

Parenting Styles and Aggression Among Students: A Literature Review

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ABSTRACT

Aggression is “a goal-directed motor behavior having the deliberate intent to harm or injure another object or person”. The term “parenting styles” is described as “a constellation of parents' attitudes and behaviors toward children and an emotional climate in which the parents' behaviors are expressed”. This review paper has been attempted on a base of a systematic way, arranged by the availability of studies on aggression along with the Parenting Style identifying 31 major studies started from 1998 to latest 2023, based on experience from Spain, China, Singapore, Shimla, Hong Kong, Iran, Valencia, Greek, US, Pakistan, Jamaica, Netherlands, Israel, Russia, Uganda and New York. Assessment from the paper can be depicted as the parenting style's effect on Aggression amongst Private and Public School Children, College students, James Cook University Students, Adolescents, Schools students, Primary school students, Kindergarten children, Primary children, and secondary school, Greek junior high school students, Undergraduates, Private kindergartens students, Public schools, Preschool children, Nursery, Primary and Secondary Schools students, High-school students, Nursery-school students directly. However, aggression will be negatively correlated with good parenting (authoritative), whereas negatively correlated with inadequate parenting (authoritarian and permissive) will be favorably associated with late adolescent aggression. Physical violence seemed to have a strong correlation with permissive parenting. The most recent research showed a significant link between authoritarian parenting with verbal aggression and persistent anger. Anger and Physical aggression had strong unfavorable connections with authoritative parenting.

Keywords: *Parenting Styles, Aggression, Students*

Infancy, childhood, adolescence, and young adulthood are the four stages of life that every human being in the world experiences (Sharma and Yadav, 2019). As we know, around 21% of the Indian population is made up of adolescents (10-19), who make up 253.2 million people in India, and young adults (15-24), who make up 231.9 million people (according to the 2011 census). The nation's 243 million adolescents, its future, represent a significant demographic and economic force (Kumari et al., 2018).

According to Sharma and Yadav (2019), "adolescence" is one of the most significant periods in human existence. The term in Latin "adolescence" (this implies "growing up") is where

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the word "puberty" originates (Hashmi, 2013; Sharma and Yadav, 2019; Kapoor, 2015). Adolescence is one of a person's most crucial life stages (Swain, 2016). According to Swain (2016) and Kapoor (2015), this life stage is between childhood and adolescence. Adolescence is also known as adolescence or teenage years and is strongly related to puberty (Kapoor, 2015). "MRI studies show that the teenage brain is not an old child brain or a half-baked adult brain; it is a unique entity characterized by changeability and an increase in networking among brain regions" (Giedd, 2015, as cited in Curtis, 2015). The person's social, sexual, moral, and other values and physical and mental health are undergoing tremendous revolutionary changes at this time (Hashmi, 2013). It is a time of concerns, trepidations, goals, conflicts, and difficulties. Rapid physical development causes irritation, mood swings, mental stress, and restlessness (Swain, 2016).

Judith Rich Harris and Robert M. Liebert (1992) claim that "*adolescence is the transitional period from the dependency of childhood to the independence and responsibility of being an adult. At this point in their lives, young people struggle with two fundamental problems: redefining their relationships with parents and other adults and establishing themselves as individuals*" (Sharma & Yadav, 2019).

The pioneer in advancing adolescent psychology was G. Stanley. He describes this time as the 12- to 13-year span between the start of puberty and the onset of adulthood (Sharma & Yadav, 2019). However, some psychologists may differ on this viewpoint. Between the ages of 10 and 20, this period—also known as the teenage years, adolescence, or puberty—occurs. In addition to late adolescence (17 to 19 years), it can be generally divided into three steps: "early adolescence" (12 to 14 years), "middle adolescence" (14 to 17 years), and "late adolescence" (18 to 20 years) (Hashmi, 2013). According to the WHO, "adolescence is defined as being between the ages of 10 and 19 years, youth as being between the ages of 15 and 24 years, and young people as being between the ages of 10 and 24 years" (Blum & Nelson-Enmarie, 2004; WHO, 2015) in Curtis as quoted, 2015). Adolescence, according to Hall, is a time of "Storm and Stress" in his book "Adolescence", written in 1904 (Arnett, 2006). Here "Storm" mentions a "decreased level of self-control", and "stress" states "an increased level of sensitivity". Three essential components of the "Storm and Stress" theory are "Conflict with parents", "Mood disruption", and "risk-seeking behaviors", which increase levels of anxiety and conflicts in the adolescent period (Sharma & Yadav, 2019).

