CHAPTER 1: EMERGENCE OF THE PROBLEM

1.1 Introduction

Life is dynamic and continuous change is one of its essential features. Change is a law of nature and is noticeable in the phenomena of life as well as in every sphere of man’s life and the life of society. Globalization and Information Technology have brought forth revolutionary changes in human culture and civilization and make unique trends all over the world. Through Information Technology people can acquire up to date information from internet systems. This new and ever-evolving information equip people with new ideas and generates new thoughts in their minds, forming people who can strive to cope with the fast changing modern world and to live their lives happily and efficiently (Kour & Kour, 2014).

1.1.1 Contemporary Changes in Social Life

Contemporary Indian society is undergoing a metamorphosis particularly in urban areas where the impact of modern technology and globalization is intense. This globalization impacts political, technological, environmental and cultural dimensions of life. The impact of mechanization and the e-world is transforming lives both physically, socially, emotionally and psychologically. It is also manifest in the competitive world of academics and careers. This change is possible by modernization that includes technological advancement as well as changes in thinking, beliefs, values and customs.

With the advent of globalization, there comes technological advancements and hard competition. Thus, society is making harsh demands on individuals’ adjustive capacity. There is growing economic disparity and falling standard of morality. The growth of industrialization and consequent urbanization of life gives rise to a
commercial outlook to life. For the present day generation, the prime importance of life is success, success at any cost. Though today’s youth are getting accustomed with the new situations, all their desires and efforts are often remain unfulfilled. This is because modern complexities often make the life difficult. To cope with this rapidly changing scenario, it is necessary for people to change their stubborn and conservative thinking, beliefs and traditions.

1.1.2 Status of Family and Parents

Modern man lives in a complex society in which they have been through tremendous struggles and contradictions in their lives. Adolescents of today have conflicts with changed value systems, transformed social strategies, atomization, craving for materialistic life, too much consumerism, changed family patterns and parental attitudes. Universally, it is established that the family is an institution of socialization (Demo & Acock, 1996; Zullig, Valois, Huebner, & Drane, 2005). The family is an ‘anchor’ that supports the adolescent in coping with the challenges of transition to adulthood. Women’s empowerment, exposure to media, increasing competitive demands of the market economy and higher standards of achievement are a few aspects that have changed the family dynamics in the recent past. In modern society, the nuclear family system is increasingly becoming the norm (Pais, 2006).

In the growing complexities of life, the present scenario of the family presents a picture in which both the parents are busy outside their homes in order to make their lives economically stable. They want to achieve equity between their own demands and the demands of the modern sophisticated society. Ukiiah (2003); Onyewadume (2004) and Otuadah (2006) analyzed that, for family financial commitments, both parents work outside the home, hence they cannot spend quality time with their children to monitor their activities and to guide their upbringing. So, children are
often left under day care centers, paid servants etc. That means, they are deprived of parental love and care. Working parents are often stressed and tensed about their workload, so they may lose their temper at the children. Parents often feel guilty about their lack of time, care and attention for their child and try to compensate by indulging the whims and demands of their children. Thus the child’s and later the adolescent’s upbringing become faulty. A further origin of crisis occurs because; husbands and wives may not have enough time together. This sometimes leads to separation. According to Boroffice (2004); and Hyssong (2000), the incident of parental separation may increase children embarrassment and depression, resulting in poor performance in school, accentuated aggressive tendencies and, finally, in resorting to delinquent acts (Atkinson, 2004; Boroffice, 2004; & Okorodudu,2006). Consequently, adolescents are often fraught with upheavals of emotion and battles with those in authority (Hall, 1904).

1.1.3 Today’s Adolescent

Modern society is full of complexity especially for adolescents because, this stage is turbulent, but crucial. During this stage the adolescent experiences physical, emotional, spiritual and moral changes. Adolescents also experience significant changes in their ability to assess and comprehend complex situations and information and in their desire to become independent and unique individuals (Stang & Story, 2005). Concurrently, adolescents are perceived as active participants who want to be in charge of their own surroundings (Olsson, 2011). Adolescence is the age of doing new things and gathering new experiences. This is the age when the child is more anxious to develop new relationships between parents, peers, teachers, relatives and others. Adolescents are confused with new kinds of stress arising from new relationships with parents, friends, teachers (Krenke-Seiffge, Aunola, & Nurmi,
2009). Women’s empowerment, exposure to media (Mahmood, 2000), social-networking sites (Winterberg, 2010), increasing competitive demands of the market economy and higher standards of academic achievement, especially parents’ high educational expectations, and pressure for academic achievement (Deb, 2001) are some aspects that very much influence the personality traits of adolescents. This transitional period accompanied by many needs, problems and responsibilities along with the various changes in all aspects of personality of adolescents leads to emotional instability, anxiety and aggression among them. On the other hand, to search for self-identity and status of their lives, adolescents are frequently confused about what is right and what is wrong and this increases their anger and problem behavior and results in aggressive tendencies (Kaur & Kaur, 2014).

