CHAPTER 3: METHODOLOGY

The study undertaken will help us to understand the relationship between various factors like parenting styles, marital conflict tactics, parental supervision, TV watching and Gaming habits and the aggressive behaviours of elementary school children displayed in the class rooms.

A. RESEARCH TOPIC


B. RESEARCH QUESTIONS

- What is the nature of aggressive behaviour in elementary school children?
- Is there a relationship between parenting styles and aggressive behaviours displayed by elementary school children in schools?
- Is there a relationship between the extent of parental supervision and the aggressive behaviours displayed by them in schools?
- Do different techniques of managing conflict between spouses affect the aggressive behaviours displayed by children in school?
- What is the nature of influence of TV and Gaming on the display of aggressive behaviours by children in schools?

C. OBJECTIVES OF THE STUDY

- To study the nature of aggressive behaviour in elementary school children in Bangalore city.
- To identify different types of aggressive behaviours in elementary school children.
- To study the gender differences in aggressive behaviour in elementary schools.
- To study the relationship between parenting styles and aggressive behaviours displayed by children in schools.
- To study the relationship between the extent of overall parental supervision of the child and the aggressive behaviour displayed by them.
To study the relationship between techniques of managing conflict and the aggressive behaviour displayed by elementary school children.

To study the influence of TV watching (duration and content) on the display of aggressive behaviour of children in elementary school.

To study the influence of involvement with video games (duration and content) on the display of aggressive behaviour in elementary school children.

D. HYPOTHESES

Below are the hypotheses framed to study the relationship between various family variables i.e., parenting styles, marital conflict, and parental supervision, influence of media and games on the aggressive behaviours in children in schools. The researcher has proposed to frame null hypotheses to test these relationships. Null hypothesis has been selected since there have not been many studies in India with the variables selected by the researcher and hence the relationship of these independent variables has not been as much tested in this population. Therefore it becomes important to frame null hypotheses and to test their association with the dependent variable.

- There are gender differences in aggressive behaviours displayed by elementary school children.
- There is no relationship between parenting styles and overall aggression (types and intensity) displayed by elementary school children.
- There is no relationship between the marital conflict tactics and the aggressive behaviours (type and intensity) displayed by elementary school children.
- There is no relationship between the parental supervision aspects (Home, school, and neighbourhood) and the aggressive behaviours displayed by elementary school children.
- There is no relationship between the duration of TV watching and aggressive behaviours displayed by school children.
- There is no difference in the aggressive behaviours (types and intensity) displayed by children watching different types of content on programs in the Television.
- There is no relationship between the duration of time spent on video games and aggressive behaviours displayed by elementary school children.
• There is no difference in the aggressive behaviours (types and intensity) displayed by children playing different types of games on gaming gadgets.

E. OPERATIONAL DEFINITIONS

Aggression

Aggression is defined in this study under three types as defined by Bjorkqvist et al., (1992), direct aggression, indirect aggression and verbal aggression. As defined by the author, the study defines the three types of aggression as below:

**Direct aggression**
Direct aggression in this study is defined as a behaviour which causes physical harm or injury to another person. It includes all behaviours like kicking, beating, shoving, pushing, slapping, and tripping.

**Indirect aggression**
Indirect aggression, in this study includes behaviour which includes indirect methods to cause harm, sometimes without the aggressor being identifiable, and includes acts such as, manipulation of the social environment to hurt the target. Behaviours of indirect aggression include damaging another’s self-esteem or social status, using humour hurtfully, spreading rumours behind the back, damaging interpersonal relationships by excluding others from a group, purposeful manipulation of others, secretive acts intended to harm another person.

**Verbal aggression**
Verbal aggression includes behaviours such as yelling, speaking hurtful remarks, insulting, using bad words, and making threats.

School Aggressive Behaviours
This study intends to study the aggressive behaviours displayed by children in schools. These are behaviours which are displayed by children in classrooms which are aggressive in nature as observed and reported by the class teachers which can be categorised under direct, indirect and verbal aggression.

Parenting Style
This study will use the parenting style typology as classified by Baumrind (1967), which consists of three parenting styles: authoritative, authoritarian and permissive.
Authoritative parenting style
This parenting style is associated with warm and responsive parents in addition to high control and demand.

