



**AGGRESSION OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR
GENDER AND TYPE OF SCHOOL**

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Abstract

The present research statement of the problem is “Aggression of Secondary School Students in relation to their gender and type of school”. The objectives of the study were: a) To study the level of aggression among secondary school students. b) To study gender-wise difference in the aggression of secondary school students and to study school-wise difference in the aggression of secondary school students. This research is completed on senior secondary school students of Himachal Pradesh both sex and Private & Govt. School Students. The purposive sampling method is used for the selection of the sample. The three hundred are selected for the study. This research gender (boys and girls), Type of School are independent variable and Aggression is dependent variables. Aggression Scale for Children developed by Dr. R.L.Bhardwaj is used. In short, secondary school students have very high level of aggression. There exists gender-wise significant difference in the aggression of secondary school students. Because, Boys have higher level of aggression than girls and there exists school-wise significant difference in the aggression of secondary school students. Because, private school students have higher level of aggression than government school students.

Key words: Aggression, Secondary Schools, Gender.



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Introduction

Bernstein, Penner, *Clarke-Stewart & Roy (2006:721)* defined aggression as “an act that is intended to cause harm to another person”. In his own definition, *Colman (2013:18)* defined aggression as “a behaviour whose primary or sole purpose or function is to injure physically or psychologically”. *Myers (2005)* in his own submission defined aggression as “physical or verbal behaviour intended to hurt someone”.

Definition: “Aggression takes a variety of forms among human beings, and it can be physical, mental, or verbal. Aggression should not be confused with assertiveness”. Aggression depends on how an individual perceives and interprets his or her environment and the people therein, expectations regarding the likelihood of various outcomes, knowledge and beliefs about how people typically respond in certain situations and how much people believe they have the abilities to respond to a variety of events (*Dodge, 2010;*

Huesmann et al., 2010). The social information processing model proposes that to react appropriately to social situations, social information has to be processed in a systematic fashion: (1) the information has to be encoded accurately; (2) the encoded information has to be interpreted correctly; (3) an interaction goal need to be specified; (4) response alternatives have to be generated; (5) these response alternatives have to be evaluated and from these responses, an optimal response has to be selected; and (6) the selected response has to be enacted. Human aggression is any behavior directed toward another individual that is carried out with the proximate (immediate) intent to cause harm. In addition, the perpetrator must believe that the behavior will harm the target, and that the target is motivated to avoid the behavior (*Bushman & Anderson 2001, Baron & Richardson 1994, Berkowitz 1993, Geen 2001*). Gender is a factor that plays a role in both human and animal aggression. Males are historically believed to be generally more physically aggressive than females from an early age, and men commit the vast majority of murders (*Buss 2005*). Aggression research focuses on discovering what biological, environmental, psychological, and social factors influence aggressive behavior, and on how to use these discoveries to reduce unwarranted aggression. These factors can be categorized as features of the situation or as features of the person in the situation. *Scarpa & Raine 2000*). Aggression among adolescents is a growing problem and is considered as a significant predictor

of future social, psychological, behavioural, and academic problems. Consequences of hostility and aggressiveness continue to be a burden on not only the perpetrators and victims but also the development of human societies at large. Administrators, teachers, and parents seek points of intervention for aggressive behaviour with the goal of making schools more stable places of peace. Understanding the causes of hostility and aggressiveness and controlling it are therefore important concerns in the social scientific research agenda. Among the causal factors responsible for aggression, various models acknowledge the contribution of individual characteristics, the family, the community, and situational factors to the expression of aggressive behaviour. *Hicks (1984)* conducted the study on the relative effects of both peer and adult models of each sex on aggression in children. It was found that male peers had the most immediate influence in shaping children's aggressive behaviors, while adult males had the most lasting effect. Both actual model and films have been used in such studies and the effects contrasted. In general, the findings have suggested that viewing aggression, particularly if the subject identifies with the aggressor will cause immediate aggressive responses to be elicited in children, youth and adults. *Abraham & George (1986)* indicated that gender has a significant influence on adoption of 'Turning against Object' among adolescents in age group of 13 to 17 years. The male adolescents prefer to adopt the aggressive defense style more than their female counterparts. *Cummings et. al. (2004)* described an eight-session psycho educational group for aggressive adolescent girls. The content of the group sessions is based on research that has identified gender-specific issues related to aggression in adolescent girls, such as gender-role socialization, childhood abuse, relational aggression, horizontal violence and girl culture. Non-aggressive coping strategies were also discussed. Initial evaluation showed that girls did change some of their attitudes about their aggressive behavior. *Goyal & Gupta (2009)* conducted a study on influence of modernization on aggression level of adolescents and concluded that there exists no significant difference between the level of aggression of boys and girls. *Anjum et. al. (2011)* conducted a study on Aggressiveness and Life satisfaction among Women Experiencing Domestic Violence and concluded that the group of women who experience domestic violence had high aggressiveness and poor life satisfaction as compare to the other group of women.

