

Aggressive Behaviour and Parenting Style Among Adolescents

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ABSTRACT

Adolescent aggression poses significant challenges to healthy development, with parental dynamics playing a critical role in shaping these behaviors. This study investigated the relationship between parenting styles (maternal and paternal) and aggressive behavior among adolescents in the Uttar Pradesh National Capital Region (UP NCR). A sample of 300 adolescents aged 14 to 18, including both male and female genders, was recruited. Data were collected using the Buss & Perry Aggression Questionnaire and Gafoor and Kurukkan's Parenting Style Questionnaire. Data were analysed using descriptive and inferential statistics. The findings demonstrated that moms and dads impact teenage behavior in different ways. Descriptive statistics revealed variation in parenting factors among parents. While female parenting styles showed a statistically significant connection ($p = 0.025$) with adolescent growth, inferential analysis revealed that the father's parenting style was the key vector associated with the appearance of adolescent aggressive conduct. Both parents have various influences on kids; nevertheless, paternal styling is more significantly associated with adolescent hostility. Finally, a warm and caring home atmosphere from both parents is essential for preventing bad adjustment and developing competence in teens.

Keywords: Parenting Styles, Aggressive Behavior, Adolescents, Maternal Influence, Paternal Influence, UP NCR.

1. INTRODUCTION

Adolescence is a time of transition from childhood to adolescence, characterized by significant physical, psychological, cognitive, and societal changes. In certain cases, these changes will result in the onset of externalizing concerns, such as aggressive conduct against peers. Many teens in school have difficulties as a result of violent behavior; yet, early parental behavior surely influences how a child perceives herself or himself. Because young children want to replicate what they see, parenting style is thought to set a pattern for the child's later behaviours, which manifest both within and beyond the family. As a result, it is probable that one's upbringing effects their aggressive behavior. However, changes during adolescence have an impact not only on adolescents' social and behavioral characteristics, but also on their self-esteem, self-confidence, self-efficacy, and subsequent personality formation and development. Adolescent violent behavior is influenced directly by parenting techniques. Authoritarian parenting encourages emotional management and reduces violence. Authoritarian, permissive,

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and neglectful methods, on the other hand, promote stress and impulsivity, making them major predictors of physical, verbal, and relational violence among teens.

1.1 Aggressive Behaviour

Aggressive behavior can stem from a variety of factors, including not only one's upbringing but also their lifestyle. Children born or raised in an aggressive environment may be more likely to acquire aggressive tendencies. These youngsters frequently demonstrate relationship issues because they find it difficult to interact with others without engaging in conflict. Aggression, according to Gould et al. (2008), is a type of behavior in which one person assaults or attacks another. Furthermore, Zirpoly (2009) defines aggressiveness as any attitude toward another person that is intended to cause pain, misery, or injury to them. Adolescents' violent behavior in school is mostly distinctive due to their distinct predisposing characteristics.

Adolescence is commonly defined as the period between the onset of puberty and the ages of 18 or 19. According to Santrock (1993), adolescence is a developmental stage in which children mature and undergo biological, cognitive, and social changes. In this perspective, biological variables correspond to physical development; brain functions allude to thinking, intelligence, and language; and social changes refer to interactions with others in terms of emotions, personality, and social setting. In this study, an adolescent is defined as a youngster between childhood and adulthood who is undergoing psychological and social development.

According to Bandura (1991), social learning theory holds that violent behavior is learned through the socialization process as a result of both internal and external schooling. Internal learning occurs as a result of the personal benefit acquired by engaging in aggressive activity. This might be the result of achieving a desired goal or feeling significant, powerful, and in charge. Adolescent violent behavior can be a problem for both healthy children and those with psychiatric illnesses (Pei, 2011).

