



# The Study of Students' Democratic Attitude and Prosocial Behaviour in Relation to Their Self-Concept in Secondary School

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**Article History:** Received: 02.10.2022

Revised: 23.12.2022

Accepted: 17.01.2023

## ABSTRACT

Students' self-concept appears to be influenced by the school environment. Most self-concept programs employed in schools have traditionally consisted of surface-level activities; as a result, self-conception is acknowledged at a theoretical level. To accomplish this, school students must first examine their views about self-conception. The present study is conceptual, with information acquired from both Adopted and self-constructed tools. The primary data collection method has been used. The data has been collected from 400 students (229 females and 171 males) from Uttar Pradesh. SPSS and Excel were employed for accurate data analyzed. For testing the hypothesis Correlation has been used in this study. The major goal of the study is to look for parallels and differences in students' perspectives of prosocial behavior and democratic attitude view in self-concept.

**Keywords:** Democratic attitude; Prosocial behavior; Self-concept; Secondary school.

## 1. Introduction

Democracy is a way of living in which issues are handled via debate, discussion, persuasion, deliberation, and the exchange of ideas rather than through distrust, dictation, compulsion, conflict, and violence. It is a set of social ties among persons devoted to promoting the person's protection while putting individual concerns aside. The notion of democracy in secondary schools is both imprecise and difficult in today's social and political environment (Baumeister, 2010). The presence of teachers and students on school boards, where they may have a significant effect on school life, obligates them to take part in debates regarding trivial matters. Schools should inspire some political students in which deliberation & resolving conflict, responsible cooperation, democratic decision-making, and participation are all observable, all of which are essential in sustaining democratic life forms. This conception is far too short, according to many. A democratic lifestyle can only be achieved and maintained if students can learn what democracy is and how to implement it

in their lives. There should be an emphasis on democracy in all aspects of school life, including the interactions between teachers and students (Ackerman et al. 2020). To put it another way, it's a way of life that involves "a unified articulated experience," not simply government.

### *Prosocial Behaviour*

Volunteering and other prosocial behavior have been linked to improved mental and physical health in later life, but their proximal linkages to well-being in the here and now remain generally unstudied. The present study explored the day-to-day correlations of prosocial actions with mental and physical well-being, and if these associations alter with a person's age (Catalano et al., 2004). People's desire to engage willingly for the benefit of others, known as prosocial participation, has long been an essential part of human nature and a fundamental value in all cultures. Studies show that prosocial behavior has a favorable effect on both individual functioning and interpersonal relationships (Rogers, 1959). Adolescents' healthy growth and development are enhanced when they may participate in meaningful

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activities that promote prosocial behavior (Catalano et al., 2017). Students' participation in prosocial behavior is the purpose of making students aware and capable of accepting ethical and social norms. This participation will result in beneficial improvements for the students and, as a result, will help society as a complete (Holbein et al., 2019).

Social services and education experts in foreign countries have fully acknowledged the advantages of prosocial participation activities for students, and a variety of prosocial involvement programs have already been arranged for students' participation. The study examines the notion and concepts of prosocial involvement, as well as how prosocial

involvement behavior may be encouraged in the regional environment to improve students' well-being. Although study on primary students has become increasingly common, a great number of research on prosocial activities have been undertaken on students in primary and secondary school (Hu and Feng, 2022). The study is based on the prosocial behavior of secondary school students, as well as systematic classroom monitoring. Structured laboratory-type tasks are typically used to examine the fundamental psychological processes expected to underlie prosocial behavior in primary-aged students, whereas self-report approaches are frequently utilized with older students.

