CHAPTER V

Discussion
DISCUSSION

The focus of the present investigation is on studying home and school environment as determinants of aggression and self-concept of advantaged and disadvantaged school children.

The correlation analysis was applied to see the relation between demographic and psychological variable. The result showed that gender was found to be negatively and significantly related with school environment, self-concept and aggression. The results also highlighted that home and school environment was found to be significantly and positively correlated and school environment was also seen to be significantly and positively correlated with self-concept and significantly and negatively correlated with aggression.

In order to investigate the results t-test and step-wise multiple regression analysis was also applied on the data. Result in the table (3) indicated significant gender difference on self-concept for overall sample. It was found that boys had higher mean scores on self-concept than girls. Boys were found to have higher self-concept than girls. This may be because in our society, girls are considered to be inferior to boys. Men are mostly given upper-hand in all aspects of life. Their wishes, demand, opinions always matter more than women’s in our society because of which women consider themselves lesser than man. The socialization process for boys and girls also differ in our society, which affects the self-concept of boys and girls. The past research findings are mixed regarding this, it has been found that boys exhibit a higher level of general self-esteem than girls (Block and Rohins, 1993; Marsh, 1989a; Marsh et al., 1988; Sotelo, 2003; Wigfield et al., 1991; Wood et al., 1996), young girls show lesser self-esteem than boys (Orenstein, 1994; Marsh & Hattie, 1996; Olivia, 1999). However some studies have found no differences (e.g. Crain &
Bracken, 1994; Mullis et al., 1992). On the other hand Lackovic-Grgin and Dekovic (1990) reported that girls have a higher level of self-esteem.

Further results also showed that boys and girls significantly differ on aggression, boys were found to be more aggressive than girls. This may be because of the fact that in our society males are considered superior to females and they are allowed to express their anger, whereas females are considered as submissive and their overt voice is always curbed down, and it is not considered to be good if they act aggressively, they are mostly not allowed to give any opinion or allowed to argue about things and whatever man says they are made to follow and take it as last word. Also girls from childhood are taught in our society that it is their responsibility to maintain relations, so may be in order to fulfill their responsibility they show less anger as compared to man, because aggression usually spoils relations. There has been mixed finding regarding this as it has been found that males demonstrate greater overt aggression and delinquency, with aggressive/delinquent behaviors observed to peak during adolescence in males (Coie & Dodge, 1998; Eagly & Steffan, 1986; Hyde, 1984). If we look at physical aggression rate, then it is certainly true that males are more aggressive than females, but anthropological studies has shown that, it is not universal truth (Fry, 1990, 1992) Cook (1992). Bjorkqvist (1994) also reported that it is incorrect, or rather, non-sensical, to claim that males are more aggressive than females.

Table (4) showed that there is significant difference in boys and girls on self-concept of advantaged schools. Boys had higher mean scores than girls, means that boys had higher self-concept than girls. As, it has already been explained above why boys probably have higher self-concept than girls so no point of repeating the explanation and the fact that in advantaged school differences was found on self-
concept can be attributed to the reason that, even though children coming from these schools are from higher socio-economic status, families are also well educated but still the condition, the ways boys and girls are brought-up is different even in this section of society. The mind set of peoples are still same, they do not treat boys and girls equally, and they prefer boys over girls and give them more freedom, leniency and liberty in doing things. While on the other hand in disadvantaged schools, result showed that there was significant difference on the level of aggression among boys and girls. The mean scores of boys were higher than girls, indicating that boys were more aggressive than girls. As, earlier it has already being explained why boys scored higher than girls, so there is no need to repeat the probable reason and the fact that in disadvantaged schools significant difference was found on aggression it can be attributed to the fact that usually the children in these schools come from lower socio-economic background, so they usually are deprived of various, basic needs in many spheres of their life, they have to struggle daily and fight for everything and this day to day struggle makes them upset and makes them feel frustrated about the whole scenario and make them react more aggressively.

Regression analysis was also carried out in order to see whether home and school environment predicts aggression and self-concept in school children.

