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Parenting Style and Aggressive Behaviour Among Undergraduates in South-East, Nigeria

ChrisMichael Joy Mbanugo[1]; Chijioke Andrew Onwuegbuchulam[2]; Ugwueze Stella[3]; Dr. Eze Boris Ejike[4] & Chukwu Joseph Chibuike[5]

[1-3 & 5] Department of Psychology,
College of Management and Social Sciences,
Renaissance University Ugbawka, Agbani, Enugu State, Nigeria.

[4] Godfrey Okoye University, Thinkers Corner Enugu State, Nigeria.

chris.mike123@yahoo.com[1], chijiokeandrew1@gmail.com[2], stellaug@gmail.com[3] & boriskeze@yahoo.com[4]

ABSTRACT
This study examines parenting style and as predictors of aggressive behaviours among undergraduate students in South-east, Nigeria. Total of one hundred and fifteen (115) participants, randomly selected from University of Nigeria, Enugu Campus, through simple random sampling technique. Two sets of instruments were used, they are Parenting Style Scale (PSS) is a 31-item scale inventory developed by Robinson, Mandleco, Olsen and Hart, (1995) and Aggressive Behaviours Scale (ABS) is a 29-item scale inventory developed by Buss-Perry, (1992). The design for the study was survey design, while hierarchical multiple regression was used to analyzed data generated for this study. The result showed that, age, gender, marital status and religion have non-significant relationship with aggression behaviour among undergraduate students in South-east in Nigeria, authoritative parental style positively significantly predicted aggression behaviour among undergraduate students, authoritarian parental style positively significantly predicted aggression behaviour among undergraduate students, and permissive parental style negatively non-significantly predicted aggression behaviour among undergraduate students. Based on the findings, the study suggests as that, more studies should be carried out in developing and under-developed countries to generalize the impact of parenting styles.
Keywords: Aggressive Behaviour, Parenting Style, Undergraduates

1.0 INTRODUCTION

Parenting style plays an important role in the development of an adolescent identity. Going to extremes in parenting methods may pave the way for adolescent identity crisis. Unlimited freedom or limited one (i.e. dictatorship in the family, which is classified among parenting styles) leads to identity diffusion. Maintaining a balance between "self-unity" and "presence in the inner experience of others" is considered as the sing of the proof of identity. Thus, when the balance is disturbed and imbalance arise between them, a disorder or identity crisis occurs (Borjali, 2021). Parenting involves parent's behaviour and its relationship with the different characteristics of their children. Methods of child rearing used by parents have a profound effect on the development of creativity and cognition as well as the future lives of the children. Methods of child rearing involve applying complex activities and conducts affecting child development process.

Aggressive behaviour comes in different forms; it could be physical, verbal or relational. It could come in the form of physical or verbal belligerence between couples, siblings, or parents who sometimes tend to use it as a corrective measure towards their children. Likewise, aggressive behaviour is not spared in various meeting places such as village meetings and even unexpected places like the hallowed chambers of the countrys' law-making bodies. Yet, the occurrence of aggressive behaviour seems more in schools today. For instance, Shekarey, Ladarni and Rostami (2020) in their study acknowledge that aggressive behaviours are common occurrences in today's schools, even among secondary school and undergraduate students.

Parenting style towards aggressive behaviour would lead people to get involve in aggressive behaviour. Medrano (2018) revealed that parenting style were significant predictors of aggression. Parenting style referred to as the control which parents exercise over their children. parenting is a complicated occupation which requires variety of skills that work in concert to influence the behaviour of the Adolescent (Ann & Goh, 2011). It is very important to know that parenting style can promote, enhance or diminish acceptable behavioural outcomes in Adolescents (Weiss & Schwartz, 2019). Baumrind (2021) defined parenting style as a psychological construct representing standard strategy in which parents use in their adolescents. Parenting can be an occupation that may need a lot of skill and works to influence adolescents' behaviour positively. Parents are character modifiers of their own adolescents' attitudes, including aggressive behaviour. They tend to have impact and influence on their adolescents' and when considering parenting patterns about attitude. Researchers have shown relationship from parenting patterns and adolescent attitude. (Baumrind, et'al, 2019; Ojukwu, 2018). Parenting styles are effective in reducing high-risk behaviours of teens. The results of the studies imply that parents, who spend more time supervising their children, have kids less inclined toward risky and poor behaviours (Smal & Laster, 2022).

