

Correlational Study of Parenting Style, Aggression and Self-Esteem in Young Adults

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ABSTRACT

The aim of this study was to examine the correlation between parenting styles (permissive and authoritarian), aggression and self-esteem. The sample of the study consisted of 100 young adults with different educational qualifications, gender and employment status, ranging from the age of 18-25. Standardized tests were used for collection of data which were Parental Authority Questionnaire (PAQ), Buss-Perry Aggression Questionnaire (BP-AQ) and Rosenberg Self-esteem Scale (RSES). Pearson product moment correlation was used to identify the correlation between parenting style, aggression and self-esteem. Results indicated that there was a significant positive correlation between permissive parenting style and authoritarian parenting style of both mother and father with aggression and a correlation between self-esteem and permissive and authoritarian parenting style of both mother and father.

Keywords: Parenting Style, Mother, Father, Aggression and Self-Esteem.

The segment of introduction outlines the study of variables such as parenting style, aggression and self-esteem. The purpose behind choosing these variables is that they seem to have a correlation with one another. It is also observed that parenting style or the technique used for child rearing is given utmost importance in today's age and time. Aggression which is a feeling of anger in antipathy is expressed in several means. It has been observed that many act of violence in the past and the present has a strong underlying cause of inappropriate expression of aggression. Self-esteem can be closely related to confidence, self-respect and self-worth. It is one of the important parameters to build or destruct an individual. As one studies the relationship between parenting style, aggression and self-esteem, it is important to understand the past work and the valuable contribution of many renowned psychologists on this subject. Such pedigree provides appropriate direction and a better platform to study, analyze and interpret research findings.

Concepts Used in Present Study

Parenting Style

Parenting style is a psychological construct representing standard strategies that parents use in their child rearing. The current research focuses on perceived parenting style from young

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adults' viewpoint. Parenting practices are specific behaviors while parenting styles represent patterns of parenting practices.

Perceived parenting style is defined as an opinion of adolescences and children about parental behavior. According to the definition assessment of children about parental behavior is important. It can also be stated as perception of adolescents or children about various styles used for child rearing or parental behavior.

Theories of Child Rearing

Work on creating theories related to influential child rearing begin as early as 17th century. John Locke and Jean Jacques Rousseau are pioneers in this specialized field. John Locke is the author of "Some Thoughts Concerning Education" that stated the importance of child's development and developing their physical habits first. Jean Jacques published a volume on Education, Emile. He proposed that early education should be derived less from books and more from child's interaction with the world. So, while, Jean Jacques was focused with slow parenting, the former focused on concerted cultivation.

Frank Furedi, a sociologist with a keen interest in parenting and families believed that the actions of the parents are less significant than others claimed. He described the term Infant determinism as the doctrine that dealt with early childhood experiences have irreversible lifelong effects. A child's first step on the path of life determine the child's destination. He believed that children can develop well in almost any circumstances. Similarly, Tim Gill, a journalist had expressed his concern about excessive risk aversion by parents and those responsible for children in his book "No Fear". Risk aversion is a preference for a sure outcome over a gamble with high, higher or equal expected value. He states that the level of aversion limits the opportunities for a child to develop sufficient adult skills especially in dealing with risk, imaginative and adventurous activities.

In 1998, Judith Rich Harris published the nature assumption in which he mentioned about the scientific evidence specially behavioral genetics that states that different forms of parenting do not have significant effect on children's development. She proposed two main points for the effects. This includes genetic effects and social effects. She concluded by stating that the effects of different forms of parenting are all illusions caused by heredity, culture and child's own influence on how their parents treat them.

Baumrind's Parenting Typology

Diana Baumrind is a researcher who focused on classification of parenting styles. Hence Baumrind's research is known as Baumrind's Parenting Typology. In her research she considered four basic elements which includes responsiveness Vs unresponsiveness and demanding Vs Undemanding. Through her studies she identified three initial parenting styles.,

1. Authoritative

2. Authoritarian

3. Permissive

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The authoritative parents attempt to direct the child's activities but in a rational, issue-oriented manner. The parent encourages verbal give and take, shares with child the reasoning behind her policy and solicits the objection when he refuses to conform. The authoritative parents affirm the child's present qualities but also sets standards for future conduct. They use power, reason and shaping by regime and reinforcement to achieve their objectives and does not base their decisions on group consensus or the child's individual desire. (Baumrind,1967)

The authoritarian parents attempt to shape, control and evaluate the behavior and attitude of the child in accordance with the set standard of conduct, usually an absolute standard, theologically motivated and formulated by a higher authority. They believe in keeping the child in his place, restricting his autonomy and in assigning household responsibilities in order to inculcate respect for work. These parents highly value the traditional structure and preservation of order. They also do not encourage any verbal give and take. Believing that their child should accept their word for what is right. (Baumrind,1967)

The permissive parents attempt to behave in a non-punitive, acceptant and affirmative manner towards the child's impulses, desires and actions. They make very few demands for household responsibility and orderly behavior. They allow the child to regulate their own activities as much as possible and avoid exercising control and do not encourage them to obey externally defined standards. They attempt to use reason and manipulation but not overt power to accomplish their ends. (Baumrind,1967)

Other types of Parenting:

1. **Positive parenting** – Parenting style overlapping with authoritative parenting and defined by consistent support and guidance through developmental stages
2. **Narcissistic parenting** - Narcissistic parent is affected by narcissism and are exclusively and possessively close to their children and can be envious of and threatened by their child's growing independence.
3. **Over parenting** – Parents who try to involve themselves in every aspects of their child's life,often attempt to solve all their problems.
4. **Affectionless control** – This parental style combines a lack of warmth and care with over control. This has been linked to children's anxiety.
5. **Toxic parenting** – Poor parenting with a toxic relationship between the parent and child. It results in complete disruption of child's ability to identify themselves and reduced self-esteem, neglecting the needs of the child.

Difference for Male and Female children

It is observed that mothers and fathers are more likely to pick up a different style of parenting based on the gender of the child. Studies have shown that fathers have a considerable impact on the level of emotional adjustment in their daughters more through the style of parenting they exhibit rather than by using disciplinary approaches such as punishments. Furthermore, both father and mother sometimes tend to use authoritative style towards their daughters while they feel more comfortable to switch to authoritarian style for their sons. It is also noticed that mothers spend more time reasoning with their daughters but they tended to favor their sons.

Does a particular style used by their parents' result in a different behavior? (hoeve et al.,2008; cheah et al.,2009; lin,chiu & Yeh 2012)

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Children of authoritarian parents tend to be withdrawn, showing relatively little sociability. They are not very friendly, often behave uneasily around their peers. Girls raised by authoritarian parents are especially dependent on them whereas boys are usually hostile.

Permissive parents have children who in many ways share undesirable characteristics of children of authoritarian parents. Children with permissive parents tend to be dependent and moody and they are low in social skills and self-control.

Children of authoritative parents fare best. They generally are independent, friendly with peers and cooperative. They have a strong motivation to achieve and are typically successful and likeable.

Some authoritative parents also display several characteristics that have come to be called as supportive parenting which includes parental warmth, proactive teaching, calm discussion during disciplinary episodes and interest and involvement in children's peer activities. Children whose parent engage in supportive parenting show better adjustment and protected from the consequences of later adversity they may encounter.

Cultural differences in Childrearing practices

Parents in China are observed to be highly directive with their children pushing them to outshine and monitoring their behavior to a considerably higher degree than parents do in Western countries. Children of Asian parents tend to be quite successful, particularly in academics. The US parents are generally recommended to use authoritative methods and explicitly avoid authoritarian methods. Until world war II the point of view that dominated the advice literature was authoritarian. Apparently found on Puritan religious influences that suggested that children had "original sin" or that they needed to have their wills broken.

In short, the child rearing practices that parents follow reflect cultural perspectives about the nature of children as well as about the role of parents and their support system. No single parenting style is likely to be universally appropriate to produce successful children. Parents' child rearing practices are just one of the rich array of environmental and genetic influences that affect children.

