The causes and corrective countermeasures of children's aggressive behavior caused by parenting style

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Abstract. Aggressive behavior in young children is one of the key topics of today's research. Some researchers have found that different parenting styles have a significant impact on children's aggressive behavior, but there is still a lack of a unified explanation for its causes and how to correct it. Therefore, the research topic of this paper is the causes and corrective countermeasures of aggressive behavior in young children caused by parenting styles. The research methods of this paper are as follows: firstly, the literature research in related fields in recent years is collected, and secondly, the collected literature is analyzed. The study found that there is a significant positive correlation between children's aggressive behavior and doting, laissez-faire and authoritarian factors, and there is a significant negative correlation with democratic factors, and the older parents are more likely to use inappropriate parenting methods for education. In general, democratic parenting is very desirable, and at the same time, it is supplemented by the guidance and intervention of parents and kindergartens to show its effectiveness.

1 Introduction

1.1 Research background

Aggressive behavior is a common problematic social behavior in young children, often manifested as physical (hitting, scratching, biting, kicking, etc.) or verbal (insulting, defaming, etc.) attacks on others, as well as behaviors such as taking others' belongings, which is also an important part of the individual socialization development of young children. In kindergarten, young children with aggressive behavior can pose a threat to others, disrupt normal life and teaching order, cause most children to avoid them, and make teachers struggle with how to deal with these overly aggressive young children. The 3-5-year-old stage is crucial for the healthy development of young children. The current "Guiding Outline for Kindergarten Education" puts forward many requirements for the goals of early childhood education, including a spirit of solidarity and cooperation, empathy, and a liking for socializing with others. Achieving these educational goals requires collective education from parents, schools, and society. Research shows that young children who exhibit aggressive behavior early on are more likely to become perpetrators of campus violence as they grow up. Cultivating young children's social qualities is a long process, with schools and families being the main environments. Family education is always paramount in children's lives and their upbringing style can determine their initial behavioral patterns towards others. The relationship between young children's aggressive behavior and parenting styles is closely linked. If aggressive behavior persists or continues in young children, it will inevitably affect their personality development and socialization, and should be taken seriously.

In the past decade or two, preschool education researchers in China have also paid more and more attention to the research on the social development of children, including many scholars who have conducted a more systematic analysis of the causes and characteristics of preschool children's aggressive behavior. At the same time, since this century, some scholars have explored the development of children's social behavior based on the research on children's psychology, and found that the development differences of children's psychological theory were indeed related to their social behavior development. There is a certain close relationship, but there seem to be different relationship patterns with different aspects of social behavior development. From the research on the relationship between preschool children's mental health status and their social behavior and family environment, in children's mental health status, there are significant differences in behavioral disorder factors and social interaction factors in terms of gender and age. The performance of aggressive destructive behavior is significantly different. Later, some scholars studied the development of children's aggressive behavior under the condition of intergenerational upbringing, and found that grandfathering had an important impact on children The higher educational level of the grandparents and the consistency of the upbringing of the grandparents and the parents may be protective factors for the development of children's aggressive behavior. At the
same time, the upbringing of the grandparents will reverse predict the physical aggression in the early part of the semester, while the psychological pressure will reverse predict the physical aggression in the early part of the semester and the relationship aggression in the middle of the semester. At the same time, it positively predicts the relationship aggression in the early part of the semester, which is different from the relationship between parental parenting behavior and children's aggressive behavior.

This paper will use the literature review method to study the causes of children's aggressive behavior from the perspective of family, especially parental upbringing, and on this basis, some corrective countermeasures are put forward.

1.2 Research topic

1.2.1 Impact of parenting style on children’s aggressive behavior

Regarding the parenting methods in this topic, the democratic parenting methods of parents are conducive to the social development of children, while other bad parenting methods of parents will cause children to have poor peer relationships, aggression, aggression, poor independence, and non-compliance with social rules. The emergence of bad qualities is not conducive to the social development of children. The parenting methods of parents are generally divided into the following categories: democratic, authoritarian, authoritative, doting and neglected.

