

AGGRESSIVE BEHAVIOR: REVISITING THE INFLUENCE OF PARENTING STYLES AND RELIGIOUS COMMITMENT AMONG YOUTH (A STUDY OF SOUTH PUNJAB PAKISTAN)

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ABSTRACT

In times negative parenting practices are the main risk factor for antisocial aggressive behavior among youth, however in this context, there is dearth of research studies that investigate the influence of parenting styles and religious commitment among aggressive behavior of youth. Correspondingly, the purpose of this research to examine the influence of parenting styles and religious commitment on aggressive behavior among youth of south Punjab, Pakistan. For this purpose, a cross-sectional research was designed. A total N=381 male and females' students from three renowned public sector universities of south Punjab were targeted through multi-stage sampling technique. However, the validation of adapted scales has been analyzed by employing confirmatory factor analysis (CFA), however, structural equation modeling (SEM) method has been used for hypotheses testing. The findings showed that authoritative parenting styles has significant negative relationship with aggressive behavior, in contrast, permissive and authoritarian parenting style have significant positive relationship with aggressive behavior. Additionally, religious commitment has significant negative relationship with aggressive behavior. This study concluded that permissive and authoritarian parenting styles are the influential factor in the development of aggressive behavior, while religious commitment and authoritative parenting style are negatively influence on antisocial aggressive behavior.

KEYWORDS: Aggressive Behavior, Authoritative, Authoritarian, Permissive, Parenting Styles, Religious Commitment.

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1. INTRODUCTION

Aggressive behavior is the behavior whose repercussion badly affects the social relationships of a human being in a society. This violation of socially acceptable behavior includes; offensive gossips, social rejection, (Boxer & Goldstein, 2012) bullying (Gomez-Ortiz et al., 2014), communal embarrassment, physical violence (Clark, Dahlen & Nicholson, 2015), disruptive behavior (Stormshak et al., 2000), rebelliousness and disobeying the others (Alizadeh, Talib & Abdullah, 2011). In United States, according to a report of National center for educational statistics (2016) approximately 33% of the students found to be suspect of various acts of violation. Of these 33% 13% students have made fun of the others by calling them with bad names and insulting them in public. 12% have been suspected to spread rumors, 5% were involved in physical humiliation 5% are disqualified from the activities on tenacity. These acts are noticed in 34% classrooms, 22% cafeterias,

19% school's playground, 10% transport and 9% in toilets.

According to center for disease control (2017) students who tend to express aggressive behavior have higher tendency to face sleeplessness, poor institutional regulation, anxiety and depression. In this way, students who are engaged in bullying and other unstandardized activities have higher risk of psychological illness 19% of these students have poor self-belief which can disturb their family ties and peer group bonding. Not only such aggressive behavior disturbs their personality and their primary relations but also such aggression can be harmful for their physical health and well-being as well (Gini & Pozzoli, 2013). Growing body of knowledge has indicated various determiners which are the cause of aggressiveness in youth. For instance, Ojo (2015) demonstrated determiners of interpersonal aggression with respect to an individual's family environment, parental harsh behavior, broken homes, physical punishment,

death of a beloved one, poverty, financial problems and more probably absence of parental bonding (Clare, 2006). Henceforth, can say that parenting styles plays a significant role in developing a child's behavioral manifestation (Ashraf et al., 2019).

Generally, Baumrind's (1966) work on parenting styles is said to be the pioneer in studying parental dimensions based on parental responsiveness and parental demandingness. These styles have been nominated as authoritative, permissive and authoritarian parenting style (Hoskins, 2014). Outcomes of various studies indicated the association between parenting styles and child's behavioral outcomes (Sangawi, Adams & Reissland, 2015; Stevens et al., 2007; Mulvaney & Mebert, 2007). Massive literature guided that of all three parenting styles authoritative parents are highest in responsiveness and demandingness. Children of these parents are less likely to involve in violating societal norms and values (Hoskins, 2014). Contrary, authoritarian parenting style is opposite to authoritative parenting style. Batool (2013) described the concerning point by following the assumptions of Bandura's social learning theory which speculated that children learn by imitating their parents. Children may model the aggression and authoritative behavior of their parents in controlling them. Under such circumstances, children tend to adopt physical or verbal aggressive mechanism to get control over a certain state of affairs (Bandura, 1989). In comparison to above both permissive parenting style comprises low demandingness and low responsiveness. It has been said that children of these parents are less sociable and weak in social relationships (Rizvi & Najam, 2015).