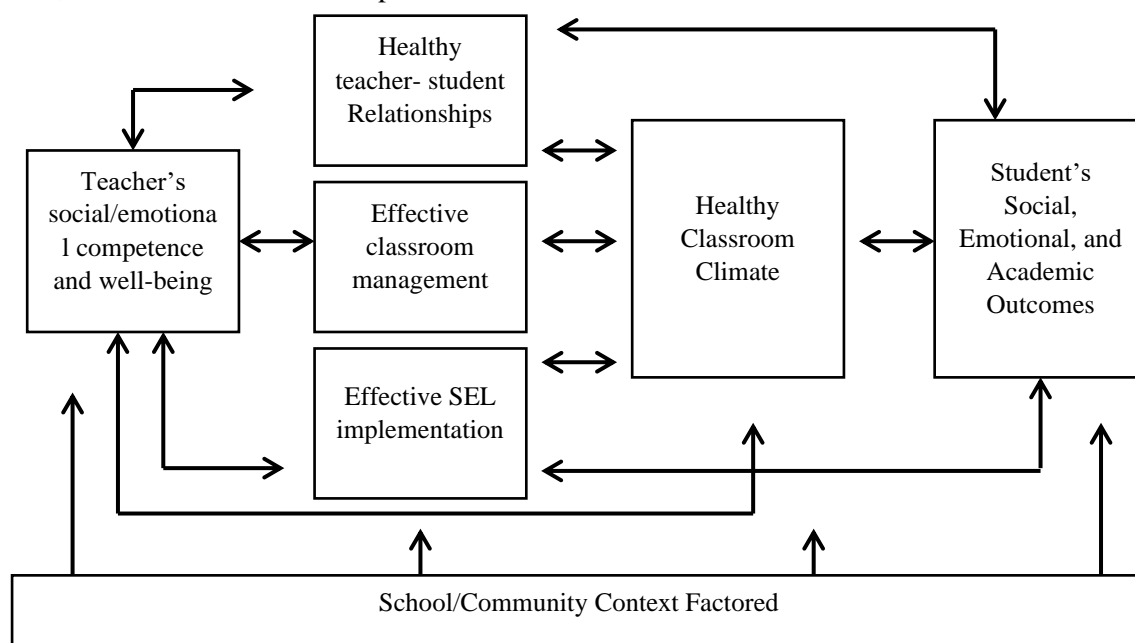


Figure 1: Model of Prosocial Behaviour

### Self-Concept

Self-concept is a crucial component in determining character and success in many aspects of life, such as scholastic accomplishments. The way one perceives himself or herself generates enthusiasm, motivation, good or negativity in students, which defines the amount of achievement or failure. According to Huitt (2004), "There is a lot of research that suggests that the self-concept is, maybe, the foundation of all motivated conduct. The self-concept generates potential selves, and these selves generate motivation for activity" "Researchers establish and sustain self-concept

through acting and thinking about what students have done and what others have said about what students have done.

Education has a significant impact on both attitude and conduct, which are functional components of one's personality. In a broad sense, education whether formal or informal is a means of increasing one's understanding of certain data, knowledge, or facts. It expands one's mental horizons, changes one's belief structure, and alters one's attitude toward a certain subject, item, or group of students. Furthermore, the process of education teaches a person to think in terms of good and wrong, truthful, and untrue, reasonable,

and irrational (Perrera, 2022). Education has been referred to as the "third eye" or "Gyanam Tritiyam Manjusha Netram." It is related to adaptability, openness to innovative ideas, and rationality. It aids in the liberalization of one's mindset. Academic achievements are a measure of education critical to living a successful life. Academic accomplishment influences both an individual's self-concept and value pattern in some manner (McLeod, 2008). The current researcher attempted to discover a relationship between secondary students' worth, self-concept, and academic accomplishment since one has a substantial influence on the other (Markus et al., 1987).

## 2. Review of Literature

Democratic Index released by Economist Intelligence Unit was seen 6.61 on the 53rd Rank in flawed democracies of India in which importance has been given to multiculturalism and civil liberties, and the situation in India is considered weak and improvement as inferior one. It is clear from the above discussions that socially beneficial behavior is a positive behavior, and it is recognized as a positive value of society, self-concept has a major role in its origin and determination. In this chaotic and corona era, the world needs pro-social people to prevent violence, market theft, selfishness, negligence, work against rules, families, villages, towns, neighborhoods, and living in cities (Raposa et al., 2016). People are dependent on each other's cooperation, not from anti-social expenditure, but from pro-social work. It happens that pro-social behavior should be encouraged. Many studies have been done like Ordaz, et. al., (2013) examined academic self-conception as a student's assessment of his or her educational talents, and it is among the most important factors in the academic sector due to its effect on cognitive and learning functioning. Thus, the goal of this research was to develop and verify an academic self-conception measure with global dimensions for adolescent students. Gupta, D., & Thapliyal, G. (2015) investigated that adolescence is a critical stage in social development because students are easily affected by the individuals with whom they form strong