Different parenting methods have different effects on children's aggressive behavior, and the influence mechanism is also different. Children educated by democratic parents will express their feelings and needs in a legitimate way, because parents give children enough respect, and children will naturally not express themselves in extreme ways. While authoritarian and authoritative parents teach children with strong self-esteem. Because of the authoritarian parents, children become particularly concerned about self-esteem. As long as children feel that someone has challenged their self-esteem, they will become particularly aggressive. The doting parents love their children too much, causing children to feel that "the whole world should meet my needs", which makes them unreasonable, and sometimes they do not get what they want and even take action. Finally, with regard to neglecting parents, such parents hardly care about their children, and they have never paid too much attention to their children's social education, resulting in children who lack parental care and do not know how to express themselves. As a result, some children will try to attract parents' attention by attacking others and even attacking everything around them, so that parents can pay attention to themselves.

According to Maslow's Hierarchy of Needs theory, everyone has the need to be respected by others. Only if parents educate children correctly can they actively respond to challenges from the family and the outside world in the future. If parents ignore the importance of family parenting methods to children's social development, and insist on using rules to bind children, children will not only have a sense of alienation and rebellious psychology, but will also treat the people and society around them in the same way as they gradually become adults, and even produce extreme behavior. So, the intervention can start from two aspects, on the one hand, therapist can try to change the parenting style of parents, and on the other hand, subtly guide and educate the corresponding children with aggressive behavior.

2. Research methods

2.1 Research design

The research subjects selected the literature related to parental rearing styles and children's aggressive behavior, and the research method was selected by literature review method.

2.2 Principles for selecting documents

The literature mainly comes from CNKI, Baidu Academic, etc., and selects the literature published from 2013 to the present and the more famous literature in the past 20 years, including academic journals, master's and doctoral papers, survey literature, etc. Search by keywords such as "parenting style", "children's aggressive behavior", "causes and coping strategies of children's aggressive behavior", and at the same time visually analyze the retrieved literature, analyze the distribution of its main and secondary topics, and select literature related to family education or parental education. Another path is to check the number of such topics written or published by each author or unit, and select the names of persons or units with a large number of publications to find the relevant literature published by them.

2.3 Description of selected documents

Regarding the description of the types of documents, there are 6 academic papers, 9 journals, 1 conference documentary, 1 book, and 3 foreign documents. Most of them use the method of theoretical research and empirical research, and use a large range of questionnaires to cooperate with cases. There are many literatures on special project research, among which the conference documents present the research results of related teaching research projects. Among them, some special groups such as aggressive behavior research specifically for rural left-behind children are involved. More than five of the selected literatures use empirical research. Based on this question and the attributes of the
discipline, the present study will focus more on selecting literatures with empirical research for analysis.

2.4 Methods of literature analysis

This paper uses induction to summarize the relationship between parenting style and children's aggressive behavior and the mechanisms that may promote it. On the basis of induction, based on the relationship summarized by the literature, it is screened and rated, and proposes coping strategies for children's aggressive behavior. Strategies are divided into macro strategies (such as policy, social aspects) and micro strategies (parent, teacher aspects). In addition, this study takes into account other classifications, such as realistic operability or only those that have not been practically studied at the theoretical level. In addition, the method of this study taking into account the literature in other countries is not particularly applicable to the situation in China. Based on this, this study proposes coping strategies for children's aggressive behavior, in order to provide theoretical reference for preschool teachers and parents to better deal with such problems.

3. Concept of parenting style and aggressive behavior in young children

Regarding the classification of parenting styles, Baumrinder was the first psychologist to classify parenting styles according to patterns. After extensive empirical research, she divided parenting styles into authoritative, authoritarian and laissez-faire. Berg et al. divided parenting styles into authoritative, authoritarian, laissez-faire and neglected.

In China, scholars Guan Ying and Liu Chunfen divided parenting styles into three types: authoritarian, democratic and tolerant from the perspective of parent-child relationship [1]. When compiling a questionnaire on parenting styles, Yang Lizhu and Yang Chunqing divided parenting styles into five types: doting, democratic, laissez-faire, authoritarian, and inconsistent. Cui Zhe and Zhang Jianxin divided parenting styles into four types: understanding and encouragement, excessive restraint, indifference and authoritarianism, and restriction and protection.