Despite all nowadays researchers have main concern in appreciative religious commitment on youth's aggressive behavior. Growing body of literature has explained the influence of religious commitment in reducing aggressive behavior. Pirutinsky (2014) and Massarwi, Kassabri and Eseed (2019) focused on religious activities discourage the involvement in delinquent activities. Researchers have argued Hirschi's social control theory explained that many people do not get involved into deviant activities because of their strong religious bond. People who does not follow the religious values are more likely to attract towards breaking that rules which should be followed (Desmon et al., 2011). In Pakistan, Ashraf et al. (2019) investigated the role of parenting practices in establishing violent behavior among youth. Similarly, Shagufta et al. (2015) discovered the etiological role of peer group, disruptive behavior, bullying in developing violent behavior. A report by Punjab bureau of statistics on crime

and education (2018) there were 4017 cases of murder, 11425 cases of Burglary, 34572 cases of theft and 793 cases of dacoits in Punjab. As far as aggressive behavior later can be converted into crime that could not only severely deteriorate the smooth running of society but family and social institutions as well. Henceforth, the principle objective of this research is investigating the relationship, direction and consistency of parenting styles such as, permissive, authoritarian, authoritative and religious commitment on youth's anti-social aggressive behavior in south Punjab Pakistan. Prior researches have been conducted on the population of western context and a recent study of Massarwi, Kassabri and Eseed (2019) stated there is a paucity of literature on these particular aspects in non-western culture. Therefore, this study is helpful for the literature in this regard.

1.2 Research Objectives

- (1) To investigate the parenting styles (authoritative, authoritarian, Permissive) and its effect on aggressive behavior among youth.
- (2) To analyze the religious commitment and its effect on aggressive behavior among youth.

2.1 Theoretical Framework and Hypothetical Model

According to the assumptions of Social Control Theory by Hirschi (1969) postulated four imperative dimensions in which he described controlling mechanism of deviance. This theory stated four imperative mechanism i.e. attachment with parents and peer group can reduce the chances for a person to get involved into deviancy, while commitment comprises career aspiration and educational determination would lead to serve time and energy in making aspiration into reality, even though involvement as everyone know "Empty mind is devil's workshop" involvement in positive activities that could improve existing bonds with others spreads positive vibes and people would less likely to be involved in anti-social activities and lastly belief in societal norms and values can condense the risk of being involved into deviancy. If we consider this theory of social control with respect to context of current study.

2.1.1 Authoritative Parenting Style and Aggressive Behavior

When attachment is categorized as parental attachment it is put forwarded that social control can be seen via parental attachment; youngster's intimacy and interaction with their parents. There has been a negative relationship of parenting styles

such as authoritative with youth's aggressive behavior and deviancy. Brannigan et al. (2002) found that boys who had experienced a smaller amount of supervision by their parents displayed aggressive behavior. Similarly, Hinrich et al. (2005) found that strong parent-child bonds can increase child's connectedness in educational activities and lessen the chances of attraction towards deviant activities. Furthermore, Chapple (2003) discovered that children who faced violence by their parents tend to display more aggressive behavior. Kawabata et al. (2011) discussed that children whose parents are polite and highly responsive towards them develop expressive warmth and parade lower aggression in terms of social and personal relationships. In such a way, it can be said that parents who are friendly with their children tend to build a strong positive rapport in child's cognitive development. Children would be more likely to share their problems with them and adopt less negativity.

H1a: There is a significant negative relationship between authoritative parenting style and aggressive behavior of youth.

2.1.2 Authoritarian Parenting Style and Aggressive Behavior

Miklikowska (2016) stated that parental politeness can increase the chances for a child to develop positive behavior and spread positive vibes but on the other side parental restrictions and imposition could lead to development of negative behaviors among youth. Gomez-Ortiz et al. (2014) discussed that parents who are highly demanding, punitive and strict towards their children positively influence the behavioral manifestation of their children. In such circumstances, authoritarian parenting style is positively associated with aggressive behavior of youth. Precisely, traits such as physical punishment and highly demanding milieu found to be connected with increased aggressiveness among children, poor sympathy and diminished prosocial attitude among children (Kuppens et al., 2009) and bullying among youngsters. As far as, poor parental recognition and engrossment, poor sovereignty and prerequisite rewards. All these practices of authoritarian parenting style have been found to be linked with developing aggressiveness among children (Gray & Steinberg, 1999).