Aggression may have major consequences on attitude and behaviour because of the influences of parental abuse on children. Discovering relationships to aggression is vital in understanding preventative measures of aggression. Through previous correlational studies, there seemed to be a positive correlation between Parenting style and childhood trauma and aggressive behaviour (Shaffer, 2022). Aggressive behaviour refers to a misconduct which is usually expressed in different ways at various stages of development. The issue is today a worrisome phenomenon as many schools, families and job-related settings now seem to have a significant number of people with aggressive behaviour. Thus, the issue has attracted the attention of school counsellors, researchers and other stakeholders within and outside educational settings to find a way of dealing with the aggressive issue. Aggressive behaviour is perceived to be exhibited frequently and more intensely among adolescents and young adults with many serious consequences for both the aggressor and people around them. Injuries to peers, teachers and other staff in school and family members as result of aggressive behaviours are not uncommon. These injuries tend to lead to significant costs to both the school and the family. Also, the social, economic and public health burden created by the perpetration of aggressive acts as noted by Centres of Disease Control and Prevention (2019) is profound. So, based on the nature of aggressive behaviour, especially as it concerns undergraduate students, the use of effective counselling techniques to modify such maladaptive behaviour represents a crucial step to curbing incidents of aggression and by extension reducing conflict at home, school and the larger society.

Aggressive behaviour has been differently defined. According to Zirpoly (2020), aggressive behaviouris seen as any form of conduct or actions by an individual, which is intended to cause pain, suffering and damage to another person. More so, Gould, et'al, (2021) see aggressive behaviour as a form of actions characterized by an assault or attack by one person on another. From the above definitions, aggressive behaviourist understood to encompass variety of behaviours. These behaviours range from mild verbal aggressive conducts usually exhibited from elementary to secondary school years, such as starting rumours, excluding others during plays, and arguing, to bullying, physical fighting, robbery, rape and other unwholesome behaviours with the sole intent to harm another. So, in the context of this study, aggressive behaviour is seen as a category of behaviours; physical, verbal or relational that is exhibited by undergraduate students, and which causes or threatens to harm others.

Prevention of aggressive behaviour aggression has many psychological effects and social costs on both the perpetrator and victim. For instance, the aggressor may be isolated due to peer rejection, have no

long-term friends, and be expelled from school. The victim loses freedom, forfeits self – assertion, becomes submissive and lives under fear. Aggression can disrupt the school's educational processes and disturb group and intergroup relationships in the school community. Because of its many adverse impacts, aggression should be prevented or minimized in all social contexts (home, school, and work). The best programs to reduce aggressive behaviours are those which are preventative and family focused. Parents and teachers can reduce aggression by removing aggressive toys, videos, and games from the playrooms thereby creating nonaggressive environments (Shaffer, 2022). Aggression can be reduced by addressing most of the non-biological factors that cause it. Parents and teachers can, for example, also control the type of programs and games children watch and play on television, video and internet at home and school. Unfortunately, most parents and teachers in developing countries are still not very computer literate and cannot effectively use programs or applications such as "Stop Pop Up" that can block access to unwanted internet sites with aggression, violence, sex or pornography (Lefrencois, 2021). Although aggression cannot be reduced to zero, there are many procedures that can decrease it significantly. These include the cognitive behaviour modification scheme, schedules of reinforcement and behaviour shaping under operant conditioning, the aggression replacement training, ART model (Glick, 2022), and the whole school approach to bullying (Olweus, 2020). Anti-violence intervention programs in schools have been shown to be effective as early as kindergarten due to parenting style act (Shaffer, 2022).

Katz and Gutmann (2022) concluded in their research that parents, who apply hostile approaches to resolve their conflicts, have children with more symptoms of antisocial behaviour (Borjali, 2021). Further studies in this field revealed that separation from parents and poor communication with children have a relationship with the degree of depression and aggressive behaviour of the children (Marsh, 2020). Father and mother are the most important and the most principal ones effective in the prevention of the identity crisis in adolescents. This is because parents are the first one whom a teenager builds a relation with. Parenting style, no doubt has been found to predict child well-being arising from the conclusion that adolescents of autocratic parents seem to lack social competence in handing other people and tend to withdraw from social contact. Against this backdrop, the study attempts to provide answer to the following question: Will parenting style significantly predict aggressive behaviours among undergraduate students in South-east Nigeria? The purpose of this study is to investigate whether parenting style significantly predict aggressive behaviours among undergraduate students in South-East, Nigeria.