1.1.4 Parent-Adolescent Relationship

Parent-child relationship is one of the most influential factors by which adolescents adopt social interactions, education, nutrition and also problem behaviors (Hair, Jager & Garrett, 2002). Parent adolescent relationship is directly associated with self-confidence, empathy and cooperative personality (Barber & Erickson, 2001; Hair et al., 2002). Due to rapidly changing social scenario, parents and their adolescent children experience a huge gulf in their style of thinking and outlooks that increase parent-adolescent conflict. The interval between the two generations makes a cultural gap. It has been found that, acculturation gap is a factor that may influence parent-adolescent conflict (Farver, Narang, & Bhadha, 2002; Fuligni, 1998; Nguyen & Williams, 1989; Portes & Rumbaut, 2001; Rick & Forward, 1992; Rosenthal, Ranieri, & Klimidis, 1996). That means; adolescents belong effectively to a culture that is different from their parents. Though their parents are much aware about the drastic changes in society they do not always consider this fact when interacting with their
wards. On the other hand, as adolescents perceive their parents to be old fashioned they tend to become rebellious. Thus clashes or conflict in their value system may emerge. Such problems of unrest among the youth exist to some extent in every society.

A high degree of parent-adolescent conflict is not healthy for an adolescent’s psychological growth. Physical abuse of adolescents by parents may be the culmination of intense conflict and turmoil in parent-adolescent relationships. High levels of parent-adolescent conflict also have been linked to adolescents moving away from home, dropping out of schools, etc. Puskar, et al. (2008) found that the more negative life events adolescent experience, the more likely they are to experience and express anger. Inter-parental abuse and negativity in the marital relationship between parents may have adverse consequences for children and adolescent.

1.1.5 Some Issues In The Adolescent’s Life

The negative parent adolescent relationship is associated with higher levels of externalizing problem behavior like verbal and physical aggression and act of violence (Nelson, Rutherford & wolford, 1996). Dekovic et al., (2003) demonstrated that, lack of intimacy; mutuality, blaming and anger are responsible for the hostile relationship between adolescents with antisocial behavior and their parents. Hostility and aggression between mother and father has also been linked with negative outcomes in adolescence, such as lower self esteem, internalizing and externalizing problems, poor social skills, and adolescent partner aggression (Allen, Hauser, O’Connor, Bell, & Eickholt, 1996; Kitzmann, Gaylord, Holt, & Kenny, 2003; Moretti, Obsuth, Odgers, & Reebye, 2006; Wolfe, Crooks, Lee, McIntyre-Smith, & Jaffe, 2003). Lack of parents’ emotional warmth and high levels of parental rejection,
and sometimes overprotection, makes the adolescent’s personality more aggressive and violent (Buschgens et al., 2010).

On the other hand, another social issue that parent usually tries to teach their children are sharing and caring and to make their children kind and generous. Parents play an important role in promoting and fostering prosocial behavior in their adolescents (Bandura, 1986; Hoffman, 2000; Staub, 1979). Supportive parenting has been positively associated with good social competence and pro-social behavior (DeGuzman & Carlo, 2004; Carlo, 2006). Children are more prosocial when they have formed more secure attachment relationships with their parents; when parents avoid punitive and strict discipline; when they use reasoning and provide explanations; when they are sensitive to their children’s needs and when they send support to their children’s intimes of emotional stress (Hastings et al., 2000). Thus, pro-social behavior is a positive action that is used to benefit others (Carlo & Randall, 2002).