Table - 5 (a) showed predictors of aggression for whole sample. Out of eleven dimensions (home environment and its dimensions), three dimensions emerged as significant predictors, they were found to have significant relationship with aggression. Rejection, permissiveness and control were found to significantly predict aggression. Rejection was found to be significantly and positively related with aggression and Permissiveness and Control were negatively and significantly related with aggression. This means as Permissiveness and Control increases, aggression
decreases. The result that Rejection as a significant predictor of aggression is supported by study of Kuterovac-Jagodic and Kerestes (1997) who reported that dimensions of father's undifferentiated rejection predicted aggression, manifest and latent aggression, indirect aggression, verbal aggression and neurotism. Akse et al., (2004) also found that parental rejection was associated with depression and aggression in most of the combined personality type and gender groups. Similarly Hale et al., (2005) reported that parental rejection, as mediated through adolescent depression, subsequently influence the adolescent's aggressive behavior and additionally, withdrawal behaviors. McCord et al., (1961) thorough analysis of the home experiences of children yielded a very strong relation between exposure to a rejecting parent and aggressive behavior. Ninety-five percent of the aggressive boys were raised in homes where one or both parents was considered rejecting, whereas the majority of children classified as assertive and nonaggressive had parents who were warm and affectionate. So, rejection as a predictor of aggression seems very logical, because may be when parents are rejecting, they do not show any love, care and warmth towards their children then children feel unwanted and they become rebellious, and they feel that if their parents don't love them, then why should they also listen to them, and thus they disobey and become aggressive. Nishikawal, S. et al. (2010) analysis showed that insecure attachments (avoidant and ambivalent) and rejection from parents were predictors of internalizing and externalizing problems among boys.

The other dimensions of home environment which emerged as significant predictor of aggression were Permissiveness and Control. These dimensions were found to be negatively influencing aggression, which mean as permissiveness and control increases, aggression decreases. We can say that when parents are very
lenient, they let children do whatever they want, and trust them that whatever their children will do will be right, and often communicate with them and share their experience about wrong and right, as a result of this children may also feel responsible and respect their parents trust and behave in way which is responsible. Though the previous research findings are contrary to the results obtain. McCord and McCord (1959) reported a thirteen year study of 650 11 year old children and concluded that parental permissiveness rather than parental punishment produce delinquency and aggression. While Control as predictor of aggression also seems quite logical, because even when high control is there in the family but there is existence of good parent-child communication and positive environment prevails in the home then children also don’t mind following the rules and regulations. And when parents within themselves also have better understanding and they do not have any conflict regarding the discipline they impose on their child, then this will help the child in positive way. The past researches regarding this have obtained mixed results. It has been reported that parents who are authoritative or permissive, or who frequently used psychological control were more likely to have relationally aggressive preschoolers (Casas et al., 2006). Similarly self-reported maternal permissiveness was found to be related to relational aggression in children ranged from 9 to 11 years of age (Sandstrom, 2007). Although past research also have shown that parental authority defined by the construct: strict, restrictiveness, firm, dominating, control, demanding, authoritative, authoritarian, over-protective and monitoring (Barber, Olsen & Shagle, 1994; Baumrind, 1971; Burchinal, Skinner and Reznick, 2010; Darling, Cumsille, & Martinez, 2007; Huver, Oten, deVris & Engels, 2010) is related with less aggression, it has been found that high parental authority is related with less aggressive behaviors in children and adolescent (Frey et.al, 2009; Laird et.al, 2010).
Results from Table - 6 (a) to Table - 6 (b) highlighted the finding pertaining to sub-sample of advantaged school children. The result shows “Nurturance” (dimension of home environment) as the significant predictor of aggression. Nurturance was found to be negatively and significantly related with aggression, which indicates that as nurturance increase aggression decreases. This may be because of the fact that when adolescent view their parents as nurturing, showing love, warmth and care for them then they develop positive feelings and do not want to hurt their parents by doing anything wrong. Finkenauer et al., (2005) found that adolescents from nurturing homes are less likely to develop problem behaviors because they have parents who are emotionally involved, interested in their lives and responsive to their children’s needs. High parental nurturance serves as a positive social interaction against deviancess (Barnes, 1984). Arim et al. (2011) also reported that for girls, perceptions of parental nurturance at age 10 were negatively associated with both direct and indirect aggression at age 12. And for boys, perceptions of parental nurturance at age 12 were negatively associated with both aggressive behaviors at age 14. In advantaged school nurturance emerged as a predictor may be because of the reason that as children coming in these schools having high fees structure usually comes from well off homes where both parents are well educated and quite up-to-date about the changing world and the changing needs of the children according to it, so they tries to make full efforts to bring-up their children in a loving, nurturing way that makes them happy and makes them ready to face the world in a civilized way.

