RELATIONSHIP BETWEEN AGGRESSIVE BEHAVIOUR AND ACADEMIC ACHIEVEMENT OF THE STUDENTS AT STANDARD IX

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ABSTRACT

*The study enlightens the impact of Aggressive Behaviour on Academic Achievement at standard IX. **Objectives of the study:** [i] To find out the relationship between Aggressive Behaviour and Academic Achievement. [ii] To find out the relationship among the types of Aggressive Behaviour. [iii] To find out the difference between the low Academic Achievers and high Academic Achievers in different types of Aggressive Behaviours. [iv] To find out the difference between Male and Female students in Aggressive Behaviour. **Method of study:** Normative survey method. **Samples:** One hundred and fifty seven students studying in standard IX. **Tool:** Researcher's self-made Aggressive Behaviour tool consisting of 35 items in different types of Aggression such as Physical, Verbal, Anger, Hostility and Indirect Aggression. **Reliability of the tool:** The reliability of the tool was calculated by split-half method and the calculated reliability value is 0.734. **Procedure of the study:** [i] The investigator got permission from the concerned school head masters by explaining about the importance of the investigation. [ii] The procedure of the response of the Aggressive Behaviour scale with personal data sheet was explained to the students clearly and the Aggressive Behaviour scale with personal data sheet was distributed to the students. [iii] The response sheet was taken back from the samples along that their half-yearly marks were noted as Academic Achievement. **Findings:** [i] There is a significant low negative correlation between Aggressive Behaviour and Academic Achievement. [ii] There is a significant positive correlation among Physical Aggression, Verbal Aggression, Anger, Hostility and Indirect Aggression. [iii] There is a significant difference between the Low Academic Achievers and High Academic Achievers in Physical Aggression and Anger. [iv] There is no significant difference between the Low Academic Achievers and High Academic Achievers in Verbal Aggression, Hostility and Indirect Aggression. [v] There is a significant difference between Male and Female students in Aggressive Behaviour.*

INTRODUCTION

Aggression is one of the problems in educational psychology which affects the learning process. Aggression is related to those behaviours that are intended to inflict physical or psychological harm on others. An individual may be aggressive because he has been brought up in the environment where he frequently observed his parents, elders, teachers and peers, showing aggression towards him or towards others. Aggression does not occur just with live models; violence or Aggression shown on television or the cinema screen and described in the pages of magazines and novels may impel an individual towards Aggression. This provocation if reinforced, may lead him to adopt Aggression as a mode of his usual Behaviour. Aggressive Behaviour may represent a normal developmental stage or indicate a serious, ongoing mental health disorder that poses a safety concern. In this article, the Aggressive Behaviour and Academic Achievement of the students were studied and it will help the teachers to enrich the students' Academic Achievement.

NEED FOR THE STUDY

From the review of various studies and theories of Aggressive Behaviour, the investigator understood that the Students are unable to perform well in their Academic activities because of Aggressive Behaviour. Students' Aggression has been blamed on many things, including learning difficulties, broken homes, poverty, racism, inequality, chemical imbalances in the brain, toy guns, TV violence, sexual repression, sexual freedom, overpopulation, alienation, bad genes and original sin. So far only few studies have been reported regarding the Aggressive Behaviour and Academic Achievement. So the investigator made an attempt to study the relationship between the Aggressive Behaviour and Academic Achievement. It will enable to find whether there is any relationship between the Aggressive Behaviour and Academic Achievement. So this study would be an approach to enhance the students' Academic Achievement.

OBJECTIVES:

1. To find out the relationship between Aggressive Behaviour and Academic Achievement.
2. To find out the relationship among the types of Aggressive Behaviour.
3. To find out the difference between Low Academic Achievement and high Academic Achievers in different types of Aggressive Behaviour.
4. To find out the difference between Male and Female students in Aggressive Behaviour.

HYPOTHESES:

1. There is no significant relationship between Aggressive Behaviour and Academic Achievement.
2. There is no significant relationship among the types of Aggressive Behaviour.
3. There is no significant difference between Low Academic Achievers and high Academic Achievers in different types of Aggressive Behaviour.
4. There is no significant difference between Male and Female students in Aggressive Behaviour.

VARIABLES:

Independent variable: Aggressive Behaviour
Dependent variable: Half yearly Marks

DELIMITATIONS OF THE STUDY:

1. The present study is limited to 9th standard students under Tamilnadu state board and Matriculation schools.
2. The study has been limited to Coimbatore District.

METHODOLOGY

METHOD OF STUDY: Normative survey method was adopted in the study.

SAMPLE: One hundred and fifty seven students studying in standard IX from 3 Government high schools and 3 Matriculation schools in Coimbatore District were selected as samples by simple random sampling technique.

TOOL: Researcher's self made Aggressive Behaviour scale consisting of 35 items was used as a tool for the study.

RELIABILITY AND VALIDITY OF TOOL

The reliability of the tool was found 0.734 at 0.01 significant level by split half method. The validity of the tool

was established by juries' opinion. Hence the reliability and validity of the tool were established.