2.0 REVIEW OF RELATED LITERATURE

Theoretical Review

The study is anchored on parenting style theory (2021) and associative theory of aggressive behaviour (2018)

Parenting Style Theory (Baumrind's, 2021)

Baumrind's (2021) theory is known as the theory of parenting style. Parenting style is an effort of parents in treating children, educating, guiding, and protecting children in reaching the maturity process. That is the best way for parents to educate their children. It is a manifestation of a sense of responsibility to children. According to (Baumrind, 2021), there are three types of parenting styles for their children, namely:

Authoritarian Parenting Style Authoritarian parenting style is a way of parenting by applying strict rules. Parents force their children to behave like themselves. They decide everything for the child. They will punish the child if the child breaks the rules. Authoritarian parenting style is characterized using harsh unishments. It uses more corporal punishment. Parents still apply strict rules even though their children are adults. This method will make the child to grow up with hesitant and weak personality. Children are unable to make decisions about anything. Parents will not give appreciation even though the child is obedient. They consider that all of these are obligations. It must be obeyed by a child.

Permissive Parenting Style Permissive parenting style is parents' way to educate their children with giving freedom. Children can do anything. Parents indulge their children's desires. They do not apply some norms and rules that must be followed by children. Children do not know that their behavior is right or wrong because their parents never correct or blame them. It may be caused by over affection from

parents. It occurs because parents have little knowledge about how to educate children. The personality of a permissive children is usually aggressive. Children cannot cooperate with other people. They have difficulty in adapting to the environment. Their emotions are less stable. They are always suspicious. As a result, children behave according to their own desires. They do not care if their actions are against the norms of society.

Authoritative parenting style authoritative parenting style is one of the parenting styles. It shows strict supervision of children's behaviour. But parents respect the thoughts and feelings of children. They invite children to give decisions. Preschool children who are educated by this parenting style tend to have self-confidence. They can monitor themselves. They are also able to get along well with their peers. Authoritative parenting is also associated with high self-esteem. It has moral standards, psychosocial maturity, independence, success in learning, and responsibility. Authoritative parents encourage children to be independent, but they still put limits on the child. They also control children's actions. Children can verbally dialogue with their parents. Authoritative parents are open and flexible. They provide opportunities for their children to grow and develop with rational rules. For example, parents apply a rule. They not only ask their children to obey them, but they also explain why the rules are applied. They explain the positive effects of these rules. Parents encourage children to obey the rules with their own awareness. On the other hand, parents are responsive to the needs and views of their children.

Parents always pay attention to the wishes and opinions of children. Then they discuss it with the children to make the final decision. Here, there is guidance and it cannot be separated from the help of parents. This guidance directs children to obey the rules. So, the child understands well why something should be done or something is forbidden to do.

Aggressive behaviour, according to Wood, Wood and Boyd (2014) is a deliberate injection of physical or psychological harm on people. With this definition, for an act to be aggressive behaviour, there must be an injection of psychological and physical harm on people as a deliberate act. Hence, unintentional or accidental inflicting of harm on others may not rightly be an aggressive behaviour (Ifeagwzi, 2010). Aggressive behaviour within in-school adolescents could be in different ways. It could be physical or verbal. Physical aggression is defined as an act of inflicting injury on people, while verbal aggression is the use of words that are intended to hot or harm another person. Aggressive behaviour among in-school adolescents sometimes takes the form of over screaming, bulling, shouting or becoming very agitated as it may trigger a minor setback (Eziyi & Odoemelam, 2008).

Baumrind (2021) defined parenting style as a psychological construct representing standard strategy in which parents use in their adolescents. Parenting can be an occupation that may need a lot of skill and works to influence adolescents' behaviour positively. Parents are character modifiers of their own adolescents' attitudes, including aggressive behaviour. They tend to have impact and influence on their adolescents' and when considering parenting patterns about attitude.

