

**STUDY ON BEHAVIOURAL PATTERN AND PREVALENCE OF
AGGRESSIVE TENDENCIES IN CHILDREN**

Dissertation submitted to

ST. TERESA'S COLLEGE (Autonomous)

ERANAKULAM



Affiliated to

MAHATMA GANDHI UNIVERSITY

In partial fulfilment of requirement for the

AWARD OF THE DEGREE OF MASTER OF SCIENCE IN

HOME SCIENCE (BRANCH A) CHILD DEVELOPMENT

BY

AMEENA

(REGISTER NO: AM21HCD001)

DEPARTMENT OF HOME SCIENCE AND CENTRE FOR RESEARCH

JUNE 2023

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'Certified as bonafide research work'


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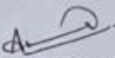



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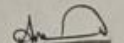


DECLARATION

I hereby declare that this dissertation entitled "**Study on Behavioral Pattern and Prevalence of Aggressive Tendencies in Children**" is a Bonafide record of research work done by me under the guidance and supervision of Dr. Dhanya N and has not been previously submitted by me for the award of degree, diploma or recognition elsewhere.

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Date: 08-06-23



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CERTIFICATE

This is to certify that the thesis entitled "**Study on Behavioral Pattern and Prevalence of Aggressive Tendencies in Children**" is a research work carried out by AMEENA under my guidance and supervision.

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INTRODUCTION

CHAPTER-I

INTRODUCTION

“If they do it often, it’s not a mistake, it’s just their behavior”

-Dr. Steve Maraboli.

Behavior is how one respond to a situation. It is their actions and reactions to their environment and everyday situations. Some children may show challenging behavior which interfere with their daily life. It is essential to maintain the children’s behavior in order and structure in busy life schedule and important in setting children up for success. The behavior pattern can vary from child to child and can be influenced by a variety of factors including genetics, environment and experience. It is important to note that while some behavior pattern may innate or genetic, many can be shaped and influenced by play activities, parental style, the school environment and exposure to different experiences and stimuli. Even though they show different patterns of behavior they are supposed to maintain an ideal behavior in the family and community.

A child’s behavior is molded by the effects of his or her environment they live in, their culture, their contextual and individual influences, and their play associates and so on. Research has shown that the behavioral pattern in children can have a significant impact on their overall development and well-being. For example, child who exhibit aggressive or disruptive behavior pattern may have difficulty forming positive relationship with peers and family members, and they may also struggle with academics. Other research has shown that certain behavioral pattern, such as empathy and prosocial behavior, can have a positive impact on children’s social and emotional development. Children who exhibit these patterns are more likely to form positive relationship with peers and adults and better equipped to handle the stress and struggles in life.

Covid-19 also play a significant part in altering behavior pattern. Millions of children and their families were impacted by covid and lockdown that followed. The children were cut off from the outside world during Covid-19 period. They engaged in fewer physical activities and more reliant on mobile devices. This caused a significant shift in the way the children behaved. Children’s behavior has been negatively impacted by parental fatigue, grief, anxiety, uncertainty, social alienation, and increased screen time. Numerous studies found increased screen time, decreased physical activity, more nighttime sleep and increased psychological and behavioral symptoms in children. Research

indicates a sharp rise in mood alteration and sharp decline in activity engagement. Exposure to YouTube videos, video games and sedentary lifestyle increased behavior change in children.

Studies being conducted simultaneously in different countries suggests that the pandemic and related measures intended to stop the spread of pandemic, such as closing school in person, had a negative impact on parent and child well-being and behavior. For instance, a study using a sample of 645 American parents with children aged from 2 to 7 years conducted by Gassman-pines et al., in 2020 discovered an increase in frequency of behavioral issues in kids after covid-19 related restrictions began. Additionally, a study of 841 Italian parents of children aged 3 to 11 conducted by Gionnotti et al., in 2021 found that children's externalizing behavior significantly increased when they were confined in their local homes.

The first step in behavior's slippery slope is aggression in individuals. Children occasionally displays aggression, but if it develops into a pattern or frequently occurs, it is viewed as a problem. One of the most immediate issues in the present generation is aggression in schools and home environment. Aggression is commonly acknowledged as behavior that causes another person to suffer harm. According to Berkowitz (1992), aggression is a behavior that is intended to hurt or harm another living thing, but the other person is motivated to avoid being hurt. A forceful, inappropriate, non-adaptive verbal or physical action that is intended to further a personal interest is known as aggression. Aggressive behavior can be self-directed, retaliatory, or motivated by retaliation. Although aggressive behavior is a common occurrence in childhood and adolescence, it is also a significant co-occurring feature of many psychiatric disorders during this time. Negative adult outcomes, such as low socioeconomic status, unemployment, criminal behavior, and social isolation are all associated with persistent aggression.

Aggression has a detrimental effect on child's health. Physically, hormonal imbalance leads to a higher risk of suicide or self-harm. Furthermore, aggressive kids run the risk of becoming seriously anti-social behaviorally ill. They struggle with social communication which leads to tumultuous relationships and social exclusion. Children who are aggressive psychologically continue to be unhappy, upset and distressed. They always pick fight with people and have argument at the end of conversation. These kids run the risk of getting psychiatric issues. Sometimes children will act aggressively out of fear that they won't be able to control their emotions, especially frustration, and won't be able to express effectively verbally. Aggressive behavior can also be caused by other

elements such as environmental influence, unrelieved stress, a lack of appropriate problem-solving abilities and inadequate coping mechanisms.

The causes of aggressive tendencies in children are numerous. One of the main factors contributing to children's aggression is media exposure. Huesmann et al., (2003) conducted a study on the long-term relationship between young adults aggressive and violent behaviors and exposure to television. It was a follow-up to the three-year longitudinal study that Huesmann and his associates had completed. The study's finding showed that early exposure violent television was a predictor of aggressive behavior in both males and females as adults. The exposure of children and adolescents in violence in media, such as television, movies, music, and video games, possess a serious risk of their health. Numerous studies have shown that exposure to violent media can increase aggression, desensitization to violence, nightmares and fear of harm.

Children's lives are centered on their families. Children receive their initial socialization in families, under which they develop psychological characteristics and everlasting behavioral patterns (Brim & Wheeler, 1986). Many of the social skills required for participation in larger society are acquired by them. They pick up lot of skills and knowledge they will need as adults. They acquire the material things, food, clothing, housing and required for living. They learn social and moral values from parents and elders. The most significant individuals in child's life are therefore their parents, grandparents and siblings. It is noticeable that Parent-child interaction plays a key role in forming motivational and personality traits. Family not only offers emotional support, but it also provides a secure environment. Family seems to have impact on how individual direct develops their personality through holding, communication, differentiation and strengthening. It also has indirect effects on adoption of attitudes, behavior pattern and even speech patterns when family members serve as the child's role models and source of identification and reinforcement in behaviorism.

The most important factor shaping a child's behavior is their parent's attitude towards them. Children of distressed parents, for instance, are more likely to have poor psychological functioning (Downey & Coyne, 1990). This might be the case because stressed parents often exhibit verbally harsh parenting styles, emotional insensitivity, and lack of responsiveness to their children's cries for attention. As a result, children may develop behavior issues like acting out, withdrawing from others and anxiety. Parenting style can also affect the behavioral pattern of the children to an extent.

In an authoritarian parenting style, the child is expected to follow the parent's strict rules and there is typically only one way of communicating between the two parties. The child has very little to no room for negotiation, and the rules are typically not explained. They anticipate that their kids will uphold these standards without making any mistakes. Usually, mistakes are punished. Typically, authoritarian parents are less nurturing, have high expectations, and little room for flexibility. The most well-behaved kids in the room will typically be those who have grown up with authoritarian parents due to the consequences of misbehaving. They are also better able to follow the detailed instructions needed to complete a task. Additionally, this parenting approach may lead to children who, in addition to having higher level of aggression, may also be timid, socially awkward, and incapable of making independent decisions (Masud et al., 2019). They struggle to control their anger because they didn't receive the right guidance, so their aggression may continue to be out of control. They have low self-esteem, which makes it even harder for them to make choices (Martinez et al., 2007). As a child gets older, rigid parental expectations frequently cause them to rebel against adults.

Those who practice authoritative parenting typically cultivate a close, nurturing bond with their kids. They provide clear guidelines for expectations and provide justifications for disciplinary actions. Methods of discipline are applied as a form of support rather than punishment. Not only there are frequent and appropriate levels of communication between the parent and their child, as well as the ability for children to contribute to goals and expectations. This parenting approach typically results in the healthiest outcomes for kids, but it demands a lot of patience and work from both parents. Authoritative parenting results in children who are confident, responsible, and able to self-regulate (Masudet et al., 2019, Morris et al., 2007). They are better at controlling their negative emotions, which improves social functioning and emotional well-being. These parents support their children and children will learn that they are capable of achieving goals on their own if they are raised with independence. Children who experience this have better self-esteem as they age. Additionally, these kids perform well in school and have high academic achievement level (Pong et al., 2010).

Warm and nurturing, permissive parents typically have few, if any, expectations. They place a few restrictions on their kids. While keeping lines of communication open, parents let their kids solve problems on their own. Low levels of expectations typically lead to uncommon discipline's purposes. More like friends than parents, they behave. Limited regulations can cause kids to develop bad eating habits, especially when it comes to snacks (Lopez et al., 2018). Later in the child's life, this may lead to a greater risk for obesity and other health issues. The kids also have a lot of freedom in terms of

choosing when or if they want to go to bed, if or when to do homework, computer and television use, and other screen time (Langer et al., 2014). Due to the parent's lack of instruction on moderation, freedom to this extent can result in the development of additional bad habits. In general, children of permissive parents typically have some sense of self-worth and respectable social abilities. But they occasionally exhibit impulsivity, selfishness, and lack of self-control (Leeman et al., 2014; Piotrowski et al., 2013).

The children are given a lot of freedom when parents are uninvolved because they often don't interfere. While often maintaining their distance from their child's life, they meet the child's fundamental necessities. A detached parent has little communication with their child and doesn't use a particular method of correction. They typically provide their children little care and have few or no expectations of them. Children of absent parents are typically resilient and sometimes even more self-sufficient than kids from other backgrounds. These abilities, though, were acquired because of necessity. Additionally, they may experience difficulties with emotional control, less efficient coping mechanisms, academic difficulties, and problems with sustaining or nurturing social relationships (Nijhof et al., 2007, Kuppens et al., 2019).

There has been a lot of research on the effects of parental conflict or marital discord on kids. According to research, kids who grow up in households where in domestic violence are more likely to have significant behavioral issues and limited capacity for adaptive behavior (Mathias et al., 1995). Antisocial parent attitudes are thought to be one of the causes of violent behaviors, conduct disorders or antisocial behavior in children and adolescents (Farrington et al., 2005). According to the studies, parenting factors impact the transmission of antisocial attitudes and behaviors from parents to children.

In addition to parenting, family structure and media exposure, physical environment, teacher's attitude, peer relationships, sibling relationship and unmet everyday requirements can all affect children's behavioral pattern. When a child engages in challenging behavior, it is important to take into account how frequently it occurs, what it might be a reaction to, the contexts in which it occurs, and how extreme it is. A child may occasionally engage in inappropriate behavior that is rare or isolated. Understanding a child's behavioral pattern enables proper guidelines and reinforcement of that behavior.

The study emphasizes the importance of understanding behavioral pattern, intervention and prevention methods for children. The parental education, prosocial behavior, and school-based interventions are all examples for effective strategies. For effective intervention and prevention plans aimed at encouraging positive behavior patterns and reducing aggressive tendencies, it is essential to understand the prevalence, causes and consequences of aggressive behavior in the middle school children. It is important to remember that not all kids who demonstrate aggressive tendencies in middle school will keep acting the way later in life. Aggression in middle school predicted aggression in high school, but it was not a stronger predictor of aggression in adulthood. This implies that strategies for early intervention and prevention that aim to encourage positive behavior pattern and decreased aggression may have a significant influence on the long-term outcome of the children.

Relevance of the study

Children in early adolescent stage are less equipped with coping the stresses of life. Small trigger in the normal life style and school environment can affect the behavior of the children to larger extent. It is important to understand the factors that contribute to aggressive behavior in children which can help parents, teachers and other caregivers to identify and address these behavior changes early on, before they become more entrenched. Researches have shown that children who exhibit aggressive behavior are more likely to experience negative outcomes such as academic difficulties, social rejections and mental health problems.

Aggressive behavior in children can also have negative effects on their peers and community. By working on this topic, it was felt that it would be possible to create safer and more positive environment for the children and help them attain a more acceptable behavior pattern. Understanding the factors that contribute to aggressive behavior in children can also help in developing effective prevention and intervention strategies. This can include programs and intervention aimed at underlying issues such as family conflict, trauma, social isolation, media exposure and peer pressure, as well as providing children with resources and support to help children develop positive coping skills and social emotional competencies. Thus, the topic ‘study on behavior pattern and prevalence of aggressive tendencies in children’ was taken for the investigation.

Operational definition

Behavior pattern:

In this study behavior pattern refers to child's attachment towards parents and other family members, child's desire for controlling anger.

Aggressive tendencies:

Aggressive tendencies mentioned in this study include behaviors such as physical and non-physical aggression.

Children:

In this study children refers to individuals who are in their young adolescent age (12-14 years).

Aim

To study the behavioral pattern in middle schoolers and prevalence of aggressive tendencies in their behavior.

Objectives

The objectives of the study are as follows

General objectives: -

1. To study the behavioral pattern in children.
2. To study the prevalence of aggressive tendencies in children.
3. To study the influence of parents in moulding behavior of the children.

Specific objectives: -

1. To study the background details of the selected children.
2. To compare the behavioral pattern and rate of aggression among groups of children (male-female, urban-rural, aided-unaided – government schools)
3. Prepare an appropriate booklet to curb violence and aggression in children.
4. Educate the children on the harmful effects of media on their behavior
5. Assess the efficacy of the booklet and the educational program.

Hypothesis: -

- There is no significant association between child's desire for control and gender of the respondents.
- There is no significant association between aggressive behavior and gender of the respondents.
- There is no significant association between non-physical aggression and gender of the respondents.
- There is no significant association between desire for control and type of school studied by the respondents.
- There is no significant association between aggressive behavior and type of school studied by the respondents.
- There is no significant association between non-physical aggression and type of school studied by the respondents.
- There is no significant association between area of residence of the respondents and their desire for control.
- There is no significant association between area of residence of the respondents and their aggressive behavior.
- There is no significant association between area of residence of the respondents and their non-physical aggression.

