



**FAMILY HEALTH AND PARENTING STYLES AND THEIR
INFLUENCE ON VIOLENT BEHAVIOR IN SCHOOLS**

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ABSTRACT

The present research study analyzes the Parental Styles and their Influence on Violent Behavior in Schools, which aims to analyze the relationship between parental styles and how they influence the violent behavior of children in the school environment, this research need arises due to the frequency of the problem that is evident in the educational institutions of the Ecuadorian context, which determines in bad symptoms reflected in inappropriate behavior in the classroom by the students, Considering that the main trigger for the triggering of this type of behavior is usually the primary support group where they come from, we proceeded with the respective collection of information, which was measured by 2 validated scales such as the **Parental Socialization Scale (ESPA 29) whose authors are** Musitu and Garcia (2001) this test will allow to see the degree of socialization that exists within the home, and the **Violent Behavior in School Scale** by Little, Henrich, Jones and Hawley (2003) to be able to perceive the child's behavior in the classroom, instruments that of course made it possible to show the reality of the context in which the phenomenon was identified. Following a qualitative methodology, the sample consisted of 1393 students from 17 educational institutions of milagro and its cantons of influence, aged between 9 and 11 years old. The data from the data collection suggest that when there is a good parental socialization, the child is calm and the

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levels of aggressiveness are both manifest and relational. However, it was determined that the presence of conflicts at home is a strong candidate for the manifestation of aggressive behavior in students, and therefore leads to a series of problems in children.

Key words: parenting styles, violent behavior, overt aggression, relational aggression.

RESUMEN

El presente estudio de investigación analiza los Estilos Parentales y su Influencia en las Conductas Violentas en las Escuelas, el cual tiene como objetivo analizar la relación que existe entre los estilos parentales y como estos influyen en las conductas violentas de niños y niñas en el ámbito escolar, esta necesidad de investigación surge ante la frecuencia del problema que se evidencia en las instituciones educativas del contexto ecuatoriano, lo cual determina en malos síntomas reflejados en conductas inadecuadas dentro del salón de clases por parte de los educandos, considerando que el detonante principal para el desencadenamiento de este tipo de conductas son por lo general el grupo primario de apoyo de donde provienen, se procedió con el respectivo levantamiento de información, el mismo que fue medido mediante 2 escalas validadas tales como la **Escala de Socialización Parental (ESPA 29) cuyos autores son** Musitu y García (2001) este test permitirá ver el grado de socialización que hay dentro del hogar, y la **Escala de Conducta Violenta en la Escuela de** Little, Henrich, Jones y Hawley (2003) para poder percibir la conducta del niño dentro del salón de clases, instrumentos que desde luego permitieron evidenciar la realidad sobre el contexto que se identificó el fenómeno. Siguiendo una metodología de corte cualitativo, la muestra es de 1393 estudiantes que corresponden a 17 instituciones educativas de milagro y sus cantones de influencia de edades comprendidas entre 9 y 11 años, los datos procedentes del levantamiento de información sugieren que cuando existe una buena socialización parental en niño se muestra tranquilo y los niveles de agresividad son tanto manifiesto como relacionales. No obstante se pudo determinar que la presencia de conflictos en hogares es el firme candidato a la manifestación de conductas agresivas en los estudiantes, y que por lo tanto conlleva a una serie de problemas en los niños.

Palabras claves: estilos parentales, conducta violenta, agresión manifiesta, agresión relacional.

INTRODUCTION

Due to the interest in knowing the way in which parental socialization has been established in the behavior shown by children, especially at school, with their teachers, classmates and family, a detailed search for information was undertaken to understand the dynamics and representativeness of those involved, which led to the determination that the present research corresponds to the qualitative paradigm, in accordance with the reliable data with which the correlation between the variables: parental socialization and violent behavior of the students exposed in the problem under study is proven.¹

"The family is a social group that varies according to the society in which it is found, but it will be a fundamental reproducer of the values of a given society". The family is a nucleus composed of people united by kinship or by relationships of affection. Each society will have a type of family organization, but something very important is that the family and the people who make up this group will have kinship and affection.

The child's behavior and good development, especially in social development, are largely the result of good family relationships. Of a sufficiently pleasant and happy environment, leaving aside the tensions and erroneous behaviors; that the only thing that they provoke in the small ones is an impediment in their normal process of socialization deriving from there negative attitudes, like isolation, shyness, aggressiveness.²

Children's social behavior develops through a life-long process of socialization, by which the subject acquires the skills, roles, expectations and values of the cultural or social group to which he or she belongs.³ Socialization is important because it helps the subject to be a useful and acceptable member of society, which fosters and contributes to culture.