Parenting Styles

In a family, parents are the ones who influence children the most. Parents have the most significant educational impact on their children regarding teaching them vital speaking, reading, and writing abilities. As a result, the family serves as a child's first educational institution. Children's growth is impacted by parents' influence on their physical and mental well-being, notably in academic performance (Yusup and Ahmad, 2016, referenced in Mohanan and George, 2022).

In 1993, Darling and Steinberg defined it as a "*constellation of attitudes toward the child that are communicated to the child and create an emotional climate in which the parents' behaviors are expressed*" (Darling & Steinberg, 1993). The authors also discuss parenting practices in addition to parenting styles as "*behaviors defined by specific content and socialization goals*", which, in certain circumstances, can influence the child's behaviour. (Olivari, 2013). Several scholars (Barber, 1996; Smetana, 1995) claim that it would be more beneficial to "disentangle parenting typologies" to learn more about the specifics of each parenting approach and how they relate to and affect developmental outcomes.

According to the responsiveness/demandingness dimension, Baumrind classified parenting into the following four categories: There are several different parenting philosophies, such as “authoritarian” (low response, high hopes), “authoritative” (high response, high hopes), “permissive” (high response, low expectations), and “uninvolved” (low response, low hopes) (Baumrind, 1971 as cited in Wang, 2022). Only authoritative parenting is considered a beneficial approach that offers kids the attention and warmth they need. In contrast to permissive parenting, which suggests that parents indulge their kids with lots of love and few restrictions, authoritarian parenting refers to the parents who are strict and severely tightly manage their kids without giving much thought to the children's willingness. Uninvolved parenting is defined as a method of child-rearing in which Parents ignore the needs of their kids' lives or attempt to control their behavior (Wang, 2022).

According to the prototypic pattern developing from parental and child behavior, Baumrind (1967, 1971) distinguished three parenting: authoritarian, authoritative, and permissive. Parents who are considered authoritative are those who “direct the child's activities but in a rational, issue-oriented manner” and assess “both expressive and instrumental attributes, both autonomous self-will and disciplined conformity” (Baumrind, 1968, as cited in Olivari, 2013).

Authoritarian parents are ones who “shape, control, and evaluate the behaviour and attitudes of the child by a set standard of conduct”; they do “not encourage verbal give and take, believing that the child should accept their word for what is right” (Baumrind, 1968 as cited in Olivari, 2013). Permissive parents were described as individuals who “behave in a nonpunitive, acceptant, and affirmative manner toward the child's impulses, desires, and action”; they avoid “the exercise of control, and [do] not encourage [them] to obey externally-defined standards. [They attempt] to use reason but not overt power to accomplish [they're] ends” (Baumrind, 1968 as cited in Olivari, 2013).

Aggression

The incidence of hostility and violence among young people has increased in society (Sharma et al., 2014). India is a developing nation, and in the current climate, our youth are engaging in several antisocial activities like physical assault, acid attacks, killing, threatening, shooting, committing suicide, and terrorism, among others. Aggression is ultimately to blame for all these behaviors, which is unsuitable for society (Thakur et al., 2021).

Daily media coverage of physical assaults, acid attacks, violent threats, unprovoked violence, and other attacks frequently makes headlines. According to statistics revealed by Govender and Killian (2001), 73% of students reported seeing violence in schools; 10% claimed to have killed someone, while 4% claimed to have done it outside of a group (Thakur et al., 2021).

About 18.6% of females aged 12 to 17 participated in a violent altercation at school or work. 14.1% took involved in group fights, and 5.7% condemned someone intending to hurt them seriously (Sharma et al., 2014). According to Thakur et al. (2002), most young children in India suffer from behavioral issues such as hyperactivity, aggression, violation, non-compliance, social withdrawal, disruptive behavior, etc., because of the unfavorable environment they are exposed to at home, school, and society.