The formation of antisocial conduct in teenagers is typically linked to a combination of familial and personal causes, with the child's aggressive behavior playing a major influence. Thousands of research have connected the emergence, persistence, and escalation of violence to a variety of temperamental, psychological, intellectual, interpersonal, and family factors. Aggressive behavior is classified as one type of behavioral disorder. Aggressive conduct can be verbal or physical. Verbal aggression covers behaviors such as unpleasant language, expressing anger, bullying, and causing emotional suffering, whereas physical aggressiveness refers to actual attacks such as fighting, destroying property, and so on. The following are examples of aggressiveness that are commonly observed in an individual's behaviour:

Relational aggression- It is sometimes referred to as social aggression, in which harm is produced by destroying someone's relationship or social status. This is a serious type of bullying that is frequently overlooked.

Verbal abuse- It is referred to as non-aggression of physics. "There are named, taunting, quarrelling, extortions, threatening, nasty gossiping, rumours, and campaigns as instances of this kind of mental or expression aggression" (Nicholson & Ayer, 1997; Petrie et al. 1999). The goal is to indirectly injure or damage the feelings of others.

Physical Aggression- "A physical attack includes treating, kicking, disturbing, harassing, biting, punching, pulling, and torturing." Other violent attacks include street gangs, school bullies, and children who repeatedly attack their friends" (Shaffer, 2002).

Retaliatory Aggression- "Assault for a comparable attack occurs when an individual acts violently in response to a genuine or imagined provocation from another person or others."

Instrumental Aggression- "Such aggression is committed by someone acting violently, not to avenge them, but to be rewarded for achieving specific goals such as gaining access to an item, a specific area, or a specific privilege" (Shaffer, 2002; Mussen et al., 1984).

Reactive Aggression- Reactive aggression is a sort of violent behavior that is unplanned and spontaneous, resulting from danger, annoyance, or disappointment.

Proactive Aggression- Proactive aggression refers to activities that are deliberate and planned with particular goals in mind, rather than causing harm to another person. Bullying is an example of proactive aggression.

1.2 Parenting Style

The phrase "parenting style" refers to the general emotional milieu in which specific parental attitudes and actions are portrayed (Darling & Steinberg, 1993). Maccoby and Martin's (1983) & Baumrind's (1991) typological approach to analyzing parenting styles has had far-reaching implications. Parents were categorized into four categories depending on their levels of participation and protectiveness Baumrind, (1991). Authoritative parents are skilled at listening to and satisfying the needs of their children, but they lack the self-control and discipline essential to develop responsible people. Lastly, irresponsible parents exhibit a lack of attention and discipline for their children. In terms of parenting, inattentive parents are often self-centered and disinterested. They are chilly and uninspired parents who do nothing to guide their kids.

According to Pei (2011), the family is the first place where children learn to interact with others, and their parents are the first communicators with them, the first responders to their requests, and the primary defenders in times of crisis or danger. As a result, the role of family in the development of aggression is recognized as one of the oldest and most important elements, and it has garnered a lot of attention in research. Parents (mother or father) are usually the primary caretakers in any home. As a result, children exhibit behaviors that reflect the perceived attitudes and responsiveness of their primary caregivers, and they also affect the caregivers' behaviors.

Utti (2006) defines parenting as the process of becoming a parent, training a child, or teaching a child. As a result, the kid quickly sees, understands, and analyzes parental parenting approaches, which influence the child's beliefs and behaviors. (Rubin and Burgess, 2002). According to Baumrind (1991), authoritative parents are extremely attentive and interested in their children's activities; they respond to their children's needs; they encourage vocal communication; and they allow their children to dispute parental expectations. Authoritarian parents are willing to bargain with their children.

The parenting style process involves all of the acts that adults do to enhance the well-being of their children. Parenting style is one of the most investigated approaches for understanding the influence of parents on human development. Baumrind (1991) defines parenting style as the inherent variances in parental control and socialization of their children. Baumrind (1978) identified many forms of parenting: authoritarian parenting, permissive parenting, and uninvolved or neglectful parental participation.