In some distressing situation, adolescents may incite both anger towards the aggressor or sympathy towards the victim. That means, adolescents act both aggressively and altruistically, and sometimes can engage in both behaviors simultaneously (Feshbach and Feshbach, 1986; Zahn-Waxler et al., (1986). Several researches (Krueger, Hics & Mc Gue, 2000) indicate that pro social behavior and anti social behavior seem to be at opposite ends of the same continuum. According to Bandura et al., (2001) found that, increased feelings of sorrow for another sympathy distract the individual from engaging in aggressive behavior. Thus, early emergence of altruism protects children against development of antisocial tendencies and helps to decrease aggression and destructive behaviors. This stock of altruistic tendencies can rightly be channeled through the right kind of parenting, so that adolescents can grow into humane citizens.
The modern world is becoming increasingly competitive. Schooling has taken up a more prominent role in the development of the citizen. Parents desire that their children climb the ladder of performance to as high as possible. Adolescents are often led or driven into vocations and careers unrelated to their aptitude and suitability, mostly under parental and social pressure, especially with regard to traditional careers like engineering and medicine. Unsuitability to the choice of study/vocation often results in adolescents who are depressed due to academic failures and inadequate competencies. Their inability to find meaningful avocations and the need to cope with increasing societal pressures compound this trend. Thus, academic success eludes them.

In our society, academic achievement is considered as a key to judge one’s total potentialities and capacities. Unfortunately, disillusionment and disinterest in the subject do not nurture healthy attitudes to work and study. Thus, many adolescents fail to apply themselves to their studies, and good study habits become elusive. Consequently, academic achievement is negatively affected. Oluwatimilehin and Owoyele (2012) believed that, if students’ study habits are improved and made consistent, academic performance will definitely improve.

1.2 Focus of the Study

Adolescence is a period when boys and girls are still subject to the vagaries of parental whims on the one hand and wanting to break free from parental control on the other. In this arena of opposing forces and loyalties, confrontations and clashes emerge. This can result in a well of anger or frequent emotional outbursts as so often seen in many homes. Children are seen to be loitering in the streets and spending more time in video arcades and social networking sites, and playing truant. Media
regularly portrays the problems of adolescence like, gang violence, school shootings, alcohol-related accidents, drug abuse, and suicides. While this can accelerate with tactless parental behavior and it can also be dissipated by the right sort of parenting. So, there has always been a debate regarding what exactly a ‘good parenting’ approach is. Healthy parental behavior is a valuable gift that a child can receive and a parent can give.

Thus, parenting certainly has an overwhelming influence on how an adolescent performs in school. It is possible that parenting, altruistic and aggressive tendencies of adolescents affect their achievement motivation and hence their achievement. Parenting certainly has an overwhelming influence on how an adolescent performs in school. However, the adolescent also has to contend with the push and pull of his or her newly assertive personality and with it altruistic as well as aggressive tendencies. It is possible that parenting, altruistic and aggressive tendencies of adolescents affect their achievement motivation and hence their achievement.

It is imperative that parents and education together nurture the adolescent to become humane citizens, especially to build up a peaceful and non-violent society as envisaged by Gandhiji. Parenting style has been shown to be related to children and adolescents’ academic achievement (Lamborn, Mounts, Steinberg, & Dornbusch, 1991), optimism (Baldwin, McIntyre, & Hardaway, 2007), confidence (Strage & Brandt, 1999), motivation (Gonzalez & Wolters, 2006), problem behaviour and attention problems (Gadeyne, Ghesquiere, & Onghena, 2004). Therefore it is necessary to investigate how parenting affects altruism and aggression of adolescents and how, these, in turn, affect their study habits and ultimately their academic achievement.
1.3 Statement of the Problem

Parenting is a natural and inborn role that leads to the development and realization of personality characteristics of children. Humans, with their acquired cultural biases, have a more significant and instinctive reason to shape their parenting skills according to their beliefs and ambitions about life and happiness.

Parenting is a convergent term of the various behaviors and attitudes of parents. While some people may want their children to follow their instructions verbatim, others may want to be more liberal, or may want their directions followed on more logical grounds. Some parents may have strong ideas on ethics, like honesty, trust, violence, etc, while others may take a more lax view of these matters. The variety of parental opinions and actions (as parents) must affect the child’s mental development & in turn his or her academic proficiency & predilection.

At no stage of life is the effect of parenting more apparent than at adolescence. This is the time that the children are preparing to ‘break free of the nest’. This is the time that the children are perceptive to ideas from the environment, ideas that are often at odds with the parental mores. Yet, adolescents’ reactions to the environment, its anxieties and tensions, particularly in the school environment, reflect their nurturance at home. In other words, adolescents have not broken free of the moorings at home, and their actions and personality traits reflect the parenting they receive. In spite of this, the adolescent’s mental state also gives an intimation of the adult, the future citizen he/ she is going to be.