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According to this research, our world appears to be getting more violent every day. Since the beginning of time, people have exhibited aggressive and violent behavior (Marcus, 2017). Violence is viewed by the majority of social psychologists as a subcategory of aggressiveness, even though criminalists, political scientists, decision-makers in government, and members of the public occasionally distinguish between violence and aggression. According to Allen & Anderson (2017), violence is defined by science as "extreme forms of aggression intended to cause serious physical harm (e.g., serious injury or death)". Aggression defined as violence is directed at causing significant injury, such as death. Attack frequently manifests as non-violent behavior, even though it always involves violence. According to Anderson and Bushman (2002), pushing a youngster off an aggressive but non-violent act is riding a tricycle.

Most people concur that *"aggression' refers to overt verbal or physical behaviour that can harm people and other living creatures by causing them distress, damage, pain, or by damaging their property or reputation ... [and] 'violence' is severe physical aggression that is likely to cause serious damage or injury"* (Megargee, 2009 as cited in Marcus, 2017).

According to Carli et al. (2014), aggression is "a goal-directed motor behavior with the deliberate intent to harm or injure another object or person." According to Anderson and Bushman (2002), aggression is defined as "any behavior directed towards another individual that is carried out with the proximate (immediate) intent to cause harm."

The definition of aggressiveness given by Johnson (1972) is "physical or verbal behavior that is intended to hurt someone" (Thakur et al., 2021). Ferguson and Beaver described aggressive behavior as "Behaviour which is intended to increase the social dominance of the organism relative to the dominance position of other organisms" (Kishore et al., 2019). Aggression is considered to be "injurious and destructive behavior", according to Bhagi and Sharma (1992). "Any behavior intended to harm an individual motivated to avoid being harmed" was the definition by Coi and Dogde in 2000 (Thakur et al., 2021). Human hostility is more precisely described as follows by Anderson and Bushman (2002) as *"any behavior directed toward another individual that is carried out with the proximate (immediate) intent to cause harm. In addition, the perpetrator must believe that the behavior will harm the target and that the target is motivated to avoid the behavior"* (Allen & Anderson, 2017).

Using the Direct-Indirect hostility Scale, Bjorkvists (1992) distinguished between verbal, indirect, and direct forms of hostility. Direct hostility in children is typically manifested physically, such as by hitting, kicking, punching, biting, etc. Exclusions, social isolation, spreading rumours, divulging other people's secrets, and other behaviors are examples of indirect aggression. Verbal aggressiveness manifests through derogatory language, verbal abuse, threats, racial slurs, and other tactics (Kishore et al., 2019).

Objectives

1. To highlight each article's contribution
2. To outline a future research plan on aggression and parenting styles.

METHODOLOGY

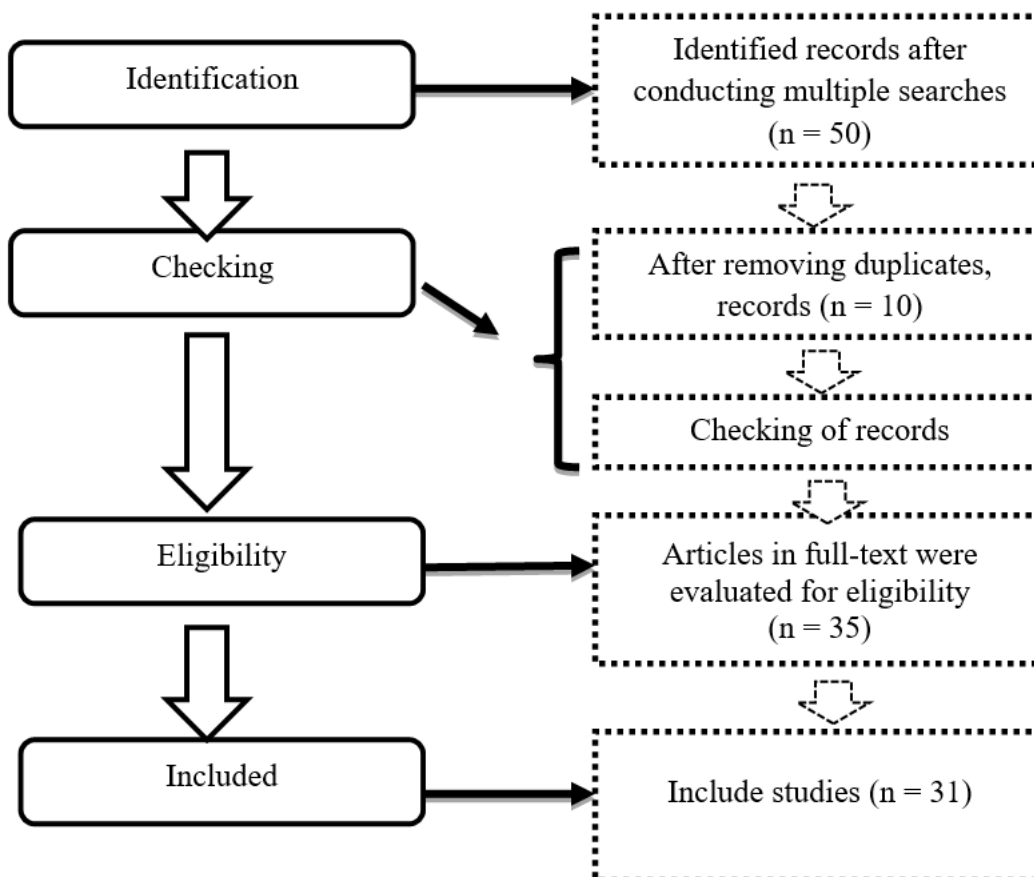
A thorough prose review was done to find and choose relevant studies for this investigation. A review like these aids in combining and carefully putting the research and its results together. It also helps to provide an in-depth analysis of educational attainment and to pinpoint the tests required to advance upcoming research. This instruction offers hitherto

