Parenting Style and Anti-social Behavior: An Exploratory Study of Secondary School Students

Uzma Kiran, Muhammad Tahir Khan Farooqi*, Shehzad Ahmed
University of Okara
*E-mail: drtahirkhanfarooqi@gmail.com

Abstract

The primal objective of present study was to investigate the relationship of parenting style with secondary school students' antisocial behaviour. Population of the study consisted of all students enrolled in public secondary schools of the Sahiwal division. Random sampling technique was employed for sample selection. Researchers selected all three districts of Sahiwal division i.e. Pakpattan, Okara and Sahiwal. Eight schools from each district were randomly selected as sample of the study. Data were collected from 190 male (95 urban and 95 rural) and 200 female (100 urban and 100 rural) students by using two questionnaires viz. Parental Authority Questionnaire (PAQ) and Sub-Types of Antisocial Behaviour (STAB). Statistical Package for Social Sciences (SPSS) was used for data analysis. Pearson *r* was run to analyze the data. It was inferred from analysis that majority of public secondary schools students perceive fathers' parenting style to be authoritarian and mothers' to be authoritative. No significant correlation was found between authoritative parenting style and students' antisocial behaviour. Authoritarian as well as permissive parenting styles were significantly correlated with students' antisocial behaviour. To conclude, both authoritarian and permissive parenting styles are the major contributors to lead students towards antisocial behaviour. It is recommended that parents should employ authoritative parenting style in rearing their children.

Keywords: Anti-social behavior, Parenting style, Authoritative parenting style, Authoritarian parenting style, Permissive parenting style.

Introduction

Parenting style is defined as strategies one uses in rearing their children. Usually parents are unaware of the effects of their parenting style on children's behaviour. According to Schaffer, Clark and Jeglic, (2009) parenting style is one of the causes that lead to children's anti-social behaviour. Choice of a parenting style is influenced by personal experiences as a child, perception of ones' role as a parent, popular beliefs and socioeconomic status of a person. Baumrind (1966) classified parenting styles in three types, i.e. authoritarian, permissive and authoritative, on the basis of two dimensions namely demandingness vs. demandingness and responsiveness vs. unresponsiveness (Basirion, Majid & Jelas, 2014). Parenting style has two dimensions i.e. demandingness and responsiveness. There are three types of i.e. authoritative, authoritarian and permissive (Nyarko, 2011).

Review of Literature

Parenting is defined as the cluster of strategies used by parents in bringing up their children (Johnson, 2012). It is the process of conveying desired behaviour from parents towards their children (Cramer, 2002). Authoritarian parenting style is a parent centered approach (Coplan, Hastings, Lagacé-Séguin & Moulton, 2002) based on the belief that parents are the authority. It emphasized on submission and compliance from children without any compassion and receptiveness from parents' side (Geeraert, Van den Noortgate, Grietens, & Onghena, 2004).Parents set rules to develop

behaviour of their children and drive them accordingly (Basirion, Majid, & Jelas, 2014). It has no room for negotiations between parents and children (Pong, Hao, & Gardner, 2005). Authoritarian parents consider themselves as an authority (Azimi, Vaziri, & Kashani, 2012). In authoritarian parenting style, parents do not feel accountable for the quantity of punishment given by them. Parents make use of verbal aggression i.e. criticizing and rejecting unacceptable behaviour of their children (Baumrind, 1967).

Permissive Parenting Style (PPS) is based on the belief that parents are facilitators rather than controllers (Baumrind, Larzelere, & Owens, 2010). Schaffer, Clark, and Jeglic (2009) claimed that permissive parents give their children full freedom and do not want to disturb their activities. Baumrind, Larzelere, and Owens (2010) further added that children of permissive parents have no realization that they have to face anger from others, if they show inappropriate behaviour. As a result, children do not leave such behaviour. With the passage of time, as the children grow up, permissive parents feel helpless to change the behaviour of their children. It is not right on the part of the permissive parent to leave the child without any guidance or set rules (Berg, 2011). Permissive parents are indulgent i.e. accept the mistakes of their children leniently. Social skills of the children are fully developed because they are given the opportunities to express themselves. Thus children begin to overpower their parents due to their friendly attitude (Azimi, Vaziri,& Kashani 2012). Such children consider this world as a laboratory and do not afraid of being indulged in illegal activities (Querido, Warner, & Eyberg, 2002). They are self-centered, irresponsible, unconcerned about others' welfare, highly emotional, dependent and lack intrinsic motivation (Sailor, 2004).