Authoritarian parenting style
This is associated with low measures of warmth and responsiveness and high level of control.

Permissive parenting style
This involves varying degree of warmth with some being very warm, indulgent, and responsive, but very low on control and demand.

Marital Conflict
This study intends to use marital conflict tactics scale as developed by Straus (1979), which measures the conflict tactics used by couples to resolve or handle conflicts. This study measures the tactics the couples use to resolve conflicts which has the subscales as below:

  Reasoning
  The way they use negotiations to resolve issues and conflicts

  Verbal aggression
  This includes insults, harsh words, swearing at each other, verbal abuses.

  Violence
  This includes behaviors like pushing, shoving, slapping, kicking, beating biting, using weapons or sharp objects to inflict harm on the partner etc

Parental Supervision
This study uses the term ‘supervision’ to parents having knowledge about the whereabouts and activities of the child in school, home and neighbourhood.

TV
Media in this study includes usage of Television as media and all the channels which children are involved in watching. This is studied under:

  Content
  Content in this study refers to the actual programs watched by the children on television as reported by parents. The content is again categorised as
  
  • Physical violence
  • Adult content (songs and movies)
● Family politics (serials and movies)
● Foul language
● Horror content

**Duration**
Number of hours spent by the children per day on a week day and on weekends each day separately, watching television.

**Games**
This study tries to include games which are played by children indoors with an electronic gadget which can be computers, play stations, mobile, X box, any other gaming devices. This is also studied under:

**Content**
Content in this study refers to the actual games played by the children as reported by parents. The content in the gaming habits of children are categorised as follows by the researcher:

- Physical fighting (like boxing, punching and kicking games)
- Racing games
- Shooting games
- Killing games
- Running and escaping games.

**Duration**
Duration in this study means the length of time children are spending playing various games on week days and weekends separately.

**F. VARIABLES OF THE STUDY**

**Parenting styles**
- Authoritative,
- Authoritarian, and
- Permissive

**Marital conflict**
- Reasoning,
- verbal aggression,
- Violence
Parental supervision
- At home,
- school activities
- neighbourhood

TV watching
- Content of the program watched on Television.
- Duration-number of hours in which the child has engaged himself/herself in the activity (weekday & Weekends)

Gaming on gadgets
- Content of the game played
- Duration- number of hours in which the child has engaged himself/herself in the activity (Weekday and Weekends)

Gender

Aggressive behaviour of elementary school children displayed in Schools
All the three types (direct, indirect, and verbal) considered together and also separately for all the analyses.

G. RESEARCH DESIGN

To study the influence of the above mentioned factors on the aggressive behaviours of children, which was exploratory in nature, an ex-post facto study design is planned.

To conduct the research, the implementation of the process had been done under three phases which are given below:

PHASE 1: Identifying schools and to select children displaying aggressive behaviour

PHASE 2: To approach parents and administer questionnaires

PHASE 3: Focus Group Discussion
The next section helps to give clarity to the stages under each phase and the procedure involved to implement the same.

**PHASE 1: identifying schools and to select children who display aggressive behavior**

**Objective of this phase:**

This phase of the study included approaching the selected schools to identify the children who display aggressive behaviors in elementary classes through the teachers’ checklist and rating scales. The class teachers’ would observe and identify children with the behaviors given in the checklist and mark their behaviours and frequency in the rating scale.

The objective of the phase 1 was carried out under two stages of the study design. The exact design of the two stages along with the sample selection processes in each stage including the procedure for phase 1 is outlined below:

**Sample selection process**

The sample selection process has been divided into two stages for the sake of convenience and clarity.

- **Stage 1:** Sample selection of schools
- **Stage 2:** Sample selection of children from the schools selected displaying aggressive behaviours, identified and rated by respective class teachers.

  **i. Stage 1: Sample selection process of the schools**

The objective of this phase was to select the schools across Bangalore city from which the sample of children displaying aggressive behaviours would be selected. The following was the process followed for the same:

**Inclusion criteria for the selection of schools**

The schools selected for this phase of the study would be:

- The schools selected would be private schools in Bangalore city in North and South zones.
- The schools selected would be from State, CBSE, and ICSE syllabus curriculum.
• The schools will be included in the study on the basis of permission given by the school management to conduct the research.
• The schools will be located within the limits of Urban Bangalore.