Parents everywhere in the world recognize how important socialization is; this is manifested in the goals they share for their child's development. For example, parents want their child to be healthy and physically well-developed, and to become skilled so that in middle age he or she will become economically self-sufficient and think and act successfully within the cultural structure; in this sense, parents have a special interest in instilling morals, codes, laws, religion and a political ideology. The socialization process begins in childhood as parent-child relationships are established.⁴

¹ Villanueva Victor, "Socialización Y Comportamiento Infantil Según El Género," *Mitológicas*, vol. XII, no. 1, November 2014, 34.

² Busch, Dörte, "La Nueva Prestación Parental En Alemania," *Revista Latinoamericana de Derecho Social*, no. 4, January-June, 2015, 221-226.

³ Barrera, Diana "Family environment and school environment: triggers and antidotes of aggressive behaviors in children," *Persona y Bioética*, vol. 10, no. 2, 2015, 99-107.

⁴ Parra Esquivel, "Mentalistic skills and prosocial behavior in children," *Salud Uninorte*, vol. 28, no. 1, January-June, 2013, 113-130.

In childhood, socialization is, to some degree, a reciprocal or exchange process, in which the child and the people with whom he or she interacts influence each other: they socialize reciprocally.⁵

Before the 1930s-1940s, it was common for parents to apply physical punishment to promote sphincter control and weaning, and also to prevent the child from sucking his thumb or masturbating.⁶ Later the scene began to change as a result of the acceptance of psychoanalytic theories. Skinner (1938) strengthened the argument against the application of punishment when he showed that punishment only temporarily suppresses strong operant behavior in rats.

There are several side effects that are potentially harmful, although there are only two: first, there is evidence that punishment can make the child aggressive. One reason is that parents serve as a model of aggressiveness and when the child observes that the use of force, especially physical aggression, is an effective and acceptable reinforcement to achieve what is desirable, he imitates this behavior in his dealings with other people. Studies of aggression in children demonstrate the close relationship between their aggressiveness and the patterns of physical punishment they experienced during their childhood.⁷

Punishment can also provoke aggression when it makes the child feel frustrated or is too severe. Another side effect is that the child associates the unpleasant events of punishment with the parents and, in these circumstances, the child avoids contact with them; the child expresses this feeling by staying less time with the parents and when with them is rude and less sociable.⁸

In a study on aggressive behaviors "it was found that boys and girls spontaneously imitate the same violent behaviors they observe in adults" Authors such as Misitu and Garcia (2001), Little and Hawley (2003) agree on the dyad between family environment and aggressive behaviors. A study carried out by Romero states that "severe antisocial aggression is mainly learned". It is therefore necessary to reflect on aggressive behaviors and prosocial behaviors as they represent two opposite ways of solving interpersonal problems learned in the early stages of life. This means that, if a child learns to solve problems in a positive way, this will be the behavior that will accompany him/her throughout his/her life.⁹

⁵ Montealegre Ramon, "Adaptive Behaviors Of Children And Maternal Perception Of Difficult Child," *International Journal of Developmental and Educational Psychology*, vol. 1, no. 1, 2017, 45-52.

⁶ Morales Chainé, Silvia; Santoyo Velasco, "Resistencia Al Cambio De Una Conducta Académica En Niños," *Revista Mexicana de Análisis de la Conducta*, vol. 38, no. 1, June, 2012, 39-60.

⁷ Morelato Giménez, "Social-cognitive skills in children with disruptive behaviors," *Universitas Psychologica*, vol. 7, no. 2, May-August, 2015, 357-367.

⁸ Sousa Sebastia, "The Use of Punishment in Behavior Modification in Children," *Latin American Journal of Psychology*, vol. 2, no. 2, January 2012, 137-159.

⁹ Londoño Bernal, Laura Victoria, "Agresividad en niños y niñas, una mirada desde la Psicología Dinámica," *Revista Virtual Universidad Católica del Norte*, no. 31, September-December, 2010, 274-293.