Cycle of Violence Hypothesis

The theory that the abuse and neglect that children suffer predispose them as adults to abuse and neglect their own children. (Miller- Perrin & Perrin, 1999; Widom, 2000; Heyman & Slep, 2002) According to this hypothesis, victims of abuse must have learnt from their childhood experience that violence is an appropriate and acceptable form of discipline. Violence may be transferred from one generation to another, as each generation learns to behave abusively and fails to learn the skills require to solve a problem. However, being abused as a child does not inevitably lead to abuse of one's own children. Statistics in the U.S show that only one third of people who are abused and neglected as children abuse their own children. The remaining two thirds do not turn out to be child abusers.

Aggression

- Behaviour directed towards the goal of harming another living being who is motivated to avoid such treatment. (Baron and Byrne, 1977)
- But now, there are many new and deadly ways to harm others. Sexting can be one of them but so, too, can using the web to spread embarrassing photos with other kinds of content & "smear campaigns", designed to harm the targets' reputation.

The roots of aggression

Freud's psychoanalytic theory suggests that we all are motivated by sexual & aggressive instincts. According to ethologist Konrad Lorenz, an expert in animal behavior, animals including humans share a fighting instinct that stems from primitive urges to preserve territory, maintain a steady supply of food and weed out weaker animals. Similar arguments are made by evolutionary theorists and sociobiologists, scientists to consider the biological roots of social behavior. They argue that aggression leads to increased opportunities to mate, improving the likelihood that one's genes will be passed on to the future generation. In addition, aggression may help to strengthen the species and its gene pool as a whole, because the strongest survive. Ultimately then, aggressive instincts promote the survival of one's genes to pass on to the future generation. Most developmentalists believe not only do instinctual explanations fail to take into account the increasingly sophisticated cognitive abilities that humans develop as they get older, but they also have relatively little experimental support. Consequently, developmentalists have turned to other approaches to explain aggression and violence.

Drive theories

Theories suggesting that aggression stems from external conditions that arouse the motive to harm or injure others. The most famous of these is the frustration aggression hypothesis. The suggestion that frustration is a very powerful determinant of aggression. In its original form this hypothesis made two sweeping declarations.

- Frustration always leads to some form of aggression
- Aggression always stems from frustration

Bold statements like these are appealing, but it does not mean that they are necessarily accurate. When frustrate, individuals do not always respond with aggression. On the contrary, they show many different reactions, ranging from sadness, despair and depression. On one hand to direct attempts to overcome the source of their frustration on the other. In short aggression is not an automatic response to frustration.

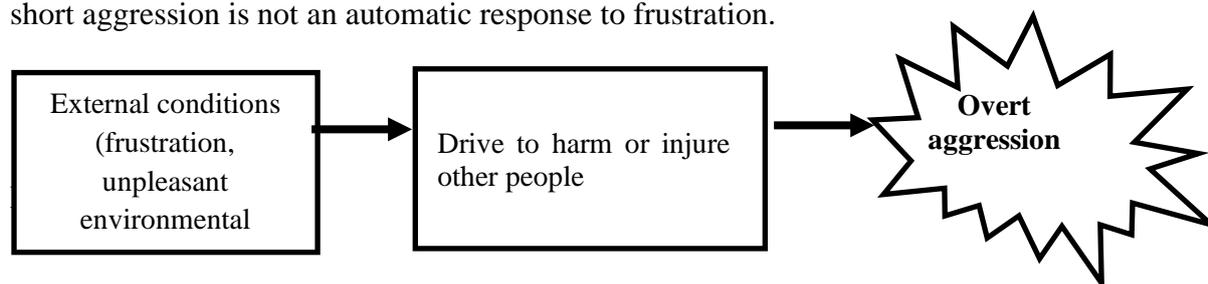


Figure 1- Drive theories of aggression: Motivation to harm others

Social learning perspective

Social learning approaches to aggression emphasize how social and environmental conditions teach individual to be aggressive. These ideas grow out of behavioral perspectives, with suggest that aggressive behavior is learnt through direct reinforcement. Traditional learning theory, have used reinforcement or have been reinforced for acting aggressively which predisposes them to behave aggressively in future.

A good deal of research suggests that exposure to aggressive models leads to increased aggression, particularly if the observers themselves are angered, insulted, or frustrated. For example, Albert Bandura and his colleagues illustrated the power of models in a classic study using the Bobo doll among preschool age children.

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The newer framework of social learning perspective is known as General Aggression Model (GAM) (Anderson and Bushman, 2002). A modern theory of aggression suggesting that aggression is triggered by a wide range of input variable that influence arousal, affective stages and cognition. According to this theory a chain of events that may ultimately lead to overt aggression can be initiated by two types of input variables, 1. Situational factor 2. Person factors. According to this model these two factors lead to overt aggression through their impact on three basic processes,

- Arousal – they may increase physiological arousal or excitement
- Affective states – they can arouse hostile feelings
- Cognition – they can induce individuals to think hostile thoughts or can bring beliefs about aggression to mind

Depending on individual's interpretation of the current situation they then engage either in thoughtful action or impulsive action (overt aggression).

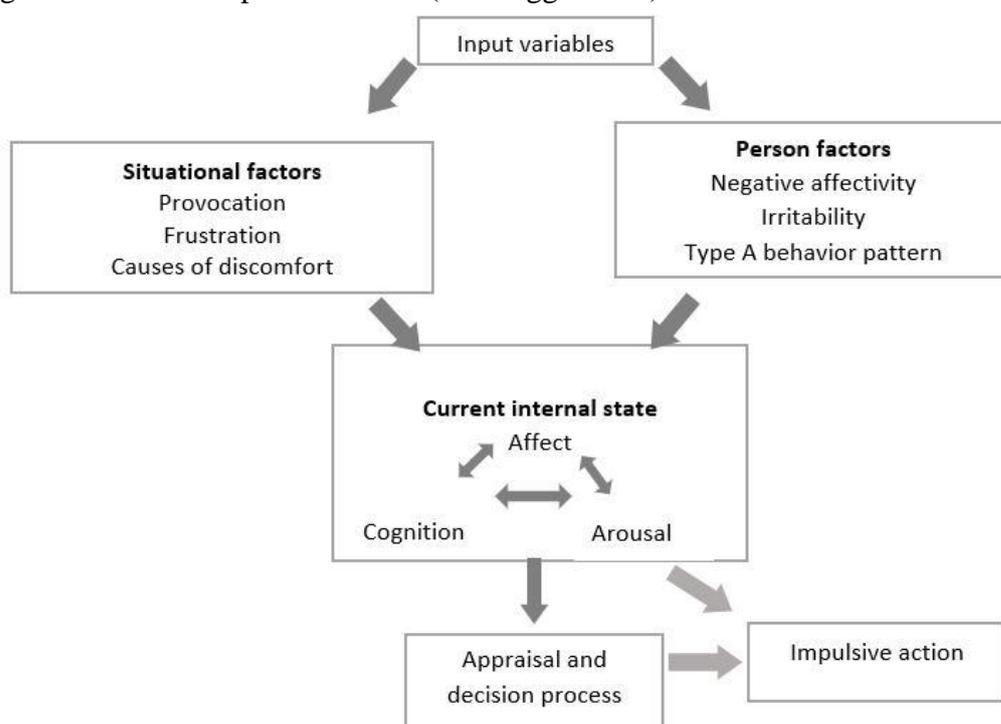


Figure 2 – The GAM (General aggression model): A modern theory of Human aggression

Basic sources of Aggression

1. Provocation – actions by others that tend to trigger aggression in the recipient, often because they are perceived as stemming from malicious intent. When we are on the receiving end of some form of provocation from others – criticism that we consider to be unfair, sarcastic or physical assaults – we tend to reciprocate with aggression especially if we are certain that the other person meant to harm us
2. Contempt – are the expressions of arrogance or disdain on the part of others is very powerful. Harsh and unjustified criticism that attack us is another powerful form of provocation and when exposed to it people find it very difficult to avoid getting angry
3. Teasing – Provoking statements that call attention to the target's flaws and imperfection may lead the recipient to respond aggressively.
4. Social causes of aggression: Social exclusion and exposure to media violence

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- Social exclusion or rejection is often a powerful trigger for aggression being excluded by others often leads to increase in aggression against them by the excluded individuals which in turn could lead to even more exclusion.
- Research on exposure to violent television, movies, video games and music indicates that such material can significantly increase the likelihood of aggressive behavior by people exposed to them. Such effects are both short and long term in nature. The magnitude of these effects is large.