In authoritative parenting style, both parents and children take joint decisions after sharing their views (Nyarko, 2011). Children's sentiments have great importance for responsive parents (Mehrinejad, Rajabimoghadam & Tarsafi, 2015). Oliveira (2015) reported that authoritative parents are always helpful for their children. They participate in their child activities irrespective of their busy schedules at job, etc. Children are psychologically attached to their parents (Spera, 2005). Parents allow their children to solve any conflict on their own. Parents' expectations are high as well as they respond to the needs of their children (Berg, 2011). Moreover, he asserted that authoritative parenting style puts responsibility on the child by permitting him/her to choose. Thus, they develop the qualities of self-discipline and cooperation.

The empirical evidences across the globe revealed that parenting style is one of the major factors of antisocial behaviour (Schaffer et al., 2009; Hoeve et al., 2008;). American Psychological Association (2003) defined antisocial behaviour as exploiting and negating other people's rights. Behaviours that go against rules and customs set by society are called antisocial behaviour (Burt & Donnellan, 2009). It is intended to damage others either physically or mentally by use of physical force or verbal skills (Reynolds, 2004). It has been found in various studies that authoritarian as well as permissive parenting styles are contributory factors of antisocial behaviour. While authoritative parenting style reduces the chance of antisocial behaviour among children because it fulfills the needs of the children (Baumrind, Larzelere, & Owens, 2010). Interpersonal relationship between mother and father is also a contributory factor of antisocial behaviour. Children brought up by single parent i.e. either father or mother; also demonstrate behaviour problems (Del & Capilla, 2006). Authoritarian parenting style has adverse psychological effects on children's behaviour. Children of authoritarian parents have lack of social knacks and confidence (Barber, Stolz, Olsen, Collins, & Burchinal, 2005).

Parenting style characterized by high level of control sometimes leads children towards the opposite side and children become rebellious (Miller, Benson, & Galbraith, 2001). In its extreme form, when parents accord physical punishment with oral abuse, it will lead a child towards suicide

in order to get rid of challenging situations (Gershoff, 2002). Baumrind (1967) revealed that children of authoritarian parents have adjustment problems with their fellow beings and are more disheartened and worried as compared to other children (Milevsky, Schlechter, Netter, & Keehn, 2007). Parents try to develop desired behaviours forcefully among their family members. As a result, authoritarian parenting style damages interaction between parents and children. Therefore, children start to develop antisocial behaviour (Sailor, 2004).

Gonzalez, Holbein, and Quilter (2002) suggested that children of authoritative parents are socially skilled and achievement oriented. Children do not suffer from insecurities, low self-esteem and anxiety (Simons & Conger, 2007). Results of the study conducted by Milevsky, Schlechter, Klem, and Kehl (2008) postulated the fact that adolescents having authoritative parents are more self-confident, altruistic and contented with their lives as compared to those brought through other parenting styles. In the same way, Van Duijvenvoorde, Zanolie, Rombouts, Raijmakers, and Crone(2008) suggested that children who are not scolded by their parents for academic failure at school could solve their problems themselves and learn well. Turkel and Tezer (2008) suggested that parents should support self-dependence among their children because such children are emotionally sound, feel confident and do not look at others in troubles. Choe, Olson, and Sameroff (2013) opined that children of authoritative parents are less antisocial, more adjusted with their class fellows and can solve their problem themselves.

Objectives of the Study
Objectives of the study are given as under:
1.   To explore parenting styles as perceived by public secondary school students.
2.   To find out antisocial behaviour of public secondary school students.
3.   To investigate relationship between parenting style and students' antisocial behaviour.

Research Questions
Following research questions were formulated to achieve the objectives of the study:
1.   Do students enrolled in public secondary schools perceive their parents' parenting style similar?
2.   Do students enrolled in public secondary schools possess same antisocial behaviour?
3.   Does there any significant relationship exist between public secondary school students' perception about their parents' parenting style and students' antisocial behaviour?
4.   Does there any significant relationship exist between students' perception about their fathers' parenting style and students' antisocial behaviour?
5.   Does there any significant relationship exist between public secondary school students' perception about their mothers' parenting style and students' antisocial behaviour?

Delimitations
Due to time, resources and financial constraints, the study at hand was delimited to public secondary schools (10th grade students) of Sahiwal division.