In a human society, we expect that people will learn to cooperate, to live together, to care for others and to empathize with others’ sorrows. Conjunctively, we also expect and hope for a peaceful world devoid of violence. We would want our future citizens to be altruistic and to reign in their aggressive tendencies.
But is this so? What are adolescents like? How altruistic and how aggressive are they? In what way does the parenting they receive affect these tendencies? In addition, do their altruistic and aggressive tendencies have any impact on their study habits? These are some questions that have intrigued the investigator.

*Therefore, the problem of this investigation is to find out the relation between the different facets of parenting and altruistic and aggressive tendencies of adolescents in secondary schools. Moreover, the investigator strove to relate the above findings to the study habits of these adolescents.*

This investigation, it is believed, may show the association between parenting and the primary qualities of aggression and altruism, as well as account for the study habits of adolescent students.

### 1.4 Objectives of the Study

Before stating the objectives, it may be desirable to define certain terms for the explicit purposes of the investigation.

#### 1.4.1 Operational Definition of the Terms and Variables used in the Study.

The operational definition of the terms and variables used in the study are:

**1.4.1.1 ADOLESCENT.**

WHO (2013) identifies adolescence as the period in human growth and development that occurs after childhood and before adulthood. Adolescents aged between 10-19 years account for more than one-fifth of the world’s population although more recent research suggests that adolescence can continue into the early 20s (Egbert, 2002).
1.4.1.2 PATTERNS OF PARENTING.

Parenting is a complex process involving much more than a mother or father providing food, safety and succor to the child. “Parenting as the style of child upbringing refers to a privilege or responsibility of mother and father, together or independently to prepare the child for society and culture” (Veenes, 1973a). According to Darling and Steinberg (1993), parenting style refers to “a constellation of attitudes toward the child that are communicated to the child and that, taken together, create an emotional climate in which the parent’s behaviors are expressed.” Patterns of parenting appear to be of the utmost importance to study perceptions regarding their fathering and mothering separately as well as parenting as a whole on different aspects of parenting.

1.4.1.3 ALTRUISM.

Altruism is defined as the voluntary manner intended to benefit a person(s) without expecting external rewards (Millon, 2003). It is the wilful sacrifice of one’s own interests or well-being for the sake of others. According to Robinson & Curry (2005) defined altruism as the manifestation of caring, selflessness which is non-contingent upon reward.

1.4.1.4 ANGER AND AGGRESSION.

Aggression is the manifestation of anger and is often directed towards the goal of harming another. It appears to be part and parcel of the human condition. According to Shaffer (2002), aggression is a behavior that is designed to harm or injure a living being. Aggression means emotional, physical or psychological harm to others such as hitting, kicking, punching, and unpleasant rumors about someone’s actions or character.
1.4.1.5 STUDY HABIT.

Study habits are a well-planned and deliberate pattern of study which have attained a form of consistency on the part of the students toward understanding academic subjects and passing at examinations (Basir et al., 2012). Good study habit act as a strong weapon for the student to excel in life. Effective study habits help students to achieve good results.

1.4.2 Statement of the Objectives

The following are the objectives of the proposed study:

1.4.2.1. Objective One.

To Study whether the different patterns of parenting influence altruistic behavior of adolescent students.

1.4.2.2. Objective Two.

To Study whether the different patterns of parenting influence aggressive behavior of adolescent students.

1.4.2.3. Objective Three.

To Study whether the different patterns of parenting, altruistic behavior and aggressive tendencies influence the study habit of adolescent students.

1.5 Variables of the Study

The following are the variables used for the investigation:
1.5.1 Patterns of Parenting -

It consists of eight scores, each on a separate continuum as follows –

Rejection vs. Acceptance. [R-A]

Carelessness vs. Protection. [C-P]

Neglect vs. Indulgence. [N-I]

Utopian expectation vs. Realism. [U-R]

Lenient Standard vs. Moralism. [L-M]

Freedom vs. Discipline. [F-D]

Faulty Role Expectation vs. Realistic Role Expectation. [FRE-RRE]

Marital Conflict vs. Marital Adjustment. [MC-MA]

1.5.2 Altruism - It consists of only one score.

1.5.3 Aggression - It consist of three scores,

(1) State Anger [St-A]

(2) Trait Anger [T-A]

(3) Angry Expression [A-EX]

1.5.4 Study Habit – It consists of only one score.
In the analysis the variables have been perceived as follows:

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<td>Parenting, Aggression</td>
<td>Study Habit</td>
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Altruism

1.6 Delimitation of the Study

This study is confined to students in Kolkata only.