Exclusion criteria for the selection of schools

The schools that would be selected for the study would not be:

• The schools would not be government or government aided institutions.
• The schools will not be situated in rural areas or outside the limits of Bangalore city.
• The schools which do not give permission will not be included in the sample of schools for the study.

Procedure to select schools

• The first step was to select schools in Bangalore, using Purposive sampling technique.

• Bangalore city was divided into two zones, North zone and South zone for the purpose of selecting schools.

• A list of schools affiliated to different boards was identified in each of these zones.

• Using purposive sampling method a few schools was identified. A larger number of CBSE and State board schools was selected, compared to ICSE board schools, since the number of schools in ICSE boards were comparatively lesser than the other two boards.

• The schools identified by the researcher were approached for permission for the study. Schools which approved, were selected as the sample from the population of schools in that particular stream.

• The researcher identified and approached 90 schools in North and South zones of Bangalore Urban city. Out of the 90 Schools, 38 schools gave the permission for the study to be conducted.
ii. Stage 2: Sample selection process of children

Inclusion Criteria for students

Students selected to be a part of this study would be

- The sample of students selected to be a part of the study will be drawn from private schools across all boards of affiliation - State, CBSE, ICSE
- All the schools selected would be located within the limits of Bangalore city.
- The students would be selected from classes 1 to 4, which is the elementary level school.
- Both boys and girls would be selected.
- The students should be selected on the basis of teacher’s observation of aggressive behaviour.
- Students who would fall above the cut off score marked by the researcher, which was 25% and above the overall score.

Exclusion Criteria for Students

Students selected to be a part of the study would not be

- From government schools or government aided schools or from rural Bangalore.
- Students who do not belong to the elementary school level (students below class 1 or above class 4) will not be included in the sample/
- Students who are diagnosed with any of the following disorders: ADHD, Autism, Learning disabilities as identified by the class teacher will not be a part of the study.
- Students who are on any kind of psychiatric medication as indicated by the teacher will not be included in the study
- Students with any other kind of major illness or physical disabilities will not be a part of the study
- Students who fall below the 25% cut off score on the overall aggression score.

The objective of this stage was to select the children identified as aggressive in schools. To identify and select the sample, the following process had been outlined and followed:

- The class teachers of classes 1 to 4 were met by the researcher in the school.
• The teachers rated the behaviours of children and identified aggressive children in their respective classes. The process is explained in the next section.

• Using this method, the teachers selected 2-3 children, on an average, in their classes who displayed the behaviours mentioned, in a consistent way

• Total of 366 children who displayed aggressive behaviour were identified across the city in around 38 schools, using the above method.

A detailed procedure for the phase 1 of the study is explained below, which gives us the specific details of the process that was involved in the sample selection of school and children.

**Detailed procedure followed in phase 1**

• In this phase the researcher approached the selected schools to take the permission for the study from the management, after explaining the purpose of the study and the role of the teachers in identifying aggressive children and the permission to contact their parents for the study.

• After the school gave the permission for the study, the researcher contacted the class teachers of 1 to 4 classes to explain to them about the study and to request their cooperation in identifying aggressive children from their own observation.

• The researcher requested the teachers to spend 10 minutes to understand the process of identification and gives a small introductory talk about the checklist and the questionnaire that is used to identify children who are aggressive.

• The researcher handed over a booklet to the teachers which contained a) a small introduction to the study, b) a checklist that the teachers can use to observe the behaviors to identify aggressive children, c) direct-indirect aggression scale.

• The researcher explained to the teachers how to use the checklist to observe the behavior of children.

• The teachers were given a weeks’ time to observe, identify and select children in their respective classes with the behaviours mentioned in the checklist.

• When the teachers had identified children who display behaviors in the checklist, they were then asked to use the direct-indirect aggression scale (DIAS) to highlight the behaviors displayed by the child and the frequency of the behavior displayed.
This rating scale contained 24 items of behaviour displayed by children, which is a Likert type scale rated from 0 to 4, where 0 is never and 4 are very often.