Gender Differences in Aggression

- Males are significantly more likely than females to aggress against others when they have not been provoked
- The size & direction of gender differences in aggression seems to vary greatly with the type of aggression in question. Research indicates that men are more likely than women to engage in direct aggression (pushing, shoving, throwing, shouting, making insulting remarks). Women indulge in indirect form of aggression which makes it difficult for the victim to know that they have been the target of intentional harm doing. It has been found out that children use indirect aggression which may not persist into adulthood.
- Recent findings indicate that men & women, being aggressive can be a social plus. This is especially true for individuals who combine aggression with high levels of relationship enhancing actions (high social skills, high levels of extroversion).

Personality & Aggression

The TASS Model - The *Traits As Situational Sensitivity* model A view suggesting that many personality traits function in a threshold like manner, influencing behavior only when situations evoke them. When applied to aggression the TASS model makes the following prediction – the tendency to behave aggressively will only influence overt behavior when situational factors are strong enough to activate it.

Type A Behavior Pattern & Type B Behavior Pattern

A pattern consisting of high levels of competitiveness, time urgency and hostility are described as showing the type A behavior pattern (Glass, 1977; Strube, 1989). They usually indulge in hostile aggression – aggression in which the prime objective is inflicting some kind of harm on the victim.

A pattern consisting of individuals who are not highly competitive, more relaxed and not always fighting the clock are described as showing the type B behavior pattern. They usually indulge in instrumental aggression in which the primary goal is not to harm the victim but rather attainment of some other goal.

Situational Determinants of Aggression

1. Climate & aggression – According to researches people report that they often feel irritable and short tempered on hot and steamy days. Under average weather conditions people seemed to be little less irritable and calmer.
2. Alcohol & aggression – it is widely accepted that people become more aggressive when they consume alcohol. In several experiments participants who consumed substantial amounts of alcohol have been found to behave more aggressively and respond more strongly to provocation.

Prevention of Aggression

1. Punishment - Procedures in which aversive consequences are delivered to individuals when they engage in specific actions. In many cases extreme cases of violence such as mass murder may result into capital punishment – legal execution of the convicted criminals. Punishment can reduce aggression only when it meets four basic requirements
 - It must be prompt
 - It must be certain to occur
 - It must be strong
 - It must be perceived as justified by the recipient
2. Catharsis hypothesis -the view that providing angry people with an opportunity to express their aggressive impulses in relatively safe ways will reduce their tendencies to engage in more harmful forms of aggression.
3. Self-affirmation – it refers to the tendency to respond to a threat to ones' self-concept by affirming ones' competence in another area (different from the threat)

SELF-ESTEEM

Indian perception of self

The earliest phase of Hinduism has traditionally been concerned with the self as an ontological entity. A consistent view of Vedas and Upanishads, the ancient scriptures of Hinduism have always looked at self as an independent substance. They defined self into 'Purusa' or pure consciousness and 'Prakriti' which is unconsciousness. Both 'Purusa and Prakriti' complement each other. The primary motivation of the Hindu sculpture was meta physics.it was believed that the interaction between 'Purusa and Prakriti' created the world. Prakriti's expression were through components like intelligence, ego, mind, senses. Each of the components have a profound influence on the self. According to yogic philosophy when the self is influenced increasingly by 'Prakriti' rather than by 'Purusa', all suffering emanates. In today's nomenclature 'Purusa' is a state enlightenment. It is all about witnessing the inner self. Thus according to the rishis of Hinduism was possible as one learnt to see self as an independent entity. As a consequence, he attains a better control of the components. To equip him in the journey of reaching self comes true knowledge. To attain the state transcendence one needs to control wandering nature of the mind. Practices like yoga helps achieve such control.

So in a nutshell, we could say that the Hindu philosophy beautifully and spiritually defined the path of human to attain self.

Insight on Self

A person's self is their understanding of who they are and what makes them unique. This can include the physical, social and the psychological self. The various parameters in analyzing the self, include:

1. Self-awareness: It can be defined conscious knowledge of one's own character and feelings.
2. Self-concept: The individual's belief about himself or herself, including the person's attributes who and what the self is.(Baumeister,1999)
3. Self-image: The idea one has of one's abilities, appearance, and personality
4. Self-efficacy: Psychologist Albert Bandura has defined self-efficacy as one's belief in one's ability to succeed in specific situation or accomplish a task. One's sense of self efficacy can play major role in how one approaches goals, tasks, and challenges.

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5. Self-confidence: it is defined as a feeling of trust in one's abilities, qualities and judgement.

Self Esteem

Esteem is a widely used concept in psychology it refers to an individual's sense of his or her worth, or the extent to which a person values, approves of, appreciates or likes himself or herself (Blascovich and Tomaka,1991).

Self-esteem is a crucial parameter for understanding of self. It can be as the degree to which we perceive ourselves positively or negatively and our overall attitude towards ourselves which can be measured explicitly or implicitly.

History of Self esteem

1. William James' theory of self-esteem – William James an American Psychologist, philosopher, geologist in 1892 identified various dimensions of the self. It included two levels of hierarchy, the first one was known as processes of knowing (I - self) and the second was known as resulting knowledge about the self (Me - Self). The observations made by the I -self create three types of knowledge that account for Me – self

1. Material self

2. Social self

3. Spiritual self

2. Morris Rosenberg – In the mid-1960s Morris Rosenberg a sociologist explained self-esteem as a feeling of self-worth. He developed the Rosenberg self-esteem scale (RSES) which is one of the most widely used scale to measure self-esteem.
3. Humanistic psychology – In the mid-20th century humanistic psychology and phenomenology rose to prominence which led to renewed interest in self-esteem. It was during this period that self-esteem was identified to play a key role in self-actualization & also in the treatment of various psychic disorders. Psychologists started to consider the relationship between psychotherapy and personal satisfaction of an individual with high self-esteem.
4. Core self-evaluation – In current times the core self-evaluation includes self-esteem as one of the four dimensions of one's fundamental appraisal of oneself. This also includes locus of control, neuroticism, and self-efficacy. It has also been identified to have the ability to predict job satisfaction & job performance.

Carl rogers' theory of self

Carl rogers was a humanistic psychologist who believed in the assumptions of Abraham Maslow but added that for an individual to 'grow' they require an environment that provides them with genuineness, acceptance and empathy. The core aspect of rogers' theory is the notion of self or self-concept. according to rogers (1959) we want to feel, experience and behave in ways which are consistent with our self-image and which reflect what we would like to be, our ideal self. He stated that closer our self-image and ideal self are to each other, the more consistent we are and the higher our sense of self-worth.

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1. Self-image: Self-image can be defined as the influence of our body image on our inner personality. Self-image affects how a person thinks, feels and behaves in the world.
2. Ideal self: Ideal self can be defined as who we would like to be. It basically consists of our goals and ambitions in life.
3. Positive regard and self-worth: Carl Rogers viewed that a child has 2 basic needs first, positive regard from other people and second, self-worth. According to him a person with high self-worth has confidence and positive feelings and a person with low self-worth may avoid challenges in life and can be painful and unhappy at times. Rogers also believed that we thrive to be regarded positively by others. We want to be valued, respected and treated with affection and loved. He made a distinction between unconditional positive regard and conditional positive regard.
 - Unconditional positive regard: It refers to a situation in which parents, significant others, therapist accepts and loves the person for what he or she is. Positive regard is not withdrawn if the person does something wrong or makes a mistake.
 - Conditional positive regard: it refers to a positive regard which depends upon the child for example behaving in ways that parents think correct.
4. Congruence: the development of congruence is dependent on unconditional positive regard. Carl believed that for a person to achieve self-actualization they must be in a state of congruence. A person is said to be in state of incongruence if some of the totality of their experience is unacceptable to them. Incongruence is discrepancy between the actual experience of the organism and the self-picture of the individual.