ties. Friendship groups provide a chance to build social skills including empathy, leadership, and sharing during the adolescent era. Sengsavang, S., & Krettenauer, T. (2015) investigated the effect of aggression and parenting on the growth of students' moral self-concepts. Respondents were 198 primary school students, and their parents (SD = 2.44 years, M = 8.65 years) took part in the study. Mallick, M. K., & Cour, S. (2015) investigated that any activity undertaken to assist another person is considered prosocial activity. It is the act of benefiting others, such as contributing, assisting, cooperating, sharing, and volunteering. Prosocial conduct emerges gradually because of the socialization process. Bengtsson, Å., & Christensen, H. (2016) examined how students in secondary schools comprehend and experience the concepts of democracy and participation. Reimers, F. M., & Chung, C. K. (2017) examined that the academic achievement of students is vital in developing high-quality students who will become outstanding manpower and leaders for the nation, ultimately accountable for the nation's economic and social progress. Gibbons, S., et. Al., (2018) focused on four indices of moral competence in Ph. E. (moral judgment, moral reasoning, prosocial activity, and moral intention) that influenced self-conception of perceived activity. There were 204 boys (n = 87) and girls (n = 117) Ph. E. students in the sixth, seventh, and eighth grades who took part in the study. Bagán, G., et. al., (2019) examined the psychology of sustainable and sustainable development was linked to bettering people's quality of life in various settings, including the family. Luca, A., et. al., (2020) examined the link between academic success and various psychological categories such as self-concept, emotional intelligence, personality, and according to a study of the scientific literature. The current project has two major goals. First, the participants' academic success, as well as their self-concept, emotional intelligence, and personality, were analyzed based on their cultural background and gender (European vs. Amazigh). Christner, N., et. al., (2020) said that moral self-conception represents one's perception of himself/herself in terms of moral action and

has been considered as a predictor of actual behavior. Theories also imply that feelings and emotional knowledge might predict prosocial conduct, although the interaction between emotions and moral self-concept is poorly understood.

From the review of related literature, it was found that many studies have been done about folk-dynamic prosocial behavior and self-concept, but school studies were not found in Varanasi taking into account the local environment, specificity, and need. Therefore, there is a need to know these variables and what is their relation, whether this variable affects the wounds, the family members of the teachers, educational institutions, and how important it is. Based on the above arguments the following research question has been performed.

- i. Does the self-concept bring up a significant relationship between Democratic attitude and Prosocial behavior?

#### ***Objectives of the Study***

1. To find out the relationship between democratic attitude and self-concept of secondary school students.
2. To find out the relationship between democratic attitude and prosocial behavior of secondary school students.
3. To find out the relationship between self-concept and prosocial behavior of secondary school students.
4. To find out the relationship between self-concept and the democratic attitude of secondary school students.

#### ***Research Hypotheses of The Study***

**H<sub>R1</sub>**. There is a significant relationship between the democratic attitude and self-concept of secondary school students.

**H<sub>R2</sub>**. There is a significant relationship between the democratic attitude and prosocial behavior of secondary school students.

**H<sub>R3</sub>**. There is a significant relationship between the self-concept and prosocial behavior of secondary school students.

**H<sub>R4</sub>**. There is a significant relationship between the self-concept and democratic attitude of secondary school students.

### **3. Research Methodology**

#### ***Research Method***

The present study is quantitative and the descriptive survey method is applied to accomplish the objective of the study.

#### ***The population of the study***

The population of the present study included all secondary school students of the CBSE Board and UP Board schools in Varanasi.

#### ***Sample and Sampling Technique***

The study's sample included 400 secondary school students recruited from a secondary school. A basic random sampling procedure was used to obtain the sample. Secondary schools from the CBSE and UP boards were chosen at random from Varanasi.

#### ***Tools used for the study***

The following data-gathering tools were created and used in the current investigation.

##### **1. Democratic Attitude Scale (DAS)**

The democratic attitude scale for students was constructed and standardized by the researcher himself to study the democratic attitude of secondary school students. The DAS consisted of 43 items, distributed in 8 dimensions i.e., equality, justice, liberty, fraternity, dignity of the individual, secularism, democratic, and socialism. The DAS is a five-point Likert scale. Norms were set according to the minimum score, maximum score, mean, and standard deviation. The reliability of the scale determined by Cronbach's alpha was 0.86 and by test-retest was 0.83. Face and Content validity was established by a panel of experts.

