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ISLAMIC PARENTING: SOLUTION FOR SCHOOL BULLYING PROBLEMS ON ADOLESCENTS

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ABSTRACT :

To date, the community has abundant of unpleasant information about adolescents. How — is the role of parenting in response to this phenomenon? Islamic literature has the concept of parenting which is based on the Quran and Hadith. Islamic concept of parenting is called by researcher as Integrated Parenting, which includes some dimensions: qudwah hasanah (*ideal role model*), al-Adah (*habituation*), al-Mauidzah (*communication*), al-Mulahadzah (*care and control*), *as well as* uqubah wal ujaroh (*consequence*). *This concept is integrated, as it integrates the built psychological atmosphere and practical parenting techniques. This research examines the integrated parenting in the formation of adolescent behavior. A number of 88 high school students are selected in this study using incidental sampling technique. Parenting Scale Integrated Questionnaire, and My Life in School checklist used as a measuring tool to see the contribution of Islamic parenting on bullying. The results showed a significant negative correlation between Islamic parenting and bullying (r = -0414, p = 0.000). Meanwhile, regression analysis states that the role of integrated parenting towards bullying contributes as much as 16.2%.*

Keywords: *Integrated Parenting, Islamic parenting, Bullying.*

Introduction

The dynamics of the formation of adolescent behavior cannot be removed from the environment where they belong to. Studies of child development from ecological perspective also consider the environmental factors as a significant element in the formation of the child's behavior. The environment begins at home which is the first social environment of the child. How far the child has an attitude towards pro-social behavior; or anti-social behavior such as *bullying,* will depends on the value that is implanted within the family (Santrock, 2012). Mikulinar, Shaver, Gillath and Nitzberg (2005) states that the role of parenting which is manifested through the affection, attachment relationships of parents and children, as well as the warmth of the family will result on the child's positive attitude of helping others. While other researchers, such as Krause and Dailey (2009) who has written about the results of research on family pattern in addressing conflict and pressure, state that *bullying* cannot be separated from the tradition of moral values that followed. For several families that use violence to solve problems, they will assume aggression is an effective way to discipline children. Children who grow up in such families did not take any action when seeing *bullying* incident occurs at school, or they can be the *bullies* (Krause & Dailey, 2009; Rigby, 2003).

Growing world with rapid changes from all sides influences the practice of parenting within the family. In the study of psychology, several researchers in the field of *parenting,* such as Bronfenbrenner

(1979), Belsky (1984) and Furstenberg (1985) since the beginning have laid the theoretical framework of parenting. This framework opens up opportunities for the evaluation of parenting practices in the family, as it enabled the evaluation of the programs of other families. Parenting related to efforts to nurture the welfare of a child's life. To be a good parent, there are three things that must be present: attention, control and development (Hoghughi, 2004). These three aspects need to be given to children. *Attention,* with regard to a number of activities aimed to support the sustainable development of the child as the provision of physical, emotional support (such as love) and social needs (such as a sense of responsibility). *Control* is related to the activity of maintaining and setting limits to children while considering the child's age and personality characteristics. While the *development,* referring to activities that parents do to encourage children to discover their potentials, capabilities and development. This activity has a different essence with attention and control, but it includes all activities facilitated and encouraged by parents so that children can feel a new experience.

In general, the basic principles of universal parenting follow the rules applicable to people in various parts of the world. Religious perspective held by the parents will affect the pattern of parents' caring to their children. Children who grow up in a religious environment will have a positive attitude towards

religious rules. This is according to research conducted by Erickson (1992) for adolescents aged 16 to 18 years.

In the Indonesian context where people practice religious tradition, culture and customs from time to time, parenting practice cannot be separated from the religious perspective. This perspective colors the pattern of parents' care to the children. This pattern of parenting has been inherited from older people by traditional, cultural, or religious rules. Relating to the rules of this religion, Islam as a religion followed by the majority of the Indonesian has its own principles in parenting. These principles are derived from its main sources of teaching, namely the Qur'an and Hadith.