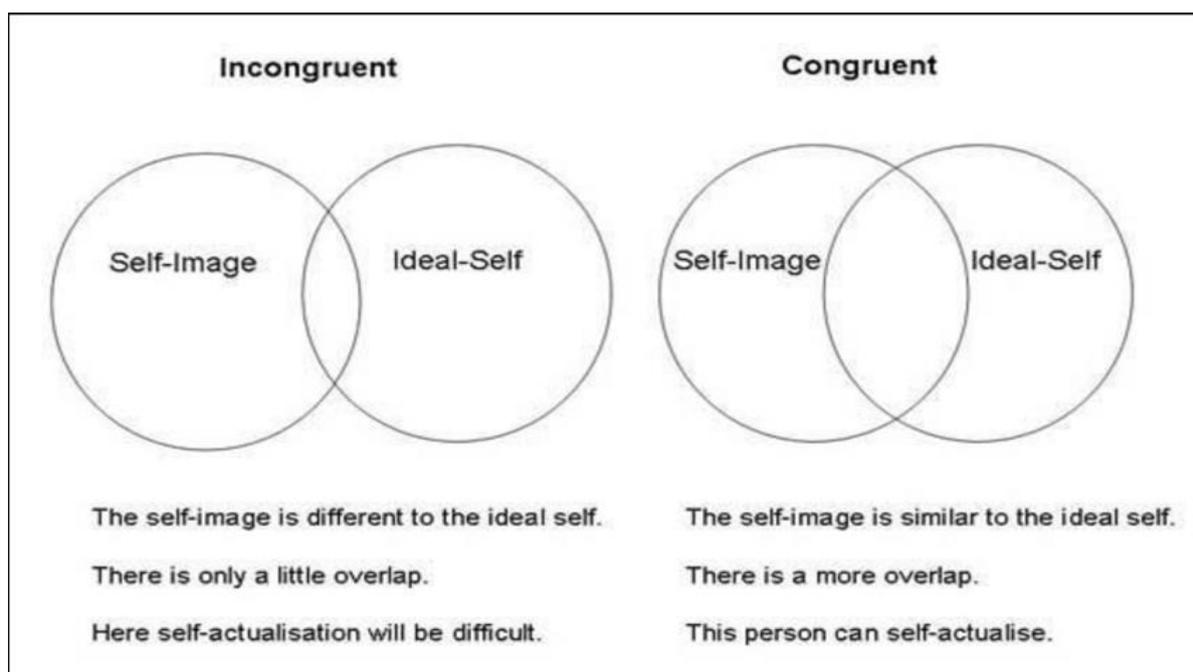


Figure 3 – Congruence and Incongruence

Theories of self esteem

1. Abraham Maslow's hierarchy of needs:

Abraham Maslow an American Psychologist included self-esteem in his hierarchy of human needs. According to Maslow an individual will find it impossible and difficult to attain self-

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actualization if his self-esteem needs remain unfulfilled. Further he has described two different forms of esteem – 1. Need for respect from others 2. Need for self-respect

2. Socio meter theory:

Socio meter theory states that a minimum level of social inclusion or belonging is essential for humans to reproduce and survive with self-esteem. The ability to efficiently determine other reactions affecting an individual's status aids the creation and maintenance of a small number of meaningful relationships. An individual's socio meter also has the added complexity of being concerned about the inclusive status with various groups that might be considered negatively or not worthwhile which add up to the building up or reducing one's self-esteem.

3. Terror management theory:

In terror management theory self-esteem is viewed as a culturally based construction derived from specific contingencies valued by society into one's own world view. The TMP paints a morbid picture – high self-esteem promotes positive effect and personal growth, psychological wellbeing and helps in coping with anxiety.

4. Self-determination theory:

The Self-determination theory states that man was born with an intrinsic motivation to explore, absorb and master his surroundings and that high self-esteem is noted when the basic psychological needs of life are in balance. When social conditions provide support to fulfill these basic needs the personal growth, vitality and wellbeing are also enhanced.

5. Carl Rogers Theory:

Carl roger an advocate of humanistic psychology stated the origin of individual's problem to be that they despise themselves and consider themselves incapable of being loved. And hence Roger believed in giving importance to unconditional acceptance to a client which would in turn improve the clients' self-esteem. During the therapy sessions he offered unconditional positive regard to his client i.e. complete understanding and acceptance to what his client is saying. Carl Rogers also believed that for a person to achieve self-actualization they must be in a state of congruence. It means self-actualization occurs when a person ideal self is congruent with their actual behavior.

What affects self-esteem?

There are various factors which can affect self-esteem but nothing is more significant than the family. It does not mean that family is the cause of individuals' self-esteem rather it has a predisposing effect. Certain parental attitudes have been found to effect self-esteem (mruk:1995, Joseph:1994). They are:

1. Parental involvement: the greater the parents are involved with and to their children the higher are the levels of self esteem
2. Parental warmth: It is also defined as unconditional positive acceptance (Joseph, 1994). It is the ability to accept a child's strengths and weaknesses. The acceptance is warm and that is balanced.
3. Respect: Respect for one's children coupled with a democratic or authoritative parenting style has seen to have a positive effect on self-esteem.
4. Clear expectations: Boundaries that are set by the parents which are clear and firm but at the same time not authoritarian help children to ascertain what behaviors are acceptable and what are not.
5. Empowering children: Individuals who generally confident and who believe that they can achieve have a positive self-esteem. Parents can empower their children by fostering responsibility for their feelings and actions.

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6. Modeling: Modeling refers to imitation of what we see. Parents who face challenges and those who directly expose their children to examples of problem solving strategies can enhance their self-esteem.

Damaging effect on self-esteem (Van Ness,1995). Some of these are

1. Repeated negative evaluation by others: Constant negative comments such as being termed as dumb, fat and stupid and eventually make us believe that we are one.
2. Repeated criticism: If we are constantly told that we are not good or below average can damage our self-confidence and self-worth.
3. Mistakes and failures: Normal occurrences of failure and errors in the path of success can lower confidence and ultimately lower our self-esteem.

Types of Self-esteem

1. Low self-esteem – People who have low self-esteem do not value themselves and do not trust their responsibilities. They may feel insecure about getting carried away in almost every situation. They have constant fear of failure. Their self-esteem drops very quickly. They are sensitive and can be easily influenced by others.
2. High self-esteem – People with high self-esteem value and accept themselves. They have the security necessary to avoid letting negative circumstances and events throw them off balance. They cannot be easily influenced and have a lot of courage to face any problem. They also seem to be satisfied with their life.
3. Inflated self-esteem – People with inflated self-esteem think that they are better than others and tend to underestimate everyone else. They are always competitive and want to come on top. They are characterized by their inability to listen to others and they are constantly blaming others. They may also indulge in hostile behavior.

Is high self-esteem always beneficial?

A variety of social scientists have suggested that lack of high self-esteem is the route of many social ills including drug abuse, depression, poor school performance and eating disorders. Some have also stated that low self-esteem might be an important cause of aggression, general negativity towards others. However strong evidence has now accumulated in favor of the opposite conclusion that high self-esteem is associated with bullying, narcissism, exhibitionism, and inter-personal aggression. When unstable high self-esteem people experience failure, their underlying self-doubt is reflected in physiological responses indicative of threat. Hence high self-esteem also appears to have a potential downside.

Gender differences in self esteem

Women have historically occupied a lower status, social position and are frequently targets of prejudice which could have a negative consequence in their self-esteem. Self-esteem in girls and women may reflect their devalued status in the larger society. Many can end up feeling that they just do not measure up to the societal standards. Self-esteem among preadolescence did not show any gender difference. A reliable self-esteem difference emerges that continues through adulthood with women's self-esteem levels being lower than men based on longitudinal research conducted in the US. In nations such as India and Malaysia where women were traditionally expected to remain in their home, in their roles as wives and mothers had the most negative self-concept.