REVIEW OF LITERATURE

CHAPTER II

REVIEW OF LITERATURE

Any research needs to be supported, verified, and clarified by the researcher investigating the study's predetermined objectives while conducting a critical evaluation of the literature. Reviewing and building on the work done by prior investigations is one the simplest ways to reduce the amount of work required for an investigation. Any research attempt must include a thorough assessment of the literature., which necessitates careful thought and work on the part of the researcher. The researcher reviewed significant studies in the field to conduct a survey of the literature. This chapter makes an effort to provide a summary of the pertinent literature in order to more closely connect the study's theoretical and empirical components. The conceptual phenomena and the variables being studied in this literature review as follows:

2.1 Factors Influencing Behavior Development in Children

2.2 Effect of Parenting Style on Child Behavior

2.3 Influence of Media on Behavior

2.4 Prevalence of Antisocial Behavior in Children

2.5 COVID-19 And Change in Lifestyle.

2.6 Gap in the Research

2.1 Factors Influencing Behavior Development in Children

Explosive temper tantrums, physical aggression, fighting, threats or attempts to harm others (including thoughts of wanting to kill others), the use of weapons, cruelty to animals, lighting of fires, setting of property on fire, and vandalism are just a few examples of violent behavior in children and adolescents.

Factors Linked to a Higher Risk of Violence:

An elevated risk of aggressive behavior in children and adolescents is the result of a complex interaction or combination of circumstances, according to the findings of numerous research studies.

These elements consist of:

- previous history of violence or aggression
- being the victim of sexual or physical abuse
- exposure to violent behavior in the society or at home
- having experienced bullying
- genetic (hereditary) components
- media exposure (TV, films, etc.) to violence
- use of alcohol or drugs
- Weapons are present in the house
- a confluence of challenging socioeconomic issues affecting the family (poor, extreme hardship, divorce, single parenting, unemployment, loss of support from extended family, etc.)
- head injury-related brain damage

Park et al., (2004) done a study on ‘Factors Affecting Aggression in South Korean Middle School Students’ with the goal to evaluate the levels of hostility and identify the variables that influence aggression among middle school pupils in South Korea. Self-report questionnaires were used in a descriptive study. 340 boys and girls from two middle schools participated, and 302 questionnaires were used in the final data analysis. The following variables were assessed: aggression, academic stress, depression, self-esteem, ability to make decisions, and happiness. Descriptive statistics, such as t tests, one-way analyses of variance, Pearson’s correlation coefficients, and multiple regressions, were used to analyze the data.

The results show significant connections between aggression and academic stress, depression, self-esteem, decision-making ability, and happiness. Aggression received a mean score of 2.49 out of 5. Grade, academic stress, and depression were significant explanatory variables for aggression. These factors have a statistically significant explanatory power of 26.9%. According to research, aggression is influenced by melancholy, academic stress, and grade (second grade). It is vital to

implement systematic and political programs in schools and local communities that might alleviate detrimental emotional elements like depression and academic stress in order to reduce violent behavior. Additionally, it's critical for middle school pupils to acquire positive traits like self-worth, decision-making abilities, and contentment in order to lessen aggression.

It was proposed that the contextual variables socioeconomic disadvantage (SED) and maternal antisocial characteristics (MAQ) would have a mediating influence on antisocial behavior problems (ABP) in boys through disturbing parenting routines. In a study of recently divorced moms and their sons, structural equation models were used to test the hypotheses separately for younger (grades K–2) and older (grades 3–6) boys. Another sample of single mothers was used to duplicate the models for the older boys. In all three samples, moms who were socioeconomically disadvantaged had less effective parenting, and their boys were more likely to experience issues with antisocial behavior. Mothers with antisocial traits put their older males at risk for antisocial behavior issues due to disrupted parenting styles (Bank et al., 1993).

Edelbrock et al, (1997) done a study on 'A twin study of competence and problem behavior in childhood and early adolescence' in which, parents of 181 sets of identical twins aged 7 to 15 (mean age = 11.0 years) completed the Child Behavior Checklist (CBCL). 99 pairs of monozygotic twins and 82 pairs of dizygotic twins showed significant genetic influences that differed depending on the particular area of competence and problem behavior, according to correlations between scores on the CBCL scales. Multiple regression model-fitting estimations revealed a considerable genetic influence on academic performance and all types of problem behavior. Additionally, there was evidence of a strong shared environmental influence on activity levels and quality, social interactions, academic performance, anxiety/depression, and criminal behavior.

Tuvblad et al., (2011) conducted a study on 'The Genetic and Environmental Etiology of Antisocial Behavior from Childhood to Emerging Adulthood'. The population-based Swedish Twin Registry provided a total of 2,600 male and female twins for the investigation. Four different times, when the twins were 8–9, 13–14, 16–17, and 19–20 years old, antisocial behavior was assessed. The data were subjected to longitudinal analyses using structural equation modelling. A common latent persistent antisocial behavior factor was used to explain the stability of antisocial behavior throughout time. The shared environment explained 26% of the variance in this latent component, a common genetic effect accounted for 67% of the variance, and the non-shared environment was

responsible for 7% of the variance. At ages 13 to 14, significant age-specific shared contextual factors were discovered, indicating that social interactions (such as peers) are crucial for antisocial behavior at this age. The findings of this study indicate that shared environmental factors and genetic factors both play a role in antisocial behavior that lasts from childhood into emerging adulthood.

Piatrowska et al., (2015) done a journal in the topic ‘Socioeconomic status and antisocial behavior among children and adolescents. The systematic review and meta-analysis looked at a variety of antisocial subtypes and other potential modifiers, such as age, sex, and informant, in order to summarize the data on the association between socioeconomic status and generally conceptualized antisocial conduct. We found 133 papers with data that could be used to calculate effect sizes, and 139 independent effect sizes were examined (total N = 339 868). Lower family socioeconomic status was linked to higher levels of antisocial behavior, according to the worldwide meta-analysis. When callous-unemotional qualities were the result and antisocial behavior was reported by parents or teachers rather than self-reported, moderated analyses showed that this association was greater. However, higher-level factors like national income disparity had no effect on the link between family SES and antisocial behavior. The degree of this link may vary depending on the antisocial subtype being studied and the study’s design, but these results suggest that SES can be regarded a reliable predictor of antisocial conduct as a whole.

The longitudinal study by Stipek and Miles (2008) done on ‘Effects of Aggression on Achievement’ used data from 403 low-income children who were followed from kindergarten or first grade (ages 6 and 7 years) through fifth grade (ages 10 and 11 years) to examine various hypotheses for the negative correlations between aggression and academic achievement. The majority of the findings from growth curve analyses, which looked at changes over time, and path analyses, which looked at associations between variables within grades, supported the theory that the conflictual relationships that relatively more aggressive kids tended to form with their teachers and the ensuing decreases in engagement in academic tasks partially mediated the effect of aggression on achievement. However, the data revealed that there is a complicated and bidirectional relationship between violence and success. Differences between the sexes were also noted.

Mainland Chinese children’s social networks and connections with peer groups were examined in the exploratory study by Xu et al., (2004) “Social networks and aggressive behavior in Chinese children,” with a focus on the children’s aggressive behavior. 294 elementary school pupils from

Tianjin, P. R. China, with a mean age of 11.5 years and 161 boys made up the participants. An examination of social networks revealed sizable, gender-specific peer groups. The pattern of homophily that is typical of Western aggressive children was partially supported, despite the use of numerous metrics. The size of the peer groups may be a contributing factor in this outcome. The findings indicated that some violent kids made relationships with nonaggressive kids. Additionally, for the aggressive kids who belonged to a group, the quantity of friendships within the group reduced the relationship between aggression and general peer preference. Additionally, even at the highest levels of friendship, the relationship between aggression and peer preference remained significantly unfavorable despite the moderating effect of within-group friendship. Aggressive children who were excluded from all peer groups scored more highly for hyperactivity and were rated less favorably by their peers than aggressive children who belonged to groups. These results show how cultural factors may affect patterns of peer group affiliation.

Teenagers who engage in high levels of antisocial behavior are more likely to experience future psychological issues and are likely to be particularly susceptible to harmful peer pressure. Hoffman and Muller's (2001) study on 'Peer Influence on Aggression at School' looked at whether aggressive classroom peer influence is more likely to affect higher risk kids than lower risk students. The analyses were based on 792 students' anonymous self-reports from 55 classes at four data collection points, from the start of seventh grade (T1) through the end (T4). At T1, the participants' mean age was 13.12 years ($SD = 0.48$ years), and 52.7% of them were male. Using a norm-based cutoff score from a standardized screening tool, the risk status of the students was evaluated. According to multilevel analyses, higher risk pupils' aggression scores increased more than those of other teenagers and were influenced by their aggressive classmates to a greater extent. These findings imply that while low levels of aggressiveness may be beneficial, higher risk children may be more vulnerable to high levels of hostility in the classroom.

In order to assess levels of aggressiveness for detecting highly aggressive children in sample populations of primary school children in an urban setting and determine significant bio sociocultural risk-modifying factors in this scenario, Jain et al. (2018) conducted a study on "Influences of Gender, Religion, Dietary Patterns, and Mixed-Sex Education 2 on Aggressiveness in Children." Five South Delhi Municipal Corporation primary schools hosted the study from August to September 2015. 2080 students' sociodemographic information was gathered. Using a self-report Hindi questionnaire, overall aggression scores (OA Scores) were calculated. The statistics showed that 4.3% of the study

group was made up of highly aggressive kids when students were categorized based on their OA Scores. The results of the analysis revealed that: -

(a) gender played a significant role, with boys displaying higher levels of aggression than girls;

(b) dietary pattern; omnivores exhibited greater aggression than vegetarians; and

I school environment; boys attending mixed-sex (coeducational) schools exhibited less aggression than those attending single-sex schools.

Religion (Hindu/Muslim) and family type (joint/nuclear) did not appear to have any statistically significant effects on the profiles of aggressiveness. In conclusion, vegetarian diets and education that includes both sexes operate as protective factors against the emergence of aggression in children, particularly in males. It is necessary to expand research to groups with different racial and geographic backgrounds in order to confirm the conclusions so far.

2.2 Parental Influence on Child Behavior

Numerous studies on aggression in kids and teenagers have identified several antecedents of violence. There are few studies that combine and organize the existing evidence on the association between parenting practices and aggression in children, despite the fact that researchers have noted this relationship. A systemic review of literature was done by Masud et al., (2019) on the topic 'parenting styles and aggression among young adults' to close this gap. Studies that were pertinent to this review were first searched for, then tagged and categorized. 34 pertinent studies were found after an extensive assessment. According to the review, parenting practices directly affect how aggressive children become. While authoritarian and permissive parenting styles lead to aggressive and negative behaviors in children, authoritative parenting methods have a favorable impact on children's psychological development.

It is known that parental warmth is a protective factor against depressive symptoms, and that parenting has an effective and long-lasting impact on children's psychological and behavioral issues (Schwartz et al., 2017). According to Rohner et al., (2005), effective childrearing practices include dialogues, rewards, expressions of love and care, understanding, involvement, and physical expression of attachment toward a child.

‘A Study on the Effects of Early Adolescents’ Developmental Environment on their Delinquent behavior: Focused on the Mediating Effects of Media Environment’ done by Hyun (2018) in order to better understand how adolescent development environments—such as parental attitudes, peer interactions, and school environments—affect delinquent behavior, this study looked at how media environments like computers and mobile devices act as mediators between these relationships. The subjects were confined to 518 children in the 7th grade, who are in their early adolescence, and the data from the Korean Children & Youth Panel Survey (KCYPs) for the sixth year was used. The findings indicate that alienated youth from their friends and adolescents who experience more affectionate, overly involved, and harsh parental styles would engage in delinquent behaviors more frequently. Adolescent delinquent behavior is exacerbated by inconsistent parenting and friend communication, which leads to increased internet and mobile phone use. In conclusion, peer relationships and familial environment have an impact on adolescents’ delinquent behavior. Therefore, it is essential to create environments that foster development and discourage juvenile delinquency, such as parent education programs or peer communication initiatives. Additionally, an appropriate teaching program for cell phone or computer use can lower adolescents’ delinquent behaviors, particularly if its addictive nature has just been made public.

A family is a social unit made up of two or more individuals who are connected through blood, marriage, or adoption and who share a dedication to their shared relationships. A single parent is someone who has a kid or children but does not have a spouse, wife, or other living partner. The two main causes of lone parenting are death of a partner and divorce. Divorce has many diverse effects on children, depending on the circumstances and the child’s age. However, they frequently mistrust their parents, rely on outside assistance and support for encouragement, and may exhibit social and scholastic problems. Children between the ages of seven and twelve are significantly better at expressing their emotions and accepting parentage breakup. In order to learn what teachers thought of the behavioral tendencies of single parent kids, Hakan Usakli (2018) conducted a study titled “Behavioral Tendencies of Single Parent Students.” This qualitative study reflects the thoughts of 30 teachers on the issues faced by students with single parents. Results indicate that a healthy family relationship is important for a child’s wellbeing not just in a fundamental theoretical framework but also in more recent studies. In today’s world, the possibility of a single parent for every child exists. Elementary school teachers with experience claim that children of single parents are more aggressive and submissive. Additionally, in contrast to the opposites of their two parents, they are less forceful.

Conclusions: Teachers and school administrators should be aware of the needs of prospective single parent kids, in addition to school psychologists and guidance counsellors.

Only 11% of children who lived with both biological parents dropped out of school, were suspended or expelled, or had their parents call about a behavior problem, according to Thomson and her colleagues (1994). On the other hand, such issues were reported by 26% of children in never-married-mother families, 19% of children in stepparent families, 21% of children in cohabiting couple families (where the male was not the child's father), and 23% of children in divorce-mother households. Children living in mother-stepfather families and divorced mother families scored highest on shyness and aggression and lowest on sociability and initiative in the same study, while children living with both parents scored lowest on measures of shyness and aggression and highest on measures of sociability and initiative.