This research seeks to examine the parenting practices carried out by parents based on religious belief, namely Islamic literature and the opinions of prominent Islamic scholars. Islam has the concept of parenting that is rooted from the Quran and Hadith. Various scholars present the literature on Islamic parenting, known as *Tarbiyatul Aulad.* Among the existing *tarbiyaul aulad* concept, the idea Abdullah Nashih Ulwan (2014) is considered by the majority of educators as the comprehensive idea. There are five methods of parenting agreed scholars as the best method of early educators. This concept of Islamic parenting is called by the researchers as *Integrated Parenting,* which includes the dimensions of: *al-Qudwah* (ideal role model), *al-'Adah* (habituation), *al-Maudzah* (communication), *al-Mulahadzah* (care and control), and *Al-'uqubahwal*

Ujaroh (consequence). This concept is integrated, as it integrates the built psychological atmosphere and practical *parenting* techniques. In addition, this concept also incorporates elements of religiosity in the formation of the child's behavior.

The concept of *Islamic parenting* in this study will be tested to see its effect on the behavior (which is becoming the spotlight lately in the world of education). Behaviors *bullying,* which is a form of violence against another person, is a form of violence that is currently rife, in the community generally, including in schools.

The aim of this study is to examine the effect of Islamic parenting on adolescents' bullying behavior as well as to examine the contribution of Islamic parenting in preventing bullying among students. This is to answer the question "Is there any correlation between   the Islamic parenting and bullying behavior? When there is a correlation between these variables, the next problem is: how big is the role of Islamic parenting on bullying behavior?"

The hypothesis of this research is Islamic parenting has adversely fairy correlation on bullying behavior. In addition, Islamic parenting has a role to minimize bullying behavior among adolescents.

Islamic Parenting

Parenting is a term that is gaining its popularity with regard to parenting (child rearing). Parenting is defined as purposive activities aimed at ensuring the survival and development of children (Hoffmann, 2002 in Hughoghi, 2004). This definition can be drawn from the sense, that parenting is an activity aimed at the survival and development of children.

Parenting comes from the Latin word 'parere' which means to bring forth (birth), to develop or to educate. The word *parenting*, derived from its roots is defined as the developmental and educational activities compared with those who resist (the subject). In line with the problems of childcare, the parenting theory is also growing rapidly with the emergence of new figures which presents thoughts, ideas and empirical evidence. In this section we will clarify the development of theories that occurred in several sub subject, conceptual summary of the theory of parenting is based on the opinion of some experts, as well as the position of authors in the study of the theory to be used in this study.

Parenting pattern has a wide variety of styles, the best known is a parenting style that was introduced by Diana Baumrind in 1967. Baumrind divides parenting styles into three types: authoritarian, permissive, and authoritative style. Baumrind mentions that parenting style is predicted by the parents' personality thus will also predict the children behavior. Authoritarian style does some controlling

function on the children, so that children have limited responsibility, low sense of self-esteem, and finally, low academic achievement. This is due to the great dominance of the parents that the children lose the opportunity to learn independently, including managing conflicts overcome throughout their development. On the other hand, children raised by permissive parenting, will appear as impulsive, selfish, self-centered, easily frustrated, low in academic achievement, and self-reliance. In contrast, children with authoritative parenting will develop their confidence, clear academic orientation, and social responsibility. Gray and Steinberg, 1999 (in Bernstein, 2002) shows that children who grow up with an authoritative parenting style, will experience healthy psychosocial development, and have pro social behavior. These results are contradictive to the quality of children who grew up with authoritarian and permissive parenting style, where children do not get enough opportunities to solve the life problems and challenges adaptively.