Methodology
Nature of the study is correlational since researchers' main objective was to find out relationship between parenting style and students' antisocial behaviour. Survey method was employed to collect data on parenting style and students' antisocial behaviour. Population of the study consisted of all secondary school students of Sahiwal division (secession 2014-2015). All three districts

of Sahiwal division were selected as sample of the study. Due to limited time and resources, it was not feasible for the researchers to approach all secondary school students of Sahiwal division. Thus, researchers randomly selected eight schools from each district. Further, twenty students were randomly taken from each selected school.

Table 1. District Wise Division of the Selected Schools

Sr.no.	Division	District	Schools				Total
			Urban		Rural		
			Male	Female	Male	Female	
1.	Sahiwal	Pakpattan	2	2	2	2	8
2.		Okara	2	2	2	2	8
3.		Sahiwal	2	2	2	2	8
Total			6	6	6	6	24

It is evident from table 1 that twenty four schools of Sahiwal division constituted the sample of the study.

Table 2. District Wise Distribution of Participants

District Name	Sample Size	Responses	Response Rate
Pakpattan	160	135	84.4%
Okara	160	160	100%
Sahiwal	160	95	59.38%
Total	480	390	81.3%

It is expressed in table 2 that 480 students from three districts were approached while 390 students responded and the response rate was 81.3%.

Instrumentation

Mainly, there were two variables on which information was needed to seek for:

1.   Parenting style of fathers and mothers as perceived by secondary school students of Sahiwal division

2.   Students' antisocial behaviour

Separate instruments were used to measure both variables. The questionnaires were translated bilingually i.e. Urdu & English. Both questionnaires were piloted on 80 public secondary schools students before actual administration. Parental Authority Questionnaire (PAQ) was used to measure parenting styles of public secondary schools students' parents. It was developed by Buri (1991) and reliability of its original factors ranged from 0.74 to 0.87. The Cronbach Alpha reliability coefficient of PAQ (Parental Authority Questionnaire) used in present study was 0.79. Parental Authority Questionnaire (PAQ) was consisted of three factors and each factor contained ten items. Researchers got permission to use PAQ (Parental Authority Questionnaire) on 21st Sep, 2015.

Sub-Types of Antisocial Behaviour (STAB) developed by Burt and Donnellan (2009) was employed to assess students' antisocial behaviour. Due permission was sought by the researchers which was generously granted by the owner of the research instrument on Sep 19, 2015. It is a Lickert type close-ended instrument and consisted of 32 items. It has three factors related to students' antisocial behaviour i.e. physical aggression, social aggression and rule breaking having reliability coefficient 0.86. Cronbach Alpha reliability coefficient of STAB scale was raised from 0.86 to 0.88

after deleting five items (1, 2, 4, 6 &13) due to low item-total correlation. The scale actually used in present study comprised of 27 items.

Data Collection

Researchers personally collected the data from participants in Pakpattan, Okara and Sahiwal districts.

Data Analysis

Data were analyzed through Statistical Package for Social Sciences (SPSS) Version 20 and Microsoft Excel 2010.

Table 3. Descriptive Statistics on Factors of Parental Authority Questionnaire(PAQ)

Parenting Styles	Mean	S.D
Authoritative Style	3.23	0.56
Authoritarian Style	3.21	0.54
Permissive Style	2.77	0.54

Parents use authoritative parenting (M=3.23, S.D.=0.56), authoritarian (M=3.21, S.D.=0.54) and permissive parenting style (M=2.77, S.D.=0.54) in rearing their children. Authoritative parenting style is percieved by the majority of secodary school students whereas permissive parenting style is least percieved parenting style.
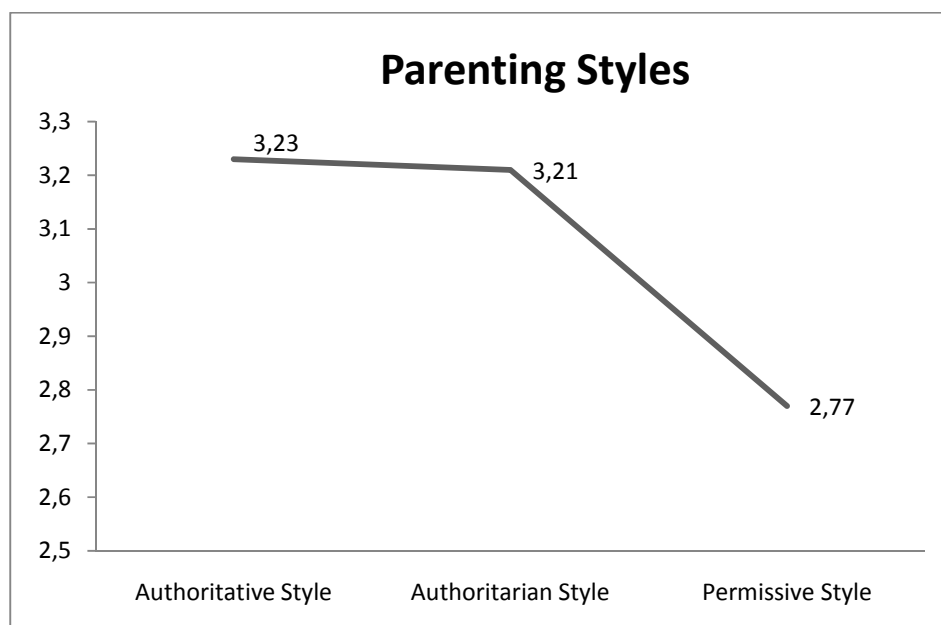