After the scale was marked by the teachers, the researcher selected the sample by choosing children who displayed more than 25% of the items, i.e., 6 or more than 6 items out of the 24 behavioural items mentioned in the scale. Through this process the researcher got around 7-8 children marked by the class teachers in each class displaying certain behaviours mentioned, from where the researcher selected around 3-5 children in each class who satisfied the inclusion criteria.

With this procedure, the teachers in all the 38 schools which had granted the permission, had identified and marked 423 children in elementary classes as displaying certain aggressive behaviours. Out of which, the researcher selected 366 (n=366), as the final sample, where 23 (5%), of the teachers selection were rejected as they were not complete. And 34 (8%), of the sample was rejected as the children selected were below the 25% cut off level to be included in the sample.

The following section describes the number of schools selected per board based on the permission given and number of students selected per school based on the teacher rating scale has been given below.

**NORTH ZONE SCHOOLS**

Table 3.1 : Showing selection students from various schools in north zone of Bangalore

<table>
<thead>
<tr>
<th>BOARD OF AFFILIATION</th>
<th>NO OF SCHOOLS PER BOARD</th>
<th>AVG NO OF CHILDREN PER SCHOOL</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBSE</td>
<td>3</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td>ICSE</td>
<td>3</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>STATE</td>
<td>2</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>IGCSE</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>78</td>
</tr>
</tbody>
</table>
SOUTH ZONE SCHOOLS

Table 3.2: Showing selection of students from various schools in south zone of Bangalore

<table>
<thead>
<tr>
<th>BOARD OF AFFILIATION</th>
<th>NO OF SCHOOLS PER BOARD</th>
<th>AVG NO OF CHILDREN PER SCHOOL</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBSE</td>
<td>14</td>
<td>10</td>
<td>140</td>
</tr>
<tr>
<td>ICSE</td>
<td>6</td>
<td>8</td>
<td>48</td>
</tr>
<tr>
<td>STATE</td>
<td>10</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>IGCSE</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>288</td>
</tr>
</tbody>
</table>

Tools of assessment used in Phase 1 of the study:

- **Checklist for teachers:** Teachers were provided with the checklist of behaviours by the researcher to identify children displaying the behaviours mentioned in the checklist. The researcher developed the checklist by using the same behaviours given in the rating scale, by just listing those behaviours as a checklist so that the teachers could find it handy while identifying children with the mentioned behaviours. 24 behaviour items were listed in the checklist that helped the teachers to observe the behaviours of children as per the checklist and identify them to rate them on the scale given.

- **Direct- Indirect Aggression scale (DIAS), by Bjorkqvist et al., (1992):**
  This scale investigates the aggression of a child as rated by the peers or teachers. This study used a teacher rated scale, which is a likert type scale from 0 to 4, where 0 is never and 4 is always. The test-retest value and inter-rater reliability is not assessed for this scale. The range of internal consistency is 0.78 to 0.96. The sub scales are:

  - **Direct physical aggression:** This subscale has 7 items like, pushing, shoving, kicking shoving and so on.
  - **Direct verbal aggression:** This subscale has 5 items which would include behaviors like yelling, insulting, teasing, calling names, and threatening.
- **Indirect aggression**- This subscale has 12 items like taking revenge, ignoring others, gossiping, planning to bother others, telling secrets and so on.

With this the phase 1 of the study is completed, which had two stages in it to help the researcher identify schools and students who display aggressive behaviours in the selected schools. This now leads us to the phase 2 of the study which is described below.

**PHASE 2: To approach parents and to administer questionnaires**

**Objective of this phase:**

In the phase 2, the objective was to contact the parents of the selected children, get their informed consent for the study, and administer the questionnaires to them, after explaining their purpose and use.

The objective for this stage was carried out through stage 3 of the study which included the sample selection of the parents of the children shortlisted. The details of the stage 3 sample selection are outlined below.

**iii. Stage 3: Sample selection of the parents of the children identified**

The objective of this stage was to approach the parents of children identified as aggressive in schools. As mentioned above, parents of children identified as aggressive would automatically be a part of the study, taking into consideration their interest or consent to the study, and the inclusion and exclusion criterion.