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unresearched material on “Parenting Style and Aggression”. Then, the most essential and comprehensive statistics were calculated. This lesson emphasizes 31 articles that pertain to the subject. The technique includes presence and segregation standards. The following criteria are used to determine whether norms are present in this assessment: education accessible between 1998 and 2023, studies that can obtain unique data published in English, and research that focus on the “Parenting Style and Aggression”. To quantify youth aggression, additional variables must be included; dark characteristic personality traits are not included. Lessons from the meta-analysis that have not yet been published and have been incorporated as of this writing. Training on “Parenting Style and Aggression” was categorized using databases (Google, Google Scholar, Science Direct, ERIC, Crossref, Pubmed, Web of Science, JSTOR, Springer Link, and SAGE Journals).

As a first stage, studies that addressed the relationship between “Aggression and Parenting Style,” “Parenting Style and Aggression,” and “Aggression” were sought out. The specified research references were checked in the second stage, and crucial functions were added afterwards for this study.

Study Selection Process:



RESULTS

Table No. 1 Results related to objective 1, i.e. to list the contributions made by each article, have been displayed below in Table 1.

Table-1: Summarize each article's contribution

Y ea r	Author	Journal	Sample	N	Desig n	Coun try	Mediat or	Moder ator	Summa ry
20 23	Aroyewu m et al.	Cogent Psychology	Undergr aduate student	35 0	Correl ational researc h design	Ugan da			AAggre ssive behavio ur among universi ty students was independ ently predicte d by an authorit arian parental style.
20 23	Wei et al.	Journal of Education, Humanities and Social Sciences							TTena gers who experie nce parental rejectio n and criticis m are more likely to experie nce depressi on, substan ce misuse, and violent behavio ur.

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Y ea r	Author	Journal	Sample	N	Desig n	Coun try	Mediat or	Moder ator	Summa ry
20 23	Chong et al.	Journal of Aggression, Maltreatment & Trauma	Undergraduate students	264	Correlational research design	New York			PParticipants who displayed high resting skin conductance levels (SCL) had a greater link between childhood maltreatment by parents and animosity.
20 22	del Puerto et al.	Improving Early Childhood Nurturing Care to Support Childhood Development and Adult Health	3 semi-private and 4 public school children	279	Descriptive Survey Research	Spain		Temperament	MMothers who scored poorly for authoritative parenting exhibit Edmore proactive hostility, as do girls who exhibit high levels of effortful control.
20 21	Zhang et al.	Frontiers in psychology	College students	1,796	Descriptive Survey Research	China	Moral disengagement	Moral identity	PParental emotional warmth was not substantially correlated with