The long-term effects of perceived parental control and warmth on self-esteem and depressive symptoms among Asian American youth were examined by Park et al. in their study from 2021. They looked at gender differences in the complex relationships between parental control and warmth, self-esteem, and depressive symptoms, as well as the mediating effects of self-esteem and depressive symptoms in these associations among Asian American youth from adolescence to emerging adulthood. The National Longitudinal Study of Adolescent to Adult Health data were employed, and a subsample of Asian American youth (N = 1,363) was the focus of our study. For the data analysis, multigroup structural equation modelling was used. In the measures of parental warmth, self-esteem, and depressive symptoms over time, there were significant gender differences. The correlations between parental control and warmth and later self-esteem and depressive symptoms were significantly mediated by early self-esteem and depressive symptoms. Males and girls experienced a different transition from high self-esteem to depressed symptoms during adolescence. The results of the study suggest the significance of culturally relevant parenting education programs that improve mental health and self-esteem in both male and female youth in communities with a variety of ethnic backgrounds.

Study done by Yang et al., (2021) on 'Transactional processes among perceived parental warmth, positivity, and depressive symptoms from middle childhood to early adolescence' looked at the dynamic longitudinal relationships between perceived parental warmth, positivity, and depressive symptoms, as well as whether positivity served as a mediator of the reciprocal relationships between

perceived maternal/paternal warmth and depressive symptoms at the level of the individual, spanning middle childhood to early adolescence. Results indicate that

(a) perceived maternal warmth and depressive symptoms were inversely correlated and negatively predicted each other;

(b) positivity and depressive symptoms were inversely correlated and positively predicted each other;

I perceived maternal warmth and positivity were inversely correlated and positively predicted each other;

(d) depressive symptoms indirectly predicted perceived maternal warmth via positivity; and

I perceived maternal warmth was perceived earlier and more frequently.

These results show the distinct roles of reported maternal/paternal warmth as well as the longitudinal within-person interactions between perceived parental warmth, optimism, and depressive symptoms. These results could contribute to the development of a theoretical framework that would allow for the accurate identification of early intervention goals.

The study done by Liu et al., (2022) attempts to investigate the interaction between children's aggressive behavior, parental abrasiveness, normative attitudes about aggression, and regulation emotional self-efficacy. The Harsh Parenting Scale, the Normative Beliefs about Aggression Scale, the Buss-Warren Aggression Questionnaire, and the Regulatory Emotional Self-Efficacy Scale were used to select a sample of 235 senior primary school pupils in Beijing. After controlling for gender, the findings showed that:

(1) harsh parenting had a substantial positive predictive influence on children's aggressive behavior;

(2) normative ideas about children's aggression mediated the association between harsh parenting and children's aggressive behavior;

(3) The direct predictive model of harsh parenting on children's violent behavior and the mediation model of normative ideas about children's aggression were both affected in a moderating way by regulatory emotional self-efficacy.

The findings not only offer a new practical approach to preventing and intervening in children's aggressive behavior in the future, but also help to understand the relationship between strict parenting

and children's aggressive behavior from the perspective of an integrated model of emotion processes and cognition.

Johnson et al., (1995) collected data from a 601-family longitudinal study to calculate the individual and combined effects of three risk factors on the emergence of deviant behavior in boys and girls aged 11 to 14. These risk factors are supportive parent-child interactions, household income, and parental psychiatric disorders (primarily depression and substance abuse). Using logistic response models, it was concluded that, more so for boys than for girls, deviant behavior is often more likely when there are fewer than two supportive parents present. The combination of less than two loving parents and one mentally ill parent has a particularly noticeable impact on girls, and this effect is magnified when one or more parents have a chronic mental illness. Furthermore, parental mental illnesses have a more significant impact on the behavior of older children, particularly among females. In fact, 13 to 14-year-old girls who have both parental risk factors are almost as deviant as their male age-mates who also have both hazards. Each of these consequences exists regardless of family income level; however, net of these hazards, household income is adversely correlated with antisocial behavior—a 10% increase in money is associated with a 1.3% drop in teenage antisocial behavior.

Based on population-based longitudinal data, Otto et al. (2001) investigates the risk and resource determinants of antisocial conduct in children and adolescents in his study 'Risk and resource factors of antisocial behavior in children and adolescents'. Study assessed longitudinal data from the German BELLA study, which included 1145 participants aged 11 to 17 and was conducted over the course of two years with three measurements. In order to examine cross-sectional and longitudinal data, structural equation modelling, linear regression models, and latent growth analysis were all used. Based on initial data, it was discovered that more self-efficacy and a poorer familial environment were both associated with more severe antisocial conduct. According to longitudinal research, worse baseline family dynamics, a deteriorating family dynamic over time, and higher levels of social support were all linked to an increase in antisocial behavior.

2.3 Influence of Media and Mobile Phone on Behavior

Children who watch violent television on a regular basis become more aggressive. Sometimes watching just one violence show can make you more hostile. Children who watch shows with genuine violence, unpunished or regularly occurring behaviors are more likely to be imitated. Children who

struggle with impulse control, emotional regulation, or behavioral issues may be more influenced by violent TV content. Theories of social learning who agree to Bandura's (1961) theory place a strong emphasis on the 'observational learning' of specific forms of aggressiveness from 'models. Those who support this claim believe that youngsters acquire behavior from movie and television characters that they can emulate in real life.

According to the social learning theory (Bandura, 2001), kids pick up behavior by watching role models and imitating them. If an observer likes a role model, this is more obvious. Bandura concentrated on the use of television and the general level of attention it can attract. Children typically mimic behavior that seems to work for them when explaining the attention process, and if it produces results that are important to them, they adopt it.

In the study done by Anderson C.A. and Bushman B.J (2002) on the effect of media violence on society, they discovered a causal relationship between media violence and exposure and subsequent violent behavior. They demonstrate how longitudinal, cross-sectional, field and experimental studies all contribute to understanding how exposure to violent media increases violent behavior by using findings from their own analytic review of nearly 300 studies. According to research, 5.7% of people who watch less than an hour of television per day have engaged in violent behavior that has caused serious injury. 18.4% of those who watched one to three hours a day had engaged in violence. Aggression was present in 25.3% of those who watched more than three hours per day.

The average 8 to 10 years old spends almost 8 hours a day with a variety of media, and older kids and teenagers spend more than 11 hours daily, according to a study conducted by Rideout V, in 2002. These numbers rise even further when a television set is present in a child's bedroom and 71% of kids and teenagers says that they have a television in their room. In the present situation, youth spend more time with media than they do in school, it is the most popular pastime for kids and teenagers outside of sleeping.

Children act out aggressively after viewing violent media, according to Grimes, Vernberg, and Cather's (1997) study, but certain socialization factors can help them to control their aggression and behavior. Thus, it was determined that the effects of media violence are quite evident if children lack appropriate guidance and there is no control over their exposure to violent media.

In a survey conducted by Dierner et al. (2008) of more than 1500 10- to 15-year-olds, it was discovered that 38% had been exposed to violent scenes online. Teenagers are exposed to increasing violence online as a result of increased Internet usage.

A study set out to carefully by Thomas et al, (2014) to examine the relationship between watching violent media and acting aggressively. The role of empathy as a potential moderator of this association was of particular interest when using a large longitudinal student sample. The Berlin Longitudinal research Media, a four-year longitudinal control group research including 1207 schoolchildren, collected data from waves three through five. Participants took quizzes on media consumption (violent TV and video game material), aggressive behavior, and empathy. Participants' ages ranged from 10.4 years at Time 1 to 12.4 years at Time 3. The study sample had 50% male participants. The findings revealed a strong correlation between higher consumption of violent media content and lower empathy, a stronger correlation between lower empathy and a higher rate of aggressive behavior, and a stronger correlation between higher consumption of violent media content and a higher rate of aggressive behavior.

Media violence enhances the chance of aggressive and violent behavior in both short-term and long-term situations, according to research on violent television and cinema, video games, and music. When compared to effects of other violence risk factors or medical effects thought to be significant by the medical profession, the effects on more severe forms of aggressiveness are likewise significant, even though they appear to be larger for milder types of aggression than for more severe ones. Short-term exposure increases the chance of aggressive thoughts, feelings, and actions, both physically and verbally. There is growing evidence from recent large-scale longitudinal research that early exposure to violent media is associated with later aggressiveness, such as physical assault and domestic violence (Anderson et al., 2003).

Public health is at risk because media violence increases aggressiveness and violence in the real world. According to research, young viewers' increased levels of hostility and violence are both short- and long-term effects of fictitious television and film violence. Violence on television news programs also rises, mostly in the form of imitated suicides and violent crimes. Although no long-term longitudinal studies able to demonstrate long-term impacts have been undertaken, video games are obviously capable of increasing hostility and violence in the short term. The type of media content, as well as the traits and social influences of the individual exposed to that content, moderate

the association between media violence and actual violence and aggression (Huesman and Taylor, 2003).

Aims of Cheng et al.'s (2004) study on "Children's violent television viewing" include the association between violent media exposure and aggressive behavior has led to the suggestion that child health specialists advise families on minimizing exposure. Understanding the norms surrounding parental attitudes, practices, and influencing factors is necessary for effective counselling on violence prevention. The influence of subjective standards and attitudes on people's perceptions and intended behavior is emphasized in both theories of reasoned action and planned behavior. Few statistics on violent television watching and monitoring from a variety of families are available. It is possible to create community-sensitive interventions for the prevention of violence by comprehending the range of parental attitudes. The goal of this study was to evaluate parental perceptions of violent television viewing and parental monitoring of it. A convenience sample of parents/guardians who visited child health professionals at three locations—a clinic at a city children's hospital, a clinic for managed care in the city, and a private practice in the suburbs—was given an anonymous self-report aided survey. The parent survey asked about sociodemographic data as well as views and practices related to raising children. The study enrolled a total of 1004 adults who accompanied kids to medical appointments, and 922 of them completed surveys (participation rate: 92%). 830 responders in total (90%) were parents with complete child information. 677 of the 830 respondents had survey questions on watching television, and they were the subject of this analysis. Seventy-five percent of households said their youngest child watched TV. Of these, 53% said they always restricted their children's exposure to violent TV, but 73% thought their kids watched it at least once a week. 81% of television watchers said they usually or always limit their exposure to sexual content, while 45% said they frequently or always watch TV with their smallest child. Parents stated that the average amount of time children spend watching TV each day was 2.6 hours. Younger children and female parents were linked to less TV violence. Regarding watching and monitoring TV violence, parents' attitudes and behaviors varied. Depending on the child's age and gender, attitudes and behaviors changed.

2.4 COVID -19 And Change on Lifestyle

Most kids and teenager's lives were altered by COVID -19 detention. Virtual friends and distance learning changed social interactions and academic routines, and indoor activities were limited because of closed public places. In a study done by Jose. P et al., (2020) in 1143 parents of 3 to 18 years old children on "Immediate Psychological effects of COVID-19 and Quarantine on youth in Italy and Spain" suggests that, during the quarantine period 918 parents noticed changes in their kid's emotional states and behavior pattern. The most prevalent changes (present in at least 20% of the responses) were that 76.6% of their kids have more trouble concentrating, 52% of them felt bored more often, 39% were more angrier, 38.8% were more restless, 38% were more nervous, 38.1% felt lonely more often, 30.4% were more uneasy, 30.1% were more worried, 29.7% were more likely to flight with the family, 28% were more dependent on them, 28.4% were more anxious, 23.1% were more fearful of COVID-19 infection, 23.3% were weirded, 25.9% were enraged, 24.7% were more reluctant, 22% of them worried more whenever someone left the house, and 21.9% of them started eating more than usual.

Gulde et al., (2022) done a study 'Negative effects of the SARS-CoV-2 pandemic: The interlinking of maternal attachment representation, coping strategies, parental behavior, and the child's mental health'. This study aims to examine the interactions between parental behavior, coping mechanisms, maternal attachment representation, and children's mental health during the SARS-CoV-2 epidemic. Since the start of the epidemic, data from an online poll have been gathered, with N = 73 moms included. The calculation of a path model was done using multiple linear regression. A route model that predicts the lack of coping mechanisms during the pandemic and insecure maternal attachment representation might be proven. In conclusion, women who have an insecure attachment style and consequently their children may be particularly affected negatively by the pandemic. Therefore, specialized family interventions that concentrate on the many forms of mental health issues in children while also assisting parents in coping mechanisms should be made available.

Early effects of the COVID-19 pandemic on physical activity and sedentary behavior in children living in the U.S was studied by Dunton et al., (2020). The study was conducted through convenience sampling, parents and legal guardians of American children (ages 5 to 13) were selected, and between April 25 and May 16, 2020, they responded to an online survey. Measures comprised an evaluation of their child's previous day's physical activities and sedentary activities by identifying the amount

of time spent in 12 typical types of children's sedentary activities and 11 common types of physical activities. Parents also mentioned apparent variations in physical activities and sedentary activities levels between pre- and early-COVID-19 periods. From parent accounts, it was clear that unstructured activity (such as running around, playing tag) (90% of children) and going for a walk (55% of children) were the most popular physical activities throughout the early COVID-19 period. Children sat down for almost eight hours each day while doing leisure activities and roughly 90 minutes when attending school. Parents of older children (ages 9–13) experienced bigger drops in physical activities and greater increases in sedentary activities from the pre- to early-COVID-19 periods compared to parents of younger children (ages 5-8). During the early- vs. pre-COVID-19 periods, children were more likely to engage in physical activities at home indoors or on neighborhood streets. During the early COVID-19 period, a third of youngsters used remote/streaming services for activity classes and lessons.

The COVID-19 outbreak in March 2020 and the subsequent social isolation policies affected children's life all around the world. Children's functioning and development are being negatively impacted by the alarming rise in the usage of digital media, according to studies analyzing the pandemic's effects on kids. Shutzman and Gershny's study from 2023, titled "Children's Excessive Digital Media Use, Mental Health Problems, and the Protective Role of Parenting During COVID-19," sought to determine the association between problematic and excessive digital media use and Israeli adolescent emotional, behavioral, and academic functioning during COVID-19 as well as to identify those adolescent users who are at a higher risk of developing problematic digital media use. COVID-19's outbreak in March 2020 and the social distancing measures that followed it changed the lives of children worldwide. Studies assessing the pandemic's implications for children have reported an alarming increase in the use of digital media and warned of its adverse impacts on children's functioning and development. The current study aimed to assess the relationship between excessive and problematic digital media use and emotional, behavioral, and academic functioning among Israeli adolescents during COVID-19 and to identify adolescents at elevated risk of developing problematic digital media use. Three hundred forty-seven Israeli parent-child dyads (M age = 11.81, SD = 1.41) separately completed measures assessing children's digital media use (time and addiction), functioning (academic, social, emotional, and behavioral), behavioral dysregulation, and the parents' parenting practices. The results showed that digital media addiction, but not digital media use, was related to children's emotional, behavioral, and academic difficulties. Moreover, the

results indicated that negative parenting and behavioral dysregulation increased the risk of digital media addiction, which in turn increased emotional, behavioral, and academic difficulties. The results underscored parents' role in preventing problematic digital media use and highlighted the need to treat digital media use and problematic digital media use as distinct constructs.