Figure 1. Parenting Styles on PAQ Scale

Figure 1 presents the parenting styles as percieved by secondary school students of Sahiwal division.

RQ 1: Do students enrolled in public secondary schools perceive their parents' parenting style similar?

Table 4.Analysis on Factors of Mother and Fathers' Parental Authority Questionnaire (PAQ)

Parenting Style	Father		Mother	
	M	S.D.	M	S.D.
Authoritative	3.21	0.63	3.24	0.63
Authoritarian	3.29	0.54	3.12	0.68
Permissive	2.78	0.58	2.77	0.65

Table 4 shows the mean scores on the factors of Parental Authority questionnaire(PAQ) as percieved by children about their mother and fathers' parenting style. Mothers (M=3.24, S.D.=0.63) employ authroritative parenting style more frequently as compared to fathers (M=3.21, S.D.=0.63).On the other hand fathers (M=3.29, S.D.=0.54 & M=2.78 , S.D.=0.58) mostly employ authoritarian and permissive parenting styles than mothers (M=3.12, S.D.=0.68 & M=2.77 , S.D.=0.65). To conclude, majority of students enrolled in public secondary schools of Sahiwal division percieve their mothers to be authoritative and fathers to be authoritarian.

RQ 2: Do students enrolled in public secondary schools possess same antisocial behaviour?

Table 5. Descriptive Statistics on Factors of Sub-Type of Antisocial Behaviour (STAB) Scale

Subsets of STAB	Mean	S.D.
Physical Aggression	1.70	0.59
Social Aggression	1.67	0.52
Rule Breaking	1.45	0.41

Table 5 shows mean scores of public secondary school students on factors of antisocial behaviour. Figures indicate that physical aggression(M=1.70,S.D.=0.59) is the most exhibited antisocial behaviour by secondary school students and rule breaking (M=1.45, S.D.=0.41) is the least one. Social Aggression (M=1.67, S.D.=0.52) is the second most exhibited subtype of antisocial behaviour.
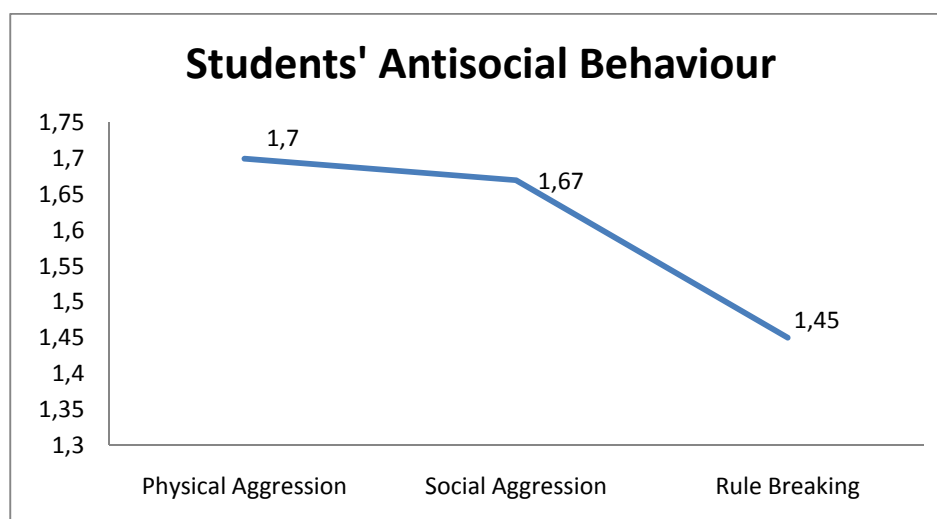

Figure 2. Students' antisocial behaviour on Sub-Type of Antisocial Behaviour(STAB) Scale

Figure 2 provides graphical representation of mean scores of public secondary school children on factors of Sub-Type of Antisocial Behaviour (STAB) scale.