**Inclusion criteria for parents:**

- Parents of the children selected from grade 1 to grade 4
- Parents living together with the child under the same roof
- Parents who give consent for participation
- Parents who can understand and speak, either Kannada or English

**Exclusion Criteria for parents:**

- Parents of children not selected from grade 1 to 4
• Parents who are divorced, separated, or not living together for any other reasons
• Parents who do not give the consent for study
• Parents who do not either understand or speak English or Kannada.

Below is the table showing the final list of students selected, based on the permission given by the parents’ to be a part of the study taking the inclusion and exclusion criteria into consideration

NORTH ZONE SCHOOLS

Table 3.3 : Showing selection of parents and children from north zone schools

<table>
<thead>
<tr>
<th>BOARD AFFILIATION</th>
<th>NO OF SCHOOLS PER BOARD</th>
<th>AVG NO OF CHILDREN PER SCHOOL</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBSE</td>
<td>3</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>ICSE</td>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>STATE</td>
<td>1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>IGCSE</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>26</td>
</tr>
</tbody>
</table>

SOUTH ZONE SCHOOLS

Table 3.4 : Showing selection of parents and children from south zone schools

<table>
<thead>
<tr>
<th>BOARD AFFILIATION</th>
<th>NO OF SCHOOLS PER BOARD</th>
<th>AVG NO OF CHILDREN PER SCHOOL</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBSE</td>
<td>9</td>
<td>5</td>
<td>45</td>
</tr>
<tr>
<td>ICSE</td>
<td>7</td>
<td>5</td>
<td>35</td>
</tr>
<tr>
<td>STATE</td>
<td>11</td>
<td>4</td>
<td>44</td>
</tr>
<tr>
<td>IGCSE</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>124</td>
</tr>
</tbody>
</table>

A total of 150 parents out of 366 children selected gave consent to participate in the study. Therefore the final sample for the study was n= 150 children identified and
selected as displaying aggressive behaviours in class and n= 150 parents (both fathers and mothers) included in the study after their consent.

**A detailed procedure of the phase 2 is explained below.**

- The parents of the children who were selected by the researcher for the study were contacted by the researcher with the help of the school.
- The parents were requested by the school to come to the school on a Saturday to meet the researcher to get an understanding about the study and to give their consent.
- The parents who could not come to school, or were not keen to come to school to meet the researcher were taken permission to meet them at their residences.
- The parents were met by the researcher one on one and were explained the purpose of the study, their involvement in the way of answering the questionnaires given to them and the way it would help them to understand their role in the behaviour of their child.
- They were told that the whole process of answering all the questionnaires would take an hour to complete.
- They were briefed about the importance of both the parents getting involved in the study, and that it would be mandatory that both the parents answer the questionnaires.
- The parents were handled one on one, to answer their concerns and to build a better rapport.
- The researcher after building the rapport with the parents and getting their consent for the study got them to sign an informed consent form for the same.
- After the parents gave their consent for the study, the researcher administered the questionnaires to the parents one by one after explaining each one to them.
- The parents were requested to give as honest answers as possible.
- They were also assured of confidentiality and anonymity, and reassured that the information collected would be used only for the purpose of the study.
- They were also told that the researcher would get back to them with the results of the study. They were briefed about the workshop that would be conducted after the data collection was completed, to help the parents gain an awareness about the problem behaviours in children and the role of parents in curtailing the problems.
Tools of assessment included in phase 2 of the study:

- **Demographic Details**- This was used by the researcher to get the demographic details of the sample population like age, sex, occupation, number of siblings, marital status, income, and so on. This was responded by one of the parent.

- **Parenting styles and dimension questionnaire (PSDQ) by Robinson et al., (1995)**
  This scale is a measurement for the three parenting styles that were identified by Baumrind (1967, 1971). It is a 62-item questionnaire in which parents report their parenting behaviors and attitudes on a five-point likert-type scale with responses ranging from never (1) to always (5). This scale is given to both the parents separately and has to be responded by both. The three subscales have the following factors associated with it:

  - **Authoritative style**- This consists of 27 items with a Cronbach alpha of .91 and the factors associated are a) warmth/involvement (i.e., give praise when child is good), b) reasoning/induction (i.e., explains the consequences of child’s behavior), c) democratic participation (i.e., allows the child to give input into family rules), d) good nature/easy going (i.e., shows patience with the child).