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Y ea r	Author	Journal	Sample	N	Desig n	Coun try	Mediat or	Moder ator	Summa ry
									cyber-aggression after adjusting for sex and age. However, parental rejection and overprotection were positively associated with cyber aggression.
20 21	Zhang et al.	Children and Youth Services Review	College students	296	Longitudinal research	China	Inferiority		BBy fostering a greater sense of inferiority among this demographic, high levels of maternal control and low levels of paternal care may lead to a rise in aggressive conduct.
20 19	Janik et al.	Journal of Family Issues	James Cook University Students	195	Descriptive Survey Research	Singapore	Alexithymia		AAggression and authoritarian parenting

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Year	Author	Journal	Sample	N	Design	Country	Mediator	Moderator	Summary
									g are positive ly correlated.
2019	Martínez et al.	Computers in Human Behavior	Adolescents	1109	Cross-sectional research	Spain			Bullying in children is a direct outcome of authoritarian parenting; bullying in children is a direct result of authoritative parenting.
2018	Kumar	Journal of Emerging Technologies and Innovative Research (JETIR)	School students	86	Correlation design	Shimla			Significant positive and negative correlations have been shown between positive and negative parenting and lower and greater levels of aggression in children, respectively.

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Y ea r	Author	Journal	Sample	N	Desig n	Coun try	Mediat or	Moder ator	Summa ry
									Positive parenting is associated with less aggression in children, whereas hostile parenting is associated with more aggression in children.
20 18	Chan et al.	School Psychology International	Primary school students	10 21	Cross-section al	Hong Kong			Children that have authoritarian parenting tend to be more aggressive.
20 18	Servatyari et al.	Int. J of BioMedicine and Public Health	Primary school students	33 7	Cross-section al	Iran			Low authority and control parenting results in less aggressive children.
20 17	Muñoz et al.	Frontiers in Psychology	Kindergarten children	72	Cross-section al	Spain		Daycare attendance	Children become angry when their parents have an authoritarian parenting style.

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Year	Author	Journal	Sample	N	Design	Country	Mediator	Moderator	Summary
2017	Llorca et al.	Frontiers in Psychology	Adolescents	220	Cross-sectional	Valencia	Empathy		Aggression is adversely correlated with parenting styles that are authoritative and permissive.
2016	Kokkinos and Voulgaridou	European Journal of Developmental Psych.	Greek junior high school students	261	Cross-sectional	Greek	Inhibition System		The level of violence in children is strongly correlated with parenting authority.
2016	Álvarez-García et al.	Frontiers in Psychology	Adolescents	1974	Cross-sectional	Spain			Every parenting style is negatively correlated with children's undesirable behaviors.
2015	Gao et al.	International Journal of Psychology	Primary and secondary school children	4175	Cross-sectional	China			Aggression in children is inversely correlated with an authoritarian parenting style.

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Y ea r	Author	Journal	Sample	N	Desig n	Coun try	Mediat or	Moder ator	Summa ry
20 14	Gómez- Ortiz et al.	Culture and Education	Adolesc ents	62 6	Cross- section al	Spain			Bullyin g and other undesir able behavio rs in children are the results of non- bureauc ratic parentin g.
20 14	Cleveland	Personality and Individual Differences	Undergr aduates Students	21 5	Cross- section al	US			Accordi ng to the findings , an authorit arian parentin g style better indicate s a child's propens ity for aggressi veness.
20 14	Jia et al.	Archives of Psychiatric Nursing	Private kinderg artens students	11 64	Cross- section al	China			Aggress ion in children was linked to harsh parentin g. Additio nally, parentin g educati on and aggressi on are related. The findings also indicate that children exhibite

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Y ea r	Author	Journal	Sample	N	Desig n	Coun try	Mediat or	Moder ator	Summa ry
									d more reactive and proactive aggression than teenagers.
20 14	Pascual-Sagastizabal et.al.	Aggressive Behavior	Adolescents	159	Cross sectional	Spain		Testosterone	Boys with authoritarian mothers had greater physical aggressiveness and a substantial correlation between their testosterone levels and physical violence. As for the association between physical violence and strict parenting for girls, testosterone also reduced this relationship. Testosterone levels between moderate and high

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Y ea r	Author	Journal	Sample	N	Desig n	Coun try	Mediat or	Moder ator	Summa ry
									were associat ed with aggressi on in girls with permiss ive mothers .
20 14	Ehrenreic h et al.	Aggressive Behavior	Public schools	29 6	Longit udinal	US			Accordi ng to the findings , permiss ive parents had more positive and endurin g relation ships with their adolesc ent children . Aggress ion in social and physical contexts was not gender-related.
20 13	Carpenter and Mendez	Early Education and Developmen t	Prescho ol children	27 4	Longit udinal	US			Parental traits signific antly predicte d aggressi on in adolesc ents.