Table - 7 (a) to Table - 7 (b) shows the result for the disadvantaged school children. In this control emerged as significant predictor for aggression, it was found to be significantly related with aggression. The predictive influence of control on aggression has already been explained in case of whole sample, so we do not need to
explain it again here. As far as control emerging as an predictor for aggression in disadvantaged schools can be due to the fact that in today's society it can be seen that money rules justices also, so parents from low economic families knows that it is very important to keep high control on their children, as this upbringing will help their children to become a disciplined individual and will keep them away from problem.

Table - 8 (a) showed predictors of self-concept for the whole sample. It was found that out of eleven variables (home environment and its dimensions) three variables emerged as significant predictors for the criterion variable (self-concept). Nurturance, permissiveness and control (which are the dimensions of home environment) were found out to be three predictors, which significantly predicted self-concept. Out of the three predictors, Nurturance and Control was found to be positively related to self-concept while the third predictor permissiveness was negatively related to self-concept. This means that as Nurturance and control increase, the self-concept of the child increase, while as permissiveness increase, self-concept of the child decrease. Nurturance (a dimension of home environment) means that there is unconditional physical and emotional attachment of parents with the child, and they have a keen interest in and love for the child. So, when a child receive unconditional love from parents, and they take interest in what child is doing, then it creates a sense of belonging, a security feeling for the child, and this loving and caring attitude may help child to have healthy attitude towards what he thinks of himself. In favor of above finding Chapman (2012) reported that higher level of maternal nurturance was found to be positively associated with higher self-esteem and lower depressive symptoms. Similarly Reid (2011) also reported that all dimensions of maternal and paternal nurturing and involvement were positively related to positive characteristics of peer relationships, self-esteem and life-satisfaction, consistent with
the multicultural findings of Parent Acceptance-Rejection (PAR) theory (Rohner, Khalique & Cournoyer, 2005). Buri et al., (1992) found that even though mother's and father's nurturance together were more strongly related to self-esteem during the junior high school years than during the high school and college years, parental nurturance still remained a robust predictor of self-esteem during these later years. The positive outcomes related to high parental nurturance may be is the result of children growing up in nurturing families having parents who are genuinely interested in the child's life; therefore the child has a positive self-concept and experience less distress (Finkenauer et al., 2005; Schwartz et al., 2009).

Control which came out to be another predictor of self-concept refers to the restrictions that are imposed by the parents on children in order to discipline them. It has been found that control is an important feature of authoritative parenting. This parenting practice is demanding and responsive, in this parent's encourages independence but still controls and limit the actions of their child. Chiew (2011) found that greater numbers of students from authoritative parenting style have high level of self-esteem than authoritarian families. Though Martinez and Gracia (2007) reported that adolescents from authoritative families scored higher than adolescents from authoritarian and neglectful families in three self-esteem dimensions academic, social and family but the highest self-esteem adolescents belonged to indulgent families. So, though control (feature of authoritative parenting) is not associated with optimum self-esteem but still it does have some positive effect on building it.

Permissiveness was the third predictor for the self-concept. It was negatively related with self-concept means as permissiveness increases self-concept decreases. Permissiveness means when parents let their child does whatever they want and let them act according to their desire and do not interfere at all. This type of behavior is a
A key feature of permissive parenting. So, here the child is not pushed to obey any guidelines or standards and even when limits are established, these are not enforced (Barakat & Clark, 1999). However, the child remains dissatisfied as it is "uncomfortable to be out of control", so the child places a "lot of energy into controlling their parent and trying to get their parents control them" (Gonzalez-Mena, 1993). This parent-child micro-system fails the child due to lack of nurturance and reciprocity, as the indifferent parent's starves the child for emotional sustenance (Garbino & Abramowitz, 1992). Thus, posing developmental risk to the child by hindering the development of social competence, high self-esteem and a positive self-concept (Garbino & Abramowitz, 1992).