Though parenting may be interpreted in several different ways, this study has looked at parenting according to the eight continuums as indicated in the parenting scale (Bhardwaj, Sharma & Garg, 1998). Likewise, aggression may be interpreted in three different ways as stated in STAXI scale (1996). Study habit scale (Barat, 1988) indicated five dimensions but in this study, it was calculated as one score.

1.7 Hypothesis of the Study

1.7.1 Framework of Hypotheses:

The following hypotheses are required for the study. They have been elaborated according to the different patterns of parenting, gender and class-group.

**Ho1:** There is no significant relationship between patterns of parenting and altruism of adolescent students. [Refer 1.7.2.1 Ho1.1 –Ho1.3.7].

**Ho2:** There is no significant relationship between patterns of parenting and aggression of adolescent students.
Ho2.1; There is no significant relationship relation between patterns of parenting and state-anger of adolescent students.

Ho2.2; There is no significant relationship between patterns of parenting and trait-anger of adolescent students.

Ho2.3; There is no significant relationship between patterns of parenting and angry-expression of adolescent students. [Refer 1.7.2.2 Ho2.1 Ho 2.3.3.7]

Ho3; There is no significant relationship between patterns of parenting and study habits of the adolescent students. [Refer 1.7.2.3 Ho3.1 –Ho3.3.7]

Ho4; There is no significant relationship between altruism and study habits of the adolescent students. [Refer 1.7.2.4 Ho4.1-Ho4.7]

Ho5; There is no significant relationship between aggression and study habits of the adolescent students.

Ho5.1; There is no significant relationship between state-anger and study habits of the adolescent students.

Ho5.2; There is no significant relationship between trait-anger and study habits of the adolescent students.

Ho5.3; There is no significant relationship between angry expression and study habits of the adolescent students. [Refer 1.7.2.5 Ho5.1 –Ho5.3.7].

1.7.2 Details of Hypotheses

1.7.2.1 PARENTING –ALTRUISM

Ho1 There is no significant relationship between patterns of parenting and altruism of adolescent students.
(I) Whole Parenting

Ho1.1 There is no significant relationship between whole parenting and altruism of adolescent students.

Ho1.1.1 There is no significant relationship between whole parenting and altruism of all adolescent students.

Ho1.1.2 There is no significant relationship between whole parenting and altruism of girls students.

Ho1.1.3 There is no significant relationship between whole parenting and altruism of boys students.

Ho1.1.4 There is no significant relationship between whole parenting and altruism of G1 students.

Ho1.1.5 There is no significant relationship between whole parenting and altruism of G2 students.

Ho1.1.6 There is no significant relationship between whole parenting and altruism of G3 students.

Ho1.1.7 There is no significant relationship between whole parenting and altruism of G4 students.

(II) Whole Mothering

Ho1.2 There is no significant relationship between whole mothering and altruism of adolescent students.
This hypothesis has been examined with respect to different patterns of parenting style of mothering.

**Ho1.2.1** There is no significant relationship between whole mothering and altruism of all adolescent students.

**Ho1.2.2** There is no significant relationship between whole mothering and altruism of girls’ students.

**Ho1.2.3** There is no significant relationship between whole mothering and altruism of boys’ students.

**Ho1.2.4** There is no significant relationship between whole mothering and altruism of G1 students.

**Ho1.2.5** There is no significant relationship between whole mothering and altruism of G2 students.

**Ho1.2.6** There is no significant relationship between whole mothering and altruism of G3 students.

**Ho1.2.7** There is no significant relationship between whole mothering and altruism of G4 students.

(III) Whole Fathering

**Ho1.3** There is no significant relationship between whole fathering and altruism of adolescent students.

This hypothesis has been examined with respect to different patterns of parenting style of fathering.
Ho1.3.1 There is no significant relationship between whole fathering and altruism of all adolescent students.

Ho1.3.2 There is no significant relationship between whole fathering and altruism of girls’ students.

Ho1.3.3 There is no significant relationship between whole fathering and altruism of boys’ students.

Ho1.3.4 There is no significant relationship between whole fathering and altruism of G1 students.