Authoritative Parenting: An authoritative parenting style includes appropriate expectations and a high level of attention. While authoritative parents set high expectations for their children, they also offer them with the resources and support they require to succeed. This sort of parent listens to their children while providing love, warmth, boundaries, and appropriate discipline. According to Baumrind (1967), the most effective parenting style is often authoritarian. Children raised by authoritarian parents have higher self-regulation abilities, more self-confidence, and a more optimistic attitude. People who employ parental participation approaches educate their children to use reason and operate independently while simultaneously holding them to high expectations. When children break the rules, they are reprimanded consistently and equally. Furthermore, authoritative parents are adaptable; if mitigating circumstances exist, they will listen to the child's explanation and modify their answer accordingly. They administer regular discipline in a fair and balanced manner that considers all circumstances, including the child's behavior and the surroundings. In this context, children must respect and adhere to all parental choices. Parents that use this parenting style are strict disciplinarians who use a restricted approach to punishment and expect their children to follow parental instructions.

Authoritarian Parenting: Authoritarian parents have high expectations for their children but seldom respond to their actions. Authoritarian parents expect a lot from their children but provide little in the way of praise and constructive criticism. Errors are frequently met with harsh punishment. When feedback is provided, it is often negative. The authoritarian strategy is the most prominent. The authoritarian parent values obedience to authority above teaching children self-control and how to manage their own behavior. Instead of praising excellent behavior, authoritarian parents frequently use negative reinforcement in the form of sanctions for misbehavior Lamborn et al. (1991). Authoritarian parents instill bravery in their children and allow them to form their own opinions and convictions, while encouraging loving response and light control. Instead of utilizing the "I said so" rule, authoritative parents are prepared to interact, listen, and consider their teen's point of view. Although the parent is ultimately responsible, authoritative parents engage teens in dialogue and conflict. (Onukwufor and Chukwu, 2017).

Permissive Parenting: As a parenting style, practices are characterized by intense supervision and low expectations for their children. Most permissive parents are really compassionate, yet they establish few boundaries for their children. These parents frequently come off as more of a friend than a parent, and they do not appear to hold any standards of maturity for their children. Children raised by permissive parents struggle with self-regulation and control since there are few rules, expectations, and demands. Bahr and Hoffman (2010) identified a link between parental participation and underage alcohol usage. Adolescents who were raised by

authoritarian parents were three times more likely to drink excessively. Permissive parenting, according to the study, is also linked to other dangerous behaviors, such as drug usage during misbehaviour. Permissive parents' children often lack a sense of self since there are no rules or pressures. They will be significantly more disruptive at school as a consequence of a lack of parental limits, and they will be less intellectually oriented than the majority of their classmates. Children may lack social skills if their parents have low expectations for adult behavior. They may thrive at interpersonal interactions, yet they lack important attributes like sharing. These parents' children are thought to be shy, immature, and effortless. Spera (2005).

Uninvolved Parenting: Uninvolved parenting, often known as neglect, is defined by a lack of attention to a child's needs. Baumrind was originally published in 1967. Parents who aren't involved in their children's life have low expectations for them and may even be negligent. While meeting their children's practical necessities such as food and shelter, such parents maintain an emotional distance from them. There may be varying levels of involvement. Certain family members may be hands-off with their children, but they may still set certain basic constraints on them, such as time limits. Others could be obviously neglectful or even abandon their children. These parenting styles may also be characterized based on the level of attentiveness and power the parents have over their children (Gafoor, 2014).

2. LITERATURE REVIEW

Georgiou, S. N., and Stavriniades, P. (2013) investigated the potential link between a child's upbringing and their exposure to bullying and victimization in higher education. Bullying on college campuses appears to be related to how well parents are welcomed by their children. However, not all aspects of parenting follow the same pattern or even share a similar relationship. In contrast to past research, we found no statistically significant relationship between parental surveillance and bullying or victimization. Parental-child conflict was found to be completely linked to, and a major predictor of, bullying and victimization.

Jia (2014) conducted research on preschool children in China and discovered an unmistakable relationship between angry or assertive parenting styles and teacher reports of reactive or proactive aggressiveness.

Diazgranados (2015) investigated the relationship between teacher settings and individual students' affirming attitudes about violence in 1649 institutions. Victimization multi-level Tobit analysis with college random intercepts and regional mounted effects revealed that children schooled in safe and democratic cultures support fewer violent views, with democratic climates having roughly double the influence of safe climates. By creating a variety of four schoolroom contexts and crossing the two aspects of safety and participation, they discovered that faculty environments that are safe and democratic result in the least amount of affirming attitudes toward violence.