Some subsequent studies developing in the world of parenting emerged more specific parenting dimensions. These dimensions are then incorporated into the parenting syles (Barber, Stolz, Olsen 2005, in Muth, 2012). The dimensions are: support, psychological control, and (behavioral control). *Support* refers to the affective dimension which relates to the caring behavior on adolescents' social initiatives (Collins, 2005, in Muth, 2012). Fletcher,

Steinberg and William Wheeler (2004, in Muth, 2012) state that loving and responsive parents are able to actively manage the children behavior in the context o fcommunicative family. Vansteenkiste, Luyckx and Goosens (2006 in Muth, 2012) assert that when parents are able to develop warm, thoughtful, and personalized relationship with their adolescent children, they create a climate of open family, which allows adolescents to share their experience. This kind of family climate is effective to protect the adolescents from the external problems.

Parenting in Indonesia

Parenting pattern in Indonesia cannot be separated from the religious frame which shapes the parenting practices. Religious traditions which have been developing conductively lasted for generations and passed down from generation to generation. No exaggeration to say that one of the biggest factors affecting the Indonesian society is religious belief and religious practice that became the foundation on various behaviors (Nasihudin, 2014).

Islam as the biggest religion in Indonesia has provided a guiding reference of children parenting, which covers the principles of parenting, logical and practical foundation, as well as the stages of parenting based on children age. These religious-based principles in Islamic literature are called the *Integrated Parenting.*

The basis of Integrated Parenting

Islam has big attention on the importance of child education, not only on the issues related to the child development in cognitive, affective, emotional and social aspects; but also the development of the religious aspect. It is stated in the Qur'an and Sunnah:

> O, those who believe, guard yourselves and your families from the Fire whose fuel is men and stones ...
> (At Tahrim: 6)
> Teach your children and family a favor and bring them (goodness)
> (Hadith of At Thabrani.)

It was narrated that the Salaf (early followers of the Prophet) that they strive to strengthen the bond between the children with their teachers. Losing time with the children is considered as disappointing because they are afraid if their children are not educated as they wish. It was narrated that Caliph Al Mansur (the leader in his time) had ever sent the prisoners somewhere. Then the prisoners were asked, "What was the heaviest you feel in this custody?" The prisoner replied: "the loss of education of our children" (Ulwan, 2014).

Based on the illustration above, the definition of Integrated parenting is "An integrated unity of parents' attitude and treatment to their children in educating, forming habit, and guiding children to achieve the optimal development based on religious foundation (Quran and sunnah).

Integrated Parenting has comprehensive cohesiveness, in these following matters.

1) Uniting the psychological atmosphere that is built with practical parenting. Psychological atmosphere refers to a condition in the relationships of parents and children which is characterized by warmth/ affection. In addition, the integrated parenting also provides measures/ practical stages of child care, so as to provide clear guidance for educators.

2) Transforming the religious element as the context (background), content of parenting, and conduct (featured in everyday behavior). Context (background) refers to the form of daily environment in which children live and grow up. The environment should ideally reflect the religious atmosphere that exposes the child to positive behavior. On the other hand, content is the treatment, customs, and rules that parents apply to their children, for instance, the rule of parents to respect elder and to love the younger. (Hadith of At Tirmidhi). Finally, conduct (behavior) is the living example of parents' behavior as the role models for children rule application in the family. For example: parents' habit of saying good words, not blaming others and being social. This, will be the most effective way of education.