Ho1.3.5 There is no significant relationship between whole fathering and altruism of G2 students.

Ho1.3.6 There is no significant relationship relation between whole fathering and altruism of G3 students.

Ho1.3.7 There is no significant relationship between whole fathering and altruism of G4 students.

1.7.2.2. PARENTING – AGGRESSION

Ho2 There is no significant relationship between patterns of parenting and aggression of adolescent students.

Ho2.1 There is no significant relationship between patterns of parenting and state Anger of adolescent students.

(I) Whole Parenting
Ho2.1.1 There is no significant relationship between whole parenting and state anger of adolescent students.

Ho2.1.1.1 There is no significant relationship between whole parenting and state anger of all adolescent students.

Ho2.1.1.2 There is no significant relationship between whole parenting and state anger of girls’ students.

Ho2.1.1.3 There is no significant relationship between whole parenting and state anger of boy’s students.

Ho2.1.1.4 There is no significant relationship between whole parenting and state anger of G1 students.

Ho2.1.1.5 There is no significant relationship between whole parenting and state anger of G2 students.

Ho2.1.1.6 There is no significant relationship between whole parenting and state anger of G3 students.

Ho2.1.1.7 There is no significant relationship between whole parenting and state anger of G4 students.

(II) Whole Mothering

Ho2.1.2 There is no significant relationship between whole mothering and state anger of adolescent students.

This hypothesis has been examined with respect to different patterns of parenting style of mothering.
Ho2.1.2.1 There is no significant relationship between whole mothering and state anger of all adolescent students.

Ho2.1.2.2 There is no significant relationship between whole mothering and state anger of girls’ students.

Ho2.1.2.3 There is no significant relationship between whole mothering and state anger of boys’ students.

Ho2.1.2.4 There is no significant relationship between whole mothering and state anger of G1 students.

Ho2.1.2.5 There is no significant relationship between whole mothering and state anger of G2 students.

Ho2.1.2.6 There is no significant relationship between whole mothering and state anger of G3 students.

Ho2.1.2.7 There is no significant relationship between whole mothering and state anger of G4 students.

(III) Whole Fathering

Ho2.1.3 There is no significant relationship between whole fathering and state anger of adolescent students.

This hypothesis has been examined with respect to different patterns of parenting style of fathering.

Ho2.1.3.1 There is no significant relationship between whole fathering and state anger of all adolescent students.
Ho2.1.3.2 There is no significant relationship between whole fathering and state anger of girls’ students.

Ho2.1.3.3 There is no significant relationship between whole fathering and state anger of boys’ students.

Ho2.1.3.4 There is no significant relationship between whole fathering and state anger of G1 students.

Ho2.1.3.5 There is no significant relationship between whole fathering and state anger of G2 students.

Ho2.1.3.6 There is no significant relationship between whole fathering and state anger of G3 students.

Ho2.1.3.7 There is no significant relationship between whole fathering and state anger of G4 students.

Ho2.2 There is no significant relationship between patterns of parenting and trait anger of adolescent students.

(I) Whole Parenting

Ho2.2.1 There is no significant relationship between whole parenting and trait anger of adolescent students.

Ho2.2.1.1 There is no significant relationship between whole parenting and trait anger of all adolescent students.

Ho2.2.1.2 There is no significant relationship between whole parenting and trait anger of girls’ students.
Ho2.2.1.3 There is no significant relationship between whole parenting and trait anger of boy’s students.

Ho2.2.1.4 There is no significant relationship between whole parenting and trait anger of G1 students.

Ho2.1.1.5 There is no significant relationship between whole parenting and trait anger of G2 students.

Ho2.1.1.6 There is no significant relationship between whole parenting and trait anger of G3 students.

Ho2.2.1.7 There is no significant relationship between whole parenting and trait anger of G4 students.

(II) Whole Mothering

Ho2.2.2 There is no significant relationship between whole mothering and state anger of adolescent students.

This hypothesis has been examined with respect to different patterns of parenting style of mothering.

Ho2.2.2.1 There is no significant relationship between whole mothering and trait anger of all adolescent students.

Ho2.1.2.2 There is no significant relationship between whole mothering and trait anger of girls’ students.

Ho2.1.2.3 There is no significant relationship between whole mothering and trait anger of boys’ students.
Ho2.1.2.4 There is no significant relationship between whole mothering and trait anger of G1 students.

Ho2.1.2.5 There is no significant relationship between whole mothering and trait anger of G2 students.