Parenting style could be referred to as the control which parents exercise over their children. Baumrind identified types of parenting styles as authoritarian, authoritative, neglecting parenting, indulgent and over-parenting. In her view, parenting is a complicated occupation which requires variety of skills that work in concert to influence the aggressive behaviour of their children (Ann & Goh, 2021). It is very important to know that parenting style can promote, enhance or diminish acceptable aggressive behavioural outcomes in adolescents (Weiss & Schwartz, 2008). An authoritarian parent tends to have the final decision in their home. Usually, they are demanding and directing. Though they ordered environment with rules clearly stated, they are strict and as a result adolescent from such homes are often afraid of their parents and this tends to impact on their decisions.

The authoritative parenting style falls between the authoritarian and permissive parenting style. According to Templar (2008), adolescents must learn to plan their own lives and that means learning the consequences of making the right or wrong decisions too. Parents under this parenting style encourage verbal give-and-take, express reasoning behind rules, and the aggressive reason, and shaping to strengthen objectives. This style of parenting can hypothetically be associated with positive adolescent behaviour outcomes and could foster positive difference and less aggressive adolescents. Parenting style, no doubt has been found to predict child well-being arising from the conclusion that adolescents of autocratic

parents seem to lack social competence in handing other people and tend to withdraw from social contact. They hardly use their initiative, they, depend on authorities to decide what is correct because they follow strictly to rules without being allowed to express their own opinion.

Neglecting parenting style is otherwise known as uninvolving or rejecting parenting style. The parents are often emotionally or at times physically absent from their children. With these therefore, one would agree with Echebe (2010), that the entire adolescent characteristics behaviour and personality adjustment as seen as the direct product of parental characteristics. Here, it is also the parent who sets the standard on which the adolescent operates. While in over-parenting, parents tend to involve themselves in every aspect of their adolescent's life, often they attempting to solve all the problems and stiffing the adolescent's ability to act independently or solve his/her problems (Baumrund, 2021).

Onyechi and Okere (2009) stated that, adolescence stage requires parental love, care, warmth. Generally, the social behaviour of the adolescents depends on the style of parenting. Utti (2010) observed that parenting is a major vehicle in socializing the child. Parenting as defined by Harvard (2010) as the family involvement process that consists of parent's attitude, value and practices in raising youths. Adolescents have some certain characteristics regarding their social behaviour. Steinberg (2008) reported that the adolescents experience some changes that have to do with self-consciousness and thinking of the person they want to be. Adolescents involve themselves in so many negative activities such as association with bad peer group, lack of respect for elders, drug abuse. In the long run if adolescents are not handled well or if appropriate parenting style is not applied to checkmate them it may lead to behavioural failure, uncontrolled and uncontrollable addiction and aggressive behaviour. For females it may lead them to maladjustment such as envy, lust for sex and addiction, gossiping, anger and prostitution. Strong gender differences in aggression have been found in virtually every culture that has been studied worldwide; about 75% of rape is committed by men as are about 70% of assaults and murders robberies, assaults and murders (Graham & Wells, 2009).

Childhood trauma is a form of child malpractice that involves any actor series conducted by the parents or other caretakers that harm the child's mental health. The most common factor for trauma among childhood sexual assault, witnessing severe disorder or death. A significant correlation has been found among the child trauma and the characteristics of life's emotional, physical and aggressive behavioural determinants such as stress, anxiety, alcohol, drug use, inappropriate learning, aggression and other criminal activities (Simsek & Evrensel, 2018).

Wellness and mental health issues that are confirmed as childhood abuse and neglect by parents, relatives and near ones. Consistency with the theory of the cycle of violence exposed to childhood abuse intensified the intergenerational uncertainty of engaging in aggressive behaviour in adolescence and adulthood (Wang, et al., 2019).

Numerous types of abuse children face lead to devastating mental status, and children develop traumatic stress reactions. Many types of physically abused children become aggressive themselves and have other behavioural challenges. Aggression and acting out are very usual, but there is a broad reaction perspective (Zhu, et al., 2020). Anger is often a significant part of a victim's response to trauma. At the core of the survival response, the children take aggression to cope with their childhood stress and keep themselves blocked from all the other circumstances living alone by showing their aggressive nature (Auslander, et al., 2016). The significant factors that acknowledge the linking among the childhood aggression, Trauma and its relation with the adult behaviour.

The associative theory was developed by Berkowitz, who added to the factors of the 1939 theory an additional condition: the aggressive reaction cannot be triggered without the presence of indicators associated with the causes of frustration or aggressive acts.