Significance Of The Present Study

There exist very few researches about the relationship between parenting styles, aggression & self-esteem to be referenced by researchers or students who are going to study this topic in an

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in-depth manner. Hence, I have decided to study this topic hoping that it can benefit and can be used for referencing in future by researchers who wish to pursue the same.

Apart from that this study will also enable us to gain knowledge regarding the perceived parenting style and its relationship on the development of aggression and self-esteem.

This will in turn enable us to build a better family and a society. Since the outcome of the research will help young adults to receive proper treatment from professional psychologists and family therapists.

Rationale Of the Present Study

The correlational study of parenting style, aggression & self-esteem in young adults can be viewed from two parameters which includes extrinsic & intrinsic factors. The extrinsic factors include

1. Increasing number of nuclear families in India which gives a boost to either over- lenient or controlled parenting style.
2. Increasing influence of technology which weans away family time in terms of both quality and quantity
3. Highly competitive world leads to ultra-competitive parenting.

The study outcome can help one to work on the intrinsic factors as the extrinsic factors can trigger introspection and provide us with suitable options on parenting style. The research will also enable many young adults to identify their level of self-esteem and susceptibility to aggression. This will in turn encourage them to adopt various treatment and therapies to control the level of aggression and to achieve positive self-esteem.

The perceived parenting style by the young adults can enable them to opt for family therapy that focuses on maintaining a status quo or balance in the family environment.

STATEMENT OF THE PROBLEM

To study the relationship between parenting style, aggression, and self-esteem among young adults.

Objectives

1. To study the relationship between parenting styles and aggression among young adults
2. To study the relationship between parenting style and self-esteem among young adults
3. To study perceived parenting style among young adults

Summary

The past work of many psychologists draws our attention to the relationship between parenting style, aggression and self-esteem. The different theories help one to define and structurally align the understanding of variables. Besides, the impact of culture and gender also play an important role in the expression of these variables. While it is important to understand the expression, it becomes equally important to analyze causes of negative expression of variables and ways to prevent such occurrences.

REVIEW OF LITERATURE

Overview

In any research it is very important and essential to review the literature in the context of the topic under the microscope. This chapter reviews the literature for the concepts used in the current study –Parenting Style, Aggression and Self - Esteem.

Parenting Style

Parenting style has been studied in relation to various variables based on the type of parenting style used in rearing the children. As we know that parenting style has an important role to play in terms of development of various psychological aspects, in today's age with publication of various books and websites which try to demonstrate the appropriate style used for raising the child has led to various researches which assess the impact of the same. Given below are some researches which try to study the impact of parenting style and various psychological aspects. Also, it examines the individual impact of the parental behaviour used by the mother and the father and their influences.

In Iran a research conducted to study the relationship between parenting style and personality development by (Maddahi et al., 2012) examined the influence of parenting styles which included authoritative, authoritarian and permissive and neglectful parenting style on the development of personality which basically included the big five factors which were openness to experience, neuroticism, extroversion conscientiousness, agreeableness. The study included a sample of 272 students. The findings indicated that there was a significant relationship between openness and authoritative parenting style especially on the development of imagination, curiosity, humanism, wisdom and enlightenment.

In research study which examined the impact of maternal control on anxious behaviour, cognitions and affect by (thirlwall et al., 2010) studied controlling parenting associated with child anxiety, the study included a sample of 24 mothers who were trained to engage in controlling behaviour the findings of the same indicated that mothers who engaged in controlling parenting behaviour their children made more negative predictions. Hence it was observed that controlling parental behaviour leads to the development of more anxious and negative cognitions and actions.

In study which examined fathers' versus mothers' influence on their children's anxiety in ambiguous social situation by (Stevens et al., 2011) studied parenting and social anxiety. The study included a sample of 144 children between the age group of 8-12 yrs. The result indicated that fathers' behaviour influenced high social anxiety among children in comparison to the mothers behaviour however mothers might have a role to play when it comes to teaching social wariness to their low anxious children and fathers may teach social confidence to socially anxious children.

In a study that aimed to investigate the effect of parenting styles on the attachment styles of undergraduate students by (Akhtar,2012) in India examined different styles of parenting and their effect on the development of attachment styles. The sample included 200 students ranging from 15 – 18 yrs the scale used for assessing the parenting style was parental authority questionnaire which measures parenting style of both mother and father. The results indicated that there was a significant relationship authoritarian parenting style and anxious attachment style of students and there was significant relationship between permissive parenting style and anxious and avoidant attachment style. It was also observed that there was no significant relationship between authoritative parenting style with any attachment style.

Correlational Study of Parenting Style, Aggression and Self-Esteem in Young Adults

In India research conducted to study the relationship between perceived paternal parenting style and proactive coping strategies of Indian adolescence by (Bhattacharyya et al., 2015) examined the influence of the perceived parenting style on the coping strategies used by adolescents. The research emphasised on the role of the father in child's progress from infancy through adulthood, it included a sample of 180 adolescents from Kharagpur, West Bengal. The results revealed the adolescents' perception of paternal demandingness and autonomy granting significantly predicts preventive and instrumental coping strategies among adolescents. The study also concluded that income of father and gender of the adolescent had a moderate relationship between perceived paternal parenting style and coping strategies.

AGGRESSION

There has been extensive research conducted on aggression and its influence on various psychological constructs such as personality. Because aggression seems to play a crucial part in the development of various criminal activities hence identification of the same can help the individual to cope up with it in better ways. Below mentioned are some researches that focus on aggression and their influences.

According to research conducted in Iran by (Azimi,2012), examined the relationship between maternal parenting style and child's aggressive behaviour. The study included a total of 380 individuals including both male and female high school students. The results of this study indicated that mother's authoritarian parenting is positively correlated with adolescents' aggression and mother's authoritative parenting is negatively correlated with adolescents' aggression. It was also seen that mothers' indulgent parenting style negatively correlated with aggression among adolescents.

A research study which examined the relationship between parenting style and aggression among the adolescents of Zahedan city in Iran by (Asli et al.,2016). It was cross-sectional study which included 206 high school students and their parents. The findings indicated that authoritative parenting style was correlated to lower aggression and permissive parenting style had a direct influence on development of aggression. The research also concluded that despotic parenting style and aggression highly correlated.

In India a research conducted to investigate the role of self-esteem on the development of aggression among adolescents by (Dr. Jahan et al.,2014). The study included a sample of 200 students from Aligarh University. The scales that were used for assessing self-esteem and aggression were Rosenberg self-esteem scale and Aggression questionnaire (Buss & Perry,1992). The results indicated that there was a significant negative correlation between self-esteem and aggression. It was also found that male students scored significantly higher on self-esteem and aggression in comparison to female students.

In India (Sharma et al., 2014) examined prevalence and psychosocial factors of aggression among youth. The questionnaire was administered to 5476 participants out of which 47% were female and 53% were male. The result findings indicted that 17.7% of youth had high mean aggression. Males experienced more verbal and physical aggression, the younger age group (16-19) experienced more aggression than the older age group (20-26). hence it was concluded that youth indulging in various aggressive behaviour had a significant psychosocial dysfunction.

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According to a study which examined the maternal and paternal parenting style associated with relational aggression among children and adolescents which was conducted by (Kawabata et al., 2011). A meta-analysis was conducted among 48 studies to find association between parental behaviour and relational aggression. The meta analysis indicated that more positive the parenting style, lower the level of relational aggression and more negative and uninvolved the parenting style was associated with higher relational aggression. Controlling paternal parenting style was positively associated with more aggression whereas controlling maternal parenting style was not. Therefore, the study concluded that fathers' played an important role in the development of aggression among children and adolescents.

SELF ESTEEM

Self-esteem is considered to be an important aspect when it comes to development of an individual there are various factors which can have an influence on the same. It has been observed that self-esteem is either increased or decreased by the impact of various relationship that we share with our family, peers, significant others and society in general and hence below mentioned are few researches which assess the self-esteem and its influence on various factors.