  - **Authoritarian style**- This consists of 20 items with a Cronbach alpha of .86 and the factors associated with it are a) verbal hostility (i.e., explodes in anger towards the child), b) corporal punishment (i.e., uses physical punishment as a way of disciplining the child) c) non-reasoning/punitive strategies (i.e., punishes by taking away privileges with little explanation if any), d) directiveness (i.e., tells the child what to do).

  - **Permissive style**- This consists of 15 items with a Cronbach alpha of .75 and the factors associated with it are: a) lack of follow through (i.e., states punishments to the child and does not actually do them), b) ignoring misbehavior (i.e., allows the child to annoy someone else), c) self-confidence (i.e., appears unsure on how to solve the child’ misbehavior)

- **Conflict tactic scale (CTS1) original scale developed by Straus (1990a):** This theory assumes that conflict is an inevitable part of all human associations, whereas violence as a tactic to deal with conflict is not. This scale has 19 items which are
designed to be asked about both the participant and the partner. Thus there are two questions of each item making a total of 38 questions. The standard instructions in the CTS ask respondents what happened in the previous year. However this can be modified to ask about any other referent periods, such as since the beginning of the relationship, previous 6 months, or one month and so on. This study would use the referent period as past 6 months. This scale was given to both the parents separately and was responded by both. There are 3 subscales used in this scale. They are:

- **Reasoning**- This includes behaviors which bring negotiations in conflict situations.
- **Verbal aggression**- This includes behaviors such as name-calling, insulting, threatening, and sulking
- **Violence**- Behaviors such as hitting, pushing, slapping, shoving, kicking, biting are included in violence

- **Parental supervision survey questionnaire**: This is a survey questionnaire developed by the researcher to understand the supervision habits of the parents on their child. This survey questionnaire includes questions like, who is the person who usually supervises the child’s activities. What are the activities of the child do they closely supervise? And so on.

The survey questionnaire was developed after the researcher talked to around 20 sets of parents to understand their concept of supervision and by going through previous literature on supervision aspects and practices. The researcher then tried to bring out the questionnaire which included the opinions and views of parents in the current context with the past literature as a foundation. The discussions and interview with parents led to the understanding of bringing out the questionnaire under three areas, namely, Home, Neighbourhood and School. The survey questionnaire was then piloted on 5 parents to understand its usability and shortcomings. It was modified accordingly with certain changes bought about in some words and sequencing of the questions.

This questionnaire could be answered by one of the parents with discussion with the other. This questionnaire tries to focus on the supervision of parents on three aspects: **Home activities**, **school activities**, and **neighbourhood**.

It is a likert type of scale from 0 to 4, where 0 would be never and 4 is always.
• **Media and games survey questionnaire:** This is a survey questionnaire developed by the researcher to understand the media and gaming habits of the child which would be understood in terms of **content** and **duration.** The survey questionnaire was developed by interviewing around 25 children and parents on the TV watching and gaming habits, to understand the types on content the kids watch on TV and play on the gadgets.

The questionnaire elicited responses from the parents regarding the number of hours spent by the child on each day watching TV or playing games on weekdays and on weekends. There were questions relating to the content viewed like the favourite shows, channels, programs and the frequency of watching or playing certain games. This survey questionnaire could be answered by one of the parents with discussion with the other. This again was a likert type of scale.

**Pilot Study**

Before getting into the field to select the sample of students and parents, the researcher executed a pilot study in 2 schools to understand if there was any change that was required to be made to the scales to fit in the population selected. 15 children were selected by the teachers considering all the inclusion and exclusion criteria, and 12 children were shortlisted by the researcher according to the cut off criteria for inclusion. Parents were approached and 10 parents gave consent for the pilot study.