In the process of children's growth, it is self-evident that the family environment has an impact on them, and it is most closely related to children's lives. The socialization of children's behavior is deeply affected by various family factors. Fei Yuanyuan collected data by sending questionnaires to parents and teachers of a kindergarten under the "Children's Behavior Scale (Parent Edition) " compiled by Achenbach (this table is suitable for children aged 3-9) and Yang Lizhu's "Parenting Style Questionnaire" and other questionnaires, and adopted a random sampling method. The study found that the detection rate of aggressive behavior among male children aged 3-5 was 26.11%, which was significantly higher than that of female children 12.10%. According to the results, it can be found that gender has a significant impact on aggressive behavior. At the same time, children at different age stages also have different aggressive behaviors. As children grow older, children's aggressive behaviors will also have different manifestations [2].

Studies have shown that most of the highly aggressive young children come from "absolute authority" and "excessive doting" types of families, and the common feature of these two types of family types is inappropriate restrictions on young children [3]. Parental age also has a certain impact on the parenting style of young children. There are significant differences in the doting and laissez-faire dimensions, but no significant differences in the democratic and authoritarian dimensions. Among the doting types, parents over the age of 30 implement doting parenting styles to their children significantly more than parents under the age of 30. Among the laissez-faire types, parents over the age of 40 implement laissez-faire parenting styles to their children significantly more than parents under the age of 40, and parents aged 30-40 implement this parenting style to their children significantly more than parents under the age of 30. There is a significant positive correlation between children's aggressive behavior and the three factors of doting, laissez-faire and authoritarian, and a significant negative correlation with democratic factors, which is consistent with the research results of the existing literature. At the same time, the study of scholar Xie Nan (Many types of parenting styles have significant inverse predictions of children's self-control, and only democratic types show positive predictions. Most of the above scholars' research data analytics are collected and calculated using different versions of SPSS.

Although the amount of research literature in this area is considerable at present, the current research still has certain limitations. In the sampling study, if the questionnaire is distributed offline, there are certain geographical restrictions. The research results can only represent the situation of local children and parents, and cannot explain that this is the case in all regions. However, if the questionnaire is distributed on a large scale online, although there are no geographical restrictions, the possibility that someone does not fill in the questionnaire seriously is greatly increased. At the same time, it is also because of regional differences that the educational concepts of parents in different regions also lead to different proportions of various parenting styles among parents in each region. In addition, the situation in rural areas is different from that in cities, and there may be differences between ethnic minorities and Han nationalities, so the results in one place are not widely representative [4].

4. Influencing mechanism between parental parenting style and children's aggressive behavior and children's aggressive behavior modification

In the research of Liu Ming, Deng Xiping, Sang Biao et al., it is shown that the development of prosocial behavior in young children must be based on the development of theoretical knowledge of mind. Only
when they can recognize other people's intentions, emotions, beliefs, knowledge and other psychological states can they have a correct understanding of various social behavior situations and respond to prosocial behavior. At this age, the development and changes of children's prosocial behavior are in the dominant position in the development of social behavior, and their development and changes are far more significant than other changes in social behavior [5]. Therefore, in this case, parents who have spent the longest time with them are particularly important.

The theory of significant others was put forward by American sociologist Mills on the basis of Mead's theory of self-development. It refers to specific figures who have an important influence on the socialization process of individuals. Significant others mainly refers to a person or a group that has an important influence on individual development, which is manifested in the development of personal language, intelligence, emotion, and sociality. The imitation behavior of preschool children is strong, and coupled with the influence of important others, their behavior is more inclined to the behavior of important others. Mead once proposed that important others have an important influence on the values of individuals, that is, in the process of social development, individuals make themselves adopt the attitude of others through language. In the process, he becomes others, and the values of others become their own values. In addition, he also believes that others play an important role in the development of individuals' personality and sociality.

In the preschool education stage, because the physical and mental development level of children has not yet reached the point of maturity, in this stage, the important others in children's lives mainly include kindergarten peers, teachers, family members, etc. Therefore, peers, teachers, and family members play an important role in the development of children's personality and sociality. The aggression of preschool children comes more from the parenting style, behavior, and mutual imitation of peers.