According to the author, the presence of these signals causes the individual to exhibit aggressive behaviours, cancelling the instigation of aggression caused by frustration that would prove to be dangerous for the body. Berkowitz believes that a stimulus turns into an aggressive signal and gets aggressive meanings when it is associated with positive aggression, suffering or unpleasant events that the individual has previously been subjected to. The stimuli regularly associated with the instigating factors of anger or aggression can gradually acquire the ability to trigger aggressive actions, especially in

individuals previously provoked or frustrated. Thus, stimuli, individuals (policemen), their characteristics (uniforms), objects (weapons) can all acquire signal value that will trigger aggression in certain conditions. In Berkowitz's opinion, frustration is neither a necessary condition nor sufficient to provoke an aggressive act. In certain conditions of challenge (including in the case of frustration) the individual becomes angry that at the slightest possible opportunity he will attack someone, author or not of the challenge. The inability to attack someone can in itself be a cause for frustration, increasing the likelihood of aggression.

The anger thus triggered will cause to the individual a state of preparation for aggression (instigation) that will not materialize in an aggressive act unless the contextual stimuli associated with the violence will be present. Once engaged in aggressive behaviour, the individual will experience some kind of relief, a consequence of diminishing the internal tension generated by the initial challenge. This pleasant sensation will reduce the tendency of immediate manifestation of another aggressive behaviour without diminishing the likelihood of subsequent aggressive manifestations. Thus Berkowitz opposes the principles set out by the frustration-aggression theory regarding the conditions of reducing the internal aggressive tension. catharsis (expression of all virtual forms of aggression). Opposing this idea, Berkowitz states that highly frustrated individuals can reduce their aggressive tendencies rather than aggressing the frustrating agent. Catharsis can only occur when the challenged individual reaches their goal, committing the sequence of aggressive acts. This is not just about an aggressive energy discharge. In Berkowitz's opinion, the individual's unsuccessful attempts at attacking the causes of frustration are themselves a frustration, leading to the growth of aggressive tendencies and not to diminishing them. (Berkowitz, 2018).

Empirical Review

Obiora (2021) looked at aggression amongst children and adolescents that highlights several antecedents of aggression. The study remarked on the relationship between parenting styles and aggression in children, there are few studies that integrate and systemize the available studies on parenting styles and aggression. The findings show that parenting styles have a direct impact on aggression in children. Authoritative parenting styles plays positive role in psychological behaviour in children while authoritarian and permissive parenting styles result in aggressive and negative behaviours in children.

Chukwuemeka and Awoke (2020) investigated parenting styles as a behavior among in-school adolescents in Abia State. Four research questions and three null hypotheses guided the study, the sample consisted of 878 respondents drawn through two stage sampling procedure from a population of and 4588 female) in-school adolescents. Two instruments titled Styles Questionnaire" (PSQ) and "Students' Aggressive Behaviour Questionnaire" (SABQ) were developed by the researchers. The stability of the instruments was determined using Product Moment Correlation Coefficient which gave relia and .823 for PSQ and SABO respectively. Data were analysed using descriptive statistics, Pearson product moment correlation coefficient, linear regression, multiple regressions. Findings revealed that prevalence of aggressive a high extent as the in-school adolescents experience physical, emotional and verbal aggressive behaviours to a high extent. Parenting Styles Correlated to a very high and significant extent with aggressive school adolescents; a positive but very low and no significant gender differences exist in the relationship between parenting styles and aggressive behaviour of the adolescents. Location (urban and rural areas) to a positive high and significant extent creates differences in the correlation between parenting styles.

Evis (2016) examined the relationship and impact of parenting styles on aggressive behaviour of preschool going children. It was hypothesized that authoritative parenting style negatively related to aggressive behaviour while authoritarian and permissive parenting styles positively related to aggressive behaviour of preschool going children and that parenting style impact the preschool aggressive behaviours. Using 310 school going children and their parents. The aggressive behaviour was measured by CBCL 1.5-5 (Rescorla, 2005) while parenting styles by parenting styles and dimensions questionnaire (Robinson, et 'al, 2001). The findings revealed that correlation analysis mostly indicated non-significant relationship of parenting styles with aggressive behaviour. Only age of 2 and 4 years old children, showed a significant correlation of aggression scale with gender ($r = -.231$, $p=.016$; $r = .383$, $p=.000$). Regressions illustrated that there was no statistically significant interaction effect between parenting style and

aggression in preschool children F (2) = 1.045, p = .353; η2 = .007. also, there was no significant interaction effect between parent's gender F (1) = .133, p = .716; η2 = .00 and parenting style * parent's gender F (2) = .833, p = .436; η2 = .005.