PROCEDURE OF THE STUDY

The personal data sheet and Aggressive Behaviour scale were made as a booklet. The investigator reasonably approached the sample subjects (9th standard students) after getting permission from the concerned head and explained briefly about the importance of the investigation. Then the tools were hand over the subjects and explained the response procedure. After the responses, the response sheet was taken back from the sample subjects along that their half-yearly marks were noted as Academic Achievement. Later all, the entire questionnaires were arranged properly and the incomplete questionnaires were reamed and completed questionnaires were tabulated.

ANALYSIS:

Hypothesis 1: There is no significant relationship between the Aggressive Behaviour and Academic Achievement.

Table 1: Relationship between Aggressive Behaviour and Academic Achievement

S.No	Relationship		r	Result	Remark
1	Aggressive Behaviour	Academic Achievement	-0.302	Significant	Low negative

The above table examines the co-efficient of correlation between Aggressive Behaviour and Academic Achievement scores of 157 students. The obtained correlation -0.302 shows that low negative correlation between Aggressive Behaviour and Academic Achievement at 0.01 significant level. It indicates that students, who have high Academic Achievement are having low Aggressive Behaviour and the students, who have low Academic Achievement are having high Aggressive Behaviour and also it is concluded that there is a significant low negative correlation between Aggressive Behaviour and Academic Achievement. Hence the null hypothesis, "There is no significant relationship between the Aggressive Behaviour and Academic Achievement" is rejected.

Hypothesis 2: There is no significant relationship among the types of Aggressive Behaviour such as Physical, Verbal, Anger, Hostility and Indirect Aggression.

Table 2: Relationship among the types of Aggressive Behaviour

S. No	Relationship		Subjects	r	Result	Remark
1	Physical Aggression	Verbal Aggression	157	0.373	Significant	Low Positive
2	Physical Aggression	Anger	157	0.637	Significant	High Positive
3	Physical Aggression	Hostility	157	0.447	Significant	Moderate
4	Physical Aggression	Indirect Aggression	157	0.417	Significant	Moderate
5	Verbal Aggression	Anger	157	0.433	Significant	Moderate
6	Verbal Aggression	Hostility	157	0.487	Significant	Moderate
7	Verbal Aggression	Indirect Aggression	157	0.307	Significant	Low Positive
8	Anger	Hostility	157	0.528	Significant	Moderate
9	Anger	Indirect Aggression	157	0.443	Significant	Moderate
10	Hostility	Indirect Aggression	157	0.472	Significant	Moderate

The above table shows that the correlation values (r) of Physical Aggression and Verbal Aggression, Physical Aggression and Anger, Physical Aggression and Hostility, Physical Aggression and Indirect Aggression, Verbal Aggression and Anger, Verbal Aggression and Hostility, Verbal Aggression and Indirect Aggression, Anger and Hostility, Anger and Indirect Aggression, Hostility and Indirect Aggression are 0.373, 0.637, 0.447, 0.417, 0.433, 0.487, 0.307, 0.528, 0.443 and 0.472, which are significant at 0.01 level. It indicates that there is a positive correlation among Physical Aggression, Verbal Aggression, Anger, Hostility and Indirect Aggression. Hence the null hypothesis, "There is no significant relationship among the types of Aggressive Behaviour such as Physical, Verbal, Anger, Hostility and Indirect Aggression" is rejected.

Hypothesis 3: There is no significant difference between Low Academic Achievers and High Academic Achievers in different types of Aggressive Behaviour.

Table 3: Difference between the Low Academic Achievers and High Academic Achievers in different types of Aggressive Behaviour

Types of Aggressive Behaviour	Groups						t-value	Sig.
	Low Academic Achievers			High Achievers				
	N1	M1	SD1	N2	M2	SD2		
Physical Aggressive	79	12.62	2.910	78	11.23	2.842	3.027	P < 0.05
Verbal Aggression	79	9.85	1.888	78	9.32	1.776	1.803	P > 0.05
Anger	79	21.35	4.647	78	19.87	4.335	2.068	P < 0.05
Hostility	79	12.66	2.665	78	12.31	2.956	0.780	P > 0.05
Indirect Aggression	79	7.20	2.180	78	6.62	2.027	1.748	P > 0.05

The above table shows that the calculated t-values of Low Academic Achievers and High Academic Achievers with respect to Physical Aggression and Anger are 3.027 and 2.068, which are greater than the tabulated t-value 1.984 at 0.05 level of significance. It indicates that there is a significant difference between the Low Academic Achievers and High Academic Achievers in Physical Aggression and Anger. And also, the calculated t-values of Low Academic Achievers and High Academic Achievers with respect to Verbal Aggression, Hostility and Indirect Aggression are 1.803, 0.780 and 1.748, which are less than the tabulated t-value 1.984 at 0.05 level of significance. It indicates that there is a significant difference between the Low Academic