Having explained the findings for the total sample, the results highlighted from Table - 9 (a) to Table - 9 (b) are pertaining to the sub-sample group of advantaged schools. Result from step-wise multiple regression analysis showed that Rejection (one of the dimension of home environment) was found to be a significant predictor for self-concept. Rejection refers to conditional love, recognizing that the child has no right as a person, no right to uniqueness and no right to become an autonomous individual (K.R. Misra, 1989). These findings are supported by Khan et al., (2011) who found that rejection from mothers was more strongly associated with poor self-concept, low self-efficacy and less satisfaction with life. Also, the Parental Acceptance-Rejection theory by Rohner (2007) explained and predicted that acceptance and rejection by parents significantly affects the child's personality formation and development, rejection by parents leads to impaired sense of self-esteem. The reason that rejection came out as the predictor in case of advantaged schools may be that children in these schools usually comes from high status background, mostly have working parents who are not able to give as much time to
child that they deserve due to which children do not get proper affection from parents and they feel alone and left-out. So rejection is an important factor for this group.

After undertaking the sample of advantaged school children, disadvantaged school children were analyzed. Table - 10 (a) to Table - 10 (b) shows the result for disadvantaged schools. The two dimensions which emerged as significant predictor for self-concept was nurturance and control. About the influence of these two predictors on self-concept has already been explained in case of total sample. Therefore these two variables do not require any more explanation. They emerged as predictors for disadvantaged schools may be because of the fact that children in these school comes from lower sections of society, so may be that even though they do not enjoy much lavish life but they do have their parents who spend time with them particularly their mothers and nurture them with love and care and as in our society it is seen that influential people easily get away from any trouble but as parents from low socio-economic status know that they are not that influential and they may not get out of trouble if they get involved in some problem, so as a precautionary way they keep their children in control. So probably this is the reason that nurturance and control came out as predictor in disadvantaged schools.

Table - 11 (a) shows the predictors of aggression for the total sample. The result indicates that acceptance (one of the dimension of school environment) emerged as the significant predictor of aggression. Result indicates that acceptance is significantly and negatively related with aggression, means as acceptance increases, aggression decreases. Acceptance refers that teachers recognize their students as they are, let them express their views freely, provides them with unconditional love and accepts the feelings of students in a non-threatening manner. So, the results seem very apt that acceptance came out as predictor for aggression, because when students
receive a non-threatening environment, they feel free to express their opinions and thus they do not have to curb down their feelings, so it does not create frustration in them, which otherwise may express in the form of aggression. Acceptance by the teachers helps the student to develop close relationships, and these close relationships permit the teachers to mould the behavior of the students in right direction. This teacher-student relationship has also been shown to act as a buffer for maladaptive outcomes (Burchinal, Peisner-Feinberg, Pianta & Howes, 2002; Hamre & Pianta, 2001; Meehan et al., 2003). There are different ways research has shown that teacher-student relationship act as buffer. Bonding with a prosocial adult figure may assist in learning prosocial skills and “unlearning” aggressive behaviors (Loeber, 1990). Similarly in the line of our findings, studies on adolescents, has shown that teacher warmth and support have been related to positive student adjustment such as prosocial behavior (Wentzel, 1994), social self-concept (Harter, 1996) and academic motivation (Goodenow, 1993). Burchinal et al., 2002 and Hamre & Pianta, 2001 also indicated negative relationship between teacher-support and maladaptive behavior. Table - 12 (a) to Table - 12 (b) shows the predictor of aggression for the advantaged schools. Acceptance emerged as the significant predictor and it was found to be negatively related to aggression. The findings are same as the above, so there is no need to repeat the explanation. And acceptance emerged as predictor in advantaged schools, may be because lot of focus is given in these schools on the children, they are given freedom so that they can expand their thinking and teachers also take keen interest in knowing each individual and in exploring there uniqueness. So acceptance is a very important predictor in predicting aggression. Though in case of disadvantaged schools none of the dimensions of school environment emerged as significant predictor for aggression, this may be because of the fact that there may be certain other factors in
disadvantaged schools that affects the aggression in children, which may not be part of the questionnaire that was used for carrying out the present study.