Ho2.1.2.6 There is no significant relationship between whole mothering and trait anger of G3 students.

Ho2.1.2.7 There is no significant relationship between whole mothering and trait anger of G4 students.

(III) Whole Fathering

Ho2.2.3 There is no significant relationship between whole fathering and trait anger of adolescent students.

This hypothesis has been examined with respect to different patterns of parenting style of fathering.

Ho2.2.3.1 There is no significant relationship between whole fathering and trait Anger of all adolescent students.

Ho2.2.3.2 There is no significant relationship between whole fathering and trait Anger of girls’ students.

Ho2.2.3.3 There is no significant relationship between whole fathering and trait Anger of boys’ students.

Ho2.2.3.4 There is no significant relationship between whole fathering and trait anger of G1 students.
Ho2.2.3.5 There is no significant relationship between whole fathering and trait anger of G2 students.

Ho2.2.3.6 There is no significant relationship between whole fathering and trait anger of G3 students.

Ho2.2.3.7 There is no significant relationship between whole fathering and trait anger of G4 students.

Ho2.3 There is no relation between patterns of parenting and angry expression of adolescent students.

(I) Whole Parenting

Ho2.3.1 There is no significant relationship between whole parenting and angry expression of adolescent students.

Ho2.3.1.1 There is no significant relationship between whole parenting and angry expression of all adolescent students.

Ho2.3.1.2 There is no significant relationship between whole parenting and angry expression of girls’ students.

Ho2.3.1.3 There is no significant relationship between whole parenting and angry expression of boy’s students.

Ho2.3.1.4 There is no significant relationship between whole parenting and angry expression of G1 students.

Ho2.3.1.5 There is no significant relationship between whole parenting and angry expression of G2 students.
Ho2.3.1.6 There is no significant relationship between whole parenting and angry expression of G3 students.

Ho2.3.1.7 There is no significant relationship between whole parenting and angry expression of G4 students.

(II) Whole Mothering

Ho2.3.2 There is no significant relationship between whole mothering and angry expression of adolescent students.

This hypothesis has been examined with respect to different patterns of parenting style of mothering.

Ho2.3.2.1 There is no relation between whole mothering and angry expression of all adolescent students.

Ho2.3.2.2 There is no significant relationship between whole mothering and angry expression of girls’ students.

Ho2.3.2.3 There is no significant relationship between whole mothering and angry expression of boys’ students.

Ho2.3.2.4 There is no significant relationship between whole mothering and angry expression of G1 students.

Ho2.3.2.5 There is no significant relationship between whole mothering and angry expression of G2 students.

Ho2.3.2.6 There is no significant relationship between whole mothering and angry expression of G3 students.
Ho2.3.2.7 There is no significant relationship between whole mothering and angry expression of G4 students.

(II) Whole Fathering

Ho2.3.3 There is no significant relationship between whole fathering and angry expression of adolescent students.

This hypothesis has been examined with respect to different patterns of parenting style of fathering.

Ho2.3.3.1 There is no significant relationship between whole fathering and angry expression of all adolescent students.

Ho2.3.3.2 There is no significant relationship between whole fathering and angry expression of girls students.

Ho2.3.3.3 There is no significant relationship between whole fathering and angry expression of boys’ students.

Ho2.3.3.4 There is no significant relationship between whole fathering and angry expression of G1 students.

Ho2.3.3.5 There is no significant relationship between whole fathering and angry expression of G2 students.

Ho2.3.3.6 There is no significant relationship between whole fathering and angry expression of G3 students.

Ho2.3.3.7 There is no significant relationship between whole fathering and angry expression of G4 students.
1.7.2.3. PARENTING – STUDY HABIT

Ho3 There is no significant relationship between patterns of parenting and study habit of adolescent students.

(I) Whole Parenting

Ho3.1 There is no significant relationship between whole parenting and study habit of adolescent students.

Ho3.1.1 There is no significant relationship between whole parenting and study habit of all adolescent students.

Ho3.1.2 There is no significant relationship between whole parenting and study habit of girls students.

Ho3.1.3 There is no significant relationship between whole parenting and study habit of boys students.

Ho3.1.4 There is no significant relationship between whole parenting and study habit of G1 students.

Ho3.1.5 There is no significant relationship between whole parenting and study habit of G2 students.

Ho3.1.6 There is no significant relationship between whole parenting and study habit of G3 students.