Toyin (2015) investigated how different forms of parenting and EQ influence college students' proclivity for violence. The results revealed that both parents' parenting styles and their children's emotional intelligence played important roles in predicting their children's violent behavior at school.

Estévez (2016) investigated how various factors, such as a person's level of social identity, attitude toward authoritative figures, and perception of their own social standing, can interact to produce violent behavior over time. From a societal perspective, we examined these characteristics and connections for both sexes in two distinct Latin contexts: Spain and North America. One thousand three hundred nineteen Spanish and one thousand four hundred ninety-four Mexican teenagers were recruited from secondary schools to participate in the study. To investigate mediating relationships between variables, structural equation models were developed. The findings showed, in general, that the amount of fellow feeling, the social name, and therefore the attitude toward authority all play a role in the relationship between the environment witnessed by boys' and girls' reception and school and their violent behavior.

Schanz (2017) did exploratory study to see if convicts' vanity predicts their level of aggression and the forms of violence they are likely to commit while incarcerated. There were two forms of physical antagonism investigated: aggressive and passive. Convicts with lower levels of vanity had a higher rate of physical passive aggression, whereas those with higher levels did not.

Ms. Ramsha Arifeen (2017) undertook the current study to investigate the influence of parenting methods on aggressive behavior and self-esteem in young people. Parenting styles refer to the tactics and behaviors that parents use to raise their children. There are four parenting styles: authoritative, authoritarian, permissive, and neglectful, which are classified according to two dimensions: responsiveness and demandingness. Aggression is described as behavior that is intended to injure another person who does not want to be affected (harmed).

Huda Firoze and Shahana Sathar K.P. (2018) Department of Psychology, Farook College in Calicut, Kerala. (Indian Journal of Health and Wellbeing). The goal of this study was to investigate the influence of parenting styles on teenage resilience. The findings also show that teenage males and girls have significantly different characteristics of parenting style. Some of the study's drawbacks include the small sample size and limited generalizability, the participants' predisposition to answer in socially desirable ways because it was self-reported data, and the vast number of items on the parenting style scale.

Damle and Vangani's (2018) study was done in Nagpur City, Maharashtra, India. The study aimed to determine the impact of parenting style on the development of self-concept and violence. The respondents were informed about the nature of the study and asked to contribute information. To calculate the observations, the t-test was utilized. Furthermore, there was a significant difference in aggressiveness levels; men were found to be more aggressive than females [N=100 (50M & 50 F), Means for Male=74.7 and Female=62.8, SD=12.5, & 11.62 respectively, $t=4.937$]. It was also shown that there is no substantial difference in how girls regard their parents vs guys.

Suruchi Bhatia (2019): Parenting young children may be both intriguing and hard. As characteristics of personality, such as self-concept, grow throughout this time, parental interactions become increasingly important. The current study aims to better understand perceived parenting, self-concept, and their interaction among young boys and girls living in

metropolitan India. The sample comprised of 100 college-going youngsters (50 boys and 50 girls) enrolled in undergraduate courses at institutions in Delhi and the North Central Region.

Arzeen & Arzeen (2023) investigate the relationship between authoritarian parenting style and violence in teenagers. The study found that both variables (authoritarian parenting style and aggressiveness) were strongly associated in a positive way ($r = .23^{**}$). However, the results found no significant gender differences in any of the study's factors. The findings revealed that a domineering, severe, and controlling parenting style (authoritarian) encouraged violent acts or behavior in youth, promoting more extreme examples in Pakistani culture.

Wu and Su (2024) investigate whether parenting methods have a substantial influence on teenage misbehaviors such as disobedience and violence. The findings demonstrate that, in compared to negligent parenting, which is defined by low levels of demandingness and responsiveness, authoritative, authoritarian, and permissive parenting styles were related with a substantial reduction in behavioral difficulties among adolescents. Our findings were robust after accounting for possible concerns such as reverse causation, omitted variable bias, and selective sorting between teachers and students. The findings also reveal that instructors and their contacts with parents have a significant impact on alleviating the negative impacts of inattentive parenting.

