CHAPTER 6: CONCLUSIONS

The present study was designed to answer the research questions which aimed at understanding the relationship of parenting styles, supervision, conflict, TV watching habits and gaming habits on the display of aggressive behaviours of children in schools. The study formulated null hypotheses on all the variables chosen to understand these relationships. It was hypothesized that parenting styles, supervision, marital conflict, content and duration of both watching TV and playing games on gadgets had no relationship with the display of aggressive behaviours in children. Below shown are the results which were brought out by the study.

- Direct aggression was the most prevalent form of aggression in schools.
- Verbal aggression closely followed physical form.
- Girls were slightly higher on the indirect aggression compared to boys in the sample.
- Physical aggression gradually changed to verbal and indirect forms from grade 1 to grade 4.
- The overall intensity of aggressive behaviours increased by grade 4.
- There was a significant gender difference in the display of direct aggression, where boys were significantly higher on the display of direct aggression.
- There was no significant association between parenting styles and aggressive behaviours displayed by children in schools
- There was no significant association between marital conflict tactics of parents and aggressive behaviours displayed by children in schools
- There was a significant relationship (0.05 level), between parental supervision practices and aggressive behaviours displayed by children
- There was no relationship between the duration of TV watched and aggressive behaviours displayed
- There was a significant relationship (0.05 level) between the content watched on TV and aggressive behaviours displayed by children
- There was no significant relationship between the duration of time spent on playing games on gadgets and content of the gaming on aggressive behaviours displayed by children
From the results which are shown above, it could be concluded that there was no significant relationship between each of these variables, i.e., parenting style, marital conflict, gaming on gadgets and display of aggressive behaviours in children. It was seen from the results that parental supervision in the areas of home and neighbourhood, and the content watched on the television had significant relationship with the aggressive behaviours displayed by children at school. Therefore the study concluded that what parents do in terms of disciplining their children, or how they deal with their conflicts amongst themselves had a minimal influence on children, compared to the influence of adequately supervising the child; by knowing what the child does through the day? Who their friends are? What they watch on TV? What happens in school? And so on. It was also seen that compared to the duration of watching television, the content watched on television has a significant influence on the aggression of children.

Therefore it could be seen that the parent’s perception that disciplining children in certain ways leads to certain expected outcomes does not perhaps hold good in the present sociocultural scenario. There are many influences on the child in the environment on which the parent perhaps do not have much control. The study hence shows that ‘mere parenting’ through disciplining strategies, might not be as effective as having good supervisory habits on children through involvement and presence in their everyday life.