Currently there are many dysfunctional homes which are considered the most sensitive and vulnerable space in which extemporaneous ways of formation are being deployed that can be generated by parents, grandparents or third parties who are caring for and living with the child; affecting the personality, development and present and future behavior of children living within this type of home. Inadequate educational conditions and improper values that are being inculcated within the family environment are a social problem that today are occurring with great frequency; these improper upbringings can lead the child to develop disruptive behaviors (*aggressive, violent, impulsive, ambivalent*), among others; wherever they are, that is, the damage produced by this variable directly influences the conduct of the child supporting inappropriate behavior in the future.¹⁰

The inappropriate training used by parents or caregivers, or the socio-affective deficiency at home due to abuse and family conflict, are factors that intervene in the violent behavior of children, since the overworked parents become rigid, permissive, authoritarian, ambivalent parents, among others, components that give rise to the aforementioned dilemma at home.¹¹

As a result, the presence of this problem has a great influence on the child's behavior, creating in him directly wrong disciplines that hinder the normal cognitive development and that of the people around him within the environment, whether family or educational environment; because this child is forming under a procedure of improper culture that directly affects his behavior and even more his behavior in the classroom.

Consequently, the inadequate training styles in children affect social behaviors, where the main field of development for this behavior is the family environment, being the educational centers those who try to deal with these behaviors, causing an unfavorable impact on learning, which hinders a correct development of the class, causing discomfort to the teacher and even more affecting the behavior of peers, since these children always try to go against the rules established by the educational institutions.¹²

Therefore, Cordero states that: "The purpose is to know why this occurs and what would be the consequences of inappropriate parenting styles. Parents play an active and extremely important role in the cognitive and socioemotional development, where the main function is to promote the socialization and emotional stability of their children."¹³

The purpose of this research is to inform parents or persons responsible for the care and upbringing of children, about what is the style of training that favors children, and to indicate what are the problems that may arise throughout their lives, since in many aspects the family, social, emotional, work environment, are causing interpersonal conflicts, insecurities, among

¹⁰ Garaigordobil Landazabal, "Psychological intervention in aggressive and antisocial behavior with children," *Psicothema*, vol. 16, no. 3, 2013, 429-435.

¹¹ Martínez José William, "El Comportamiento Agresivo Y Algunas Características A Modificar En Los Niños Y Niñas," *Investigaciones Andina*, vol. 10, no. 16, 2015, 92-105.

¹² Marisa Deambrosio; Marisel Gutiérrez de Vázquez, "Effects of Maltreatment on Neurocognition. A Study in Institutionalized and Non-Institutionalized Maltreated Children," *Revista Latinoamericana de Ciencias Sociales, Niñez y Juventud*, vol. 16, no. 1, 2018.

¹³ Jesús Cabrera Díaz, "Reflexión Sobre La Dignidad Del Niño Y Niña," *Revista Colombiana de Bioética*, vol. 12, no. 2, 2017.

others in their objectives or projects to follow.

In the same way, it is essential to detect which is the main problem causing the violent behavior, so that a pattern of behavior can be designed and thus, at the time of adolescence, the violent behavior that this individual has maintained can be minimized.¹⁴

According to psychologist Mateo Ramirez (2015)¹⁵, he states that: Parenting styles is one of the main topics that should be discussed in a parenting school, and is that every family, every mother or father has different ways of raising their children, the style that is chosen can be observed some features of their behavior, there are many issues that parents should address to train in these issues, many parents do not even know that there are different forms of parenting, they try to do what they can best based on their experience, their ideas and principles.

Sevilla (2018)¹⁶, indicates that: Parents both mother and father play a primary role in the socioemotional and cognitive development of their children, as the work of parents is to promote socialization and on the side of the mother is to produce, feeding, care and stability, already mentioned in the part above. Taking into account the different types of parenting and diverse styles of upbringing, the attitudes and behavior of parents towards their children have consequences that can be positive or negative and will last throughout life, thus being important for the development of individuals.

The way in which a child is educated is directed to delineate strategies and standards of conduct, which as parents or person in charge of raising a child should use to promote aspects such as commitment, responsibility and above all respect among family and especially among their children.

For M. A. Ramírez (2013)¹⁷, there are four categories of parenting styles: authoritarian, permissive, democratic or also called authority and, finally, negligent, the latter being one of the styles that predominates in parents.