Table - 13 (a) Table - 13 (b) shows significance of school environment and its dimensions in predicting self-concept. The table shows the predictors of self-concept for the whole sample. Here the step-wise multiple regression analysis was applied to analyze further how school environment and its dimensions will predict self-concept of students. Table showed two predictors for the self-concept. The two predictors were school environment as a whole and one of its dimension cognitive encouragement, that means school environment and cognitive encouragement predicts self-concept among students. They were found to have significant relationship with self-concept. The findings seem to be quite logical, as healthy school environment foster's confidence in children. When the environment is good, student see their school as welcoming, feel motivated, feels interested in doing studies and enjoy being part of the school and takes keen interest in learning. When the school environment is supportive and interactive, the chances of student's success also increase. As healthy environment always result in better development of personality and human development and adaptation is significantly shaped by high impact social environment e.g communities, churches, schools and families (Cowen, 1977). The findings are in line with the previous researches as Evans (1972) reported that in schools which allow students to make educational choices, the students are more likely to develop a healthy self-concept than are students who do not have these opportunities. Schaps, Battistich & Solomon (1997) reported that when students find their school environment to be supportive and caring, they are more likely to develop positive attitudes towards themselves and prosocial attitudes and behavior towards others. A good school climate has been found to predict not only superior academic
achievement but also positive behavior and high self-esteem (Rutter et al., 1979; Ouston et al., 1980; Hoge et al., 1990).

The other dimension which emerged as predictor of self-concept was cognitive encouragement. Cognitive encouragement means that teacher’s in the school encourages the student to develop cognitive thinking by their actions and behavior of support towards students. So it has found to influence the self-concept of student, this may be because of the fact that when teachers support students, they show their belief in students then students also feels positive of themselves and work hard and there is improvement in their personality, and this positive feeling, attitude towards themselves promotes, healthy positive self-concept. Teacher’s encouragements of student’s also lead to positive teacher-student communication which helps child’ self-concept. Since self-concept of a child is also affected by what others thinks of them, so when teacher’s motivate students, provide support, interact with them, then this affects the child in positive way. Brooks (1993) stated that teacher’s has a very significant, lifelong impact on their student, and they affect the self-esteem by use of strategies like communicative encouragement and positive feedback.

Table - 14 (a) to Table - 14 (b) shows the predictors of self-concept of advantaged school children. Here cognitive encouragement (one of the dimension of school environment) emerged as significant predictor of self-concept. As it has already being above mentioned that how cognitive encouragement predicts self-concept, so we don’t need to again repeat the description here. As far as, the reason for cognitive encouragement came out as a predictor in the sample of advantaged school may be because of the fact that in these schools lot of efforts are made to choose good and efficient teachers, so when well-qualified, smart teachers are recruited, then this helps the student’s personality in positive ways because these
teachers are well-equipped as far as teaching abilities are concern, so they utilizes their skills, and use strategies in a way that helps in positive development of children in all areas. Cognitive encouragement basically refers how teacher's in school encourages the student to develop cognitive thinking by their actions and behavior of support towards students, so in short though it is about cognitive thinking but the main thing is teacher’s behavior towards student which is the determining factor.

Table - 15 (a) to Table - 15 (b) shows predictors of self-concept for the sub-sample of disadvantaged school children. Creative stimulation emerged as a significant predictor of self-concept for the student. Creative stimulation refers to how teacher’s activities, behavior towards student, various techniques provide condition, opportunities, ways which can help student to think creatively. This is quite logically finding because when teachers take interest in teaching students, they push them in positive direction, when interaction is done with the student, then the students also take interest, they work hard and try to succeed, and the achievement and knowledge makes them feel positive about themselves and affects their self-concept in positive way. Teacher-student communication and bonding helps the student to explore knowledge, the interactive session between them help the student to open their mindset and help them to think out of the box, which helps the students perceive themselves positively and importantly and the support and encouragement from surroundings give them courage to try in life and makes students think positively about themselves. So when teachers help children to succeed, they provide them with full support, love and warmth and various ways which also helps students not only to think differently but also to perceive themselves positively. Reddy et al. (2003) reported that student perceiving increased teacher support showed corresponding decrease in depressive symptoms and increase in self-esteem. Nelson (1984) found
that several teacher variables - amount of teacher involvement and support, the degree
to which teachers stressed order and organization, and innovation were found to be
positively associated with overall student self-esteem. Similarly Coleman (1961)
reported that the school climates in which student choices and creative expressions are
cur ached are associated with higher self-esteem. And creative stimulation came out
as the predictor of self-concept for the disadvantaged schools because of the fact that
these schools lacks new technologies, so the medium of knowledge in these schools
are teachers, so it's the teachers who plays the key role in these schools, and affects
the students most. Usually the teachers in these schools also belong to the same
background so they better understands the need of students and students also find it
easy to identify with them. Wright et al. (1997) stated that teachers effects are
dominant factors affecting student academic gain, and effective teachers appear to be
effective with students of all achievement levels, regardless of the level of
heterogeneity in their classrooms. So, the teachers are the most important part of any
school setting which affect almost all area of student's life.