Sumargi, Prasetyo, and Ardelia (2020) looked at parenting styles and their impacts on child problem behaviours. The study aimed to test the effect of mothers' and fathers' authoritative and authoritarian parenting on child problem behaviour. The study examined the influence of family adjustment on parenting styles. Using 105 pairs of parents (fathers and mothers) by completed a set of questionnaires assessing their parenting styles, child problem behaviour, and family adjustment. Multiple regression analyses result reveals that their significant effect of mothers' authoritative parenting on child emotional problems, as well as significant effects of fathers' authoritative and authoritarian parenting on child behavioural problems. Another key finding was that parental teamwork predicted the effectiveness of parenting.

Naurah, et' al (2022) examine review of parenting styles and their impact on the adolescents' self-esteem. One of the processes for adolescents to develop their identity is by understanding the importance of self-esteem. As one of the closest individuals in adolescents' life, parents/parental figures play a substantial part in adolescents' selfesteem. Therefore, a best-evidence review is conducted to discuss different types of parenting styles and their impact on the self-esteem of adolescents. The result review revealed self-esteem has a direct and positive correlation with authoritative and permissive parenting styles. Conversely, highly authoritarian and negligent parents indicate lower adolescents' self-esteem. Furthermore, the review identified parents' role in increasing adolescents' self-esteem, also gender and cultural differences of parenting style and selfesteem.

Siyi (2022) looked at the relationship between parenting style and self-esteem in adolescents. The study reviewed the effect of four parenting styles (i.e., authoritative, authoritarian, permissive, and rejecting/neglectful parenting) on self-esteem and psychological outcomes in adolescents, such as well-being, life satisfaction, and school performance. It was found that parenting styles directly impact psychological outcomes. More specifically, a positive parenting style increases the life satisfaction and well-being of young adults. The results of this review also indicate the negative side of inappropriate parenting style, which increases adolescents' aggression. Aggression is a serious problem for adolescents, which normally leads them to be involved in criminal activities. Aggression might also cause mental health problems. Parents who are irresponsible are likely to increase the tendency of aggression in adolescents. Non-aggressive adolescents showed higher self-esteem than aggressive adolescents. Furthermore, the study also reviewed the relationship among self-esteem, parenting styles, and learning. Self-esteem serves as a mediator between parenting style and learning. The level of self-esteem increased by a positive parenting style can indirectly impact school performance, such as academic procrastination and self-regulated learning. A high level of self-esteem can decrease academic problems, and it also can facilitate the development of self-confidence, which is positively correlated with academic performance.

Hypothesis

The following hypotheses were tested in this study

Parenting style dose not significantly predict aggressive behaviours among undergraduate students.

3.0 METHODOLOGY

The study used survey design, based on the usage of questionnaire. Data were analyzed using Hierarchical multiple regression. Hierarchical multiple regression analysis is a statistical tool that allows a researcher to examine how multiple independent variables are related. With the help of research assistants, data were collected from departmental classes which formed a cluster. cluster sampling was applied. The study employed simple random sampling technique. Two sets of instruments were used, they are Parenting Style Scale (PSS) is a 31-item scale inventory developed by Robinson, Mandleco, Olsen and Hart, (1995) and Aggressive Behaviours Scale (ABS) is a 29-item scale inventory developed by Buss-Perry, (1992). In this case, the students who were available and met the required criteria were drawn. A total of one hundred and fifty (140) copies of the questionnaire were distributed to the target population within the period of three (3) weeks through the help of the research assistants. Total copies of

119 questionnaires which represents 64.2% were returned, 4 questionnaires which represents 9.8% copies were discarded due to inappropriate filling while 115 copies that were properly filled which represents 57.9% was analyzed.

4.0 DATA ANALYSIS AND INTERPRETATION

Table 1: Correlations of demographic variables (age, gender, religion and marital status), parenting style and aggressive behaviours among undergraduate students in South-east, Nigeria.