2.5 Prevalence of Antisocial Behaviors in Children

Nansel et al., (2001) done a study on 'Bullying Behaviors Among US Youth Prevalence and Association with Psychosocial Adjustment', objectives are to estimate the incidence of bullying behaviors among US youth and to identify links between bullying and being bullied and markers of psychosocial adjustment, such as problem behavior, academic adjustment, social/emotional adjustment, and parenting. Participants, Setting, and Design Analysis of information from a sample of 15 686 kids in grades 6 through 10 from public and private schools across the United States who participated in the spring 1998 Health Behavior in School-aged Children survey. Principal Outcome Metric Self-reports of participating in bullying and being the target of bullying. Results a total of 29.9% of the sample reported being involved in bullying somewhat or frequently, either as a bully themselves (13.0%), a victim themselves (10.6%), or both (6.3%). Bullying victims and bullies were more likely to be male than female. When compared to students in grades 9 and 10, kids in the sixth through eighth grades experienced bullying more frequently. Bullying is linked to worse psychosocial adjustment, although there are diverse patterns of relation among bullies, those who are bullied, and those who bully others while also being bullied.

Henington et al., (1998) done a study on the topic 'The Role of Relational Aggression in Identifying Aggressive Boys and Girls'. Peer assessments of social skills and relational and overt aggressiveness were collected from 461 boys and 443 girls in the second and third grades. In contrast to Crick and Grotpeter (1995), males scored higher on relational and overt aggressiveness tests than girls, and there was no gender difference in the relationship between these two types of aggression and peer assessments. Relational aggression had a statistically significant but minor impact on the prediction of both peer and teacher judgements of aggression in boys and girls when levels of overt aggression were taken into account. Gender variations in the prevalence and associated sociometric status of aggressive subtypes were discovered in analyses that treated relational and overt aggression as categorical variables. 60% of aggressive girls and 7% of aggressive boys are not classified as aggressive when peer-rated relational aggressiveness status is not taken into account. Girls were more

likely than boys to experience peer rejection when displaying high levels of overt aggressiveness. Peer-rated relational aggression and peer-rated overt aggressiveness both contributed to the discrimination of teacher-identified aggressive and nonaggressive females in a subsample of 112 children, whereas peer-rated overt aggression and peer-rated relational aggression both contributed to the discrimination of teacher-identified aggressive and nonaggressive boys.

In order to examine the prevalence and correlates of suicidal behaviors in a community sample of adolescents, Garrison et al. (1993) conducted a study on “Aggression, substance use, and suicidal behaviors in high school students.” A statewide sample of 3764 South Carolina public high school students was used to gather data for the 70-item self-report Youth Risk Behavior Survey on aggressive behaviors, substance use, and physical recklessness. 75 percent of students said they had never considered suicide; 11 percent had had serious thoughts; 6 percent had made explicit plans; 5 percent had made attempts; and 1 percent had needed medical attention. Females had suicide tendencies more frequently than guys did. With the severity of the reported suicidal behavior, the odds ratios for violent behavior and cigarette smoking were enhanced across all categories of suicide behaviors. Some types of suicidal behaviors, although not all of them, were linked to substance use. The connections were particularly obvious when using medicines that might be more harmful. The findings imply that suicide behaviors among adolescents are common and frequently coexist with other high-risk behaviors. Coexisting high-risk behaviors should be addressed as part of interventions aimed at reducing suicide behavior.

For parents, educators, and community members, the prevalence and severity of antisocial behavior among today’s youth have become serious problems. Starting with minor offences in preschool (such as whining, teasing, or disobedience), antisocial behavior escalates into big offences (such as vandalism, theft, assault, and homicide) in older kids and teenagers. According to research, there is a better chance of stopping antisocial behavior in the future if interventions are put into place in the first few years of elementary school. Interventions are also seen to be more effective when teachers and family members are involved. The goal of the study was to investigate how an early intervention method called First Step to Success, which included teacher-directed and parent-directed strategies, affected elementary school children who were at risk for antisocial behavior. According to the findings, parent and teacher-led interventions were linked to reductions in disruptive behavior in the classroom that persisted over the course of a full academic year (Beard and Sugai,2004).

With the help of peer-rating procedures, self-ratings, and interviews, 167 schoolchildren between the ages of 11 and 12 Lagerspetz et al., (1988) in his study 'Is indirect aggression typical of females? Gender differences in aggressiveness in 11- to 12-year-old children' examined for gender differences in violent conduct. It was also investigated how the peer groups interacted socially. The main conclusion was that girls tended to utilize indirect methods of aggressiveness more than boys, who tended to use direct methods. There were fewer obvious gender disparities in verbal hostility. Girls' peer groups were found to have a stronger social structure, which made it simpler for them to take advantage of connections and hurt their victims through indirect manipulative violence.

The study "Magnitude, Types and Sex Differentials of Aggressive Behavior Among School Children in a Rural Area of West Bengal" was done by Dutt et al. (2013) to assess the prevalence and forms of aggressive behavior in school-aged children as well as the impact of sex and age. A cross-sectional study was carried out at Anandanagar High School in the West Bengali village of Singur. Participants included 177 girls and 161 males in grades VII to IX. The students were required to complete a self-administered questionnaire detailing the various forms of aggressive behavior they had engaged in over the previous month, as well as a self-evaluation of comments indicating verbal/physical aggressiveness. In the prior month, 66.5% of the kids were physically aggressive overall: 56.8% of males and 58.2% of females reported verbal aggression: Girls 61% to boys 55.2%. Girls (55.3%) exhibited verbal indirect passive hostility more frequently than boys (22.3%). Guys were more likely to engage in physical violence than girls; 60.2% of guys would strike on cue, compared to only 9% of girls. Girls were more combative (63.8%) than boys (55.2%) and disagreeing (41.8%) than boys (33.5%) when it came to traits that indicate verbal aggression. Physical indirect passive aggression and verbal indirect passive aggression both rose with age and class as opposed to a decline in physical direct active aggressiveness. The school administration had not taken any classes on managing or controlling rage. Both boys and girls exhibited aggressive behavior frequently.

2.6 Gap in the Research

After reviewing the literature, it is clear that there are several studies which investigated on behavioral pattern of children and adolescents. But there are not enough studies regarding the behavior pattern of young adolescents or middle schoolers especially in India. Even though there are several studies depicting the aggressive behavior of the children, there are very few studies conducted in India portraying the factors influenced in developing aggressive behaviors in children.

Thus, the investigator felt the need to understand the behavior pattern of the children and make parents aware about the behavior pattern and address strategies to mould positive behavior in children.

METHODOLOGY

CHAPTER III

METHODOLOGY

The systematic and theoretical examination of the research methods used in referred to as methodology. It includes the general approach and plan used to conduct the study, as well as the conceptual framework, strategies for gathering and analyzing data, and methods for interpreting and presenting the results. In addition to serving as a roadmap for addressing research questions or hypotheses, methodology also acts as a check on the accuracy, reliability, and rigor of the research process. The methodology adopted for the present study entitled ‘Study on behavioral pattern and prevalence of aggressive tendencies in early adolescents’ is discussed under the following headings:

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3.1 Selection of Area

3.2 Selection of Sample

3.3 Selection of Tool

3.4 Conduct of Study

3.5 Analysis of Data

3.1 Selection of the Area

The area selected for the study included different schools from rural and urban area of Ernakulam and Kozhikode districts. The schools included Government, aided and unaided schools having upper primary and high school classes. The schools were namely GHSS for Girls, St. Albert’s Higher Secondary School, St. Teresa’s CGHSS, GVHSS Kalamassery, Rani Public school, Emjay VHSS, and Ideal Public School.

3.2 Selection of Sample

The sample consisted of 180 children including 90 boys and 90 girls between the age group of 12-14 years. The sample was collected by simple random sampling from stratified schools. 15 boys and 15 girls were selected from government schools in urban and rural area each. 15 boys and 15 girls were selected from private schools in urban and rural area each. 15 boys and 15 girls were selected

from unaided schools in urban and rural area each. The sample were studying in 7th, 8th and 9th class in the selected schools.

3.3 Selection of Tool

The most important step in the conduct of study is selection of appropriate tool. The tools used for the present study included: -

- Questionnaire (self-designed)
- Standardized scale
- Booklet

3.3.1 Description of the Tools

I. Questionnaire (self-designed)

The self-designed questionnaire (Appendix I) was a carefully prepared questionnaire by the investigator based on the literature reviewed. This was used to collect the sociodemographic details of the sample. The questionnaire helps to collect the details about the family pattern and parental and child attitude towards family.

II. Standardized scale

1. Aggression scale

The scale (Appendix II) was developed by Orpinas & Frankowski, (2001) to measure the frequency of self-reported aggressive behaviors (e.g., hitting, pushing, name calling, threatening). The scale has internal consistency of .88 to .90 (Orpinas, Horne & Staniszewski, 2003). It contains 11 items. Respondents are presented with a series of behaviors, and are asked to mark with a circle the number of times they did that behavior during the last 7 days. This scale is scored by adding all the responses. Possible range is between 0 and 66 points. Each point represents one aggressive behavior the student engaging in during the week prior to the survey. If four or more items are missing, the score cannot be computed. If three or less items are missing, these values are replaced by the respondent's average.

2. Children's desire for control

The scale was developed by Guerra, Crawshaw & Huesmann, 1993 which measures the desire for control and endorsement of aggressive for gaining control. the scale has internal consistency of .69- and one-year stability:49. The respondents are asked to indicate the extent to which they feel certain statements about controlling behavior are true for them. The scale measure produces a Total Desire for Control scale. Point values are assigned as follows:

Not at all true = 1

Not very true = 2

Sort of true = 3

Very true = 4

Items signifying desire to be controlled by others are reverse scored (4, 8, 10, 11, 14, 16). The final scale is created by averaging responses to 16 items. A maximum score of 4 indicates increased desire for self-control. A minimum score of 1 indicates decreased desire for self-control.

3. Nonphysical Aggression— Pittsburgh Youth Study; 16 items

The scale was developed by Loeber, Farrington, Stouthamer-Loeber & Van Kammen, 1998. The scale has internal consistency: .85. the scale measures non-physical aggressive behavior in terms of bragging, arguing, seeking attention, disobeying parents and teachers, etc. The students are asked about the extent to which they engage in 16 non- physical aggressive behaviors such as arguing, seeking attention, disobeying parents and teachers, not getting along with friends, swearing and sulking. The responses are given value from 0 to 2 and all scores are summed to derive a total. Higher score indicates more aggressive behavior.

III. Booklet

Booklet (Appendix IV) was produced to curb the aggressive tendencies in children. Booklet helps to understand the forms of aggressive behavior, methods and techniques used by parents and children to reduce aggression. The booklet created by the investigator included description of common behavior problems and aggressive acts seen in children, strategies for children to reduce aggressive

behavior and different coping skills, parental strategies to reduce aggression in children, worksheet for children including different activities.

Glimpses of Booklet

UNDERSTAND YOUR BEHAVIOR



biting! kicking! beating!

yelling! arguing! stabbing!

hair-pulling! slapping!

frustration! intimidation!

hitting! pushing!

shouting! name calling!

bullying! assault!

swearing! taunting!

COPING SKILL ACTIVITIES

1. Take a deep breath

Deep breathing can bring oxygen into your blood, lowering heartbeat, blood pressure, and stress. take at least 3-5 deep breaths before taking any other action in an emotional situation. Make sure you feel the breath deep into your diaphragm, because shallow breathing has the opposite effect, causing increased anxious feelings! Deep breathing is also a great method of calming the body and mind when overstimulated.

2. Take a break

Getting outside closer to nature can help you feel calmer and relaxed. Take scheduled and unscheduled breaks. taking breaks and connecting with nature will helps to feel relaxed and less stressed

PARENTS: THE LIFE SAVERS

GUIDE FOR THE PARENTS

1. HEAR YOUR CHILD

Before reacting hear your child. Children can show aggressive behavior in different forms due to different reasons. The parents should hear their child and figure out the real cause of the aggression in their children

2. DON'T COPY YOUR CHILD

When the child outburst with anger, parents should not react in the same manner. Even if their behavior make anger , try to be calm for that instances and react in peaceful way. When the child is fire, parents should be water.



Bingooii



Keep away mobile after wake up	breathe deeply 3 times	Speak honestly	eat healthy	tell someone how much you care
exercise atleast 30 minutes	smile to others	read a book	listen to music	Make a new friend
write down your thoughts	take a walk	BE KIND TO YOUR MIND	get a pet	watch a cute video
help in cooking	call a friend	learn a new skill	say sorry to 2 friend	take a break from gadgets
talk to yourself	take a long bath	set up a goal	engage in gardening	get a good sleep

Plate 1

IV. Checklist for evaluation of the video modules developed by the investigator

A checklist (Appendix III) was developed by the investigator for the experts to evaluate the video so formed. The checklist contained 10 criteria to evaluate the videos namely content, theme, practicability, organization of matter, comprehension, clarity, effectiveness, title, and overall presentation.

Scoring

To evaluate the checklist done by the experts, a simple percentage analysis of the scores/ grades was done in each of the criteria. Scoring was done based on the 5-criteria rating scale as follows:

Grade	Score
Excellent	5
Very good	4
Good	3
Fair	2
Poor	1

3.4 Conduct of the Study

The study was conducted in four phases:

Phase I: The questionnaire was developed.

Phase II: Administration of the questionnaire

Phase III: Booklet was produced and opinionnaire for expert evaluation

Phase IV: Seminar was given by expert on the basis of study on behavioral pattern and aggressive tendencies in children.

Phase I: preparation of questionnaire and selection of standardized questionnaire

The self-designed questionnaire contained five parts:

- i. To study the socio-demographic details of the child.
- ii. To study the family pattern.
- iii. To study the attitude of parents towards the family.
- iv. To study the parental attitude toward education.
- v. To study the children's attitude towards their parents and family.