Conclusion:
1. Rejection, permissiveness and control (dimensions of home environment)
emerged as significant predictors of aggression for the overall sample.
2. Nurturance (dimension of home environment) emerged as significant predictor
of aggression for advantaged schools children.
3. Control (dimension of home environment) emerged as significant predictor of
aggression for disadvantaged schools children.
4. Nurturance, Permissiveness and Control (dimensions of home environment)
emerged as significant predictors of self-concept for the overall sample.
5. Rejection (dimension of home environment) emerged as significant predictor of self-concept for advantaged schools children.

6. Nurturance and Control (dimensions of home environment) emerged as significant predictors of self-concept for disadvantaged schools children.

7. Acceptance (dimension of school environment) emerged as significant predictor of aggression for overall sample.

8. Acceptance (dimension of school environment) emerged as significant predictor of aggression for advantaged schools children.

9. No dimension of school environment emerged as significant predictor of aggression for disadvantaged schools children.

10. School environment and Cognitive encouragement emerged as significant predictors of self-concept for the overall sample.

11. Cognitive encouragement (dimension of school environment) emerged as significant predictor of self-concept for advantaged schools children.

12. Creative stimulation (dimension of school environment) emerged as significant predictor of self-concept for disadvantaged schools children.

13. Significant difference was found among boys and girls on self-concept and aggression for the overall sample.

14. Significant difference was found among boys and girls on self-concept in advantaged schools children.

15. Significant difference was found among boys and girls on aggression in disadvantaged schools children.

**Implications:**

The researches without use are always considered to be useless therefore, it is necessary to highlight implications of the present investigation. The present study was
aimed at investigating home and school environment as determinants of aggression and self-concept of advantaged and disadvantaged school children, so it seems imperative to highlight the implications of home environment and school environment on aggression and self-concept of students. The self-concept of an individual is very important thing, because it determines what an individual thinks of himself, and determines one's behavior pattern to a large extent because we all strive to act in consistence with our self-concept (Secorg and Backman, 1974; Shibutani, 1961) so in order to develop a healthy personality and responsible people, children should have a positive self-concept and similarly we can also see that now a days the rate of aggression among young children are increasing, random shoot-out are happening in schools, therefore it is necessary to find the source for developing healthy self-concept and non-aggressive children and this was considered to be in line with the phenomenon of one's home environment, as well as school environment. Whatever the significant influence of predictor variables (related home environment and school environment) were found, determining aggression and self-concept should be properly taken care of, especially those which were found greater in frequency to predict either of two criterion variable for minimizing students' aggression and enhancing their self-concept. So of course, the study has an important eye opening implications of the importance of home environment and school environment. In the light of the findings, the researcher firmly believes that a nurturing, well-knitted positive family relationship's along with conducive school environment is highly helpful in negatively influencing aggression and positively developing one's self-concept.
Suggestions:

In the light above research investigation leading, the following suggestions are being put-forth in conducting similar research work in future.

1. The present research was carried on the students undertaking from few schools of Aligarh, therefore, it minimizes the generality of the findings. Therefore, it is suggested that such type of study must be conducted on relatively a large sample.

2. Secondly It is also suggested on the basis of troubles which were faced during data collection that choice of tools are very important because length of tools/instrument irritates respondents while replying to the lengthy questionnaire. Since, psychological tools are important and unavoidable means of psychological researches, so this suggestion must be properly taken care of with utmost importance and priority.

At last, it is desirable to stress upon the fact that researches are always unending, hence, the exercise of researching is a continuous process because of the changing patterns of everything, especially the psycho-social make up of human being with the passage of time, place and situations. So keeping this fact in mind, the present researcher firmly believes that the present investigation in spite of all precaution would be having pitfalls beyond the present researcher’s Knowledge and control.