H1b: There is a significant positive relationship between authoritarian parenting style and aggressive behavior of youth.

2.1.3 Permissive Parenting Style and Aggressive behavior

When it comes to permissive parenting style; these parents are those who are highest in responsive and lowest in demanding to their children (Baumrind, 1966). These parents set their children free to do whatever they want to do in life. As a result, children face many difficulties in their social and personal relationships. Henceforth, lack of parental guidance and monitoring leads them to indulge in violating societal values. There are chances for these children to start using drugs, cigarette and poor academic progress (Ashraf et al., 2019). Furthermore, Clart, Dahlen and Nicholson (2015) discussed that permissive parenting style is an important determinant of child's aggressive behavior because these children have lack of knowledge regarding societal norms and values. They do not have anyone to guide them right way (Sandstrom, 2007). Findings of Smack, Kushner and Tackett (2015) indicated that children who receive poor control and monitoring from their parents are more likely to develop aggressiveness as a part of their personality.

H1c: There is a significant positive relationship between permissive parenting style and aggressive behavior of youth.

2.1.4 Religious Commitment and Aggressive Behavior

After parental attachment religiosity has been found to be most effective in reducing aggression because aggression is forbidden in every religion. Those people who daily visit their worship places and have strong belief in religious values less adopt aggressive behavior (Johnson et al. 2001; Resnick et al., 2004). Furthermore, if we focus on parental religious involvement. In such situation Khan et al. (2019) found that parental religious commitment would be completely transferred to child's religious prejudices and these religious prejudices would be converted into rigid religious commitment. As a result, youngsters tend to have less victims of anxiety and depression and they there would be the less risk for a youngster to adopt aggressive behavior (Sanders et al., 2015). In the same way, a recent study conducted by Massarwi, Kassabri and Eseed (2019) found a negative relationship between religious commitment and aggressive behavior in the light of Hirschi's theory of social control (1969). Henceforth, we can assume that social bonds and religious commitment could help us all to stay away from anti-social behaviors. Can say that despite of having the company of deviant people a religious person would not attract towards anti-social activities and would not adopt aggressive behavior at all.

H2: There is a significant negative relationship between religious commitment and aggressive behavior of youth.

2.5 Conceptual Model of the Study

Figure 1 gives the conceptual model developed for this research, based on the theoretical and empirical support.

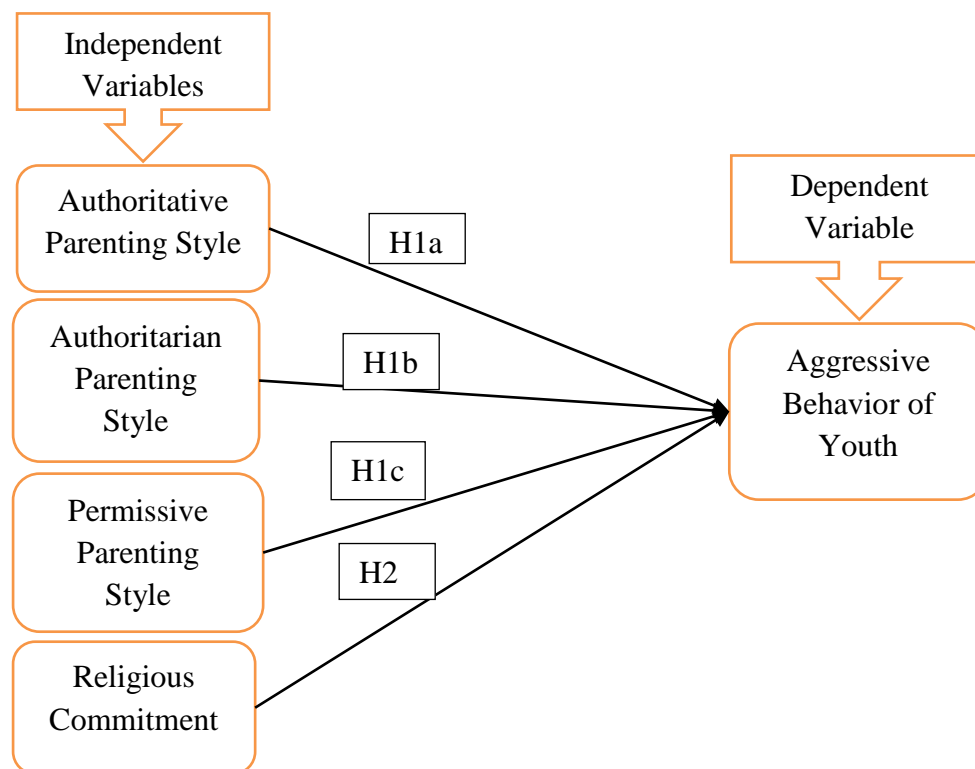


Figure 1: Conceptual Model

3.1 Material and Methods

The university structural pathology indicated that there are 3 public universities in south Punjab with the student population i.e. 43153 students. By focusing these pathological consideration circumstances, the principal author designed current research.