The Components of Integrated Parenting

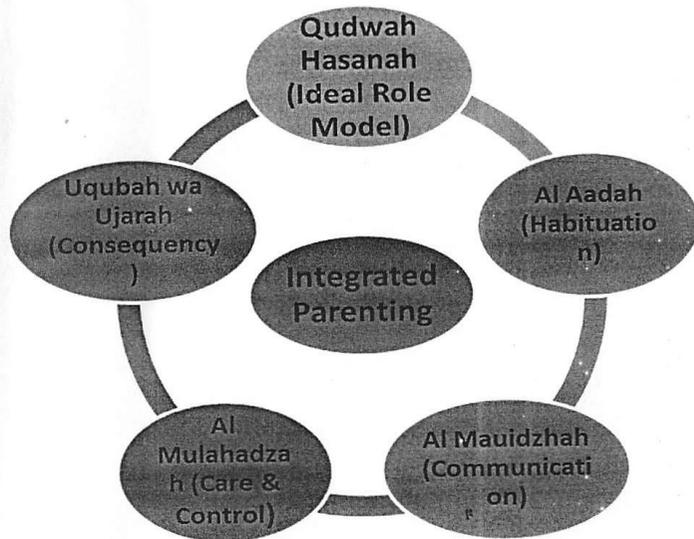There are five fundamental components of Integrated Parenting, as presented below.

Figure 1. Elements of Integrated Parenting

Educating by example / Qudwah hasanah (ideal role model)

Modeling is the most effective way of educating. Children will follow the words, actions, and attitudes of educators, consciously or not. Though children has the initial nature of being good, without good examples from parents' behavior, it is difficult for child to be good.

> *"There has certainly been for you in the Messenger of Allah an excellent pattern for anyone whose hope is in Allah and the Last Day and [who] remembers Allah often. "*(Surah Al Ahzab, verse 21).
>
> *" ... O you who have believed, why do you say what you do not do? Great is hatred in the sight of Allah that you say what you do not do.* (Surah Ash-Saff, verse 2 and 3).

Educating by habituation (al-'Aadah)

Habituation and discipline play significant role in the growth of children. Habituation is derived from conducive environment so that children get used to seeing ethical behavior. Allah says in the Quran that every human being has been shown to two roads, namely the straight path and the wrong path. Therefore, parents as the educators have to show their children to take the straight path by conducting good behavior.

> *"Indeed, We guided him to the way, be he grateful or be he ungrateful."*
> (Surah Al-Insan, verse 3).

Educating by advice (al mauizhah)

Advice is the essence of communication, in the form of delivering a message to the listener with particular messages. The content of communication can vary, tailored to the behavior that will be formed. In the advisory, communication techniques become important:

> *"Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best... "* (Surah An Nahl, 125)

Narrated by Aisyah RA, Rasulullah said: "Verily Allah is gentle and loves gentleness attitude in all things." (Hadith of Bukhari and Muslim).

Educating by giving attention and control (al-Mulahazhah)

Attention and control must be provided by parents equally. Attention means building a psychological atmosphere so that children and parents have emotional closeness. The form of attention also means the time to get involved in children's activities and focus on their future growth. Meanwhile, control means supervision of the child's behavior. Control is a way to keep the child shows the behavior according to the rules.

> *"And enjoin prayer upon your family [and people] and be steadfast therein. We ask you not for provision; We provide for you, and the [best] outcome is for [those of] righteousness."* (Surah Thaha, 132).

Narated By Abu Said Al-Khudri RA : The Prophet PBUH said, "Beware! Avoid sitting on he roads (ways)." The people said, "There is no way out of it as these are our sitting places where we have talks." The Prophet said, "If you must sit there, then observe the rights of the way." They asked, "What are the rights of the way?" He said, "They are the lowering of your gazes (on seeing what is illegal to look at), refraining from harming people, returning greetings, advocating good and forbidding evil." (Sahih Al Bukhari - Hadith Number 645).

Educating by rewards and punishment / (al ujarah wal uqubah)

Consequences are given when children commit a violation in order to provide a deterrent effect. Consequences are given by firstly agreeing upon some rules with the child. The principles in the provision of rewards and punishments are as follows:

> "O people, those who have gone before you were destroyed, because if any one of high rank committed theft amongst them, they spared him; and it anyone of low rank committed theft, they inflicted the prescribed punishment upon him. By Allah, if Fatima, daughter of Muhammad, were to steal, I would have her hand cut off." (Bukhari and Muslim

Bullying

Bullying is one form of violence which has specific characteristics (Davis, Parault and Pellegrini, *2007).* The term *bullying* behavior often associated with aggression. Some researchers argue *bullying* has similarities with the behavior of aggression (Davis, Parault and Pellegrini, 2007); several other states are part of the *bullying* behavior of aggression (Sullivan, 2000; Muth 2012). *Bullying* at

school generally occurs due to peer pressure. This suggests that there are factors that contribute to the social pressures *of bullying* (Toner, 2010). The increased adult victims of *bullying* at this occur sharply in line with the rise of violence in schools.