Variables	Mean	SD	1	2	3	4	5	6	7	9
1. Age	23.03	2.47	1	-.031	.084	.051	.055	.033	.157	-.038
2.Gende	1.58	.49		1	-.144	.246**	-.077	.120	.009	-.062
3.Marits t	.44	1.07			1	-.149	-.055	-.067	-.015	.051
4.Religi	4.11	.32				1	.005	.086	.061	.039
5.Author	22.81	2.56					1	.142	.006	.132””
6.Author	21.08	1.59						1	.086	.284**
7.Permi	14.89	1.98							1	-.013
8.Aggre	45.55	7.04								1

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Researchers computation (2026)

The result of table 1 above showed that none of the demographic variables, age (r -.038, p > .05), gender (r -.062, p > .05), marital status (r .051, p > .05), and religion (r .039, p > .05) have significant relationship with aggressive behavior among undergraduate students. Authoritative parental style was positively significantly related to aggressive behavior among undergraduate students. (r .132””, p < .001), this implies that increase in authoritative parental style in handling children a home by parents increases the aggressive behaviour of undergraduate students, authoritarian parental style equally was positively significantly related to aggressive behaviour among undergraduate students (r .284””, p < ,001), while permissive parental style was negatively not significantly related to aggressive behaviour among undergraduate students (r -.013, p > .001).

Table 2: Hierarchical multiple regression table showing summary, Beta (β) coefficient and significant levels of predictors of aggression behaviour among undergraduate students.

Variable	**Step$_1$** **β**	**Step$_2$** **β**
Controls		
Age	-.049	-.060
Gender	-.072	-.093
Marital status	055	.075
Religion	.067	.052
Predictors		
Parental style		
Authoritative		.094”
Authoritarian		.293””
Permissive		.035
Adjusted R^2	**-.024**	**.045**
ΔR^2	**.012**	**.101**

∆F	**.328”” **	**3.03”” **

Source: Researchers computation (2026)

Table 2 above shows the results of Hierarchical Multiple Regression which indicated that none of the demographic variable's age, gender, marital status and religion, entered in one significantly predicted aggression behavior among undergraduate students. The demographic variables however accounted for non-significant of 10% impact as predictors of aggression behaviour among undergraduate students. Authoritative parenting style positively significantly predicted aggression behaviour among undergraduate students ($\beta = .094$, $p < .001$) therefore, the more authoritative parenting style is being apply the more aggression behaviour escalate the more, secondly, Authoritarian parental style positively significantly predicted aggression behaviour among undergraduate students ($\beta = .293$, $p < .001$) while permissive parental style negatively non-significantly predicted aggression behaviour among undergraduate students ($\beta = -.035$, $p < .001$).

DISCUSSION OF FINDINGS

The study investigated parenting style and aggressive tendencies among undergraduates in Nigeria. Firstly, the findings of the study indicates that authoritative parenting style positively significantly predicted aggression behaviour among undergraduate in Nigeria, recording 30% variance in their aggressive behaviour, the null hypothesis which stated that parenting style does not significantly predict aggressive behaviours among undergraduate students in Nigeria, was rejected and alternate hypothesis accepted. Therefore, the more authoritative style is being apply the more aggression behaviour increases, this implies that increase in any form of authoritative and authoritarian style received by undergraduate students increases their aggression behaviour. The finding is in line with the result of Agnei, Eli, and Ardelia (2022).

Secondly, the finding showed that permissive parental style negatively not significantly predicted aggressive behaviour among undergraduate students, the null hypothesis which stated that parenting style will not significantly predict aggressive behaviours among undergraduate students, was accepted and alternate hypothesis rejected. Therefore, the more permissive parenting style is being apply the more aggression behaviour will decrease, this relationship implies that decrease in any form of permissive style received by undergraduate students decreases their aggression behaviour. The findings are not consistent with the findings of Naurah, and Mohmed (2022).

5.0 CONCLUSION AND RECOMMENDATIONS

In conclusion, the findings showed that age, gender, marital status and religion have non-significant relationship with aggressive behaviour among undergraduate students in South-east, Nigeria. Authoritative parental style positively significantly predicted aggressive behaviour among undergraduate students. Authoritarian parental style positively significantly predicted aggressive behaviour among undergraduate students. permissive parental style negatively non-significantly predicted aggressive behaviour among undergraduate students. Based on the current review, the study suggests that more studies should be carried out in developing and under-developed countries to generalize the impact of parenting styles and other variables on aggression and to compare the national context and understand characteristics of parenting styles and in different economic settings.

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