3.2 Participants and Procedure

A total number of N=381 students (170 male students and 211 female students) had participated in the study from n=3 public universities of study locale. Those participants who had passed at least one semester of BS, Masters and M.Phil. Presently, registered for one month were approached. Firstly, researcher had distributed consent letter in their classes for getting the permission to participate in the study. Researcher had used multi-stage sampling technique in order to confirm prospect, generalizability and accuracy of responses. At first stage, researchers randomly selected three districts from thirty-six districts of Punjab, at the second stage, researchers selected one public university from all the universities in each district, at the last stage, researchers selected the students through simple random sampling technique by following de-facto approach method. Total population was

43153 and researcher had drawn sample size of 381 by using Krejcie and Morgan table (1970) for sample size determination.

3.4 Measurement

Students reported aggressive behavior through dual factors such as parenting styles and religious commitment. For this purpose, researchers had divided questionnaire in three major parts i.e. (a) socio-economic status and demographic characteristics (b) predictor variables (parenting styles and religious commitment aggressive behavior) (c) outcome variable (aggressive behavior). For measuring the socio-economic status and demographic characteristics researchers used questions of age, gender, level of education, parental education, residence, family type and family income: retrieved from Pakistan Social and Living Standard Measurement (PSLSM) (2013-14).

Consequently, parenting styles and religious commitment were used as independent variables. Researchers was adapted Parenting Authority Questionnaire (PAQ) by Buri (1991) to assess parenting styles. This scale was comprised of 30-items based on three mechanisms including a comprised of authoritative (10-items), permissive style (10-items) and authoritarian (10-items). This

scale with five-point Likert scale ranges from (1= strongly disagree to 5= strongly agree) respectively. While religious commitment scales developed by Worthington et al. (2003) was adapted to measure the respondent's religious commitment. This scale consisted of 10 items rated on five-point Likert scale ranges from (1= Not at all to 5= totally). In the consequent section, researchers adapted aggression scale developed by Orpinas and Frankowski (2001) to measure the student's aggressive behavior. This scale consisted of 11 items rated on 5-point Likert scale ranges from (1=strongly disagree, 5=strongly agree) respectively.

4.1 Data Analysis

For coding, transforming and recoding the variables data was analyzed by using SPSS-21. At first step, evaluation of subject's socio-economic status and demographic characteristics researchers had used frequency and percentage. Afterwards, the relationship between independent variables and

criterion variable i.e. independent (authoritarian + authoritative + permissive+ religious commitment → aggressive behavior) was evaluated by using structural equation modeling (SEM).

4.2 Descriptive Statistics

The Below-mentioned tables 1 describes the socio-economic status and demographic characteristics of the subjects participated in current study. Of these N=318 subjects 54.6% (208) were the age of 18-22 year, maximum of the subjects 55.4% (211) were female, majority of the subjects 60.9% (232) reported that they were the students of masters, 22.3% (85) reported that their father had done graduation, 19.4% (74) reported their mother had complete primary education, 58.3% (222) mentioned that they belong to urban area, 53.8% (205) stated they were living in joint family system and 27.3% (104) mentioned their monthly family income 71000-100000 PKR.

Table.1
Demographic Profile of the Respondents

Variable	Categories	F (%)
Age	18-22	208 (54.6)
	23-26	92 (24.1)
	27-30	81 (21.3)
Gender	Male	170 (44.6)
	Female	211 (55.4)
Level of Education	BS(Hons)	139 (36.5)
	Master's	232 (60.9)
	M.Phil.	10 (2.6)
Father's Qualification	Illiterate	27 (7.1)
	Primary	18 (4.7)
	Middle	36 (9.4)
	Matriculation	83 (21.8)
	Intermediate	67 (17.6)
	Graduation	85 (22.3)
	Master's	53 (13.9)
	Other	12 (3.1)
Mother's Qualification	Illiterate	62 (16.3)
	Primary	74 (19.4)
	Middle	53 (13.9)
	Matriculation	60 (15.7)
	Intermediate	29 (7.6)
	Graduation	55 (14.4)
	Master's	22 (5.8)
	Other	26 (6.8)
Residence	Rural	159 (41.7)
	Urban	222 (58.3)
Types of Family		