The researcher finds out that 73% of respondents stated that *bullying* occurs in school days. The bullies were seen in several roles, ranging from the perpetrator, the victim, or a person who witness the incidence of bullying *(bystander)*. It was also reported some different types of bullying, such as *bullying* that also occurs more frequently in men than women (Ttofi, 2011). Crick, Bigbee and Howes (in Summers, 2008) state that the boys' *bullying* tends to be more physical; while girls' *bullying* tends to be verbal/non-verbal and indirect. However, the occurrences of bullying in both boys and girls are almost similar.

Sullivan (2000) in his book *The Anti-Bullying Handbook* explains that an action can be categorized as *bullying* when: (a) there is an intention to injure another person; (b) the imbalance of power; (c) organized, systematic and hidden; (d) to be repeated within a period of time; and (e) the *bullying* victims are physically or psychologically hurt.

Integrated Parenting Roles in Minimizing Bullying

The behavior antisocial such as bullying becomes increasingly worrying today (Kogan, 2011). This phenomenon is also increasingly visible among teenagers in Indonesia. Some treatment has been given to the schools in form of interventions, such as the socialization of the dangers of bullying, training for teachers to be aware of the existence of bullying in schools and how to handle it, as well as character education given to students at the school in order to have pro social behavior. These treatments, however, are still not enough to stem the practice of bullying that occur (Kenneth, 2013).

When numerous interventions have not produced positive results, we need to consider other ways through preventive mechanism. Preventive measures do not surely give an instant impact; however, it will bear more effective result (Kenneth, 2013). This can be done by reenacting the parenting in family as what the experts have agreed that the family bond ns affection can mutually develop the attachment among family members and thus is an ideal model to reinforce pro social behavior among adolescents. In addition, good parenting enables the adolescents to easily demonstrate their positive behavior, and at the same time fortifies them from being involved in bullying.

Indonesian society which is robust in religious culture can consider practicing parenting style by Islamic law. Integrated parenting for children can serve

as a comprehensive solution. Integrated parenting requires parents/ educators for being the first role model (*qudwah hasanah*) to certain behavior. Additionally, integrated parenting also requires the existence of good habit that shape good behavior in children, the establishment of communication between parents and children, applied in attention and control of the child's behavior, and the imposition of appropriate consequences for achievement; or on the other side of the abuses children. These principles are believed to make children internalized by positive behavior, and otherwise avoid negative behavior.

Method

The population of this study was the high school students in the area of Depok, West Java. Due to very broad population, the researchers limited the study participants to perform sampling in accordance with the characteristics of the population. Accidental sampling using random sampling technique was employed to take representative a sample population of high school students. The selection of participants was based on the availability and willingness to participate in research (Kerlinger and Lee, 2011). Samples from this study were expected to describe the condition of high schools in general in Depok, West Java.

After getting permission from the related parties, namely the school principals where the students study, a number of 88 students from one high school in Depok

were chosen as the sample of the study. Participants consisted of 10 grade students, 40 male and 48 female students again. Participants filled out a questionnaire that has been drawn up and handed back the data to be processed.

This research was conducted using a quantitative non-experimental approach. In this study, no intervention or treatment are given to the participants. This research attempts to study the relationship between one variable with other variables and see how far these variables had an influence on other variables. Based on the type of research proposed by Sugiyono (2004), this study belongs to the associative research thus the research aims to determine the relationship between two or more variables.