Four standardized questionnaire was used to conduct the study. The questionnaire assessed the fantasy measure of the children, desire to control, physical and non-physical aggression.

Phase II: Administration of the questionnaire

After the preparation of the tool, the next step was assessing the children by taking the response from them. The researcher distributed the questionnaires to GHSS for Girls, St. Albert's Higher Secondary School, St. Teresa's CGHSS, GVHSS Kalamassery, Rani Public school, Emjay VHSS, and Ideal Public School. Questionnaire was distributed to 180 children including boys and girls.

Phase III: Booklet was produced and opinionnaire for expert evaluation

Booklet was produced to distribute among children and parents during the webinar.

Phase IV: Seminar was given by expert on the basis of study on behavioral pattern and aggressive tendencies in children.

The webinar was given by expert on 'behavioral pattern and methods to reduce aggression in children'.

3.5 Analysis of Data

After collecting the entire filled questionnaire, the data was tabulated and consolidated and discussed in the chapter "Results and Discussion" of the study with appropriate tables and figures. The collected data was analyzed using statistical software SPSS Statistics 23. Percentage analysis, independent sample t-test, ANOVA and correlation were used to investigate the various hypotheses of the study. Percentage analysis was used to describe the demographic profile of the subjects,

including their media intake and study hours. Percentage analysis was also used to describe the parent's education and job. Independent t- test were used to find out whether there is a statistically significant difference in behavior with respect to gender and area of residence. ANOVA was used to find out whether there is significant difference in behavior with respect to type of school. ANOVA was used since type of school consist of more than two variables. Pearson correlation was used to assess the correlation between parental attitude and aggressive behavior, family pattern and child attitude.



Figure 1
Research design

RESULTS AND DISCUSSION

CHAPTER IV

RESULTS AND DISCUSSION

The results obtained after the analysis of data and its discussion is described in this chapter. For the ease of understanding and convenience as well, the results and discussion are discussed under the following sub headings:

4.1 Socio-Demographic Details

4.1.1 General Details of The Respondents

4.1.2 General Information About the Parents of The Respondents

4.2 Influence of Parental Attitude on Aggressive Behavior of Children

4.3 Correlation Between Family Pattern and Child Attitude Towards Parents

4.4 Means of The Standardized Tools

4.4.1 Mean of Aggressive Scale

4.4.2 Mean of Non-Physical Aggression

4.4.3 Mean of Desire for Control

4.5 Comparison of Behavior on Gender

4.5.1 Gender Difference and Child's Desire to Control

4.5.2 Gender Difference and Aggressive Behavior

4.5.3 Gender Difference and Non-Physical Aggression

4.6 Comparison of Behavior on Type of School

4.6.1 Type of School and Child's Desire to Control

4.6.2 Type of School and Aggressive Behavior

4.6.3 Type of School and Non-Physical Aggression

4.7 Comparison of Behavior on Area of Residence

4.7.1 Area of Residence and Child's Desire to Control

4.7.2 Area of Residence and Aggressive Behavior

4.7.3 Area of Residence and Non-Physical Aggression

4.1 Socio-Demographic Details

The socio-demographic data gives details about the child and parent.

4.1.1 General Details of the Respondents

Details about age, gender, mobile phone accessibility, hours spent for study are shown in the below tables.

Table 1 a

Socio-demographic details about age and gender.

	Particulars	Respondents	
		N =180	%
1	Gender		
	• Male	77	43
	• Female	103	57
2	Age		
	• 12	12	7
	• 13	61	34
	• 14	107	59

Table 1b

Details about respondent's usage of mobile phone and hours spend for studying

1	Own mobile phone		
	• Yes	59	33
	• No	120	67
2	Hours spend on mobile		
	• 1-2 hours	129	72
	• 2-4 hours	38	21
	• More than 4 hours	12	7
3	Hours spend for studying		
	• 1 hour	13	7
	• 2 hours	61	40
	• 3 hours	69	38
	• 4 hours and more	37	21

The table (1a) highlight that, out of the selected sample forty three percent were males and fifty seven percent were females. Out of the selected sample, seven percent were 12 years old, thirty four percent were 13 years old and sixty percent were 14 years old. Table (1b) shows that thirty three percent of the selected sample own mobile phone. Out of the sample selected seventy two percent uses mobile for one-two hours, twenty one percent uses mobile for two-four hours and seven percent uses mobile for more than four hours.

The data shows that out of the selected sample seven percent studies for one hour, thirty four percent studies for two hours, thirty nine percent studies for three hours and twenty one percent studies for four hours and more.

4.1.2 General Information About the Parents of the Respondents

The below table and graph give details about the family type, educational qualification of father and mother, occupation of father and mother and details about occupation of grandparents.

Table 2 a

General details about the family type and educational qualification of parents

Particulars	Respondents	
	N=180	%
Family type		
• Nuclear	119	66
• Joint	48	27
• Extended	13	7
Educational level of father		
• SSLC	47	26
• +2	39	22
• UG	72	40
• PG	22	12
Educational level of mother		
• SSLC	45	25
• +2	35	19
• UG	82	46
• PG	18	10

Table 2b**Details about the occupation of parents and grandparents**

Occupation of father		
Business	92	51.1
Accountant	7	3.9
Professional	11	6.1
Daily wage	45	25
Manager	11	6.1
Teacher	8	4.4
Police	3	1.7
Unemployed	1	0.6
Passed away	2	1.1
Occupation of mother		
Home maker	117	65
Accountant	12	6.6
Business	10	5.5
Professional	11	6.1
Daily wage	10	5.6
Teacher	19	10.6
Abroad	1	0.6
Occupation of grandparents		
Nil	158	87.8
Daily wage	22	12.2

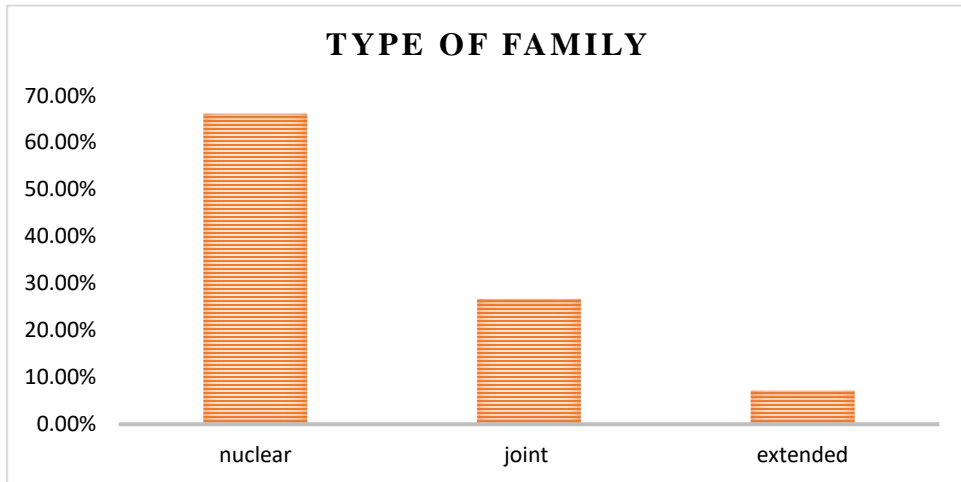


Figure 2

Type of family

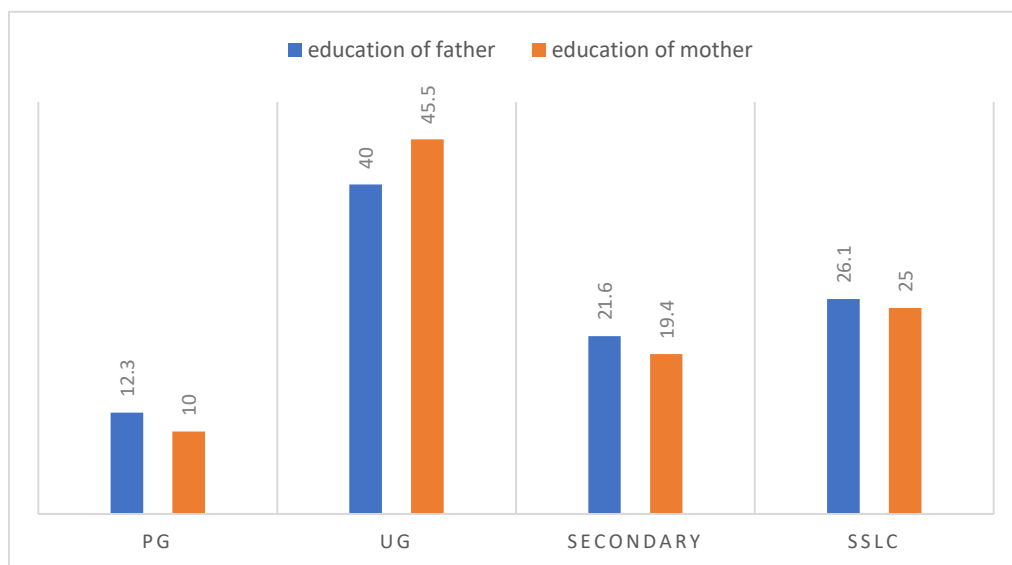


Figure 3

Educational Qualification of Parents

Out of the 180 participants, (table 2a) shows that sixty six percent lives in nuclear family, twenty seven percent live in joint family and seven percent lives in extended family.

Out of 180 participants, twenty six percent of their fathers and twenty five percent mothers of completed SSLC, twenty two percent of their fathers and nineteen percent of their mothers completed higher secondary education, forty percent of fathers and forty five percent of mothers completed graduation and twelve percent of fathers and ten percent of mothers where post graduated.

Table (2b) shows that fifty percent of the fathers and five percent of the mothers of the total sample were occupied in business, four percent of fathers and seven percent of mothers were occupied in accounting, six percent of fathers and six percent of mothers were professionals, twenty five percent of fathers and six percent of mothers were daily wagers, four percent of father and eleven percent of mothers were teachers, six percent of their parents were managers and two percent were police, one percent of their fathers died earlier and one percent were unemployed, twenty five percent of their mothers were home makers and one percent was in abroad. Eighty eight percent of their grandparents were jobless and twelve percent were daily wagers.

4.2 Influence of Parental Attitude and Aggressive Behavior in Children

The table below calculate and described that whether parental attitude towards their child and family members affect the formation of aggressive behavior in child.

Table 3
Correlation of parental attitude and aggressive tendencies

		AGGRESIVE SCALE	PARENTAL ATTITUDE
AGGRESSIVE SCALE	Pearson Correlation	1	-.241
	Sig. (2-tailed)		.001
	N	180	180
PARENTAL ATTITUDE	Pearson Correlation	-.241	1
	Sig. (2-tailed)	.001	
	N	180	180

Correlation between parental attitude and aggressive tendencies in children was calculated. From the table, it can be assumed that parental attitude has significant effect on the aggressive tendencies in children with sig value $0.001 (< 0.05)$.

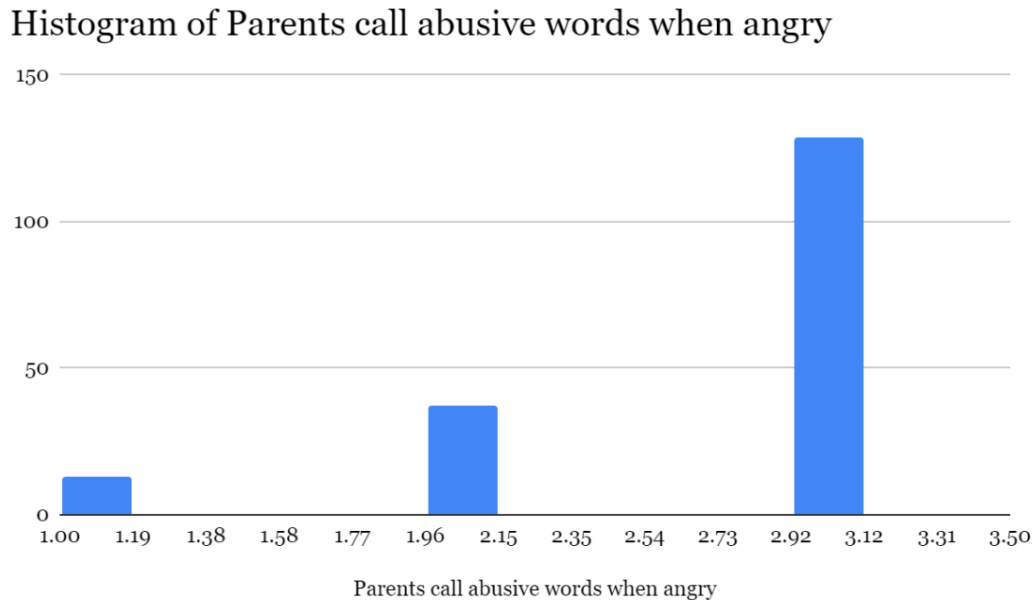


Figure 4

Parents using abusive words while angry

The graph shows that the data Ranges from 1 to 3, but eighty percent of values are less than or equal to 2. 1 denotes that the parents never use abusive words, 2 denotes that the parents sometimes use abusive words and 3 denotes that the parents always use abusive words. From the graph it is clear that eighty percent never or sometimes use abusive words when angry.

4.3 Correlation Between Family Pattern and Child Attitude Towards Parents

The comparison on family pattern and child attitude towards parent is calculated and described in the below table. The table shows that whether child attitude towards parents is affected by family pattern.

Table 4
Correlation of child attitude and family pattern

		CHILD ATTITUDE	FAMILY PATTERN
CHILD ATTITUDE	Pearson Correlation	1	.282
	Sig. (2-tailed)		.000
	N	180	180
FAMILY PATTERN	Pearson Correlation	.282	1
	Sig. (2-tailed)	.000	
	N	180	180

Correlation between parental attitude and aggressive tendencies in children was calculated. From the table it can be assumed that child's attitude toward family is influenced by the family pattern. The correlation of these two have a sig value of .000 (<0.05).