	Extended	66 (17.3)
	Joint	205 (53.8)
	Nuclear	110 (28.9)
Family Income		
	10000-40000 PKR	177(46.5)
	41000-70000 PKR	70 (18.4)
	71000-100000 PKR	104 (27.3)
	101000-130000 PKR	25 (6.6)
	131000 and Above	5 (1.3)

N=381 f= frequency, %= percentage

4.3 Inferential Statistics

In this study research model was analyzed by used structural equation modeling Partial Least Squares (PLS-SEM), employing the Smart PLS 3.0 generation software (Ringle et al. 2015). As suggested two stage approach by Anderson & Gerbing (1988), the measurement model was tested followed by structural equation model (SEM). The measurement model represents the relationship between latent constructs and its associated items, while the structural model examines the relationship between latent variables (Hair et al., 2017). In further, to test the common method bias the Harman's single factor was used because if any factor that explain the majority of variance (Podsakoff et al. 2012). The results of un-rotated factor analysis revealed that the first factor explained the (29.94%) of the total variance explained (74.87%) which approved that CMB is not an issue in this study.

4.4 Measurement Model

As depicted table 2 the factor loading, composite reliability (CR) and average variance extract (AVE) of all variables that are used to measure the convergent validity. In line with Hair, Ringle, & Sarstedt (2011) the rationality of a measurement construct is said to be convergent when items/ indicators loading high on (i.e., > 0.50) on their associated variables. As shown figure 2 and Table 2, all the items were above the acceptable range. Moreover, convergent validity of variables is measured by CR and AVE values. The rule of thumb is that the values of AVE should be 0.50 or greater is considered acceptable (Barclay et al., 1995). The value of AVE for all constructs is above 0.50, and CR is greater than 0.8, representing that the convergent validity of all constructs has been established.

Table 2
Convergent Validity

Constructs	Items	Loadings	CA	CR	AVE
Aggressive Behavior	AB1	0.845	0.964	0.969	0.777
	AB2	0.858			
	AB3	0.914			
	AB4	0.888			
	AB6	0.855			
	AB7	0.894			
	AB8	0.905			
	AB9	0.884			
	AB10	0.888			
Authoritative Style	APS3	0.673	0.913	0.929	0.622
	APS4	0.765			
	APS5	0.786			
	APS6	0.785			
	APS7	0.815			
	APS8	0.841			
	APS9	0.800			
	APS10	0.829			
Authoritarian Style	AUPS1	0.736	0.922	0.935	0.616
	AUPS3	0.772			
	AUPS4	0.791			
	AUPS5	0.804			
	AUPS6	0.786			
	AUPS7	0.795			
	AUPS8	0.752			

Permissive Style	AUPS9	0.825	0.948	0.957	0.734
	AUPS10	0.800			
	PPS1	0.887			
	PPS3	0.894			
	PPS4	0.875			
	PPS5	0.895			
	PPS6	0.817			
	PPS7	0.830			
	PPS9	0.837			
	PPS10	0.812			
Religious Commitment	RC4	0.726	0.910	0.926	0.644
	RC5	0.761			
	RC6	0.755			
	RC7	0.829			
	RC8	0.875			
	RC9	0.824			
	RC10	0.836			

Note: AB=" Aggressive Behavior, APS=" Authoritative Parenting Style, AUPS=" Authoritarian Parenting Style, RC=" Religious Commitment, CA=" Cronbach's Alpha, CR=" Composite Reliability, AVE=" Average Variance Extracted.

4.5 Discriminant Validity

The discriminant validity was evaluated based on two methods i.e. Fornell & Larcker's (1981) criteria and heterotrait-monotrait (HTMT) Henseler et al. (2015). To establish the discriminant validity based on Fornell - Larcker criteria, the square root of the

AVE for the constructs should be greater than its correlation with other variables in the model (Hair et al. 2017). Table 3 showed that the results of discriminant validity estimation of the constructs. Along the diagonal, the result depicted the square root of AVE for all constructs.