RQ 3: Does there any significant relationship exist between public secondary school students' perception about their parents' parenting style and students' antisocial behaviour?

Table 6. Relationship between parenting styles and students' anti-social behaviour

Respondent	N	Mean	S.D	Correlation(r)	Sig.value
Parenting Styles	390	3.07	0.41	0.2^{**}	0.002
Students' Antisocial Behaviour	390	1.59	0.43		

N=390, *p<0.05, **p<0.01

Table 6 reflects that Pearson Correlation *"r"* value (0.2^{**}) is significant beyond at significance level α=0.01. Hence, answer to the research question is that there exists a significant positive relationship between students' perception of parenting styles and students' anti-social behaviour.

Table 7. Relationship between Factors of Parental Authority Questionnaire (PAQ) and students' anti-social behaviour

Parenting Style	N	Mean	S.D	Correlation(r)	Sig.value
Authoritative	390	3.23	0.56	0.08	0.11
Authoritarian	390	3.21	0.54	0.11^{*}	0.03
Permissive	390	2.77	0.54	0.16^{**}	0.002

N=390, *p<0.05, **p<0.01

Table 7 reflects that Pearson Correlation *"r"* value (0.08) is not significant beyond at significance level α=0.01. Correlation between authoritative parenting style and students' antisocial behaviour is negligible since $r=0.08<0.1$. Students' antisocial behaviour is significantly correlated with authoritarian ($r=.11^{*}$ & $p=0.03<0.05$) and permissive ($r=.16^{**}$ & $p=0.002<0.01$) parenting style. It leads us to conclude that there exists no significant relationship between fathers' authoritative parenting style and students' anti-social behaviour. However, there is a significant relationship between authoritarian and permissive parenting styles and students' antisocial behaviour.

Table 8. Relationship between Factors of Parental Authority (PAQ) and Sub-Types of Antisocial Behaviour(STAB)

Factors of Parenting Styles	Factors of Antisocial Behaviour					
	Physical Aggression		Social Aggression		Rule Breaking	
	r-value	Sig.value	r-value	Sig.value	r-value	Sig.value
Authoritative	0.01	0.06	0.05	0.28	0.07	0.19
Authoritarian	0.17^{**}	0.001	0.1^{*}	0.04	0.02	0.73
Permissive	0.191^{**}	0.00	0.06	0.27	0.192^{**}	0.00

N=390, *p<0.05, **p<0.01

Table 8 depicts that Pearson *r* values of the relationship between authoritative parenting style and all three factors of STAB scale are negligible since ($r=0.01, 0.05, 0.07< 0.1$) and insignificant at α=0.05 level. There is a significant correlation between Authoritarian parenting style and Physical Aggression=0.17^{**}, $p= 0.001<0.01$. Authoritarian parenting style is also significantly correlated with Social Aggression as $r=0.1^{*}$, $p= 0.04<0.05$. Permissive parenting style is significantly correlated with Physical Aggression and Rule Breaking as $r=0.191^{**}$ $r=0.192^{**}$, $p= 0.00, 0.00<0.01$. All

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other correlations are insignificant at α=0.05 level. Therefore, it is concluded that Authoritarian parenting style has a positive and significant relationship with Physical and Social Aggression. Permissive parenting style is significantly correlated with Physical Aggression and Rule Breaking. However, authoritative parenting style is not significantly correlated with any factor of antisocial behaviour. Moreover, relationship between authoritative parenting style and students' antisocial behaviour is negligible.

RQ 4: Does there any significant relationship exist between public secondary school students' perception about their fathers' parenting style and students' antisocial behaviour?

Table 9. Relationship between fathers' parenting style and students' anti-social behaviour

Respondent	N	Mean	S.D	Correlation(r)	Sig.value
Father's parenting style	390	3.09	0.42	0.16**	0.001
Students' antisocial behaviour	390	1.59	0.43		

N=390, *p<0.05, **p<0.01

Table 9 reflects that Pearson Correlation *"r"* value (0.16**) is significant beyond at significance level α=0.01. Hence, answer to the research question is that there exists a significant positive relationship between students' perception about fathers' parenting style and students' anti-social behaviour.