The authoritarian, here parents give importance to obedience, they have well established rules of conduct and not reasoned, parents could say, this is done or it is executed and that's it, there is no other opinion than theirs. The permissive, is the opposite of the previous one, there is little control, they do not punish, in this way the children decide on their own. The democratic, this would be the most optimal parenting style, according to the evolution of the themes, consists of a control of obedience and rules but they value the explanations of the established

¹⁴ Arruabarrena Ignacia, "Psychological Abuse of Children and Adolescents in the Family: Definition and Assessment of its Severity," *Psychosocial Intervention*, vol. 20, no. 1, 2011, 25-44.

¹⁵ Mateo Ramirez, "Aggression in childhood: parental parenting style as a related factor," *European Journal of Education and Psychology*, vol. 2, no. 3, 2015.

¹⁶ Anayanci Alvarez Sevilla, "Parenting styles as predictors of adolescent smoking behavior," *Psychological Thought*, vol. 16, no. 1, 2018.

¹⁷ María Aurelia Ramírez, "Objective assessment of parenting style and expectations of couples with young children," *Revista Latinoamericana de Psicología*, vol. 40, no. 2, 2013, 305-319.

rules and reasons why it is decided that, respecting the independence of their children, thus having the opportunity to express their point of view, we have finally the negligent being not so common in many texts not even mentioned, based on zero norms, demand and interest, is similar to the permissive but they maintain care in their children, lacking commitment and being absent from the upbringing of their oriundo.

However, Natalia and Nieto¹⁸, proposed a similar but somewhat modified categorization based on the parents' reaction to their children's needs and the parents' behavior towards their children.

They describe the characteristics of each of the parenting styles below:

Propagative. - They are rigid and very child-centered parents, have high expectations of their children's maturity. They understand the child's feelings and educate them to manage them. They are not so controlling and allow the child to explore, assist them to solve problems, but it is their children who make their own decisions. They set limits, explain their punishments (they are not severe). Children develop high self-esteem and are more self-sufficient (sometimes, they can be dependent). This is the most recommended style. They will be moderate and cooperative children with high cognitive and social competences.¹⁹

Totalitarian. - Parents have high expectations of children's acceptance and compliance with rules, but agree to little open dialogue. It is a limited and disciplinary style. They expect a lot from their children, but do not explain the reason for their rules. They do not let the child choose, but rather tell him/her what to do.²⁰ Children may grow up with low self-esteem and less social competence. These children tend to be conformist and submissive. They will develop passive, withdrawn and anxious with poor decision making skills. Some cultures choose this style, such as Asian culture. This style increases alcohol consumption.

Indulgent. - It is a less severe style. They have low expectations of children's behavior. Parents are very committed to their children, but with very little control. Their children will grow up being spoiled and pampered, opting for rude behaviors. This style is more associated with dangerous behaviors in adolescence such as alcohol consumption. They will be more impulsive children who will always want to get their own way, although they will grow up more self-confident. They will put their needs before those of others and will have difficulty maintaining good relationships with their peers.²¹

Neglectful. - These parents are not involved with their children, who attend to the child's needs

¹⁸ Franco Nerín Natalia; Pérez Nieto, "Relationship between parental parenting styles and the development of anxiety and behaviors in children aged 3 to 6 years," *Journal of Clinical Psychology with Children and Adolescents*, vol. 1, no. 2, July-, 2014, 149-156.

¹⁹ Cuervo Martínez "Parenting patterns and socio-affective development in childhood," *Diversitas: Perspectives in Psychology*, vol. 6, no. 1, January-June, 2016, 111-121.

²⁰ Maccoby, M. Martin, J. "Attitudes of parents in today's society toward children," *Psychology and Social Science*, 2016, 28.

²¹ Peña Fernández, M, "antisocial behavior in adolescents: risk and protective factors, family and social environment," 2010, 29.

or are dismissive. The children are pushed aside, nothing is demanded of them nor do they have any responsibilities. The child's emotions and opinions are ignored. Although they provide for the child's basic needs, parents do not support their children. Children will be emotionally withdrawn and rebellious, can lead to delinquency. Children will feel that there are more important things in their parents' lives than themselves. They will be children with poor academic performance, many tantrum behaviors and will become hostile, selfish adolescents lacking long-term goals.²²

Despite the above, Rigo states that better academic performance within this issue occurs when conflict managers are people who handle difficult people and tense situations with diplomacy and tact, recognize potential conflicts, bring disagreements to light, encourage debate and open discussion, and seek ways to reach solutions that fully satisfy all parties involved.