According to the research conducted by (Wolff ,2000), on the assessment of influence of parenting styles on self-esteem among children. The study examined four types of parenting style which included authoritative, authoritarian, permissive and uninvolved styles of parenting which were assessed from the child's point of view and which was later used to compare the level of self-esteem to determine influence of parenting style. The study included the parental behaviour inventory questionnaire to ascertain their parents parenting style and self-perception profile for children to measure the level of self-esteem in the child. The results indicated that the self-esteem of children whose parents practiced authoritative parenting style had higher global, physical and scholastic self-esteem in comparison to the children whose parents practiced authoritarian parenting style and there was no significant result found in terms of permissive and uninvolved parenting style and their influence on self-esteem.

In India a research was conducted by (Sharma et al., 2015), to study the parenting styles and its effect on the self-esteem of adolescents especially in the Indian context. This research basically studied three types of parenting style which were authoritative, authoritarian and permissive styles of parenting. The main objective of the study was to assess their effect on the self-esteem of adolescents. They selected a sample of 120 participants (60 males and 60 female) adolescents from Delhi and NCR. The findings indicated that there was no significant difference between permissive and authoritative parenting which included both mothers' and fathers' parenting on the self-esteem of adolescents and there was a negative correlation between authoritarian parenting style and self-esteem of adolescents. The research study also identified that there was not much of difference between level of self-esteem among male and female adolescents.

In North-eastern US,(Milevsky et al.,2007),examined variations in adolescent adjustment, parenting style and self-esteem. The parenting style was assessed individually for both mother and father. The sample included a total of 272 students from public high schools. The results of this particular study indicated that authoritative mothering was related to higher self-esteem, life satisfaction and lower depression and the study also concluded that authoritative mothering had more advantage over permissive mothering and the paternal parenting style was related to psychological adjustment in adolescents.

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In Athens, Greece, (Antonopoulou et al., 2012), examined the relationship between early adolescents perceptions of their fathers parenting style with global self-esteem and empathy. The sample included a total of 190 students. The findings suggested that there was significant link between paternal parenting style and self-esteem and empathy and it was also observed that participants who perceived their fathers to be supportive had high self-esteem and empathy and hence the study concluded that the perceived father-child communication played an important role in development of self-esteem and empathetic behaviour.

In a research conducted to study the correlation between facebook use and self-esteem by (Dr. Ashtaputre-Sisode, 2018), examined the relationship between the use of facebook and self-esteem. The sample included of 200 women between the age group of 20-25 yrs. The results indicated that there was negative correlation between facebook use and self-esteem, which means more the use of facebook lower the self-esteem and the correlation was also high.

SUMMARY

As we have observed that there has been extensive researches in separate spheres of Parenting style, Aggression and Self-esteem but very few researches have focused upon assessing the influence of the mother and father independently on the relationship between aggression and self-esteem. The entwining features of different types of parenting styles and their ability to predict the individuals' level of aggression and self-esteem needs considerable research support.

METHODOLOGY

Introduction

The earlier two chapters focused upon the theoretical aspect required for the present study. This chapter will focus and highlight the definite methodology applied to the study, the sample, the tools used for assessment, statistical methods used and applied to analyse the data and hence this chapter brings us closer to the real findings of the present study.

Hypothesis

Based on the review of literature, the following hypothesis were framed-

- i. There will be a positive correlation between mothers' permissive parenting style and aggression.
- ii. There will be a positive correlation between fathers' permissive parenting style and aggression.
- iii. There will be a negative correlation between mothers' permissive parenting style and self-esteem.
- iv. There will be a negative correlation between fathers' permissive parenting style and self-esteem.
- v. There will be a positive correlation between mothers' authoritarian parenting style and aggression.
- vi. There will be a positive correlation between fathers' authoritarian parenting style and aggression.
- vii. There will be a negative correlation between mothers' authoritarian parenting style and self-esteem.
- viii. There will be a negative correlation between fathers' authoritarian parenting style and self-esteem.

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Sample

The present study included a sample size of 100. The sample was collected from a heterogeneous group belonging to both the genders (male & female) who were ranging between the age group of 18-25 years. The subjects who participated in the study were given clear instructions in writing and confidentiality of the results was guaranteed. The main aim behind collecting the sample from such a broad age group was to increase the generalisability of the results.

Variables Used in The Study

1. PARENTING STYLE:

Parenting style acts as an indicator that predicts child's wellbeing across a wide spectrum of environment. Parenting style is conceptualized along two dimensions: parental demandingness and parental responsiveness which can be combined to create four categories of parenting: authoritative, authoritarian, permissive and uninvolved parenting style. (Baumrind 1971; Maccoby & Martin, 1983).

2. AGGRESSION:

Aggression refers to the behaviour between members of the same species that is intended to cause pain, harm, humiliation, antisocial behaviour, dissociation, doubts and several other problems related to emotional regulation.

3. SELF ESTEEM:

Self-esteem is one of psychology's most well-known construct. Morris Rosenberg defined self-esteem as favourable and unfavourable attitudes towards self.

Tools Used for Assessment

Three scales assessing three different variables were used

- i. Parental Authority Questionnaire (PAQ) by John Buri (1991) was used to assess the perceived parenting style.

PAQ consists of 30 items and yields permissive, authoritarian and authoritative scores for both the mother and father. Hence each of the parenting style has 10 items under it. The responses for each of the item are scored on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5). Hence the PAQ yields six separate scores for each subject which includes mother's permissiveness, authoritarianism and authoritative scores and father's permissiveness, authoritarianism and authoritative scores. The score for each style ranges from 10 to 50. The highest score reflects perceived presence of the parental prototype.

Test retest reliability		
	Mothers	Fathers
permissiveness	0.81	0.77
authoritarianism	0.86	0.85
authoritativeness	0.78	0.92

Internal consistency of reliability		
	Mothers	Fathers
permissiveness	0.75	0.74
authoritarianism	0.85	0.87
authoritativeness	0.82	0.85

Content validity: the content validity of PAQ is high

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Criterion related validity – Authoritarian parenting was inversely related to nurturance for both mothers and fathers.

ii. BUSS-PERRY AGGRESSION QUESTIONNAIRE (BP-AQ) was developed by Arnold Buss and Mark Perry to measure the construct of aggression.

BP-AQ yields four scales which includes physical aggression, verbal aggression, anger and hostility. The test consists of 29 items each item was rated on a 5-point scale. 1 signifies extremely uncharacteristic of me and 5 signifies extremely characteristic of me. Out of the 29 items number 9 and 16 are scored reverse. The total score for aggression is the sum of all the factors.

The internal consistency of the four factors and the total score was evaluated by the alpha coefficient which were .85,.72,.83,.77 for physical aggression, verbal aggression, anger and hostility respectively. The overall score for aggression was .89. the test retest reliability has also been established. Norms have also been established for each sex.

iii. ROSENBERG SELF ESTEEM SCALE (RSES) by Morris Rosenberg is self report measure of self-esteem.

This test consists of 10 items out of which 5 are positively worded and the remaining 5 are negatively worded. Each item has four options ranging from strongly agree to strongly disagree. Items 1,3,4,7,10 are scored as 1- strongly agree to 4 – strongly disagree and items 2,5,6,8,9 are scored reverse. The sum of all the 10 items yields a score which predicts the self-esteem of the individual. A higher score indicates more self-esteem.

Internal consistency for the RSE range from .77 to .88 and the test retest reliability for the RSE ranges from .82 to .85. The criterion validity of the test was .55 and the construct validity correlated with anxiety (-.64), depression (-.54) and anomie (-.43).

Method Used

The tests were administered to individuals with clear instructions and also with complete assurance of keeping their results confidential. The collected data was subjected to rigorous analysis with the use statistical method like Pearson's product moment correlation to find out the qualitative impact of parenting style, aggression and self-esteem.

Summary

Standardized tools and statistical methods were used to assess the correlations and predictors.