Table 10. Correlation between fathers' parenting style and students' anti-social behaviour

Father's parenting style	N	Mean	S.D	Correlation(r)	*Sig.value*
Authoritative	390	3.21	0.63	0.009	0.08
Authoritarian	390	3.29	0.54	0.11*	0.04
Permissive	390	2.78	0.58	0.15**	0.003

N=390, *p<0.05, **p<0.01

Table 10 reflects that Pearson Correlation *"r"* value (0.009) is not significant beyond at significance level α=0.01. Moreover, correlation between authoritative parenting style and students' antisocial behaviour is negligible since *r*=0.009<0.1. Students' antisocial behaviour is significantly correlated with fathers' authoritarian (r=.11*&p=0.04<0.05) and permissive (r=.15**&p=0.003<0.01) parenting style. It leads us to conclude that there exists no significant relationship between fathers' authoritative parenting style and students' anti-social behaviour.

However, there is a significant relationship between fathers' authoritarian and permissive parenting styles and students' antisocial behaviour.

RQ 5: Does there any significant relationship exist between public secondary school students' perception about their mothers' parenting style and students' antisocial behaviour?

Table 11. Relationship between mothers' parenting style and students' anti-social behaviour

Respondent	N	Mean	S.D	Correlation(r)	Sig.value
Mother's parenting style	390	3.05	0.48	0.12*	0.02
Students' Antisocial Behaviour	390	1.59	0.43		

N=390, *p<0.05, **p<0.01

Table 11 reflects that Pearson Correlation *"r"* value (0.12*) is significant beyond at significance level α=0.05. Hence, answer to the research question is that there exists a significant relation-

ship between students' perception about mothers' parenting style and students' anti-social behaviour.

Table 12. Correlation between factors of mothers' Parenting Styles and students' anti-social behaviour

Mother's parenting style	N	Mean	S.D	Correlation(r)	Sig.value
Authoritative	390	3.24	0.63	0.05	0.3
Authoritarian	390	3.12	0.68	0.09	0.09
Permissive	390	2.77	0.65	0.13**	0.014

N=390, *p<0.05, **p<0.01

Students' antisocial behaviour is not significantly correlated with mothers' authoritative and authoritarian parenting style at α=0.05 level. Moreover, correlation between authoritative and authoritarian parenting style and students' antisocial behaviour is negligible since $r=0.05$ & $0.09 < 0.1$. Pearson Correlation *"r"* value $= 0.13^*$ is significant beyond at significance level α=0.05 as *p=0.014*<0.05. It is concluded that mothers' permissive parenting style and children's anti-social behaviour are significantly correlated but there exists no significant relationship between mothers' authoritarian and permissive parenting styles and students' antisocial behaviour.

Results

1. Parents use authoritative (M=3.23, S.D.=0.56), authoritarian (M=3.21, S.D.=0.54), and permissive parenting style (M=2.77, S.D.=0.54) in rearing their children. Authoritative parenting style is percieved by the majority of secodary school students whereas permissive parenting style is least percieved parenting style. (Table: 3)

2. Analysis of the comparison between students' perception about mothers' and fathers' parenting style shows that mothers (M=3.24, S.D.=0.63) employ authroritative parenting style more frequently as compared to fathers (M=3.21, S.D.=0.63). On the other hand fathers (M=3.29, S.D.=0.54 & M=2.78, S.D.=0.58) are more used to employ authoritarian and permissive parenting styles than mothers (M=3.12, S.D.=0.68 & M=2.77, S.D.=0.65). (Table: 4)

3. Students enrolled in Punjab public secondary schools exhibit more antisocial behaviour in terms of physical aggression (M=1.70,S.D.=0.59) & social aggression (M=1.67, S.D.=0.52) and are less inclined to rule breaking ((M=1.45, S.D.=0.41). (Table 5)

4. Pearson Correlation *"r"* value (0.2^{**}) is significant beyond at significance level α=0.01. There exists a significant positive relationship between parenting styles as perceived by students and students' anti-social behaviour. (Table: 6)

5. Pearson Correlation *"r"* value (0.08) is not significant beyond at significance level α=0.01. Moreover, Correlation between authoritative parenting style and students' antisocial behaviour is negligible since $r=0.08<0.1$. Students' antisocial behaviour is significantly correlated with authoritarian ($r=.11^*$ & *p=0.03*<0.05) and permissive ($r=.16^{**}$ & *p=0.002*<0.01) parenting styles. (Table 7)