Table 3
Discriminant Validity Fornell - Larcker Method

Constructs	AB	AUPS	APS	PPS	RC
AB	0.882				
AUPS	0.460	0.785			
APS	-0.127	-0.020	0.788		
PPS	0.441	0.787	-0.038	0.856	
RC	-0.111	-0.032	0.060	-0.016	0.802

Note: Diagonal values (bolded) are square root of the AVE while the off-diagonals are correlations. AB=" Aggressive Behavior, APS=" Authoritative Parenting Style, AUPS=" Authoritarian Parenting Style, RC=" Religious Commitment.

4.6 Heterotrait – Monotrait Ratio

Table 4 showed the HTMT ratio that is an effective approach to access the discriminant validity. Kline (2011) illustrated that HTMT ratio should be less

than 0.85 to confirm the discriminant validity. As following this standard, entire values are less than 0.85 and confirmed that there is no issue regarding discriminant validity.

Table 3
Discriminant Validity Heterotrait – Monotrait Ratio Method

Constructs	AB	AUPS	APS	PPS	RC
AB					
AUPS	0.477				
APS	0.132	0.038			
PPS	0.448	0.840	0.057		
RC	0.103	0.048	0.071	0.041	

Note: AB=" Aggressive Behavior, APS=" Authoritative Parenting Style, AUPS=" Authoritarian Parenting Style, RC=" Religious Commitment.

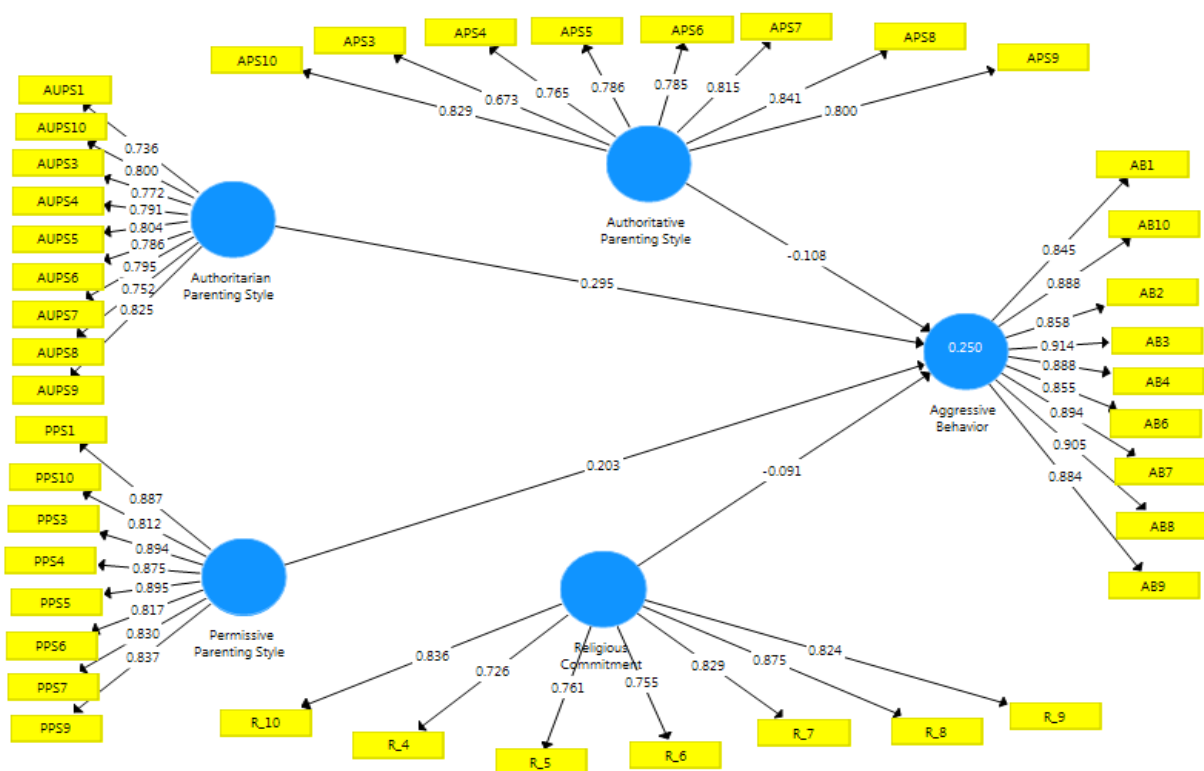


Figure 2: Measurement Model

4.7 Structural Equation Modeling (SEM)

The structural equation method techniques (SEM) was used to examine the relationship between variables. This study used a bootstrapping procedure to measure the significance of path coefficients with a resample of 5,000. Findings of this study revealed that authoritative parenting style has a significant and negative relationship with aggressive behavior among youth ($\beta = -0.108$, $t = 2.754$, $p < 0.003$) and supported to H1a. On the other hand, authoritarian parenting style and permissive parenting styles have significant and positive relationship with aggressive behavior among youth ($\beta = 0.295$, $t = 4.790$, $p < 0.000$; $\beta = 0.203$, $t = 3.412$, $p < 0.000$) and supported to H1b and, H1c. Additionally, religious commitment has significant and negative relationship with