The instrument for measuring the Islamic/integrated parenting was developed from *The Parenting Style* scale (Baumrind, Maccoby and Martin, 1967, 1983 in Hughoghi, 2004), which was paired with Islamic literature regarding Tarbiyatul Aulad (Ulwan, 2014). The *Integrated Parenting Scale* consists of some components: *al-Qudwah, al-'Aadah, al-Mauidzah, al-Mulahazhah, and al-uqubah wa Ijaroh*. Measuring tool behavior *bullying* adapted from the scale *My Life in School Checklist* (Arora, 2004). Both measuring instruments were designed by using ordinal scale and Likert scale from 1 (strongly disagree) to 5 (strongly agree).

The measuring tool in this study consisted of several statements that are favorable (supporting statements/ positively associated with the construct of measuring instruments) and unfavorable statements (opposing / negatively associated with the construct of the measuring instrument). In processing later point statement unfavorable that reversed the result of the assessment first before tabulation.

These three measuring instruments have been through the process of validity and reliability tests. The validity used consists of face validity and content validity. After the validity test completed, the reliability test was also conducted on to a statement that has been valid. Tests were carried out by using Cronbach alpha consistency internally processed using SPSS 20. The conclusion regarding the level of reliability of measuring instruments using the criteria of Guilford (1978), namely:

Table 1. Reliability Criteria

No	Cronbach Alpha	Interpretation
1	0,00 – 0,19	Almost not reliable
2	0,20 – 0,39	Low reliability
3	0,40 – 0,69	Medium reliability
4	0,70 – 0,89	High reliability
5	0,90 – 1,00	Very high reliability

Based on the table above, the following is the result of statistical calculation of *Cronbach Alpha* for the *Parenting Scale Integrated* measurement tools, as well as measuring tools *My Life in School Check* List:

Table 2 Reliability of Instrument

No	Instruments	N of items	Mean	Variance	SD	Cronbach Alpha
1	*Integrated Parenting*	63	239.3523	581,817	24.12088	.909
2	*My Life in School Check List*	30	109.8488	121.095	11.00430	.832

Referring to the opinion of Guilford, the measuring instruments used in this study has high and very high reliability, which means that they can accurately measure the reliability of the phenomenon under study.

The data was analyzed by using statistical analysis techniques such as the analysis of correlation and regression. Correlation test used to view the correlation between one variable to another; while the regression method was used to see the influence of the variables of the study. The data were processed statistically using SPSS version 20.

Findings

The correlation between Integrated Parenting and *Bullying* was presented below:

Table 3

Descriptive statistics of Integrated Parenting and

Bullying

	Mean	Std. Deviation	N
Integrated Parenting	239,3523	24,12088	88
Bullying	34,6591	13,06912	88

Based on the table above, it was shown that the average value of the Integrated Parenting is 239.3523, with a standard deviation value of 24.12088. While the average value *Bullying* is 34.6591 with a standard deviation value of 13.06912.

Table 4. Correlation between Integrated Parenting and

Bullying

		IP_TOTAL	Atotal
IP_TOTAL	Pearson Correlation	1	-,414**
	Sig. (2-tailed)		,000
	Sum of Squares and Cross-products	50618,080	-11364,432

Atotal	Covariance	581,817	-130,6:
	N	88	88
	Pearson Correlation	-,414**	

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

Table 5. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,414a	,172	,162	11,96327

a. Predictors: (Constant), Integrated Parenting

b. Dependent Variable: *Bullying*

From the above mentioned analysis, it can be concluded that there is a significant negative correlation level between variables *Integrated Parenting* against *bullying* 0:01. The correlation stands at r = -0.414 which means that the higher the perception of adolescents towards integrated parenting, the lower the likelihood they will display bullying behavior. The research results prove the hypothesis which says that integrated parenting has a significant negative relationship to bullying. It implies that if parents apply integrated parenting to their teen children, it is likely that the bullying case decreased significantly. Additionally, the calculations based on regression showed that the variables of integrated parenting contributed 16.2 percent to prevent the formation of bullying behavior in adolescents. It means that

integrated parenting can prevent the bullying case at schools.