The researcher through the pilot study found the need to include a Kannada version of the standardised scales, considering the majority of the sample population from the pilot preferred the scales to be explained in Kannada. Therefore a Kannada version of the two standardised scales (PSDQ and CTS) was constructed which will be explained in the next section. The pilot study also helped the researcher to get to an understanding that for each parent completion of all the scales and questionnaires took around 45 mins to 1 hour of time, where earlier it was planned for 30 mins. The scheduling of the parent meeting was planned accordingly in the data collection phase. There was no other change in the scales and survey questionnaires that was done after the pilot, since the researcher did not find the need for it.
Translations of the standardised scales: As discussed above, after the pilot study, Parenting Styles and Dimensions Questionnaire, developed by Robinson, et., al (1995), and Conflict Tactic Scale Original (CTS1) developed by Straus (1990a), were translated to Kannada. The researcher approached a professional Kannada translator who translated both the English versions to Kannada. It was then back translated by an English professor to get the accuracy in translation.

PHASE 3: Focus Group Discussions

In this phase a focus group discussion of 8-10 parents who had children in the age group of 5-10 years were formed with voluntary involvement of the parents to bring a qualitative aspect to the study and to bring in more insights into the results. The following was the procedure followed:

1. The parents who were not a part of the study were given an open invitation to participate in a focus group discussion by the researcher, who were chosen by purposive sampling technique.
2. The parents who volunteered were asked by the researcher to gather at a pre decided venue on a given date and time.
3. The researcher at first briefed the group about the study and the agenda for discussion and gave them the ground rules for it.
4. The researcher then had a set of specific questions which elicited different responses from the participants.
5. The participants were encouraged to voice their opinions and views on the structured questions asked by the researcher.
6. The researcher moderated the discussions by clarifying, intervening and facilitating wherever required.
7. The discussion was noted down and also recorded and analysed thematically.

H. Workshops conducted for the parents who participated:

As an ethical consideration, a debriefing session was conducted, as promised to the parents during the data collection phase. The researcher organized two workshops for parents who participated in the study. During the data collection phase, because of confidentiality issues, parents could not be given complete information about the selection process and the behavioural issues targeted, the researcher felt that the
workshop could be utilised to divulge the collective information pertaining to the behaviours that was focused in the study and the parenting influences on them. All the 150 parents were informed about the free workshop that was organized as a part of the study. It was conveyed to them that they could choose one of the two dates given to attend the workshop. Although the researcher got a confirmation from 75 parents, the actual turnout was 18 couples.

As planned, each workshop lasted for 3 hours each. In the workshop, as the first step, rapport was built through an ice breaker session. Next the parents were given an insight into the study, by giving them the rationale for the study, need for the study. The next part involved explaining to them the findings of the study. The results of the study were shared with them explaining to them the meaning of the results and implications. Each parent was given a handout giving them a score card of their parenting approaches towards their child, and also scores on their marital conflict strategies which they use. The next part dealt with giving awareness to the parents on their role in parenting the child and the best approach which involved helping them understand their role in supervision of their child and its importance in curtailing problem behaviours early in childhood.

Feedback was taken from the parents on their experience from the workshop. It was seen that all the parents who attended had given a positive feedback and expressed that such sessions will help parents to understand their role and appropriate techniques in a better way. It was also seen that parents requested that we have to organize such workshops in schools targeting parents of children of various age groups.

I. Method of analysis:

This section gives us a broad perspective of the statistical tools used to analyse the data in each phase to bring out the results. The next chapter on the results gives a deeper insight into the statistical tools used and analysis conducted. SPSS was used to conduct the analysis.

Phase 1: The phase 1 of the study helped us to select students who display aggressive behaviours from the schools shortlisted through teacher’s observation and rating scale.

The phase 1 of the study used descriptive analysis, percentage analysis, frequency tables and independent sample t-test to analyse the data gathered from this phase.
Phase 2: This phase of the study involved getting informed consent from the parents whose children had got selected as the sample for displaying aggressive behaviour and administering questionnaires to the parents.

Phase 2 of the study used descriptive analysis, t-tests, person’s correlation, one way ANOVA, to bring out the results of this phase

Phase 3: This phase of the study involved bringing together parents who were not part of the study by voluntary participation into a Focus Group Discussion.

Phase 3 of the study used Thematic Analysis, to bring out the themes of the discussion to support the study qualitatively.