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Y ea r	Author	Journal	Sample	N	Desig n	Coun try	Mediat or	Moder ator	Summa ry
20 13	Trenas et al.	Procedia- Social and Behavioral Sciences	Nursery , Primary and Seconda ry Schools students	43 2	Cross- section al	Spain			When setting boundar ies, indepen dence from the mother, and role orientati on from the father, the Behavio ur Assess ment System for Childre n strongly correlat ed with aggressi on.
20 13	Batool	Pakistan Journal of Psychologic al Research	Adolesc ents	10 9	Cross- section al	Pakist an			Permiss ive and authorit arian parentin g styles were linked to aggressi on. Additio nally, there was a strong connect ion between parentin g income and anger.
20 13	Smith and Moore	International Journal of	Adolesc ents	56 3	Cross- section al	Jamai ca			It was determi ned that an

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Y ea r	Author	Journal	Sample	N	Desig n	Coun try	Mediat or	Moder ator	Summa ry
									authorit arian parentin g style was linked to conduct issues, suicidal thought s, and an increase d likeliho od of angry depressi on.
20 12	Van der Graaff et al.	Aggressive Behavior	Adolesc ents	32 3	Longit udinal study	Nethe rlands		Empat hy	The degree to which adolesc ents can empathi ze with others moderat es the relation ship between perceiv ed parental support at age 14 and violent and delinqu ent behavio rs at age 15.
20 12	Azimi et al.	Procedia - Social and Behavioral Sciences	High- school students	38 0	Cross- section al	Iran			Aggress ion in adolesc ents was found to correlat e negativ

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Y ea r	Author	Journal	Sample	N	Desig n	Coun try	Mediat or	Moder ator	Summa ry
									ely with an authoritative parenting style. Additionally, a mother's authoritarian parenting style and adolescent aggression were strongly associated.
20 11	Finzi-Dottan et al.	Children and Youth Services Review	Adolescents	119	Cross-sectional	Israel			Aggression among immigrant students was correlated with unfavorable parenting and scattered ego identity. Lack of supportive parenting reduced distorted ego identity, conduct disorders, and violence.
20 11	Hesari and Hejazi et al.	Procedia - Social and Behavioral Sciences	University students	300	Cross-sectional	Iran	Self-esteem		Aggression and an authorit

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Y ea r	Author	Journal	Sample	N	Desig n	Coun try	Mediat or	Moder ator	Summa ry
									ative parenting style had a negative link, but self-esteem and an authoritarian parenting style had a positive correlation. Additionally, violence and low self-esteem had a bad association. Aggression and the authoritative parenting style were moderated by self-esteem.
20 10	Chan	Early Child Development and Care	Primary school students	18 5	Cross-sectional	Hong Kong	Coping strategy		The findings showed that children's negative emotionality was unrelated to mothers' authoritarian

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Y ea r	Author	Journal	Sample	N	Desig n	Coun try	Mediat or	Moder ator	Summa ry
									parentin g. Additio nally, negativ e emotion s and authorit ative parentin g styles were not linked to aggressi ve behavio r at school.
19 98	Hart et al.	Developmen tal Psychology	Nursery -school children	20 7	Cross- section al	Russi a			Relatio nal aggressi on was positive ly connect ed with materna l coercio n and less responsi veness (for mothers and fathers).