Objectives of the Study

1. To study the level of aggression among secondary school students.

2. To study gender-wise difference in the aggression of secondary school students.
3. To study school-wise difference in the aggression of secondary school students.

Hypothesis of the Study

1. There exists gender-wise significant difference in the aggression of secondary school students.
2. There exists school-wise significant difference in the aggression of secondary school students.

Research Methodology: This research is conducted on Sen. Sec. School students of both sexes and school type. . Descriptive survey research method is used for collection of the data. The research is comparative study among boys and girls; and their type of school in terms of their aggression.

Variables of the Study

In the present research, Type of gender (Boys and Girls) and Type of School (Private and Govt.) is independent variables and aggression is dependent variable. It was showed as follows.

A) Independent Variables: Type of Gender :1) Boys 2) Girls; Type of School : 1) Private 2) Govt.

B) Dependent variable: Aggression

Selection of the Sample: In the present research, sample consisted of three hundred. Purposive sample method is used for selection of the sample.

Limitations of the Study

1. The present research is conducted on only Sen. Sec. schools 10th class students.
2. The study delimited to 300 students .
3. The study will be restricted to only Kangra District.

Scopes of the Study

1. The present research is conducted on sen. sec school students of both sexes and type of school in terms of their aggression. 2. The present study is completed on boys and girls; Private and Govt. students in sen. Sec. school students.

Tools of the study

Aggression Scale for Children developed by Dr. R.L. Bhardwaj is used. At preliminary stage, seventy items were, framed with careful analysis of the aforesaid etiological factors found responsible for the elicitation of aggression in human beings. Only 37 items were found appropriate after screening the scale value of all the items given by 50 experts. The preliminary

form of the scale was constructed by providing instruction and mode of response to each item of the scale. All the 37 items have five alternative responses on a five point scale. This preliminary form of the scale was administered on a sample of 200 cases of various caste, creed, culture, religion occupations and socioeconomic backgrounds. Out of these 37 items, only 28 items were selected to include in the final form of the scale on the basis of high correlation between each item score and total score as well as high C.R. values significant at .01 level. Thus, the final form of the scale has 28 items representing the different samples of behaviours found responsible to foster aggression more objectively.

Statistical Analysis and Interpretation

Researcher has examined the level of aggression and studies gender-wise and school wise difference in the aggression of secondary school students. Researcher has examined the level of aggression by using statistical technique of frequency distribution. Researcher has used mean, SD and 't' test for statistical analysis and interpretation of the data.

A. Level Of Aggression Among Secondary School Students

As the main purpose of the present investigation is to study the level by aggression of secondary school students. The values of different descriptive statistic based on the scores of aggression of secondary school students are given in table 1.1

Table 1.1: Distribution of Scores for Total sample of Government and Private School Students on the Variables, "Aggression"

Class Interval	Frequency	Cumulative Frequency
47-51	4	4
52-56	7	11
57-61	16	27
62-66	21	48
67-71	30	78
72-76	35	113
77-81	46	159
82-86	37	196
87-91	45	241
92-96	28	269
97-101	13	282
102-106	12	294
107-111	4	298
112-116	0	298
117-121	2	300

N=300 Mean=80.45 Median=80.50 S.D=13.32

Mean value of aggression is 80.45, which lies in percentiles range of 70 and above. Which means secondary school students have very high level of aggression.

B. Aggression Of Secondary School Students In Relation To Gender

The mean of aggression scores of boys and girls along with number, S.D. and t –value are given in table 1.2

H:1: There exists gender-wise significant difference in the aggression of secondary school students.