Ho3.1.7 There is no significant relationship between whole parenting and study habit of G4 students.
(II) Whole Mothering

Ho3.2 There is no significant relationship between whole mothering and study habit of adolescent students.

This hypothesis has been examined with respect to different patterns of parenting style of mothering.

Ho3.2.1 There is no significant relationship between whole mothering and study habit of all adolescent students.

Ho3.2.2 There is no significant relationship between whole mothering and study habit of girls students.

Ho3.2.3 There is no significant relationship between whole mothering and study habit of boys students.

Ho3.2.4 There is no significant relationship between whole mothering and study habit of G1 students.

Ho3.2.5 There is no significant relationship between whole mothering and study habit of G2 students.

Ho3.2.6 There is no significant relationship between whole mothering and study habit of G3 students.

Ho3.2.7 There is no significant relationship between whole mothering and study habit of G4 students.

(III) Whole Fathering

Ho3.3 There is no significant relationship between whole fathering and study habit of adolescent students.
This hypothesis has been examined with respect to different patterns of parenting style of fathering.

Ho3.3.1 There is no significant relationship between whole fathering and study habit of all adolescent students.

Ho3.3.2 There is no significant relationship between whole fathering and study habit of girls’ students.

Ho3.3.3 There is no significant relationship between whole fathering and study habit of boys students.

Ho3.3.4 There is no significant relationship between whole fathering and study habit of G1 students.

Ho3.3.5 There is no significant relationship between whole fathering and study habit of G2 students.

Ho3.3.6 There is no significant relationship between whole fathering and study habit of G3 students.

Ho3.3.7 There is no significant relationship between whole fathering and study habit of G4 students.

1.7.2.4. ALTRUISM- STUDY HABIT

Ho4 There is no significant relationship between altruism and study habit of adolescent students.

Ho4.1. There is no significant relationship between altruism and study habit of all adolescent students.
Ho4.2. There is no significant relationship between altruism and study habit of girls students.

Ho4.3 There is no significant relationship between altruism and study habit of boys students.

Ho4.4 There is no significant relationship between altruism and study habit of G1 students.

Ho4.5 There is no significant relationship between altruism and study habit of G2 students.

Ho4.6 There is no significant relationship between altruism and study habit of G3 students.

Ho4.7 There is no significant relationship between altruism and study habit of G4 students.

1.7.2.5. AGGRESSION- STUDY HABIT

Ho5 There is no significant relationship between aggression and study habit of adolescent students.

Ho5.1 There is no significant relationship between state anger and study habit of adolescent students.

Ho5.1.1. There is no significant relationship between state anger and study habit of all adolescent students.

Ho5.1.2. There is no significant relationship between state anger and study habit of girls students.
Ho5.1.3 There is no significant relationship between state anger and study habit of boys students.

Ho5.1.4 There is no significant relationship between state anger and study habit of G1 students.

Ho5.1.5 There is no significant relationship between state anger and study habit of G2 students.

Ho5.1.6 There is no significant relationship between state anger and study habit of G3 students.

Ho5.1.7 There is no significant relationship between state anger and study habit of G4 students.

Ho5.2 There is no significant relationship between trait anger and study habit of adolescent students.

Ho5.2.1 There is no significant relationship between trait anger and study habit of all adolescent students.

Ho5.2.2 There is no significant relationship between trait anger and study habit of girls students.

Ho5.2.3 There is no significant relationship between trait anger and study habit of boys students.

Ho5.2.4 There is no significant relationship between trait anger and study habit of G1 students.

Ho5.2.5 There is no significant relationship between trait anger and study habit of G2 students.
Ho5.2.6 There is no significant relationship between trait anger and study habit of G3 students.

Ho5.2.7 There is no significant relationship between trait anger and study habit of G4 students.

Ho5.3 There is no significant relationship between angry expression and study habit of adolescent students.

Ho5.3.1 There is no significant relationship between angry expression and study habit of all adolescent students.

Ho5.3.2 There is no significant relationship between angry expression and study habit of girls’ students.

Ho5.3.3 There is no significant relationship between angry expression and study habit of boys’ students.

Ho5.3.4 There is no significant relationship between angry expression and study habit of G1 students.

Ho5.3.5 There is no significant relationship between angry expression and study habit of G2 students.

Ho5.3.6 There is no significant relationship between angry expression and study habit of G3 students.

Ho5.3.7 There is no significant relationship between angry expression and study habit of G4 students.