##### **2. Prosocial Behavior Scale (PSBS)**

The PSBS was constructed and standardized by the researcher himself to study secondary school students' prosocial behavior. The PSBS consisted of 34 items, distributed in six dimensions i.e., social responsibility, empathy, equality, altruism, reciprocity, and self-sacrifice. The PSBS is a five-point Likert-type scale. Norms were set according to minimum score, maximum score, mean, and standard deviation. The reliability of the tool determined by Cronbach's alpha was 0.89 and by test-retest 0.86. To determine its Content

validity, the experts in the field of Education were consulted.

### 3. Self-concept inventory (SCI)

It is designed by Shah, Beena, faculty of education at Garhwal University, Srinagar (Garhwal), India, to assess self-concept (SC) of adolescence in terms of eight dimensions. This tool was adopted by the researcher and used to measure the self-concept of secondary school students. There are 73 items included in the test. The total time for testing was 40 minutes. The split-half reliability coefficient of SCI varied from .52 to .76, which is highly significant (beyond the .01 level of significance).

#### Data analysis

Karl Pearson's product-moment correlation coefficient method of statistical analysis was utilized to learn about secondary school students' democratic attitudes and prosocial behavior in relation to their self-concept of secondary school. In the current investigation, all calculations were performed using the Statistical Package for Social Sciences (SPSS) version 25.0.

### 4. Results and Interpretation

#### Findings related to Objective No. 1

**H<sub>0</sub>1. There is no significant relationship between the democratic attitude and self-concept of secondary school students.**

**Table 1: Correlation between democratic attitude and self-concept**

Correlation between democratic attitude and self-concept				
		Democ ratic attitude	Self- Conce pt	Level of significa nce
Democratic attitude	Pearson Correlat ion	1	.029	Not significa nt
	Sig. (2- tailed)		.566	
	N	400	400	
Self-Concept	Pearson Correlat ion	.029	1	
	Sig. (2- tailed)	.566		
	N	400	400	

It is observed that the correlation coefficient between the democratic attitude score and self-concept score of secondary school students was found 0.029, sig. value 0.566, which is not significant at a 0.05 level of significance. Cohen and Holiday (1982) Suggest that a correlation coefficient value of 0.19 and below is considered a very low correlation this shows that the democratic attitude of secondary students was very low positively correlated with the self-

concept of secondary school students. As a result, the Null hypothesis (H<sub>0</sub>1) indicating there is no significant association between secondary school students' democratic attitudes and self-concept was accepted (sig. value 0.566).

#### Findings related to Objective No. 2

**H<sub>0</sub>2. There is no significant relationship between the democratic attitude and prosocial behavior of secondary school students.**

**Table 2: Correlation between democratic attitude and prosocial behavior**

Correlation between democratic attitude and prosocial behavior	
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		Democrat ic attitu de	Pros ocil Beh avio r	Level of significa nce
<b>Democratic attitude</b>	<b>Pearson Correla tion</b>	1	.187 **	<b>Signific ant</b>
	<b>Sig. (2- tailed)</b>		.000	
	<b>N</b>	400	400	
<b>Prosocial Behaviour</b>	<b>Pearson Correla tion</b>	.187s s**	1	
	<b>Sig. (2- tailed)</b>	.000		
	<b>N</b>	400	400	

The correlation coefficient between the democratic attitude score and prosocial behavior score of secondary school students was found .187 and sig. Value 0.000 which is significant at 0.05 level of significance. Cohen and Holiday (1982, mention Bryman and Cramer 2002 p.174). Suggest that a correlation coefficient value of 0.19 and below is considered a very low correlation. This indicates that there was a weak relationship between students' democratic

attitudes and their prosocial actions in high school. Therefore, the null hypothesis (H02) that there is no association between secondary school students' democratic mindset and their prosocial conduct was rejected (Significant Vale 0.000).

**Findings related to Objective No. 3**

**H<sub>03</sub>. There is no significant relationship between the self-concept and prosocial behavior of secondary school students.**

**Table 3: Correlation between self-concept and prosocial behavior**

<b>Correlation between self-concept and prosocial behavior</b>				
		Self- Conce pt	Pros ocial Beha viour	Level of significa nce
<b>Self-Concept</b>	<b>Pearson Correlatio n</b>	1	.039	<b>Not significa nt</b>
	<b>Sig. (2- tailed)</b>		.435	
	<b>N</b>	400	400	
<b>Prosocial Behaviour</b>	<b>Pearson Correlatio n</b>	.039	1	
	<b>Sig. (2- tailed)</b>	.435		
	<b>N</b>	400	400	



The correlation coefficient between the self-concept score and prosocial behavior score of secondary school students was found 0.039 and a sig value of 0.435, which is not significant at a 0.05 level of significance. Cohen and Holiday (1982) which is mentioned in Bryman and Cramer 2002, p.174, suggest that a correlation coefficient value of 0.19 and below is considered a very low correlation. This demonstrates that secondary school pupils' self-concept was quite

low and positively connected with their prosocial conduct. As a result, the null hypothesis (H03) that there is no significant association between secondary school students' self-concept and prosocial conduct was accepted (sig. value 0.435).

