational Self-Concept - Individual's view of themselves in relation to school, teachers and extracurricular activities.
- e. Moral Self-Concept - Individual's estimation of their moral worth; right and wrong activities.
- f. Intellectual Self-Concept - Individuals' awareness of their intelligence and capacity of problem solving and judgements.

It also gives a total Self- Concept score. Each item is provided with five alternatives. These alternatives are arranged in such a way that the scoring system for all the items will remain the same i.e. 5,4,3,2,1, whether the items are positive or negative. High score indicates a higher self- concept and a low score indicates a low self- concept. Time limit – 20 min. Self-Concept Questionnaire was standardized on 1000 students ranging from 14 – 18 years of both the sexes. The retest reliability was 0.91. Reliability coefficient of its various dimensions varies from 0.67 to 0.88. Validity was established with the expert opinion. Items of highest agreement and not less than 80% of agreement were selected.

2. Aggression Scale (AS- BR)

The Aggression Scale includes 28 items and was developed by R.L. Bhardwaj (2005). There are five alternatives before each and every statements. It is a self- administering scale. The scoring of aggression scale is very easy with reference to the scores obtained for each item separately. Scoring of these five alternatives follow a system of 5, 4,3,2,1 from upper to lower end. The addition of all the scores obtained on each item would be the total aggression score of the subject.

3. Parenting Style Scale (PSS- GMMD)

The Parenting Style Scale consists of 44 statements to measure the four types of parenting style (Democratic, autocratic, permissive and uninvolved) adopted by Indian parents and was developed by Madhu Gupta & Dimple Mehtani (2005). Test-retest reliability of the scale is 0.911 and Split Half reliability is 0.795. The scale has high construct validity which ranged from 0.508 to 0.819. It was administered on Secondary, Senior Secondary and College students

Procedure:

The subjects were approached personally in their school and instructed to give their responses on a questionnaire booklet. Assurance of confidentiality was given to the respondents to boost their motivation and reduce bias. After motivating the respondents the questionnaires were distributed and necessary help was provided by the researchers where ever required.

RESULTS AND DISCUSSIONS

The use of Independent Samples t-test was conducted for the purposes of analysis of data in this study. The students of 13yrs to 18yrs were segregated according to their genders viz. Male and Female. The students were then administered the Self – Concept questionnaire, Aggression questionnaire and Parenting Style questionnaire and were sensitized to the process of responding to the questionnaire. It was administered by the researcher in person and the responses were collected. To test the hypotheses, Mean, Standard Deviations was calculated and the data was treated with “t”test. This has been shown in Table below.

Statistical Analysis of data:

The purpose of the study was to find the effect of parenting styles on self-concept and aggression of students (males and females) in Nagpur city of Maharashtra state. The analysis of data was carried out by using appropriate statistical tools. Also excel software and Graph Pad Prism was used to compute the data by applying t-test and forming the graph.

Table No. 1

Table No. 1 shows the data of all the variables i.e. the self-concept, aggression and parenting styles of the sample, observing the mean and the differences by the males and females.

Variables	Self-Concept Mean	Aggression Mean	Perceived Parenting Style Mean			
			Democratic	Autocratic	Permissive	Uninvolved
Males (50)	168.72	74.7	36.42	27.48	20.04	9
Females (50)	171.82	62.8	36.48	27.26	19.88	10.7

Table No.1 shows the data of all the variables i.e. the self-concept, aggression and parenting styles of the sample, observing the mean and the differences by the males and females. It was observed

from Table No.1 that the sample had been divided according to their genders. There were equal number of males and females in the sample. The means were calculated.

Table no: 2

Table no 2: Shows the comparison of self-concept between the males and females.

Sample	Mean	SD	t- value
Males (50)	168.72	14.20	4.019**
Females (50)	171.82	15.95	

** Indicates 't' value significant at 0.01 level.

Table No.2 shows the comparison of self-concept between the males and females, the observed values of self-concept test of the respective mean for Male (168.72) and Female (171.82) was seen. However, only on the basis of Means, it is not possible to draw accurate conclusions; hence the data was treated with t-test of significance. The value of 't' was found to be 4.019 which indicated that there is a significant difference in the mean values at 0.01 level, hence the first hypothesis propounded i.e., **'the self-concept of female students is higher as compared to the male students' was accepted.** Although the parents of this generation would not mark any difference in the upbringing of their children irrespective of gender, the females are given special / additional benefit of being 'Female' gender. Moreover they are exposed to multiple domains and surely have a better perception of self as compared to males.

Table no: 3

Table no 3: Shows the comparison of aggression level in males as compared with females

Sample	Mean	SD	t- value
Males (50)	74.7	12.50	4.937**
Females (50)	62.8	11.62	

** Indicates 't' value significant at 0.01 level.

Table No.3 shows the comparison of Levels of aggression between the males and females, the observed values of Aggression Test i.e. the respective mean for Male (74.7) and Female (62.8) was seen. However, only on the basis of Means, it is not possible to draw accurate conclusions; hence the data was treated with t-test. The value of 't' was found to be 4.937 which indicated that there is a significant difference in the mean values at 0.01 level, hence the second hypothesis propounded i.e., **'The level of aggression of male students is significantly higher as compared to female students' was accepted.** Naturally the males are more aggressive, and moreover in

today's situation, where the females are given more importance by the parents, just to prove that I am not inferior, a person tends to be aggressive.