Manda and Darmayanti (2025) investigate the association between parenting methods and adolescent violent behavior, emphasizing the importance of self-control as a mediating variable. In contrast, authoritative parenting tends to keep children from engaging in aberrant conduct. Self-control, on the other hand, was discovered to have an important role in minimizing the harmful impact of parenting on teenage aggressiveness, particularly when reinforced by the presence of an authoritative person, a supportive social context, and suitable educational interventions. These findings emphasize the importance of self-control as a mediator between parenting and violent behavior in teenagers.

Osiesi et al. (2026) investigated the effects of forceful punishment and parenting styles on aggressive behavior among primary school students in Southwest Nigeria. The concurrent parallel mixed methods design was used in this study, which was based on reactive aggression and social learning theories. The findings show that violent discipline is dominating and normalised in the studied primary schools, that learners display moderate to high aggressive tendencies, and that their experiences with violent discipline have disastrous repercussions. Furthermore, parenting styles have a substantial impact on learners' aggressive behaviors, although gender variations in learners' perceptions of aggressive behaviors are not statistically significant. Recommendations and consequences for theory and practice are addressed.

3. RESEARCH METHODOLOGY

3.1 Objective

- The main aim of the study is to examine the relationship between dimensions of parenting styles and dimensions of aggressive behaviour among adolescents.

3.2 Hypothesis

- H1: There will be a significant relationship of parenting Style and its various dimension with Aggressive behavior among adolescents.

3.3 Methodology

The current correlational investigation was conducted on a sample of 300 teenagers aged 12 to 18 who attended numerous UP NCR schools. Which is then separated into two equal groups, n=150 male and n=150 female teenage pupils. A quantitative research approach was employed in this study to investigate the link between the predictors, namely parenting styles, and the criterion variable, namely aggressive behavior. In this work, descriptive statistics are utilized to effectively simplify enormous volumes of data. Correlation statistics are used to analyze and interpret quantitative data in order to better understand the link between Parenting Style and Aggression. The gathered data was analyzed using SPSS 29.1v software. The statistical measures utilized were mean, t-test, Pearson's correlation method, and ANOVA. The study employed quantitative data analysis.

4. ANALYSES

Table 1: Descriptive Statistics results- father

	Mean	Sd
Aggressive behavior	100.35	7.662
Parenting style of father	129.76	13.861

Table 1 defines the descriptive statistics of aggressive behaviour and parenting style of father. The Mean (SD) of Aggressive Behaviour and father's parenting style were 100.35 (7.662) and 129.76 (13.861).

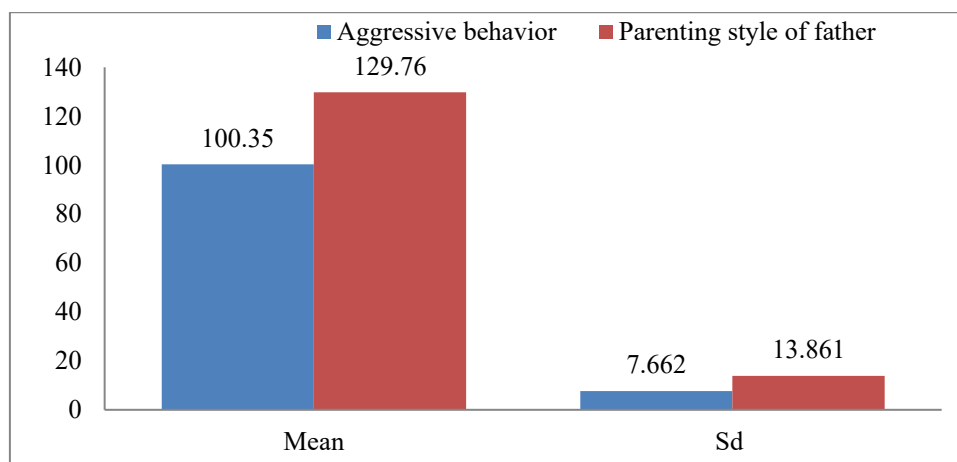


Figure 1: Descriptive Statistics results- father

Table 2: Correlation results -father

	Mean	Sd
Aggressive behavior Vs Father's parenting style	0.136	0.003

Table 10 shows the correlation between aggressive behaviour and parenting style of father. The aggressive behaviour and father's parenting style were positively correlated (Pearson correlation coefficient = 0.136) and statistically significant (p value= 0.003).