**Findings related to Objective No. 4**

**H<sub>0</sub>4. There is no significant relationship between the self-concept and democratic attitude of secondary school students.**

**Table 4: Correlation between self-concept and democratic attitude**

Correlation between self-concept and democratic attitude				
		Self-Concept	Democratic attitude	Level of significance
Self-Concept	Pearson Correlation	1	.029	Not significant
	Sig. (2-tailed)		.566	
	N	400	400	
Democratic attitude	Pearson Correlation	.029	1	Not significant
	Sig. (2-tailed)	.566		
	N	400	400	

It was observed that the correlation coefficient of respondents between self-concept score and democratic attitude score of secondary school students was found 0.029 and sig. value .556, which is not statistically significant at a 0.05 level of significance, Cohen, and Holiday (1982) mentioned in Bryman and Cramer 2002, p.174) suggest that a correlation coefficient value of 0.19 and below may be considered a very lower correlation. This shows that the self-concept of secondary school students was very low and positively correlated with the democratic attitude of secondary school students. As a result, the null hypothesis (H04) that there is no significant association between secondary school pupils' self-concept and democratic attitude was accepted (i.e., significant value 0.556).

**5. Conclusion**

The results indicate that there is a very low positive correlation between Democratic Attitude (when measured on the Democratic Attitude scale) and self-concept (when measured on the self-concept inventory, Shah, Beena) of secondary school students around Varanasi. This result is supported by several earlier research findings parkey and Novok (2006) found that self-concept is a key point for teaching, learning, and democratic practice in school success. Another important finding of the present study is that there is a significant relationship between the democratic attitude (when measured on DAS) and prosocial behavior (when measured on PSBS) of secondary school students. This shows that between these two variables very low correlation. Supported by this result Adebayo

(2005) explored the relationship between democratic attitude and prosocial behavior as a positive correlation. Another finding of the study the correlation coefficient between self-concept score and prosocial behavior score of secondary school students is found very low positive correlation. Calvo et.al. (2001) prosocial antisocial conduct, which is negatively associated with empathy and self-concept, has also increased, despite its relevance in fostering strong interpersonal interactions and preventing antisocial behavior. "Students' self-perceptions and their democratic attitudes were shown to have a very weak positive link, which led to the study's next and last finding. This finding demonstrates a causal link between secondary pupils' sense of self and their commitment to democratic values" (Biesta et al., 2009). This result is supported by Meidan's (1980) democratic attitude interaction, self-concept, and generation gap were explored in different home environments.

Prosocial behavior is the primary goal of this ground-breaking study, which combines students 'competency and social effect predictors with predictions of helpful intention as a secondary outcome. Social impact characteristics were shown to be more influential in predicting both prosocial behavior and the desire to assist others. A person's ability to influence others was strongly influenced by a person's upbringing, their relationships with others, and their experiences in school. Research into how prosocial behavior and helpful intention are linked among teens led to the development of unique patterns (Hastings et al., 2007). This pioneering study's assessment of teenagers' prosocial behavior may serve as a useful platform for future studies, but future research is needed to corroborate its findings.

A study is needed to further understand how people regard responsibility concerning their beliefs and the kinds of responsible behaviors that may have the most positive impact on self-concept. Personal accountability is more prevalent in those who have a high self-concept, according to the study results. Several studies have found a weak correlation between high self-esteem and professional achievement; however,

this is usually considered responsible behavior. Additional research regarding individual variances may be beneficial after this study. Future studies should focus on the function of school administrators as potential role models for boosting or sustaining students' self-concept. Students' self-concepts can be boosted through regular contact with their peers.

#### **Educational Implications**

- i. Teachers can promote activities-based adolescent group teaching to enhance the prosocial level of students.
- ii. There is a need for class and campus-level educational movements for developing self-concept and social behavior, and democratic attitudes among adolescents.
- iii. The work or achievement of students should be credited and appreciated by the head and teachers of the organization.

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