As Peña Fernández certifies, if we start at the opposite pole of the continuum of the more "external or social", starting from the idea that antisocial behavior is always generated within a given social context, we would find ourselves with the sociological approach, which would explain antisocial behavior exclusively in terms of the influence of variables external to the individual or related to his social world, focusing basically on macro-social factors or more distant to the individual and minimizing, therefore, the role of biological and psychological factors in the emergence of antisocial behavior.²³

Violence is analyzed by fundamentally emphasizing its social nature. Physical aggression is commonly accompanied by negative social judgments that highlight the illegitimacy and illegality of such acts, as well as their unacceptability.

While it is also true that violence is more an expression of those who witness or are victims of certain acts than of those who carry them out, together with a series of social judgments that label it as such, it is also true that violence is more an expression of those who witness or are victims of certain acts than of those who carry them out.

The evaluation of the social context inevitably involves moral judgments, and such subjective judgments can be crucial in considering an act as legitimate or illegitimate. In this sense, aggression as violence would imply a grievance, outrage or offense contrary to the right of the other.²⁴

From this perspective, Feshbach points out that in human behavior, the word violence used instead of the word aggression implies the liberation of pathological aggressive components, as a consequence of a disorder in the CNS control mechanisms or an education intentionally oriented to foster ideological intolerance.²⁵

²² Mateo, G, "Educating and teaching are presented as two distinct functions with divorced responsible parties: parents and teachers, Is education at home and learning at school," 2014, 18.

²³ Cuervo Martínez Ángela, "Parenting patterns and socio-affective development in childhood," *Diversitas: Perspectives in Psychology*, vol. 6, no. 1, January-June, 2010, 111-121.

²⁴ Varela Nájera, Carlos Urtusuastegui Ibarra, "El fenómeno de crianza y sus efectos en el contexto escolar," *CPU-e, Revista de Investigación Educativa*, no. 19, July-December, 2014, 120-147.

²⁵ Gallego Betancur, Teresita María, "Familias, infancias y crianza: tejiendo humanidad," *Revista Virtual Universidad Católica del Norte*, no. 35, February-May, 2012, 63-82.

The development of violent behavior is determined by multiple causes, family and school environment characteristics, contingencies that promote the development and maintenance of aggressive behavior, exposure to violent scenes in their social and family environment.²⁶

Another study presents a work on aggression as a multidimensional construct, guided by cognitive and affective processes that give rise to different ways of manifesting it. Regarding the above, it can be said that the family context should be a space where relationships between parents and children are marked by support, communication and affection, together with the desire to promote healthy coexistence relationships with consistent discipline models and a permanent desire to contribute the best to this upbringing.²⁷

It is the use of aggression as an instrument to achieve a goal, be it a resource, domination, social status or something else.²⁸ It is the child who intimidates smaller and defenseless children for simple amusement or because this way he/she gets them to give him/her something. Regarding the family context, the same author says that these studies indicate that boys and girls who grow up in violent contexts are more likely to acquire aggressive behaviors, in relation to those who grow up in calm spaces free of aggressive attitudes and actions.²⁹

Therefore, it is understood that the person with pathologically violent behavior has a functional disturbance at the level of the central nervous system, since it maintains a low tolerance to aversive stimuli and an aggressive attitude, since this behavior is a type of behavior that remains within the individual, since this needs immediate treatment to establish an accurate diagnosis, in addition, aggressiveness, within these clinical sketches, would be conceptualized as a permanent state to commit aggression or attack without any provocation.³⁰

It is therefore necessary to reflect on aggressive behaviors and prosocial behaviors as they represent two opposite ways of solving interpersonal problems learned in the early stages of life. This means that if a child learns to solve problems in a positive way, this will be the behavior that will accompany him or her throughout his or her life. Meanwhile, another study states that "the use of inadequate discipline encourages the child to use aggressiveness as a

²⁶ Becerra, Sara; Roldán, Walter; Aguirre, Maribel, "Adaptation of the parental parenting questionnaire (pcri-m) in Canto Grande," *Pensamiento Psicológico*, vol. 4, no. 11, July-December, 2013, 135.

²⁷ Torres Velázquez, Laura Evelia "Differences in paternal parenting in three family groups," *Teaching and Research in Psychology*, vol. 10, no. 1, January-June, 2016, 92.

²⁸ Infante Blanco, Alejandra Martínez, "Concepciones Sobre La Crianza: El Pensamiento De Madres Y Padres De Familia," *Liberabit. Journal of Psychology*, vol. 22, no. 1, 2016, pp. 31-41.