Histogram of children enjoy spending time with parents

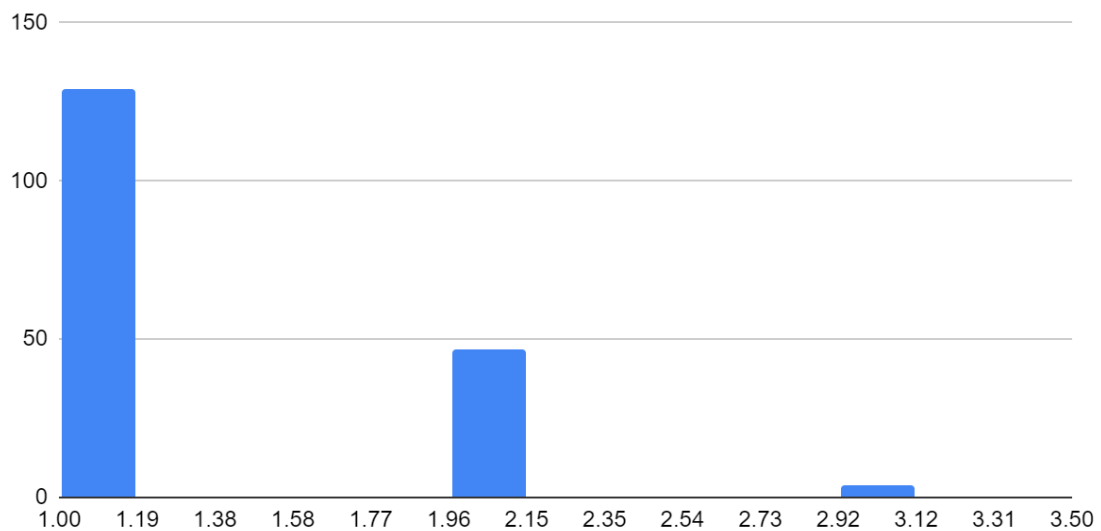


Figure 5

The graph shows that the data Ranges from 1 to 3, but ninety eight percent values are less than or equal to 2. 1 denotes that the child always enjoys spending time with parents, 2 denotes that the child sometimes enjoys spending time with parents and 3 denotes that child never enjoy spending time with parents. The graph shows that two percent of the sample never enjoy spending time with the parents and twenty six percent sometimes enjoy spending time with parents. Seventy two percent always enjoy spending time with their parent.

4.4 Mean of Standardized Questionnaire

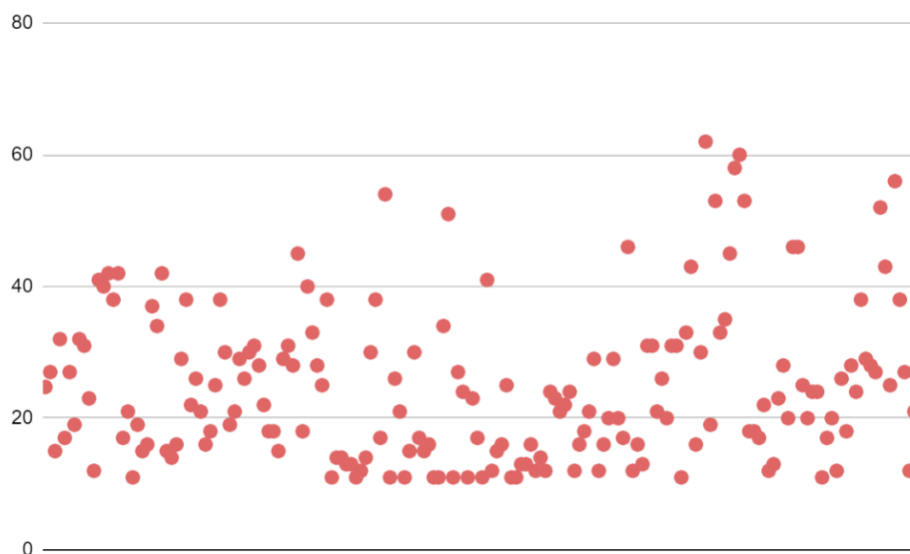
The tables below calculate and describe the mean of different standardized questionnaire used to assess the behavior pattern in respondents.

4.4.1 Mean of Aggressive Scale

The table and graph below calculate and describes the mean value of the Aggression Scale.

Mean	N	Std. Deviation
24.73	180	11.705

Figure 6



Mean of Aggression Scale

Possible range for this scale is between 0 and 66 points. More points denote more aggressive behavior in children. Out of the 180 respondents, mean value of the scale is 24.73 which is less than

the average value. Values obtained by the respondents Ranges from 11 to 62, with most values at the low end. The median is 22.

The results shows that the respondents show less aggressive behavior. Most the respondents score below 30 points and only 3 respondents scored 60 and above.

4.4.2 Mean of Non-Physical Aggression

The table and graph below calculate and describes the mean value of the Non-Physical Aggression.

Mean	N	Std. Deviation
8.40	180	5.810

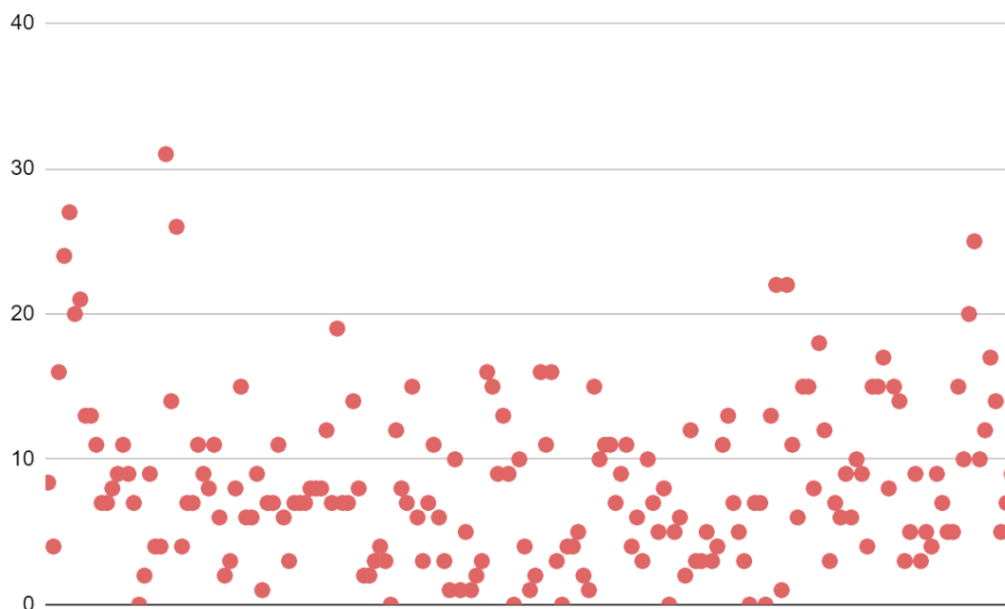


Figure 7

Mean of Non-physical Aggression

Possible range for this scale is between 0 and 32 points. More points denote more non-physical aggression in children. Out of the 180 respondents, mean value of the scale is 8.40 which is less than the average value. Values obtained by the respondents Ranges from 0 to 32, with most values at the low end. The median is 7.

The results shows that the respondents show less non-physical aggression. Most the respondents score below 10 points and only 1 respondent scored 32 and above.

4.4.3 Mean of Desire for Control

The table and graph below calculate and describes the mean value of the child's Desire for Control.

Mean	N	Std. Deviation
2.65	180	.245

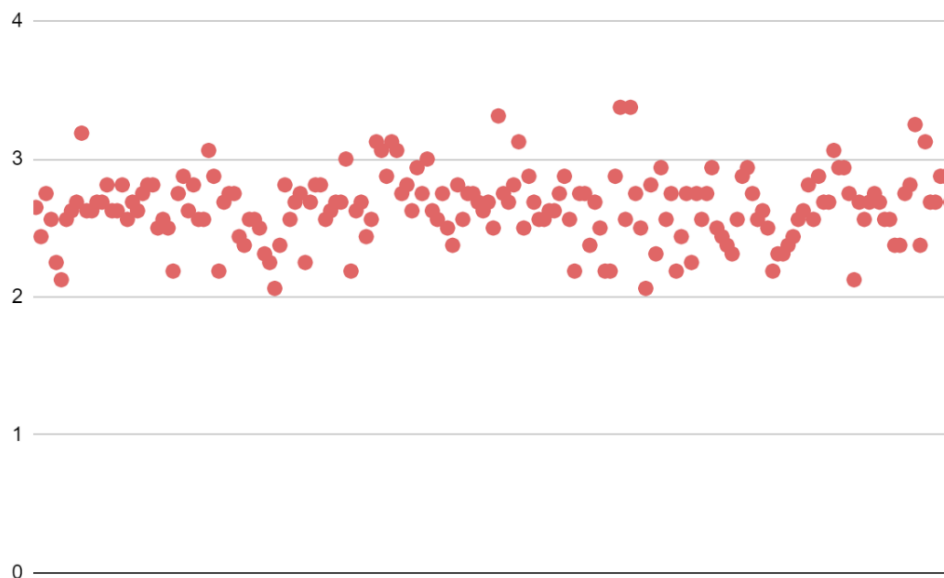


Figure 8

Mean of Desire for Control

4.5 Comparison of Behavior on Gender

Comparison between the gender and behavior of the child was studied and presented in the below tables.

4.5.1 Gender Difference and Child's Desire for Control

An independent sample test was conducted to know the effect of gender upon the child's desire for control. The results are represented in the following table.

Table 5 A

Group Statistics (Independent sample test) for gender of the children and their desire for control

	gender	N	Mean	Std. Deviation	Std. Error Mean
DESIRE TO CONTROL	MALE	77	2.62	.28	.03
	FEMALE	103	2.68	.23	.02

Table 5 B

Independent Sample t – test to compare the desire to control of respondents on gender

INDEPENDENT SAMPLES TEST				
		Desire to control		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	2.63		
	Sig.	.10		
t-test for Equality of Means	T	-1.51	-1.47	
	Df	178	146.87	
	Sig. (2-tailed)	.13	.14	
	Mean Difference	-.06	-.06	
	Std. Error Difference	.038	.039	
	95 percent Confidence Interval of the Difference	Lower	-.14	-.14
		Upper	.02	.02

An independent sample t test was conducted to compare the child’s desire to control among males and females. As clearly depicted in the group statistics table (table 5 A), the gender of the respondents was grouped into 1 (male) and 2 (female). There was no statistically significant difference in the scores for male (M= 2.62, SD= .03) and females (M= 2.68, SD= .02); $t = -1.51$, $p = 0.13$. Hence the null hypothesis is accepted, that is, the desire for control in children is not influenced by the gender.

The result shows that gender of the respondents did not influence the respondent’s desire for control.

4.5.2 Gender Difference and Aggressive Behavior

An independent sample test was conducted to know the effect of gender upon the child’s aggressive behavior. The results are represented in the following table.

Table 6 A
Group Statistics (Independent sample test) for gender of the children and their aggressive behavior

	gender	N	Mean	Std. Deviation	Std. Error Mean
AGGRESSIVE SCALE	MALE	77	25.62	9.762	1.11
	FEMALE	103	24.07	12.98	1.28

Table 6 B

Independent Sample t – test to compare the aggressive scale of respondents on gender

INDEPENDENT SAMPLES TEST				
		Aggressive scale		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	7.18		
	Sig.	.008		
t-test for Equality of Means	T	-.88	-.918	
	Df	178	177.99	
	Sig. (2-tailed)	.38	.36	
	Mean Difference	1.55	1.55	
	Std. Error Difference	1.76	1.69	
	95percent Confidence Interval of the Difference	Lower	1.93	1.79
		Upper	5.04	4.90

An independent sample t test was conducted to compare the aggressive behavior among males and females. From the table it can be assumed that mean score for boys in aggressive behavior is (M=25.62), (S. D=9.762) and mean score for girls in aggressive behavior is (M=24.07), (S. D=12.976); t= -.882, p= 0.38. The results shows that there is no significant difference between the males and females in aggressive behavior (sig=0.38). Hence the null hypothesis is accepted.

The result shows that the aggressive behavior in children is not influenced by their gender.

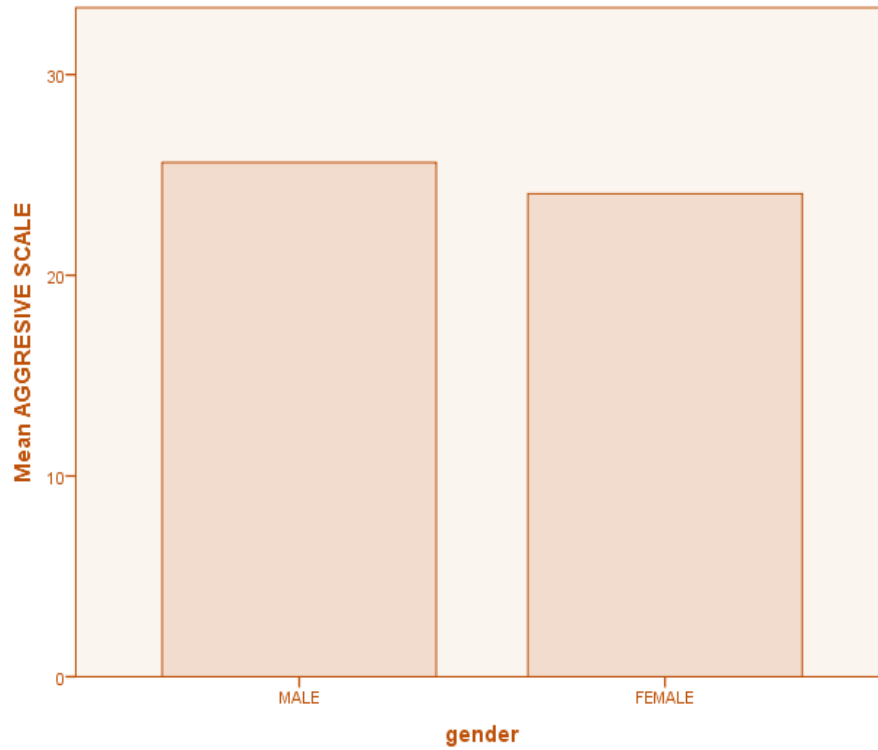


Figure 6
Mean of Aggressive scale and gender

4.5.3 Gender Difference and non-physical aggression

An independent sample test was conducted to know the effect of gender upon the child’s non-physical aggression. The results are represented in the following table.