aggressive behavior among youth ($\beta = -0.091$, $t = 2.184$, $p < 0.015$) and supported H2. Moreover, the effect size of all constructs is also showed in the table 5. However, the R^2 basically show the values of variance explained by exogenous latent variables (Hair et al., 2013). All the latent constructs mutually explained (0.25%) of variance. This research also used a method to evaluate the predictive relevance of study model through employing blindfolding process (Stone, 1974). A cross-validated redundancy examine (Q^2) was employed to attain the predictive relevance (Hair et al., 2013). The Q^2 for research model is greater than zero that highlighted predictive relevance. The findings of current study also depicted that there is no multicollinearity problem within data as VIF value is less than 5 as recommended by (Hair et al., 2011).

Table 5
Path Modeling/ Hypothesis Testing

H	Relationship	Beta value	Std. Error	T-value	p value	Decision	R ²	f ²	VIF	Q ²
H1a	APS-> AB	-0.108	0.039	2.754	0.003	Supported	0.250	0.016	1.005	0.176
H1b	AUPS-> AB	0.295	0.062	4.790	0.000	Supported		0.044	2.630	
H1c	PPS-> AB	0.203	0.060	3.412	0.000	Supported		0.021	2.631	
H2	RC-> AB	-0.091	0.042	2.184	0.015	Supported		0.011	1.005	

Note: AB="Aggressive Behavior, APS="Authoritative Parenting Style, AUPS="Authoritarian Parenting Style, RC="Religious Commitment.