RESULTS AND DISCUSSIONS

Introduction

The present chapter elucidates the descriptive statistics and the results. Correlation analysis was carried out and correlation coefficients were calculated. The table 1 signifies descriptive statistics table and table 2 clarifies the correlation results.

Tables and Graphs

Table 1: Descriptive statistics

	pm	Pf	rm	rf	agg	se
N valid	100	100	100	100	100	100
Missing	0	0	0	0	0	0
Mean	31.07	31.96	27.68	27.44	80.99	19.97
Median	31.50	32.00	27.00	28.00	81.50	20.00
Mode	30	31	24	21	87	20

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	pm	Pf	rm	rf	agg	se
Std.Deviation	5.014	5.343	6.883	7.745	16.253	4.491
Skewness	-.008	-.107	.302	-.066	.004	.204
Std.Error of Skewness	.241	.241	.241	.241	.241	.241
Kurtosis	.074	.213	-.555	-.764	-.577	-.084
Std.Error of Kurtosis	.478	.478	.478	.478	.478	.478

After the data was collected, the above mentioned statistical information was revealed based on the correlational statistical operations performed in SPSS. Description of the result has been written in detail regarding the result table 1.

The total number of sample included in the study was 100. For permissive mother, mean was found to be 31.07. For authoritarian mother the mean was found to be 27.68. For permissive father the mean was found to be 31.96. For authoritarian father the mean was found to be 27.44. For aggression and self-esteem, the means were found to be 80.99 and 19.97 respectively. The median for permissive mother and father was 31.50 and 32.00 respectively and the median for authoritarian mother and father was found to be 27.00 and 28.00 respectively. The median for aggression was found to be 81.50 and the median for self-esteem was 20.00. The SD for permissive mother and permissive father was found to be 5.014 and 5.343 respectively and similarly the SD for authoritarian mother and father was 6.883 and 7.745 respectively. The SD was found to be 16.253 and 4.491 for aggression and self-esteem respectively. The skewness was calculated for the variables which were -.008, -.107 for permissive mother and father respectively and .302 and -.066 for authoritarian mother and father. The skewness for aggression was found to be .004 and for self-esteem was found to be .204. In the same way kurtosis was calculated which was found to be .074 and .213 for permissive mother and father respectively. The kurtosis for authoritarian mother and father was found to be -.555 and -.764 and the kurtosis for aggression was calculated as -.577 and for self-esteem was -.084.

Statistical analysis was done in order to find the correlation. Normal distribution was found among all the variables. Hence parametric test was used to find the correlation.

GRAPHS

The order of the graphs is arranged according to the following:

1. Parenting style
 - (a) Permissive mother and father
 - (b) Authoritarian mother and father
2. Aggression
3. self esteem

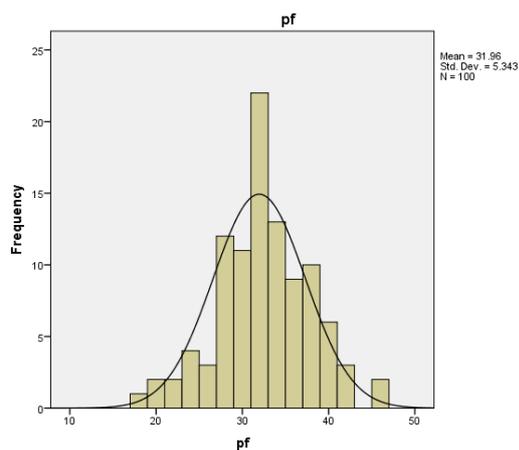
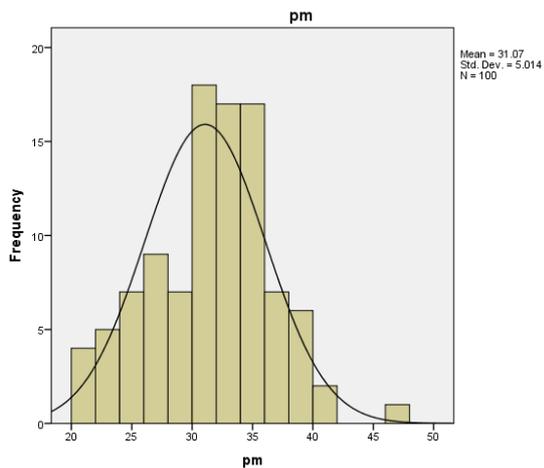
Graph no 1(a) showcases a normal distribution in the permissive mother and father

Graph no 1 (b) showcases a normal distribution in the authoritarian mother and father.

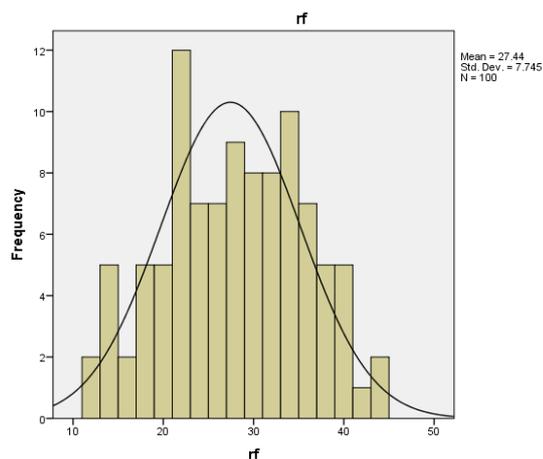
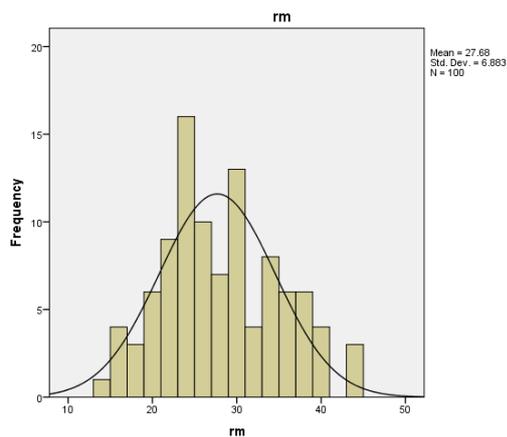
Graph no 2 was found to have a normal distribution in aggression.

Graph no 3 was found to have a normal distribution in self-esteem.

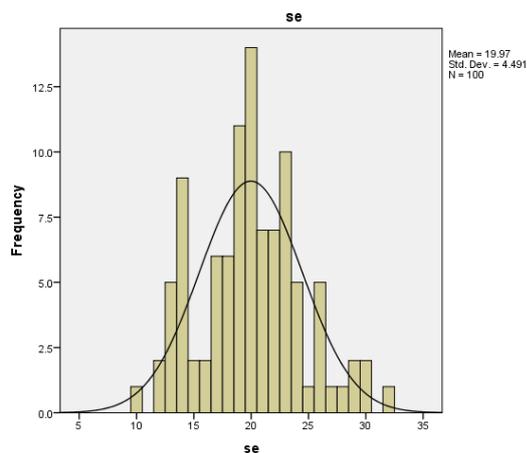
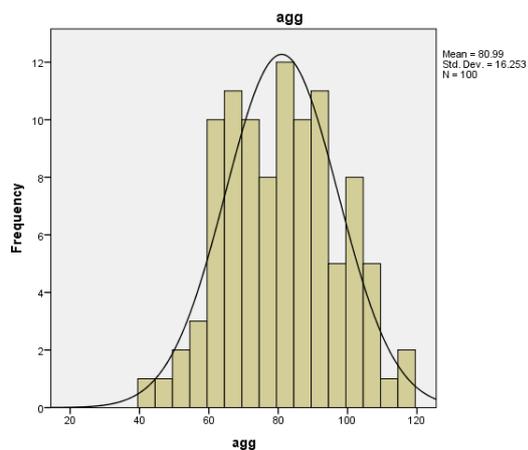
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Graph no 1(a): Normality curve for permissive mother and father.



Graph 1(b): Normality curve for authoritarian mother and father.



Graph no 2: Normality curve of aggression.