Table 1.2: Gender wise Difference in Aggression of Secondary School Students

Variable	Gender	Mean	S.D.	N	SED	df	‘t’
Aggression	Boys	82.70	12.87	163	0.141	298	3.306**
	Girls	77.66	13.45	137			

**** Significant at 0.05 & 0.01 level.**

From the above table No.1.2 it is observed that, the boys mean value is 82.70 and SD value is 12.87. Like that the girls mean value is 77.66 and SD value is 13.45. Obtained ‘t’ Value is **3.306** on aggression. Which is greater than the table value at 1.97 at 0.05 level & 2.59 at 0.01 level. Which is significant at 0.05 & 0.01 level. So, there is significant difference among boys and girls on aggression. So that the hypothesis no. 1. **There exists gender-wise significant difference in the aggression of secondary school students”** is accepted. Because, Boys have higher level of aggression than girls.

C. Aggression Of Secondary School Students In Relation To Their Type Of School

The means of aggression scores of government and private school students along with number, S.D. and t-value are given in table 1.3

H: 2: There exists school-wise significant difference in the aggression of secondary school students.

Table 1.3: School Wise Difference in Aggression of Secondary School Students

Variable	Type of School	Mean	S.D.	N	SED	df	‘t’
Aggression	Government	78.18	13.65	150	0.084	298	2.985**
	Private	82.71	12.63	150			

**** Significant at 0.05 & 0.01 level.**

From the above table No.1.3 it is observed that, the government school students mean value is 78.17 and SD value is 13.65. Like that the private school students mean value is 82.71 and SD value is 12.63. Obtained 't' Value is **2.985** on aggression. Which is greater than the table value at 1.97 at 0.05 level & 2.59 at 0.01 level. Which is significant at 0.05 & 0.01 level? So, there is significant difference among government and private school students on aggression. So that the hypothesis no. 2. *“There exists school-wise significant difference in the aggression of secondary school students”* is accepted. Because, private school students have higher level of aggression than government school students.

RESULTS OF THE STUDY

1. Mean value of aggression is 80.45, which lies in percentiles range of 70 and above. Which means secondary school students have very high level of aggression?
2. There exists gender-wise significant difference in the aggression of secondary school students. Because, Boys have higher level of aggression than girls.
3. There exists school-wise significant difference in the aggression of secondary school students. Because, private school students have higher level of aggression than government school students.

EDUCATIONAL IMPLICATIONS

The most outstanding characteristics of any research are that it contributes something new to the development of the area, concerned. On the basis of the above findings, the investigator is inclined to have the following educational implications. Aggression among adolescents is a growing problem and is considered as a significant predictor of future social, psychological, behavioral and academic problems. Consequences of hostility and aggressiveness continue to be burden on not only the perpetrators and victims but also the development of human societies at large. It is concluded that most of today's school children have very high level of aggression which leads to harm and pain. It is reflected from the present study that there is high level of aggression among secondary school students. Which can be seen in the light of less time devotion given by their parents and lack of value system? An another cause that the pressure of teachers and parents on students for highest academic achievement. The present study has its

implication for parents, teachers, policy makers, administrators, central and state government and all other bodies related to the development of the students at secondary school stage directly. In the light of present study all those who are engaged in the work of development of students at secondary school stage should take necessary steps for lowering the level of aggression among secondary school students. Knowledge about aggression is of immense worth both for teachers and learners and it will play an important role in teaching learning process. The result of the present study has following implications for education: Students should not be compared unnecessarily by teacher in class with their peers. Rather the teachers should compare children's marks in order to motivate him for further learning. His mistakes should be deal properly and remedies be given at appropriate time. Teachers and parents must show recognition, affection, protection and devotion in hearing the child. They should help the pupils to have regularity of habits. These aspects may help the child to develop a positive attitude towards self. Parents should pay attention and should provide loveable and affectionate environment to their child to keep them free from mental ailments. We can reduce level of aggression among students if the evaluation system is student friendly. Indian society is not male dominating now. We are giving equal opportunity both to male female students. Since in CCE we are evaluating each aspect of student development so lack in one aspect is overcome by the growth in another aspect, which also reduces the level of aggression among students.

CONCLUSION: In short, secondary school students have very high level of aggression. There exists gender-wise significant difference in the aggression of secondary school students. Because, Boys have higher level of aggression than girls and there exists school-wise significant difference in the aggression of secondary school students. Because, private school students have higher level of aggression than government school students.

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