²⁹ Fernando Peñaranda C, Miriam Bastidas A., "Parenting education in a childcare program: lessons for public health," *Revista Facultad Nacional de Salud Pública*, vol. 35, no. 1, 2017, 24.

³⁰ Casais Molina, Danahe Flores Galaz, "Perception of parenting practices: confirmatory analysis of a scale for childhood," *Acta de Investigación Psicológica - Psychological Research Records*, vol. 7, no. 2, 2017, pp. 27.

relational means with other people; it should not be forgotten that aggressiveness is a form of learned interaction.³¹

METHODOLOGY

A qualitative study was used for the research, since its object of study is behavior in its natural environment, and it is proposed to discover the interaction of the groups through a non-experimental study by means of a cross-sectional process, using Pearson's correlation analysis, from there it is intended to explain the relationship that exists between one variable on another.

In addition, it will also be descriptive, since it will serve to analyze in detail the characteristics of the variables found in the situation presented, i.e. to see the reality of the problem.

The sample of this study consisted of 83 adolescents in the 2nd and 3rd grades of basic education, students of the "17 de septiembre" Educational Unit. Of these, 24 are females (29%) and 59 are males (71%), whose ages range between 14 and 17 years. Our sample type is based on the non-probabilistic model, since we are stratifying the sample class according to the causes related among them. The first questionnaire considered is the Violent Behavior at School Scale, authored by Little and Hawley (2003). The items evaluate, with a response range of 1 to 4 (never, seldom, many times, and always), two types of violent behavior in the school context: on the one hand, overt or direct aggression, in its pure, reactive and instrumental forms; on the other hand, relational or indirect aggression, also in its pure, reactive and instrumental forms: Pure overt aggression: (items 1 7 13 19), Reactive overt aggression: (items 8 11 14 20), Instrumental overt aggression: (items 1 7 13 19), Reactive overt aggression: (items 8 11 14 20), and Instrumental overt aggression: (items 8 11 14 20): (items 8 11 14 20), Instrumental overt aggression: (items 3 9 15 21 25), Pure relational aggression: (items 4 10 16 22), Reactive relational aggression: (items 2 5 17 23), Instrumental relational aggression: (items 6 12 18 24), Psychometric properties, Reliability: In previous studies conducted with other samples of Spanish adolescents, adequate reliability indices have been obtained, ranging between .62 and .84; Cronbach's alpha reliability coefficient obtained in our last investigation was .88 and .81 for the manifest and relational subscales. The Cronbach's alpha reliability coefficient obtained for the full scale was .90. (LITTLE and HAWLEY 2003)

The other instrument was the Parental Socialization Scale (ESPA 29), whose authors are Musitu and García (2001). This instrument is composed of 232 items that allow the evaluation of family socialization styles. The adolescents rate their parents' performance in 29 situations representative of everyday family life in Western culture: 16 refer to the children's behaviors that conform to family norms (e.g., "If I respect the schedules established in my house") and 13 refer to when their behaviors are contrary to these norms (e.g., "If I am dirty and untidy"). For each of these situations, the adolescents evaluate, with a response scale from 1 ("Never") to 4 ("Always"), how their parents act in terms of affection ("He shows me affection") and indifference ("He shows indifference") to the adjusted behaviors; and in terms of dialogue

³¹ Hernández Hernández, Luis Antonio Van Barneveld, "Perception of Parenting Tasks in Children," *Psicología Iberoamericana*, vol. 19, no. 1, January-June, 2011, 39-46.

("He talks to me"), disregard ("He doesn't care"), verbal coercion ("He scolds me"), physical coercion ("He hits me") and deprivation ("He deprives me of something") in the face of behaviors that do not conform to the norm. With these scores, a global measure is obtained in the dimensions of the socialization model: Acceptance/Implication and Severity/Imposition. Based on these scores, the parental socialization style is typified as authoritative, indulgent, authoritarian and negligent. Parental socialization style is determined from the tertiles (centile 33.33 and 66.66) of the Acceptance/Involvement and Coercion/Imposition dimensions. If both parents belong to the third tercile in both dimensions, their style is defined as authoritative, and if both belong to the first tercile, as negligent; when both are in the first tercile of Acceptance / Involvement and in the third tercile of Coercion / Imposition, as authoritarian; and if they are in the third tercile of Acceptance / Involvement and in the first tercile of Coercion / Imposition, as indulgent. The direct scores of the two dimensions, Acceptance/Involvement and Coercion/Imposition, and of the 7 subscales that compose them, must be calculated. The same steps must be repeated for the father's and the mother's responses.