6. Pearson *r*-values of the relationship between authoritative parenting style and all three factors of Sub-Types of Antisocial Behaviour(STAB) scale are negligible since ($r=0.01, 0.05$ & $0.07< 0.1$) and insignificant at α=0.05 level. There is a significant correlation between authoritarian parenting style and physical aggression, $r=0.17^{**},$ $p= 0.001<0.01$. Authoritarian parenting style is also significantly correlated with social aggression subscale as $r=0.1^*,$ $p= 0.04<0.05$. Permissive parenting style is significantly correlated with physical aggression and rule breaking as $r=0.191^{**},$ $r=0.192^{**},$ $p= 0.00, 0.00<0.01$. All other correlations are insignificant at α=0.05 level. (Table 8)

7.   Pearson Correlation *"r"* value (0.16[**]) is significant beyond at significance level α=0.01. Hence, a significant positive relationship between students' perception about fathers' parenting style and students' anti-social behaviour is existed. (Table 9)

8.   Pearson Correlation *"r"* value (0.009) is not significant beyond at significance level α=0.01. Moreover, Correlation between authoritative parenting style and students' antisocial behaviour is negligible since *r*=0.009<0.1. Students' antisocial behaviour is significantly correlated with fathers' authoritarian (*r*=.11[*]&*p=0.04*<0.05) and permissive (*r*=.15[**]&*p*=0.003<0.01) parenting style. No significant relationship between fathers' authoritative parenting style and students' antisocial behaviour is existed. However, there is a significant relationship between fathers' authoritarian and permissive parenting styles and students' antisocial behaviour. (Table 10)

9.   Pearson Correlation *"r"* value (0.12[*]) is significant beyond at significance level α=0.05. There existed a significant relationship between mothers' parenting styles and students' anti-social behaviour. (Table 11)

10.   Students' antisocial behaviour is not significantly correlated with mothers' authoritative and authoritarian parenting style at α=0.05 level. Moreover, correlation of authoritative and authoritarian parenting style with students' antisocial behaviour is negligible since *r*=0.05 & 0.09 <0.1.Pearson Correlation *"r"* value =0.13[*] is significant beyond at significance level α=0.05 as *p=0.014*<0.05. (Table 12)

Discussion

An august result of study at hand is that majority of public secondary school students percieve their mothers to be authoritative and fathers to be authoritarian. Findings of the present study verified the results of the study conducted by Akin (2012) in which the researcher concluded that authoritative parenting style is the most dominating parenting style. Fathers believe that strict control would lead their children towards achieving a competent personality and thus choose authoritarian style whereas mothers, ambitious of their children to achieve high goals by fulfilling their needs and keeping a balance between freedom and restrictions adopt authoritative parenting style (Berg, 2011).

The study at hand rectify the results of previous studies (Hoeve et al., 2008; Schaffer et al., 2009) revealing that a significant positive relationship was found between parenting styles and students' antisocial behaviour. A great number of researches are in line with the results of present study that authoritarian parenting style is significantly correlated with students' score on physical and social aggression. Authoritarian parents are highly demanding but it creates negative perfectionism on the part of child. Authoritarian parenting style has adverse psychological effects on children's behaviour. Children of authoritarian parents are dissatisfied , introverted , have adjustment problems with their fellow beings, lack social knacks and confidence (Barber, Stolz, Olsen, Collins,& Burchinal, 2005) and are more disheartened and worried as compared to other children (Milevsky, Schlechter, Netter, & Keehn, 2007). Children of authoritarian parents become rebellious (Miller, Benson &Galbraith, 2001; Sailor, 2004) and try to escape from challenging situations (Gershoff, 2002).

Previous researches (Azimi, Vaziri, & Kashani, 2012; Baumrind, 1967; Querido, Warner, & Eyberg, 2002; Sailor, 2004; Santrock, 2007; Schaffer, Clark, & Jeglic, 2009; Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 2006; Mullens, 2004; Wright& Cullen, 2001) rectify the results of present study demonstrating that permissive parenting style is significantly correlated with physical aggression and rule breaking. Children of permissive parents are more antisocial as compared to the children of authoritative or authoritarian parents. Results of study conducted by Schaffer, Clark, and Jeglic (2009) provide empirical evidence for this conclusion. Children begin to overpower their par-

ents because parents want to have friendly relationship at any cost (Azimi, Vaziri, & Kashani 2012). They do not realize the need of showing appropriate behaviour and always want their desires to be fulfilled (Santrock, 2007). Such children consider this world as a laboratory and do not afraid of being indulged in illegal activities. (Querido, Warner, & Eyberg, 2002). Schaffer, Clark, and Jeglic (2009) claimed that permissive parenting style is positively associated with behavioural problems. High level of support and low level of demandingness produce such children as are socially immature, self-centered, irresponsible and unconcerned about others' welfare. They feel hesitation while facing challenges. Unlimited freedom with no responsibility leads to disruptive behaviour on the part of the children (Sailor, 2004).