Discussion

The rapidly changing global development enables the adolescents to easily access information freely, even without a filter. Adolescence, characterized by a strong need to seek of self-identity (Santrock, 2007), easily adapts their behaviors, either or not relevant to the religious values, morals and culture. The society has been constantly concerned by the decreasing of pro social behavior in adolescents, which turned them as personally individualistic. Similarly, this worry is on the incrasing violence in the form of aggression, fights, or bullying.

Teens belong to some layered environment, ranging from the smallest community which is family; to the larger environment so called school and community. The role of parents in their children parenting is an important factor in the formation of adolescents' behavior. Indeed, parenting functions all the way throughout the life stages of their children. At adolescence stage, where adolescents entered the intense interaction with their peers, the role of parenting still takes a significant portion. Some developmental psychologists have developed theories of parenting that begins by Baumrind (1967) to Mount (2002) and is still growing today. One thing that has not been widely explored is that Islamic parenting which was derived from the teachings of the Qur'an and

Sunnah. As the plenary teaching, Islam has its own formulation of parenting that is integrated and comprehensive. Studies in conventional parenting theory still led to criticism from experts in developmental psychology.

The Indonesian people as a religious community apply the principles of parenting which is inseparable from the religious values. Since childhood, Indonesian children have been introduced to the concept of God. In addition, the rules of what can be done and what cannot, are almost entirely sourced from the religion sources, apart from the social norms prevailing in society. This research applied the principles of Islamic parenting which is based on five components, namely: *Al Qudwah (ideal role model, Al 'Adah (habituation), Al Maudzah (communication), Al Mulahadzah (care and control),* as well as *Al'uqubah wa Ujaroh* (consequence). It was proved that integrated parenting has a significant correlation with the behavior of altruism and behavior of *bullying* in adolescents. Adolescents, who grew up with Islamic parenting based on the principle of integrated parenting, will have a negative attitude towards bullying. Integrated Parenting was also proved to contribute significantly to prevent the behavior of bullying.

Conclusion and Recommendations

Islam has robust literature as the sources of solutions for any life problems including psychological ones. In its literature, Islam also regulates the establishment of positive behavior on adolescents. Today, there is an increasing awareness of parents to revisit religious values as the solution for their parenting problems. For this reason, the following studies need to explore deeper in the concept of Tarbiyatul Aulad as a comprehensive solution in a scientific discussion.

The role of parenting is believed as a fundamental role in the formation of positive behavior in adolescents. This role will also be important as prevention for them from committing antisocial behavior such as bullying. The practice of good parenting will make the children stay close to their parents, so that all kinds of problems can be communicated without losing the close relationship with their peers. The proper parenting can also make children having the ability to perform commendable pro social behavior.

Parenting plays as an important factor in the prevention of violence in schools. To achieve the goal of education and character formation of students, schools and parents need to be invited to be involved in the formation of their children behavior. Schools need to regularly hold meetings/regular counseling to parents in order to be fully engaged in their children

development, resulting in a synergy between the goals of education in the school with parenting at home.

Further researches need to focus on students from various grades in overcoming the phenomenon of increasing aggressiveness in schools. This can involve students from elementary and junior high school students, even students at university. With the characteristics on psychological development, it can be seen the correlation between parenting practices with a tendency to aggressiveness in schools at various levels of education.

It is crucial that parents, teachers, and students should be aware about the importance of having the skills to relate, to collaborate with others, and to mutually respect each other. These skills can be given at school or community in the form of training to share the insights. It is expected that the skills sharpen the affective aspects of the adolescents and equip them with negative attitude towards aggressive behavior.

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