Table3: Descriptive Statistics results– mother

	Mean	Sd
Aggressive behavior	100.35	7.662
Parenting style of mother	128.21	13.225

Table 3 represents the descriptive statistics of aggressive behaviour and parenting style of mother. The mean (SD) value of aggressive behaviour was 100.35 (7.662) and Parenting Style of Father was 128.21 (13.225).

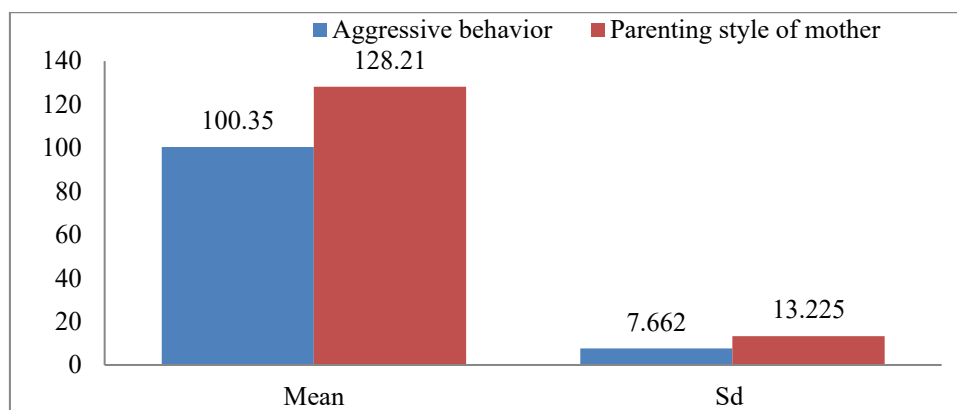


Figure 2: Descriptive Statistics of mother

Table 4: Correlation results- mother

	Mean	Sd
Aggressive behavior Vs Mother's parenting style	0.064	0.025

The correlation between aggressive behaviour and parenting style of mother were depicted in table 4 According to Pearson correlation aggressive behaviour and mother's parenting style were statistically significant (p value = 0.025). With the help of above findings, it can concluded that, there is a statistically significant relationship between parenting style and its various dimensions with aggressive behavior among adolescents.

4.1 Discussion

This study investigates if the links between parenting styles and proficiency are comparable in non-aggressive and aggressive teenagers. Despite the repercussions of teenage aggressiveness, research has shown that parental attachment is helpful, but a lack of family warmth is connected with poor adjustment and competence. As a result, with the supplied sample and, as previously stated, in conjunction with several additional assumptions, descriptive statistics might create a dimension of violent behavior that is not limited to teenagers. However, in addition to the father's parenting style, the mother's painting style is being considered. When the mean and standard deviation are calculated, the aggressive behavior has a mean of 100.35 and a standard

deviation of 7.662, whereas the other parameter, the mother's parenting style, has a mean of 128.21 and a standard deviation of approximately 13.225.

5. CONCLUSION

Fathers and mothers have significantly varied parenting methods, as indicated by the separate means and standard deviations estimated for each parent. Maternal parenting practices have a statistically significant association with adolescent outcomes, as evidenced by a significant value. While maternal approaches are statistically significant, descriptive and correlation analyses show that teenage aggressive behavior is more closely related to the father's parenting style and point of view. Whether an adolescent is aggressive or non-aggressive, parental attachment acts as a protective factor, whereas a lack of family warmth is strongly associated with poor adjustment and low competence. The descriptive and inferential data show that mothers and dads affect teenage behavior via different paths. Although female parenting styles have a statistically significant association with adolescent growth, the father's parenting style emerges as the greatest predictor of adolescent violent conduct. Finally, a warm and caring home atmosphere from both parents is essential for preventing bad adjustment.

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