An important finding made by present study i.e. authoritative parenting style is not significantly correlated with children's antisocial behaviour is in line with the results of previous researches (Berg,2011; Bronte, Moore,& Carrano ,2006; Choe, Olson,& Sameroff , 2013 ; Gonzalez, Holbein,& Quilter , 2002;Hoeve et.al 2008; Mensah & Kuranchie, 2013; Milevsky, Schlechter, Klem,& Kehl , 2008; Simons & Conger, 2007; Speirs, Neumeister, Williams,& Cross , 2009; Steinberg & Silk , 2002; Turkel & Tezer , 2008;Van Duijvenvoorde ,Zanolie , Rombouts , Raijmakers,& Crone,2008; Wargo ,2007) . Children of authoritative parents usually have better self-esteem and are more cooperative, self-confident, cheerful (Baumrind, 1967), less antisocial, more adjusted with the class fellows (Choe, Olson,& Sameroff , 2013), achievement oriented (Gonzalez, Holbein ,& Quilter , 2002) , altruistic and contented with their lives as compared to those brought through other parenting styles (Milevsky, Schlechter, Klem,& Kehl ,2008). Children do not suffer from insecurities, low self-esteem and anxiety (Simons & Conger, 2007).In this connection Bronte, Moore, and Carrano (2006) further stated that adolescents having even single authoritative parent i.e. father/mother show better outcomes as compared to those having no authoritative parent at all.McGillicuddy-De Lisi & De Lisi (2007) argued that authoritative parenting style shows positive behaviour outcomes on the part of children irrespective of racial or cultural differences.

Another interesting conclusion drawn from present study is that mothers' authoritarian parenting style is not significantly correlated to children's antisocial behaviour because children perceive their mothers' way of behavioural control to be acceptable as compared to fathers' disciplinary measures. Fathers' authoritarian parenting style leads children towards antisocial behaviour. Moreover, both fathers and mothers' permissive parenting style is significantly correlated with children's antisocial behaviour. Research studies (Baumrind, 1967; Santrock, 2007) support the above-mentioned results.

Conclusions
Finally, the foolowing conclusions can be made:
1.   Authoritative parenting style is the most percieved parenting style by public secodary school students of Sahiwal division whereas permissive parenting style is the least percieved one. Authoritarian parenting style is the second most dominating parenting style as perceived by public secondary school students. (Result 1)
2.   Majority of public secondary school students percieve their mothers to be authoritative and fathers to be authoritarian . (Result 2)
3.   Physical aggression is the most exhibited while rule breaking is the least possessed antisocial behaviour by public secondary school students. (Result 3)
4.   A significant positive relationship was found between parenting styles as perceived by public secondary school students and their antisocial behaviour. Authoritative parenting style is not significantly correlated with students' antisocial behaviour. Authoritarian parenting style is significantly correlated with physical and social aggression. Permissive parenting style is significantly

correlated with physical aggression and rule breaking. To conclude, children of permissive parents are more antisocial as compared to the children of authoritative or authoritarian parents. (Results 4, 5, 6)

5.   Fathers' authoritative parenting style is not related with students' antisocial behaviour but authoritarian   as well as permissive parenting style lead secondary school students towards antisocial behaviour. Moreover, fathers' permissive parenting style is more significantly correlated to students' antisocial behaviour than authoritarian parenting style. (Results 7,8)

6.   Neither authoritative nor authoritarian parenting style employed by mothers lead students towards antisocial behaviour. However, secondary school students having permissive mothers are more antisocial. (Results 9,10)

Recommendations

1.   Permanent post of psychologist should be announced by the education department in public secondary schools for proper guidance and counseling of students exhibiting antisocial behaviour.

2.   Education department should arrange training workshops for both teachers and parents so that they can effectively deal with children suffering from antisocial behaviour.

3.   Social skills training program should be conducted to improve prosocial skills of children.

4.   It is revealed in the study that fathers mostly used authoritarian parenting style therefore, fathers' presence must be ensured in parent teacher meetings.

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