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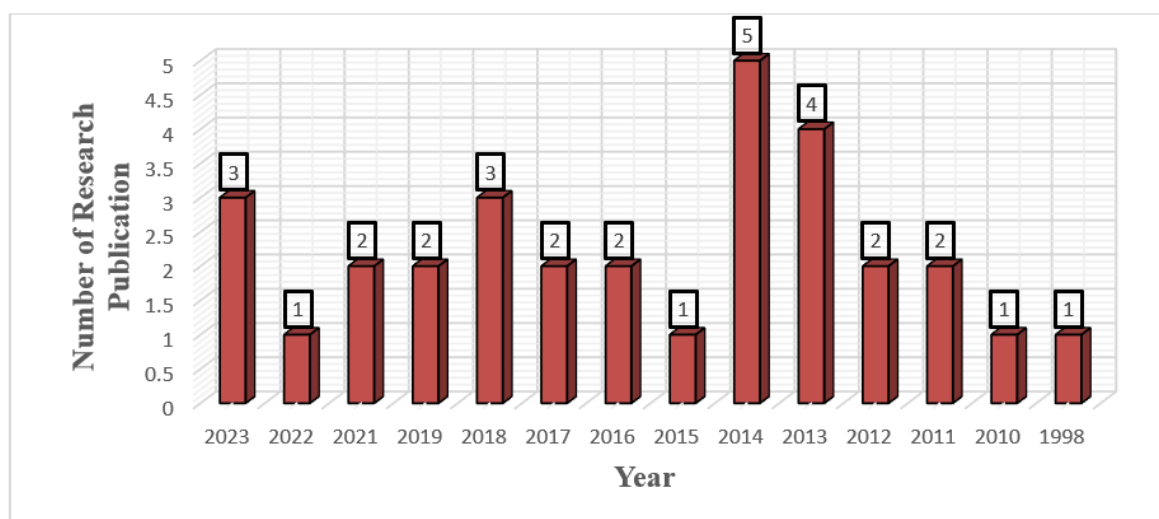


Figure-1: Frequency distribution based on the Year

From the above bar-diagram, the range of the Year is from 1998 to 2023. The highest researcher paper publication is 5 in the year 2014. There are no research paper publication in the year 2020 and from 2009 to 1999.

Objective-2: To provide a future study agenda on aggression and Parenting Style.

Research into the connection between parenting practices and violence should continue in the future. Larger samples should be used in future investigations. The recent study offers some evidence in support of the significance of parenting behaviors in child aggression. Children may pick up aggressive tactics through their interactions with their parents, even though aggression is frequently peer-directed and gender-specific. Future studies should therefore concentrate on creating parenting strategies to lessen violent behavior in kids. Due to the possibility of designing parenting practices-focused therapies for aggressive kids. To create a successful aggression prevention strategy and intervention strategies, future research will highlight the value of taking gender, parents' socioeconomic status and educational level when assessing the relationship between parenting and aggression. It emphasizes the possibility of directly assisting with initiatives that successfully alter parental practices to better the life prospects of children.

Researchers are looking into youth hostility because of rising crime rates and youth violence in India. In the Indian setting, an Accurate evaluation of young people's hatred is necessary, as the creation of preventative and intervention modules for young people. Therefore, spotting troublesome behaviors early in the school year and offering suitable preventive measures becomes essential. The result of prevention and intervention modules and an accurate assessment of young people's aggressive behavior are required in the Indian environment. The current research aims to identify aggressiveness in school-going adolescents and determine the many socio-demographic factors related to aggression in these pupils.

DISCUSSION

The key finding from the review, as mentioned above, was that authoritative, positive parenting would have a negative correlation with aggression among late adolescents, whereas authoritarian, insufficient parenting would have a positive association with aggression. Physical violence showed to be substantially correlated with permissive

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parenting. In the current study, there was a strong inverse relationship between verbal aggressiveness with authoritarian parenting and between rage and authoritarian parenting. Physical aggressiveness and fury were significantly negatively associated with authoritative parenting.

In the study, the researcher has thoroughly researched the various parts of the research papers related to "Parenting Vs Aggression" from 1998 to 2023 and arranged them in a table. The table provides findings on the effects of parenting styles on aggression across samples in different countries. Researchers who want to work on parenting style and aggression or whose research variable is parenting style or aggression can easily get an idea about the variables and their relationship by looking at the table at a glance. Subsequently, other researchers can create other research papers by relating these variables to other variables.

In Stanley Hall's words, adolescence is a time of "Storm and Stress" due to the debate above. The physiologic changes during puberty are the primary cause of storms and stress. They have too much energy during adolescence to do novel tasks. Parents and educators must comprehend how kids behave and use their power in various educational activities. One of the most crucial periods of development is adolescence which needs to be researched among all other stages. To help and direct the teenager to cope-up with the rapid changes of growth, mood disruptions, and other frequent difficulties of adolescence, the roles of teachers, parents, and schools are crucial. Adolescents have the potential to benefit society if their behavior is appropriately changed and their energy is effectively channeled.

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