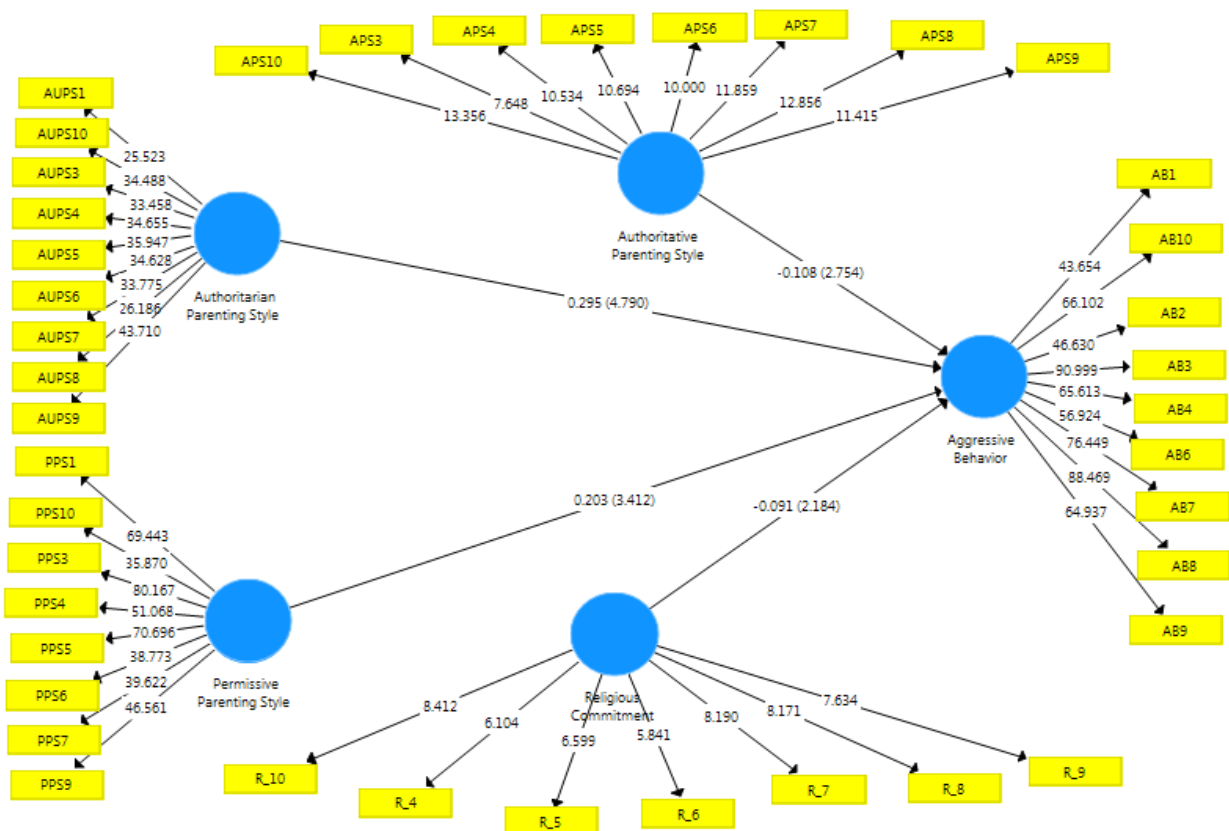


Figure 3: Structure Equation Modeling

5.1 Discussion and Conclusion

The principle aim of this study was to identify the influence of parenting styles (authoritative, authoritarian, permissive) and religious commitment in developing of aggressive behavior among youth of south Punjab Pakistan. Youth antisocial aggressive behavior is considered one of the most pressing public health issues, which is harmful for individuals, community, society and costly to the family institution as well (Ashraf et al., 2019). Findings of this study are prior study Ojo (2015) which reported environment behind the closed door such as parent-child rapport, parental use of vulgar language, domestic quarrel, poverty, homelessness and broken families and more importantly bad parental behavior can increase the chances of anti-social aggressive behavior among children. Consequently, findings of present study revealed that authoritarian and permissive parenting styles have significant positive relationship with aggressive behavior. These findings are aligned with prior to recent studies of Kuppens et al. (2009), Gomez-Ortiz et al. (2014), Clark et al. (2015) and Ashraf et al. (2019). The outcomes of these studies are revealed that harsh, parental restrictions, superfluous demanding, punitive and lenient parenting practices that

triggered adolescents' behavioral problems. Furthermore, Sangawi, Adams and Reissland (2015) cross-culturally reviewed 21 previous studies and concluded that authoritarian parenting style would be resulted into child's behavioral problems in later life.

When it comes to authoritative parenting style researcher Batool (2013) found authoritative parenting as negative predictor of child's behavioral manifestation (Hoskins, 2014). The findings of this study shown that authoritative parenting style has significant negative relationship with aggressive behavior. The findings of this study aligned with the previous studies (Ashraf et al., 2019). Likewise, religious commitment has been found to be negatively associated with anti-social aggressive behavior of youth. These findings are consistent with western contextual study of Massarwi, Kassabri and Eseed (2019) conducted in Israel which found the significant negative role of religious commitment in decreasing deviancy. In such way, we can say religious values give intervention strategies to those institutions which are working for normalizing the aggressive behavior to normal positive behavior.

By following deductive approach in quantitative studies results are consistent with the assumptions of Hirschi's theory of social control based on attachment, involvement, commitment and belief. Attachment with parents, commitment to vision, involvement in struggling to achieve settled aspiration and belief in religion can prevent youngsters to adopt aggressive behavior. Results of present study is aligned with these assumptions and consistent with previous literature (Brannigan et al., 2002; Hinrich et al., 2005; Chapple, 2003; Kawabata et al., 2011; Massarwi, Kassabri & Eseed, 2019; Johnson et al. 2001; Resnick et al., 2004).) Which had tested this theory found this theory reliable cross-culturally. The concluding remarks about the findings of present study revealed that authoritarian and permissive parenting styles are found potential factors increasing aggressive behavior of youth, contrary, authoritative parenting style and religious commitment negatively associated with antisocial aggressive behavior.

5.2 Practical Implications

This research would be helpful for policy makers, sociologists, psychologists, religious scholars and practitioner to promote policies and setting that would be in support of authoritative parenting style in out Pakistani context. This research would provide guidance to the parents to understand the importance of their rapport in front of their child for developing effective behavioral manifestation of youth. This study will not only help family and educational institutions but also helps those institutes which are offering programs to normalize behavior of youth by giving logical religious reasoning to them. Keeping consideration on the findings of the study this research suggested that future studies should be conducted to understand the role of peer victimization, inflation, frustration, discrimination in educational institutes and aggressive behavior in Pakistani context.

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