The steps to follow, for each parent's responses, are as follows:

Acceptance/Involvement: Affection: (1st) the scores of the cells "He shows me affection" are added together. Pd Affection = $(\sum 1^{\circ})/13$. Indifference: (2nd) the scores of the cells "He is indifferent" are added. Pd Indifference = $(\sum 2^{\circ})/13$. Dialogue: (3rd) the scores of the cells "Talks to me" are added together. Pd Dialogue = $(\sum 3^{\circ})/16$. Displacement: (4th) the scores of the cells "He doesn't care" are added. Pd Displacement = $(\sum 4^{\circ})/16$. The direct score for the Acceptance/Implication dimension is obtained from the four subscales (the formula takes into account that Indifference and Displacement correlate negatively with Acceptance/Implication). PdAcceptance/Implication = $(PdAffect (5-PdIndifference) PdDialogue (5-PdDisplacement)) /4 = (10 PdAffect-PdIndifference PdDialogue-PdDisplacement) /4$ All direct scores (PdAffect, Pd Indifference, Pd Dialogue, Pd Displacement and Pd Acceptance/Implication) have a value ranging from 1 to 4. (MISITU and GARCIA 2001).. Coercion/Imposition: Deprivation: (5th) the scores of the cells "Deprives me of something" are added together. Pd Deprivation = $(\sum 5^{\circ}) /16$. Verbal coercion: (6th) the scores of the cells "He scolds me" are added. Pd Verbal coercion = $(\sum 6^{\circ}) /16$. Physical coercion: (7th) the scores of the cells "He hits me" are added together. Pd Physical coercion = $(\sum 7^{\circ}) /16$. The direct score of the Coercion/Imposition dimension is obtained from those of the three subscales. PdCoercion/Imposition= $(PdDeprivation PdVerbal Coercion PdPhysical Coercion) /3$ All direct scores (Pd Deprivation, Pd Verbal Coercion, Pd Physical Coercion and Pd Coercion/Imposition) have a value that ranges between 1 and 4.

Reliability: In the standardization study (Musitu and García, 2001) the internal consistency of the global set of the scale was 0.97 according to Cronbach's alpha. Mother: affection 0.94; indifference 0.92; dialogue 0.930; disinterestedness 0.84; verbal coercion 0.90; physical coercion 0.90 and deprivation 0.91. Father: affection 0.94; indifference 0.92; dialogue 0.93; lack of concern 0.82; verbal coercion 0.90; physical coercion 0.91 and deprivation 0.92.

Procedure

Legal authorization was obtained to enter the Educational Unit, the objectives were explained to them, the importance of the research and the authorization of the parents of the adolescents in the institution was also obtained.

Two instruments were applied and the evaluation lasted approximately 25 and 15 minutes, respectively. It was explained to the students what the evaluation consisted of. The adolescents were informed about the confidentiality and anonymity of the information.

Data analysis

The SPSS version 20 statistical program (SPSSINC, CHICAGO, USA) was used to analyze the data, from which Pearson correlations, frequencies, single sample statistics, single sample test, case processing and reliability statistics were performed.

The results will be presented according to the statistical analysis described in the SPSS program, which is detailed below:

Table No. 1 Pearson's Bivariate Correlation

Descriptive statistics			
	Media	Deviation Deviation	N
AM	2,1247	0,49233	1370
AGGRESSIO N	2,1130	0,44441	1364
AR	2,0957	0,57500	1366
SPMT	1,6955	0,42682	1359
SPPT	1,9987	0,52199	1189
SPMP	2,0505	0,49373	1171

Table 1: Pearson's bivariate correlations

Source: Students of the 17 de Septiembre Educational Unit

Within the description of the factor variables, it can be seen that the variable, interpersonal difficulties with parents, has a mean of 1.6955 between a maximum value of 2.1247 and a minimum value of 1.6955; and a standard deviation that ranges between 0.57500.