Table 7 A
Group Statistics (Independent sample test) for gender of the children and their non-physical aggression

	gender	N	Mean	Std. Deviation	Std. Error Mean
NON-PHYSICAL AGGRESSION	MALE	77	7.26	4.84	.55
	FEMALE	103	9.25	6.33	.62

Table 7 B

Independent Sample t – test to compare the non-physical aggression of respondents and gender

INDEPENDENT SAMPLES TEST				
		Non-physical aggression		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	6.19		
	Sig.	.014		
t-test for Equality of Means	T	-2.30	-2.39	
	Df	178	177.89	
	Sig. (2-tailed)	.022	.018	
	Mean Difference	-1.99	-1.99	
	Std. Error Difference	.86	.83	
	95percent Confidence Interval of the Difference	Lower	-3.70	-3.64
		Upper	-.29	-.35

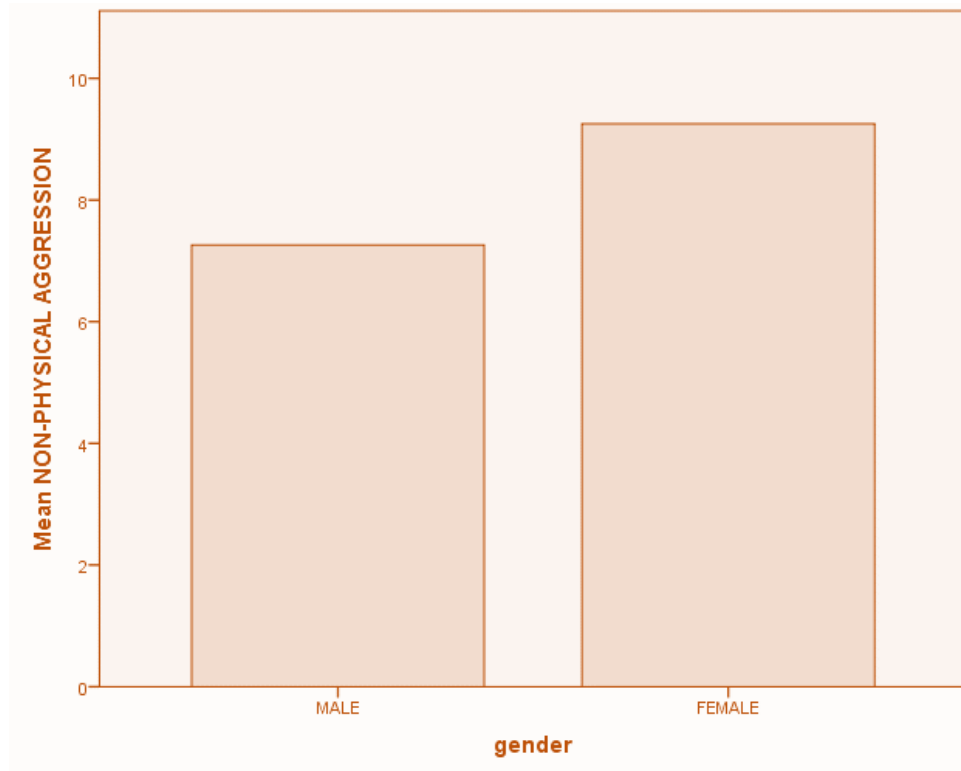


Figure 7

Mean of non-physical aggression and gender

An independent sample t test was conducted to compare the non-physical aggression among males and females. From the table it can be assumed that mean score for boys in non-aggressive behavior is (M=7.26), (S. D=4.843) and mean score for girls in non-physical aggression is (M=9.24), (S. D=6.329); $t=-2.304$, $p=0.022$. the result shows significant difference between the gender of the respondents and non-physical aggression ($\text{sig}=0.022$). Hence, the null hypothesis is rejected.

The results shows that non-physical aggression among children is influenced by their gender. Female shows more non-physical aggression than males.

4.6 Comparison of Behavior on Type of School

The table below calculate and describes the influence of type school on behavior of the respondents.

4.6.1 Type of School and Child's Desire for Control

Table 8

Descriptive statistics for child's Desire for control with type of school

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.208	2	.10	1.68	.19
Within Groups	10.95	177	.06		
Total	11.16	179			

A one-way between subjects ANOVA was conducted to compare the type school studied by the respondents and their desire for control. The type of school was classified as government schools, aided schools and unaided schools respectively. There was no significant effect on the child's desire for control on type of school they study at the $p > 0.05$ level for the three conditions [$p = 0.19$]. Hence the null hypothesis is accepted.

The results indicate that the type school in which the respondents studies did not affect the respondent's desire for control. Whether the child studies in a government school, private school or in an unaided school, the type of school have no influence on the child's desire for control.

4.6.2 Type of School and Aggressive Behavior

The table below calculate and describes the influence of type school on aggressive behavior in respondents.

Table 9

Descriptive statistics for Aggressive behavior with type of school

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	260.38	2	130.19	.95	.39
Within Groups	24262.82	177	137.08		
Total	24523.20	179			

A one-way between subjects ANOVA was conducted to compare the type school studied by the respondents and their aggressive behavior. The type of school was classified as government schools, aided schools and unaided schools respectively. There was no significant effect on the child's aggressive behavior on type of school they study at the $p > 0.05$ level for the three conditions [$p = 0.39$]. Hence the null hypothesis is accepted.

The results indicate that the type school in which the respondents studies did not affect the respondent's aggressive behavior.

4.6.3 Type of School and Non-Physical Aggression

The table below calculate and describe the influence of type of school on non-physical aggression in respondents.

Table 10

Descriptive statistics for non-physical aggression with type of school

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	96.24	2	48.12	1.43	.24
Within Groups	5946.96	177	33.60		
Total	6043.20	179			

A one-way between subjects ANOVA was conducted to compare the type school studied by the respondents and their non-physical aggression. The type of school was classified as government schools, aided schools and unaided schools respectively. There was no significant effect on the child's non-physical aggression on type of school they study at the $p > 0.05$ level for the three conditions [$p = 0.24$].

The results indicate that the type school in which the respondents studies did not affect the respondent's non-physical aggression.

4.7 Comparison of Behavior on Area of Residence

The table below calculate and describes the influence of area of residence on the behavior pattern of children.

4.7.1 Area of Residence and Child's Desire for Control

The given table calculate and describes the influence of area of residence in child's desire for control.

Table 11 A

Group Statistics (Independent sample test) for area of residence of the children and desire to control

	area of residence	N	Mean	Std. Deviation	Std. Error Mean
DESIRE TO CONTROL	RURAL	94	2.63	.27	.03
	URBAN	86	2.67	.23	.02

Table 11 B

Independent Sample t – test for comparing area of residence of the children and their desire to control

INDEPENDENT SAMPLES TEST			
		Desire to control	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	Sig.	.182	
t-test for Equality of Means	T	-1.03	-1.04
	Df	178	177.34
	Sig. (2-tailed)	.305	.301
	Mean Difference	-.039	-.039
	Std. Error Difference	.037	.037

	95percent Confidence Interval of the Difference	Lower	-.11	-.11
		Upper	.035	.035

An independent sample t test was conducted to compare the child's desire control among children living in urban and rural area. From the table it can be assumed that mean score for rural area is (M=2.63), (S. D=0.26); $t=-1.03$, $p=0.305$ and mean score for urban is (M=2.66), (S. D=0.22). The results shows that there is no significant difference between the rural and urban area. Hence the null hypothesis is accepted.

The result shows that the desire for control in children is not influenced by their area of residence.

4.7.2 Area of Residence and Aggressive Behavior

An independent sample test was conducted to know the effect of area of residence upon the child's aggressive behavior. The results are represented in the following table.

Table 12 A

Group Statistics (Independent sample test) for area of residence of the children and their aggressive scale

	area of residence	N	Mean	Std. Deviation	Std. Error Mean
AGGRESSIVE SCALE	RURAL	94	27.16	12.39	1.28
	URBAN	86	22.08	10.34	1.11

Table 12B
Independent Sample t – test for comparing area of residence of the respondents and their
Aggressive behavior

INDEPENDENT SAMPLES TEST				
		Aggressive scale		
		Equal variances	Equal variances	
		assumed	not assumed	
Levene's Test for Equality of Variances	F	1.285		
	Sig.	.258		
t-test for Equality of Means	T	2.97	2.99	
	Df	178	176.53	
	Sig. (2-tailed)	.003	.003	
	Mean Difference	5.08	5.08	
	Std. Error Difference	1.71	1.69	
	95percent Confidence Interval of the Difference	Lower	1.70	1.73
		Upper	8.45	8.45

An independent sample t test was conducted to compare the aggressive behavior among children living in urban and rural area. From the table it can be assumed that mean score for rural area in is (M=27.16), (S. D=12.4) and mean score for urban is (M=22.08), (S. D=10.34)); $t=2.97$, $p=0.003$. The results shows that there is significant difference between the rural and urban area in aggressive behavior. Hence the null hypothesis is rejected.

The result shows that the area of residence influence aggressive behavior in children. Aggressive behavior in children is more prevalent in rural areas than urban area.

4.7.3 Area of Residence and Non-Physical Aggression

An independent sample test was conducted to know the effect of area of residence upon the child's non-physical aggression. The results are represented in the following table.

Table 13 A

Group Statistics (Independent sample test) for area of residence of the children and their non-physical aggression

	area of residence	N	Mean	Std. Deviation	Std. Error Mean
NON-PHYSICAL AGGRESSION	RURAL	94	9.31	5.91	.610
	URBAN	86	7.41	5.56	.599

Table 13 B

Independent Sample t – test for comparing area of residence and non-physical aggression

INDEPENDENT SAMPLES TEST				
		Non-physical aggression		
		Equal variances	Equal variances	
		assumed	not assumed	
Levene's Test for Equality of Variances	F	1.026		
	Sig.	.313		
t-test for Equality of Means	T	2.22	2.22	
	Df	178	177.87	
	Sig. (2-tailed)	.03	.03	
	Mean Difference	1.902	1.902	
	Std. Error Difference	.858	.855	
	95percent Confidence Interval of the Difference	Lower	.209	.214
		Upper	3.594	3.589

An independent sample t test was conducted to compare the non-physical aggression among children living in urban and rural area. From the table it can be assumed that mean score for rural area is (M=2.63), (S. D=0.26) and mean score for urban is (M=2.66), (S. D=0.22) ; $t=2.22$, $p=0.03$. The results shows that there is significant difference between the rural and urban area in non-physical aggression. Hence the null hypothesis is rejected.

The result shows that the area of residence influence the non-physical aggression in children. Children in rural areas shows more non-physical aggression than children in urban areas.

Phase II

4.8 Webinar for The Parents on The Topic “Strategies to Curb Aggressive Behaviour in Children”

An online webinar was conducted through google meet for the parents of the respondents and non-respondents. Forty-five parents joined for the webinar. The webinar was led by Clinical Psychologist, Ms. Gana P. the webinar focused on the topic including behavior pattern of the children, types of aggressive behavior shown by them, reasons for the problem behaviors, and strategies to curb aggressive behavior in children. The expert explained about the importance of parenting and family pattern in moulding child’s behavior. The importance of appreciation and harmful effects of negative reinforcement was explained. The session pave light to the influence of genetics and behavior of parents in moulding child behavior. Strategies including relaxation techniques and positive reinforcement was discussed.

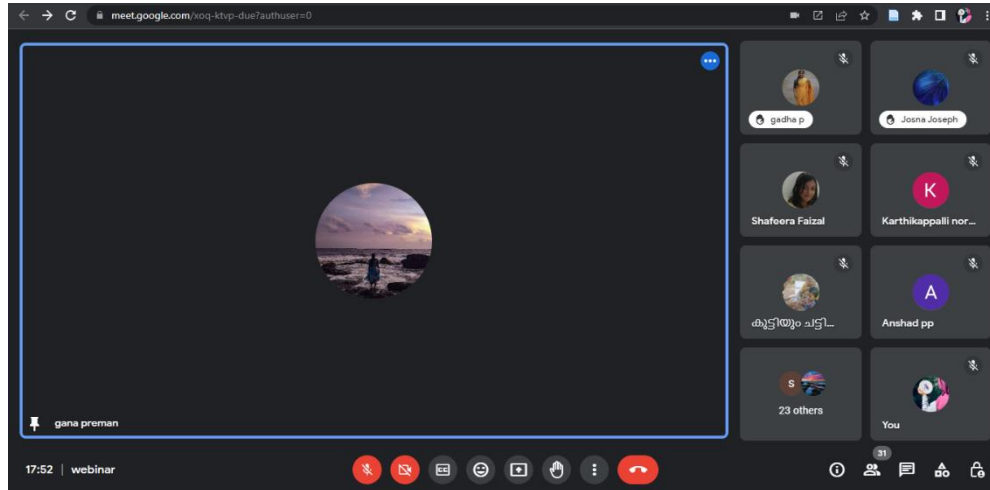


Plate 2

Webinar on the topic “Strategies to Curb Aggressive Behavior in Children”

4.9 Booklet on “Strategies to Curb Aggressive Behavior in Children” to assist learning in children.

Booklet on behavior pattern of children and strategies to curb aggression was designed and it is presented in the appendices (IV) of the study. Booklet was prepared in English language. Booklet consists of introduction to the behavior pattern, types of aggressiveness, coping skill activities for the children, strategies that can be adopted by parents to reduce aggression in children and worksheet for children to reduce aggressive behavior.

4.10 Evaluation of Booklet created

A checklist was provided to expert via mail to check the effectiveness of the booklet created by the investigator. The expert so selected worked in the field of child development and counselling. The checklist consisted of 10 criteria like content, theme, practicability, organization of matter, comprehension, clarity, effectiveness, title, and overall presentation.