Table No: 4

Table No 4: Shows the comparison of Perceived autocratic parenting style by male & female students.

Sample	Perceived autocratic parenting style (Mean)	SD	t- value
Males (50)	27.48	5.98	0.1802*
Females (50)	27.26	6.16	

*The value of 't' is not significant at 0.05 level ($t < 0.05$)

According to Table No. 4, the value of 't' calculated was 0.1802, hence there is no significant difference at $p < 0.005$, in how the females perceive their parents as authoritarian. Hence the propounded hypothesis i.e. **'the female students perceive their parents as Authoritarian as compared to male students' was rejected.** This could be well understood from Table No.1 that the female students have a better self concept, and it might be possible that the respondent females may not feel the pressure from their parents to perceive them as authoritarian parents. Moreover, it could also be possible that because of awareness, the educated parents of females do not impose many restrictions on them.

Table No: 5

Table No. 5: Shows the comparison of students having perceived democratic or autocratic parenting style with respect to self-concept.

Type of Perceived Parent	N	SD	Self-concept mean	t-test
Democratic parenting	65	5.25	171.45	$t=7.825^{**}$
Authoritarian parenting	35	3.49	164.47	

** Indicates 't' value significant at 0.01 level.

According to Table No. 5, as per 4th hypothesis propounded, **'the self –concept of students who perceive their parents as Authoritarian will be significantly lower than those who do not consider them as democratic.' is accepted.** Because the calculated value 't' is 7.825, we can say that there is a significant difference between the mean values of Self-Concept of students who think their parents as either Democratic or Autocratic. It is well possible that those students who think their parents style as

Autocratic, are shy and afraid of the Parents, they must be always getting negative strokes, and hence their self-concept is low.

Table No. 6

Table No 6: Shows the comparison of student's level of aggression with regard to democratic parenting and authoritarian parenting.

Type of Perceived Parent	N	SD	Aggression Level Mean	t-test
Democratic parenting	65	7.69	33.05	t=4.157**
Authoritarian parenting	35	6.91	38.43	

** Indicates 't' value significant at 0.01 level.

According to Table No 6, and as per 5th hypothesis propounded, 'students with aggressive behaviour show a lower self-concept as compared to students with non-aggressive behaviour. After computing the t-test, it was observed that there is significant difference at 0.01 levels between the mean scores of the **self-concept of non-aggressive students and self-concept of aggressive students. Hence our hypothesis is accepted.** Lower levels of self-concept makes the child

feel worthless which in turn may increase his/her aggression level.

Table No: 7

Table No 7: Shows the comparison of students with high & low aggression with respect to self-concept

Level of aggression	N	SD	Self-Concept (Mean)	t-test
High Aggressive Behaviour	42	14.69	168.38	t=2.19**
Low Aggressive Behaviour	58	15.88	175.10	

** indicates 't' value significant at 0.01 level.

According to Table No 7, and the 6th hypothesis propounded, 'the aggression of students who perceive their parents as authoritarian will be significantly higher than those who do not consider them as democratic.' It was observed that there is a significant difference in the self-concept with regards to aggressive behaviour of the students. **As the calculated value of 't' was 2.19, our hypothesis was accepted.** Students who have a lower self concept, will be either too timid or aggressive, in this study students were aggressive. Needless to mention Parenting

alone is not responsible for aggressive behaviour. There could be many reasons like genetic factors, peer pressure or learning through modelling.

➤ CONCLUSIONS

The basic objective of this study was to see the effect of parenting style on self-concept and aggression of students in the city of Nagpur. The research was done on 100 students (sample size) of age 13 years to 18 years out of which 50 were boys and 50 were girls from two different schools.

Out of six hypotheses propounded 5 were accepted, and only one was rejected. The study indicated a very important role of perceived parenting styles in developing the self concept, and aggression in students. If the parenting style is autocratic it reduced the self-image, and concept. This in turn makes the students more aggressive, as they are unable to cope up the parental pressure at home.

✚ LIMITATIONS:

The study was delimited to the geographic region of Nagpur City. It was limited to the students within the city. The students were segregated according to their gender and data was collected from them. Also from such a huge population only 100 were taken as sample. The sample was taken from private schools. The type of parents of such schools are elite and educated. If we would have taken a bigger sample that too from various areas like schools both government and private schools, students from various cultures and backgrounds we would have got a bigger area for research and so the results might also be different. But also at the same time taking a bigger sample requires more resources.

The parenting scale questionnaire is based on how students perceive their parents, there may be difference in the outlook of the students and actual parenting style of the parent. We know that pre frontal cortex of the teens is not fully developed and they are mostly driven by emotions, by using this test there may be a possibility that some students may not be able to perceive their parent's style of parenting accurately.

In this research, the parenting styles were restricted to only two i.e. Democratic parenting and Authoritarian parenting styles. If we would have taken all four styles of parenting, we would have got a better view of relating parenting styles with the self-concept and aggression levels of the teens.

Only parenting styles alone is not responsible for the aggression of the students. There are other various factors like the environment or due to any mental or physical illness, which were not considered in this study.

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