Graph no 3: Normality cure of self-esteem

DISCUSSION**Table 2: Pearson product moment correlation.**

			aggression	Self-esteem
Pearson correlation	Permissive mother	Pearson Correlation	.220*	-.036
		Sig. (2-tailed)	.028	.724
		N	100	100
	Permissive father	Pearson Correlation	.222*	-.112
		Sig. (2-tailed)	.027	.269
		N	100	100
	Authoritarian mother	Pearson Correlation	.230*	.109
		Sig. (2-tailed)	.021	.278
		N	100	100
	Authoritarian father	Pearson Correlation	.200*	.133
		Sig. (2-tailed)	.046	.188
		N	100	100

***. Correlation is significant at the 0.01 level (2-tailed).*

**. Correlation is significant at the 0.05 level (2-tailed).*

The research proposed to study the correlation between different types of parenting style with aggression and self-esteem among young adults. The results obtained have been illustrated in the above given table and now we will shift our focus to interpretation of the results.

Hypothesis one stating that “mothers’ permissive parenting style will be positively correlated with aggression” was supported ($r = .220, p < 0.05$). Thus, it can be inferred that mothers who incorporate permissive parenting style are more likely to produce aggressive tendencies and behaviour in their children. Due to them being very inconsistent in their feedback and setting guidelines they fail to bring in some structure and order this ultimately leads into the development of anger since the child might feel the pressure of being one’s own guide and learn via trial and error. According to study conducted in Russia which examined the overt and relational aggression in Russian Nursery School children in relation with parenting style and marital linkages (Hart et al., 1998) indicated that coercion, lack of responsiveness and psychological control for mothers only were correlated with children’s overt aggression. Less responsiveness of both mothers and fathers and maternal coercion positively correlated with relational aggression. It also showcased that marital conflict was related to overt and relational aggression for boys.

Hypothesis two stating that “fathers’ permissive parenting style will be positively correlated with aggression” was supported ($r = .222, p < 0.05$). The positive correlation indicates that fathers who rear their children by using the permissive style of parenting are more prone to increase the levels of aggression among their children since they seem to be uninformed and provide inconsistent feedback. A study conducted in Iran examined the relationship between parenting style and aggression, the results indicated that permissive parenting style had a direct influence on development and increase in aggression. (Asli et al., 2014)

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Hypothesis three stating “mothers’ permissive parenting style will be negatively correlated with self-esteem” was rejected ($r = -.036$). the correlation as we can see is negative but not significant. In a research study conducted in India which studied the parenting styles and its effect on self-esteem. The results indicated that there was no significant difference between permissive parenting style used by mothers and fathers and self-esteem (Sharma et al., 2015). In an Indian setting where mothers are considered to be complete caretakers of their children, if used permissive parenting style which is marked by an inconsistent role that the mothers play may either lead to the development of low self-esteem or may not have any significant effect on self-esteem.

Hypothesis four stating “fathers’ permissive parenting style will be negatively correlated with self-esteem” was rejected ($r = -.112$). the cultural and environmental factors along with the gender stereotypes and roles that needs to be maintained by the man seems to play a very important role. A man or the father is considered to be the bread winner of the family who seems to be engaged and involved only in outdoor matters and very rarely involves himself in guiding and navigating their child’s behaviour, this is indicative of permissive parenting style who tend to provide inconsistent feedback and excessive amount of lax under such circumstances the role of the father has very little to do in terms of developing their child’s self-esteem. In a research study conducted to examine the parent child relationship and their influence on self-esteem indicated that no significant results were found for permissive and unmatched parenting style (Wolff, 2000).

Hypothesis five stating “mothers’ authoritarian parenting style and aggression will be positively correlated” was accepted ($r = .230^*$, $p < 0.05$). authoritarian mothers tend to be very controlling and strict in terms of dealing with their children usually their word seems to be the law they never really encourage their children to question and act independently this ultimately leads to inhibiting a number of feelings. Hence a child with an authoritarian mother might end up feeling bottled up especially the feelings related to aggression. In study that explored the relationship between maternal parenting style and aggression among children stated that mothers’ authoritarian parenting style positively correlated with aggression (Azimi, 2012).

Hypothesis six stating “fathers’ authoritarian parenting style will be positively correlated with aggression” was supported ($r = .200^*$, $p < 0.05$). In an Indian setting a father usually seems to be the ultimate decision maker and hence tends to make a number of decision on behalf of their children which might range from simply selecting a pair of shoes up to selecting a particular stream. This triggers aggression among children with fathers who are highly authoritarian in nature. A study which examined the relationship between parenting style and aggression indicated that mothers and fathers who used authoritarian parenting style for rearing their children were associated with relational aggression (Kawabata et al., 2011).

Hypothesis seven stating “mothers’ authoritarian parenting style will be negatively correlated with self-esteem” was rejected ($r = .109$). In cross cultural study that was conducted to examine relationship between maternal parenting style and achievement and self-esteem in China, Turkey and U.S.A (Newman et al., 2014) indicated that authoritarian parenting style was more prominently found in China and the results showed that in Turkey only, Authoritarian parenting was negatively related to self-esteem. Meaning that at times in an Asian or to be more specific in an Indian setting constant push and control by mothers can lead to certain positive outcomes for e.g.: development of a certain skill.

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Hypothesis eight stating “fathers’ authoritarian parenting style will be negatively correlated with self-esteem” was rejected ($r=.133$). In a cluster-analytical study in Asian societies that examined relationship between parenting styles among both Asian mothers and fathers. The results indicated that authoritarian parenting style could have a different cultural meaning for Asians (Rebecca et al., 2010). A variety of social scientists have suggested along with the accumulated evidence state that high self-esteem is often associated with bullying narcissism, exhibitionism and inter personal aggression, hence self-esteem also to appears to have a potential down side. In an Indian setting father often seem to be pre-occupied with the external matters hence might have a minimal role to play in the development of their child’s self-esteem.

The results indicated that permissive and authoritarian parenting styles was found to have a significant positive correlation with aggression for both mothers and fathers. This finding was congruent to the results that were found in many researches used in review of literature. In terms of self-esteem there was no difference to be found. This could be due to the difference in terms of interpreting self-esteem in an Indian setting. Traditionally in Hinduism self is considered as an ontological entity.

Today with constant importance being given to parenting style and the effects of the same being in advent it becomes very important for us to understand the consequences of each style. Hence not many researches have been conducted in this particular field specially to identify its relationship with aggression and self-esteem. Therefore, the present study focused on the correlation between parenting style (permissive and authoritarian), aggression and self-esteem

Summary

In this chapter, results were statistically refined and interpretations were made. Statistics were used to predict the relations between parenting style and aggression and self-esteem. The result findings have been discussed in detail in this particular chapter for deeper and broader understandings.

CONCLUSIONS AND SUGGESTIONS

Based on the findings of the present study following points can be concluded:

- Mothers’ permissive parenting style has a positive correlation with aggression.
- Fathers’ permissive parenting style has a positive correlation with aggression.
- Mothers’ authoritarian parenting style has a positive correlation with aggression.
- Fathers’ authoritarian parenting style has a positive correlation with aggression.

Limitations of the Present Study

Following are the limitations of the present study:

1. The sample consisted of young adults in the range of 18 – 25 years only.
2. The gender was not controlled.
3. The study was conducted on a relatively small sample size of 100.
4. The study was conducted on participants who had both of their parents living with them.
5. Minimum level of educational qualification was required.
6. The study observed only two types of parenting style which included permissive and authoritarian.

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Suggestions

Following are the suggestions for the future study:

1. A comparative study of adolescents, young adults and adults can be conducted in future.
2. The gender can also be controlled.
3. A more diverse sample can be used for further studies so that the results can be generalized.
4. Other dimensions of aggression can also be used to formulate different hypothesis.
5. Mother and fathers' parenting style can be used independently to study their relationship with aggression and self-esteem.
6. The authoritative style of parenting can also be included in further studies.

Summary

The final chapter of the research includes everything that the present study could conclude and apart from that also includes further suggestions that could be used in upcoming body of research with the same variables.

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