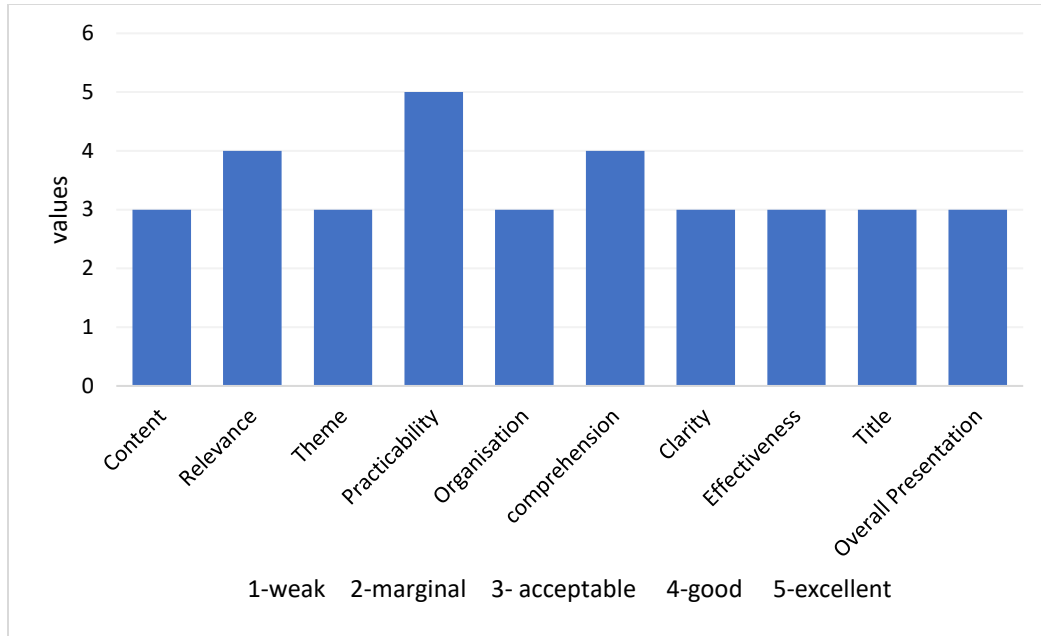


Figure 8
Evaluation of booklet

SUMMARY AND CONCLUSION

CHAPTER V

SUMMARY AND CONCLUSION

The study undertaken by the researcher was on “Study on Behavior Pattern and Prevalence of Aggressive Tendencies in Children”. The present study examined the behavior pattern of the middle schoolers and factors influencing their behavior. The sample was selected by simple random sampling from stratified schools and selected sample was 180 children both boys and girls within the age group 12-14 years, studying in 7th, 8th and 9th grades. The samples were from different schools of Ernakulam district and Kozhikode district. Booklet to curb aggressive behavior in children was also prepared by the researcher.

Questionnaire method was used to collect the data. One self-designed questionnaire and four standardized questionnaires were used. The self-designed questionnaire collects the data about the family pattern and parent- child attitude towards the family. Standardized questionnaire included ‘Aggression scale’ developed by Orpinas & Frankwoski (2001), ‘Children’s desire to control’ developed by Guerra, Crawshaw & Huesman (1993), and ‘Nonphysical Aggression— Pittsburgh Youth Study’ developed by Loeber, Farrington, Stouthamer-Loeber & Van Kammen, 1998. Data was collected, consolidated and analyzed using Percentage analysis and statistical analysis like Paired t test, independent sample test and ANNOVA. Webinar was given by expert to parents on the topic ‘strategies to curb aggressive behavior in children’.

5.5 Findings

The findings of the study can be summarized as follows:

Phase I

5.5.1 Socio-demographic details of the students

- Out of the 180 selected sample forty three percent were males and fifty two percent were females. Majority of the sample were females.
- Fifty two percent of the respondents was from rural area and forty eight percent was from urban area.
- There was equal participation of respondents from government, aided and private schools.

- Seven percent were 12 years old; thirty four percent were 13 years old and fifty nine percent were 14 years old.
- Thirty three percent of the selected sample own mobile phone.
- From the 180 samples seventy two percent uses mobile for one-two hours, twenty one percent uses mobile for two-four hours and seven percent uses mobile for more than four hours.
- Sixty six percent of the participants live in nuclear families. Majority of the students live in a nuclear family.

5.5.2 Influence of Parental Attitude on Aggressive Behavior of Children

- The study shows that there is a significant difference between the parental attitude and aggressive behavior in children.

5.5.3 Correlation Between Family Pattern and Child Attitude Towards Parents

- The study shows that there is significant difference between the family pattern and child's attitude towards the family.

5.5.4 Mean of Standardized Questionnaire

The following section describes the prevalence of behavior problems in the respondents.

5.5.4.1 Mean of Aggressive Scale

The mean score of the aggressive scale shows that the respondents show less aggressive behavior with mean score of 24.73.

5.5.4.2 Mean of Non-Physical Aggression

The mean score of the non-physical aggression shows that the respondents show less aggressive behavior with mean score of 8.40.

5.5.4.3 Mean of Desire for Control

The mean score of the desire for control shows that the respondents show more desire for control with mean score of 2.65. This shows that they have more self-control and endorsement of aggressive strategies for gaining control.

5.5.4 Comparison of Behavior on Gender

5.5.4.1 Gender Difference and Child's Desire to Control

- The study shows that there is no significant difference between desire to control and gender.

5.5.4.2 Gender Difference and Aggressive Behavior

- The study shows that there is no significant difference between aggressive behavior and gender

5.5.4.3 Gender Difference and Non-Physical Aggression

- The study shows that there is significant difference between non-physical aggression and gender. Female shows more non-physical aggression than males.

5.5.5 Comparison of Behavior on Type of School

5.5.5.1 Type of School and Child's Desire to Control

- The study shows that there is no significant difference between child's desire to control and type of school

5.5.5.2 Type of School and Aggressive Behavior

- The study shows that there is no significant difference between aggressive behavior and type of school

5.5.5.3 Type of School and Non-Physical Aggression

- The study shows that there is no significant different between non-physical aggression and type of school.

5.5.6 Comparison of Behavior on Gender

5.5.6.1 Area of Residence and Child's Desire to Control

- The study shows that there is no significant difference between child's desire to control and area of residence

5.5.6.2 Area of Residence and Aggressive Behavior

- The study shows that there is significant difference between aggressive behavior and area of residence. Children residing in rural area shows more aggressive behavior than children in urban areas.

5.5.6.3 Area of Residence and Non-Physical Aggression

- The study shows that there is significant difference between non-physical aggression and area of residence. Children residing in rural areas show more non-physical aggression than children in urban areas.

Phase II

5.5.7 Webinar for the parents on the topic “Strategies to Curb Aggressive Behaviour in Children”

5.5.8 Booklet was produced on the topic “strategies to aggressive behavior in children” including techniques for children and parents.

5.5.9 The expert evaluated the booklet on the basis of criteria provided.

5.6 Conclusion

The present investigation on “Study on Behavioural Pattern and Prevalence of Aggressive Tendencies in Children” discusses the behavior pattern of children and factors influencing it. The study also assesses the prevalence of aggressive tendencies in children. The study concluded that there is significant influence of parental attitude and family pattern in moulding the behavior of the children. The child’s attitude towards parents was also influenced by the family pattern. There was significant difference between the gender and non-physical aggressive behavior. Non-physical aggressive behavior was more prevalent in females. Aggressive and non -physical aggressive behavior was influenced by the area of residence. Children living in rural area shows more aggressive and non-physical aggressive behavior. Type of school have no significant difference in aggressive behavior, non-physical aggression and desire for control. Booklet was produced and webinar was organized on the topic “Strategies to Curb Aggressive Behavior in Children”.

5.7 Limitations

- The sample size was small due to time limitations and this study could be conducted using a larger sample for more accurate results.
- The study was limited to Ernakulam district and Kozhikode district.
- The study was limited to middle schoolers only.
- The study did not mention anything about the peers and teachers influence in child's behavior.
- The study was done through questionnaire method which can have more chance for bias.

5.8 Recommendations

The study puts forward the following implications:

- There is need to spread awareness among parents about the influence of parental attitude and family structure in moulding behavior of the children.
- Children should be educated about the problems caused by aggressive behavior and thought strategies to minimize aggression.
- Influence of peers and teachers in behavior formation should be assessed.

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APPENDICES

APPENTIX I

QUESTIONNARE TO UNDERSTAND THE FAMILY PATTERN OF THE RESPONDENTS

Details of the respondents

1. Name:
2. Age:
3. Class:
4. Gender:
5. Income of family:
6. Educational level of father:
7. Educational level of mother:
8. Occupation of father:
9. Occupation of mother:
10. Occupation of grandparents, if any:
11. Family type: Joint Nuclear Extended
12. Number of siblings:
13. Age of siblings:
14. Do you own a mobile phone? Yes No
15. What all gadgets you have other than mobile phone?
16. Hours you spend on mobile phones: 1-2 hours 2-4 hours more than
4 hours
17. Do you have a separate room for sleeping? Yes No
18. How many hours you spent for study?

FAMILY PATTERN

1. My parents stay together	Always	sometimes	never
2. How often do you sleep with parents?	Always	sometimes	never
3. Have freedom to express your feelings to parents	Always	sometimes	never
4. How often do you eat food together?	Always	sometimes	never
5. Parents use alcohol or tobacco	Always	sometimes	never
6. How often do your parents share their problems with you?	Always	sometimes	never
7. My parents bought me dresses when I ask	Always	sometimes	never
8. How often do you go out with parents?	Always	sometimes	never

PARENTAL ATTITUDE TOWARDS FAMILY

9. If I had an issue, I go to my mom or dad for help	Always	sometimes	never
10. My parents decide what I have to wear	Always	sometimes	never

11. My father helps mother in cooking and cleaning	Always	sometimes	never
12. My parents do more fun activities with me	Always	sometimes	never
13. I enjoy spending time with my parents	Always	sometimes	never
14. How often do your parents ask you about school activities?	Always	sometimes	never
15. Do your parents get busy or unavailable to spent time with you?	Always	sometimes	never
16. My parents beat me when I misbehave	Always	sometimes	never
17. Parents call me abusive words when angry	Always	sometimes	never
18. When I do something wrong, my parents correct me without shouting	Always	sometimes	never
19. My parents make me feel better when I am upset	Always	sometimes	never
20. Parents say sorry for getting angry	Always	sometimes	never
21. Parents support me even if I do wrong	Always	sometimes	never

22. How often do your parents check your mobile phones?	Always	sometimes	never
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PARENTAL ATTITUDE TOWARDS EDUCATION

23. How often do your parents visit your school?	Always	sometimes	never
24. How often do your mother and teacher have communication each other?	Always	sometimes	never
25. How often do your parents check your homework?	Always	sometimes	never
26. Do your parents know your friend's details?	Always	sometimes	never
27. My parents pay my fees before my due date	Always	sometimes	never
28. Mother or father ignore when I tell school day experiences	Always	sometimes	never

CHILD ATTITUDE

29. How often do you get angry towards parents?	Always	sometimes	never
30. I like to get involved in family activities	Always	sometimes	never

31. Are you embarrassed when parents visit your school?	Always	sometimes	never
32. Get angry when peers call your parents name	Always	sometimes	never
33. Like to live with grandparents and siblings	Always	sometimes	never
34. How often do you miss your parent if they went out?	Always	sometimes	never
35. Do you wish to have some quality time with your parents?	Always	sometimes	never
36. I get jealous when parents show more love and care for siblings	Always	sometimes	never
37. Afraid to skip school without parent's knowledge	Always	sometimes	never
38. How often do you kiss your parents and say goodbye before going to school	Always	sometimes	never
39. I can understand when my parents are upset	Always	sometimes	never
40. How often do you feel proud of your parent?	Always	sometimes	never
41. How often do you enjoy spending time with your parents?	Always	sometimes	never

APPENTIX II

STANDARDISED QUESTIONNAIRE TO ASSESS THE AGGRESSION SCALE

Please answer the following questions thinking of what actually happened to you during the last 7 days. For each question, indicate how many times you did something during the last 7 days. Number of times

1. I teased students to make them angry.	1	2	3	4	5	6+
2. I got angry very easily with someone.	1	2	3	4	5	6+
3. I fought back when someone hit me first.	1	2	3	4	5	6+
4. I said things about other kids to make other students laugh.	1	2	3	4	5	6+
5. I encouraged other students to fight.	1	2	3	4	5	6+
6. I pushed or shoved other students.	1	2	3	4	5	6+
7. I was angry most of the day.	1	2	3	4	5	6+
8. I got into a physical fight because I was angry.	1	2	3	4	5	6+
9. I slapped or kicked someone.	1	2	3	4	5	6+
10. I called other students bad names.	1	2	3	4	5	6+
11. I threatened to hurt or to hit someone.	1	2	3	4	5	6+

STANDARDISED QUESTIONNAIRE TO ASSESS THE CHILDREN'S DESIRE FOR CONTROL

	■ Not at all true	■ Not very true	■ Sort of true	■ Very true
1. I'd rather give orders than receive orders.				

2. When it comes to watching TV, I want to choose the shows I watch.				
3. It's important to me that I can have my friends over whenever I want.				
4. I like to be the boss when I am with my friends.				
5. If people at home would listen to me more, things would be better.				
6. I like it when my parents let me decide what to do.				
7. My parents should decide what I get to eat for snacks.				
8. My parents should check my homework to make sure it's done.				
9. I like it when my parents tell me what clothes to wear.				
10. I like it when the gym teacher picks the teams for the games.				
11. It's okay when other people boss me around.				
12. I like it when other kids tell me what to do.				
13. I'd rather be a follower than a leader.				
14. My friends usually know what's best for me.				
15. I'd rather do my own homework and make mistakes than listen to someone else's ideas.				
16. I try to avoid situations where someone else tells me what to do.				

STANDARDISED QUESTIONNAIRE TO ASSESS THE NON-PHYSICAL AGGRESSION

1. You argue a lot.	0	1	2
2. You brag.	0	1	2
3. You try to get a lot of attention.	0	1	2
4. You disobey your parents.	0	1	2
5. You disobey at school.	0	1	2
6. You don't get along with other kids.	0	1	2
7. You are jealous of others.	0	1	2
8. You scream a lot.	0	1	2
9. You show off or clown.	0	1	2
10. You are stubborn.	0	1	2
11. You swear or use dirty language.	0	1	2
12. You tease others a lot.	0	1	2
13. You have a hot temper.	0	1	2
14. You threaten to hurt people.	0	1	2
15. You are louder than other kids.	0	1	2
16. You sulk or pout a lot.	0	1	2

APPENTIX III

CHECKLIST TO ASSESS THE BOOKLET CREATED BY THE INVESTIGATOR

SL No.	CRITERIA	RATINGS				
		1	2	3	4	5
1	Content					
2	Relevance					
3	Theme					
4	Practicability					
5	Organization of matter					
6	Comprehension					
7	Clarity					
8	Effectiveness					
9	Title					
10	Overall performance					

Points to consider.....(expert’s opinion)

Scale: 5=excellent; 4=good; 3=acceptable; 2=marginal; 1=weak)

APPENTIX IV

Booklet to Curb Aggressive Behavior in Children