Table N° **2** Correlations

		AM	AGGRESSIO ON	AR	SPMT	SPPT	SPMP
AM	Pearson correlation	1	,883**	,422**	-,102**	-,157**	-,184**
	Sig. (bilateral)		,000	,000	,000	,000	,000
	N		1364	1364	1345	1173	1157
AGGRESSIO N	Pearson correlation		1	,798**	-,136**	-,230**	-,257**
	Sig. (bilateral)			,000	,000	,000	,000
	N			1364	1340	1169	1153

AR	Pearson correlation			1	-,133**	-,240**	-,255**
	Sig. (bilateral)				,000	,000	,000
	N				1342	1171	1155
SPMT	Pearson correlation				1	,834**	,932**
	Sig. (bilateral)					,000	,000
	N					1175	1171
SPPT	Pearson correlation					1	,965**
	Sig. (bilateral)						,000
	N						1171
SPMP	Pearson correlation						1
	Sig. (bilateral)						
	N						
**. Correlation is significant at the 0.01 level (bilateral).							

Table 2: Pearson's bivariate correlation of the two scales

Source: Students of the 17 de Septiembre Educational Unit

The table above shows the correlation between parental socialization Father and overt socialization between father and mother with a value of ,965** , in addition to a significant correlation between overt aggression and total aggression of ,883** without leaving aside the relational aggression with total aggression whose value is ,798** which according to the degree of significance oscillate between ($P < .05$ ò $P > .01$).

Table N° 3 Descriptive statistics

	Media	Deviation Deviation	N
AGGRESSIO N	2,1130	,44441	1364
SPMP	2,0505	,49373	1171

Table 3: Descriptive statistics

Source: Students of the 17 de Septiembre Educational Unit

Correlations			
		AGGRESSIO N	SPMP
AGGRESSIO N	Pearson correlation	1	-,257**
	Sig. (bilateral)		,000

	N	1364	1153
SPMP	Pearson correlation		1
	Sig. (bilateral)		
	N		1171
**. Correlation is significant at the 0.01 level (bilateral).			

Table 4: Pearson's Bivariate Correlation

Source: Students of the 17 de Septiembre Educational Unit

The following analysis shows the correlation between parental socialization between father and mother with a value of $-.257^{**}$, which demonstrates that when there is a good socialization between fathers and mothers, the level of aggression in children is null. Manifested by a positive parental style.

Discussion and conclusions

Previous studies show that the parenting styles used by parents are related to the behavioral problems of children; generated by inadequate upbringing such as: non-physical punishment, negative affection, authoritarianism, which originates a high probability of behavioral problems wherever the child is. The influence of marital conflicts on children's behavior is also shown; that is, as marital problems increase, so do behavioral problems in children, decreasing affection and a harmonious environment for the normal development of children in the home.

This corroborates that the disruptive behavior that is often observed in children is influenced by the environment in which the child usually develops. In this case, the child's primary environment is the family, parenting patterns, stressful situations, and parental adjustment are fixed determinants that positively or negatively influence the child's future behavior. It should be taken into account that the family is also directly influenced by the surrounding context; that is, there are many social factors that generate changes in the family and increase the risk of using erroneous parenting patterns that will have emotional and behavioral consequences in the school context. The mental health of parents is related to biopsychosocial factors that often generate depression, stress, aggressiveness and other alterations that affect the relationship with their children and parenting styles; this is why these points of risk should be identified in order to avoid inadequate parenting patterns.

In their research, Oliva, Parra and Arranz, Parental relational styles and adolescent adjustment, state that parental styles related to a calm, affective and communicative climate, and correct parenting guidelines, lead to better relationships and better child development. In other words, the home influences the affective and social development of the child, since norms, roles, values, models and skills are learned in childhood. Although there are a range of factors that affect the development of children in the home, it is important to identify the vitality of the family and parenting styles in the child's development.

Santrock comments, "Parenting requires diverse interpersonal skills and makes intense emotional demands, yet there is little formal education for the task. Most parents learn parenting practices from their own parents. They accept some of these practices and reject others."

That is to say, parents are the subjects that guide the development of the child, based on the set of actions, attitudes, feelings, beliefs, culture, norms, among other factors that they received in their childhood from their parents. Thus, parents are the support in the development process of children, and the first educators turning the home into an environment in which knowledge, behavior, feelings and values are imparted to the child in order to form socially responsible individuals.

Goleman states that: "Family life is the first school of emotional learning; it is the domestic crucible where we learn to feel ourselves and where we learn how others react to our feelings".

The teaching provided by parents at home, through parenting styles, will determine the behavior and development of the child wherever he/she is.

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