The research of scholar Huang J.Q. shows that most of the highly aggressive young children come from "absolute authority" and "excessive dotting" types of families, and the common feature of these two types of family types is the inappropriate restriction of young children [3]. Parents of "absolute authority" type often use corporal punishment or verbal attacks to treat young children, over-intervene in children's thoughts, and control children's autonomy, resulting in children being suppressed and quickly developing rebellious psychology, which makes them unconsciously aggressive behavior. "Excessive dotting" parents always pamper their children too much, making children more self-centered. When children make unreasonable demands, parents always refuse, but satisfy their children and give them so-called "love". However, when children go to kindergarten, the original "little emperor" and "little princess" living environment is broken, and here, it is no longer his "castle". At this time, children will feel that their "interests" are threatened, and some needs are not met, so they will resist to achieve their goals, resulting in aggressive behavior.

At the same time, scholar Bai Lingyu surveyed a total of 464 young children and their parents through questionnaire survey, interview and observation methods. The study found that, unlike traditional concepts, it is usually believed that boys will be spoiled and indulged by their families. More aggressive behavior, accompanied by physical conflict and vexatiousness. Girls are less aggressive because they are more introverted, and even if they are, they are mostly indirectly expressed through crying or complaining. However, the scholar's kindergarten survey in Ordos found that due to regional differences and the influence of traditional concepts, local people will spoil girls more and strictly demand boys, which led to the fact that girls in the area showed slightly stronger aggressive behavior than boys during the study [6]. It can be seen from this that children's aggressive behavior has little to do with gender itself, and the fundamental reason is the parenting style.

At the teacher level, if individuals want to reduce children's aggressive behavior, they must first calm down and guide them to express their aggressive motives and reasons, build a platform for children to resolve conflicts, and provide children with opportunities to solve problems, which can not only improve their communication skills, but also avoid solving with aggressive behavior [7]. Scholar Wang Yali found through research that the intervention method of painting therapy is also conducive to alleviating the emotional problems of individual cases, thereby improving their aggressive behavior, so the use of painting therapy can also be an effective way [8]. But at the same time, the best way is to change the problem from the root cause, which is the family. Family education is an important breakthrough point for preventing and correcting children's aggressive behavior, so when formulating a correction plan for children's aggressive behavior, researcher should focus on changing the way of family upbringing. First, people must create a warm family environment, create a harmonious atmosphere, and guide children to correctly express their emotions in daily life. Second, implement democratic upbringing, communicate more with children, respect children's choices, and try to use factual and reasonable methods to avoid unreasonable scolding and scolding.

On this basis, it is also possible to make better use of the home coordination method to further intervene, reach an educational consensus with parents, and use strategies such as reasonable arrangement of children's one-day activities, reduction of stimulation, model demonstration, and positive encouragement to treat children with aggressive behavior. The experiment showed that the frequency of children's aggressive behavior decreased by an average of 85.71% after a period of time, and the effect was significant [9]. In another aspect, with the advent of the Internet era, children's lives have also been affected in many ways, and various electronic products continue to attract children's attention. However, there are some violent and bloody content on the Internet, which are not suitable for children to watch, can easily
have a negative impact on them, and may even lead to aggressive behavior. Therefore, parents should limit the time children use electronic products, and choose videos or games suitable for children to watch. At the same time, content that conforms to children's psychological and physiological characteristics should be selected, and kindergarten teachers should also make good choices of film and television works, such as selecting some themes focusing on love, sharing and cooperation, to provide positive guidance and help for children's growth [10].

5 Conclusion

The study found that there was a significant positive correlation between children's aggressive behavior and doting, laissez-faire and authoritarian factors, and a significant negative correlation with democratic factors. Moreover, parents who are older are more likely to use inappropriate parenting methods for education. Parents in remote areas are more likely to use inappropriate or laissez-faire attitudes in education. Different from people's subjective perceptions, the impact of gender differences on children's aggression is not as great as imagined. Differences in education for children of different genders in different regions are the root cause. This study first summarizes the impact of different parenting styles on children's aggressive behavior, which is conducive to understanding which parenting styles are more likely to lead to children's aggressive behavior. Secondly, the present study summarizes how to intervene in children's aggressive behavior in terms of teachers, families, and home co-education to reduce it to disappear.

This paper summarizes the various experiments of the reference article and their views and results through the method of literature review. It is mainly contributed to various scholars who are interested in research in this field and parents who are troubled by children's aggressive behavior. It may be beneficial for them to understand the root cause of children's aggressive behavior and intervene in correction. Preferably, perhaps there can be more help from the social level or the government level for research in this area. Further investigations and efforts can be made in the above direction in the future to facilitate in-depth research on this topic.

References