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Aggressive Behaviour Of Secondary School Adolescents In Relation To Their Demographic Variables

Abstract

Adolescents of today are likely to confront with the changed value pattern, social structure, and mass production, automation and great conflicts in values, religion and family. Various needs, problems and responsibilities along with the various changes in every dimension of personality of the adolescents are leading to emotional instability, anxiety, depression, frustration and one of them increasing with rapid rate is aggression. They are going through complexities of personality disorders and their aggressive attitude resulting them into disasters. Aggression among adolescent school students is an issue of concern among stakeholders in education essentially because a school is an institution designed for teaching and learning. Unarguably, teaching and learning can only successfully take place in a conducive environment devoid of intimidation, harassment, insecurity and fear. Today, not

only in schools but also everywhere in the present society, the tendency of aggressive behavior has become a major concern. It is due to unhealthy experiences, unhealthy family environment, higher aspirations, competitions, inadequate knowledge, and zeal to march ahead in an advanced modern & technological society. In fact, not only the adolescents but also the entire world seems to be under the strain of aggressive acts in various forms like robbery, kidnapping, rape, murder etc .The investigator has selected sample of 100 adolescents from different 10 Secondary schools situated in Pathankot district of Punjab state. In order to assess the Aggression among Adolescent students in relation to their demographic variables, a standardized tool “Aggression Scale (A-Scale) constructed and standardized by Km. Roma Pal & Mrs. Tasneem Naqvi (2000) was used. Mean and Standard Deviation as statistical techniques were calculated to determine the mean of aggression scores of different groups and ‘t’-test was applied to determine significance of difference between mean of aggression scores of different groups. After having analyzed and interpreted data, the investigator found that 28% adolescent students have saturated level of aggression, 32% adolescent students have high level of aggression, 33% adolescent students have average level of aggression and only 7 % adolescent students have low level of aggression. No adolescent lies in the category of clean. No significant difference in the aggression of male and female adolescent students was found. Also no difference in the aggression of adolescent students from nuclear and joint families was found.

Key words: Adolescents, Aggressive Behaviour.

Introduction

“Aggression is set of behaviour that is likely to, or has the potential to cause harm to others or intended to cause harm and are goal directed” (Berkowitz,1993). Aggression, in its broadest

sense, is behavior, or a disposition, that is forceful, hostile or attacking. It may occur either in retaliation or without provocation. In narrower that are used in social sciences and behavioral sciences. Aggression is an intention to cause harm or an act intended to increase relative social dominance. Predatory or defensive behaviour between members of different species may not be considered aggression in the same sense. Aggression is a familiar term in a common parlance, as well as a key concept in the study of Human behavior. Aggression is a form of behavior characterized by physical and verbal attack. It may appear either appropriate or self-protected even constructive as in healthy self assertiveness or inappropriate and destructive. Aggression may be directed outward against others or inward, against the self, leading to self-destructive or suicidal actions. It may be driven by emotional arousal often some form of frustration, or it may be instrumental, when it is used to secure a reward. Aggression might be viewed as a motivational state, a personality characteristics, a response to frustration, an inherent drive or the fulfillment of a socially learned role requirement . In other words, it is distinguishable from predation, anti-predator behavior and encounters arising from competitions for the same ecological niche. Aggression also involves the delivery of a noxious stimulus (Buss, 1961) and the product of aggression is always perceived negatively by the recipient.

Aggression includes irritability, bullying, quarrelling, hitting, kicking, rudeness, jealousy, snatching, scratching etc. Aggression is no doubt, the vexing problem with which our society is trying to deal with it from a therapeutic and preventive point of view, it is necessary to arrive at a meaningful formulation of this complex problem. The term aggression has been defined literally hundreds of different ways. In some definitions of aggression the central concept is “intent” to do harm. In other word aggression is an act whose response is injury to an organism. It is hostility towards or attack upon the perceived source of frustration or some substitutive with the object of removing, hurting or destroying it.

Aggression

Scholars have defined aggression from diverse perspectives. However, there appears to be a consensus that aggression is a deliberate act intended to cause harm to another person. Bernstein, Penner, Clarke-Stewart & Roy (2006) defined aggression as “an act that is intended to cause harm to another person”. In his own definition, Colman (2003) 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”. Also Brehm, Kassin & Fein (2005) saw aggression as behaviour that is intended to harm another individual. Based on the above definitions, aggression refers to any act that hurts harms or destroys which must be intended or deliberate. This presupposes that injuring someone accidentally or for the person’s wellbeing cannot be construed as aggressive behaviour. For example, a nurse who gave a painful injection to a patient cannot be considered to be aggressive because there was no intent to harm. On the other hand, a student who threw stone at another student but missed is aggressive because there was intent to harm. Words uttered to offend someone amount to aggressive behaviour. It should be noted that extreme acts of aggression are referred to as violence.

Types of Aggression

Hostile Aggression: Hostile aggression takes place when the aggressor’s primary intention is to harm the victim as a result of anger.

Instrumental Aggression: This is aggression that is a means to some other end. Thus instrumental aggression occurs when there is an intent to injure, but the aggression is mainly a

means towards achieving some other non-injurious goals such as to win social approval or to get money. Robbery, kidnapping and terrorism are examples of instrumental aggression.

Emotional Aggression: In emotional aggression harm is inflicted for its own sake. Emotional aggression is often impulsive and it is carried out at the heat of the moment. For example, the jealous lover strikes out in rage, while fans of rival soccer teams go at each other with fists and clubs.

Relational Aggression: Relational aggression is an aspect of indirect aggression, relational aggression is mainly concerned with targeting a person's relationships and social status such as threatening to end a friendship, engaging in gossip, backbiting and trying to get others dislike the target. According to Sameer and Jamia (2007) the behavioural cases related to aggression can be divided into two broad groups namely: Physical and verbal aggression. This postulation is in consonance with Myers definition which sees aggression as "Physical or verbal behaviour intended to hurt someone. This research will therefore be concerned with physical and verbal aggression.

Physical Aggression

Physical aggression is hostile form of aggression. Its aim is to cause bodily damage. It includes kicking, molesting, harassing, biting, pushing, torturing, fighting, bullying, vandalism, destruction and gangsterism, shoving, hair pulling, stabbing, shooting (Sameer & Jamia 2007; National Youth Violence Prevention Research Centre 2002).

Verbal Aggression

Verbal aggression includes acts such as insulting with bad language, displaying anger, threatening, swearing and being sarcastic all in order to cause emotional and psychological pain (Sameer & Jamia 2007), while National Youth Violence Prevention Research Centre (2002) state that verbal aggression includes such behaviours as threatening, intimidating others and engaging in malicious teasing and name-calling.

The diversity of definitions of the notion of "aggression" is the cause of the diversity of its classification. Thus, J. Ranschburg considers aggression in three dimensions: according to the moral content of behaviour, according to the aggression inflicted, according to its character.

1. Aggression can be divided according to the moral content of behaviour:

A. Social aggression – destructive, acting against the community

B. Prosocial aggression - serves the interests of an individual and society

2. According to the aggression inflicted:

A. Instrumental aggression – aggression is only a means to satisfy some other purpose, carry out some plans, intentions – an individual is aggressive when in this way their plans, intentions, goals can be carried out

B. Affective aggression – has nothing to do with satisfying any needs; its sole purpose is aggressive behavior, infliction of harm or injury to someone - an individual is aggressive for internal motives, aggressive behavior is not related to any other benefits

3. According to its character:

A. Offensive:

Intraspecific aggression – such as the struggle between males of the same species - this type of aggression includes offensive aggression

Interspecific aggression - otherwise known as plundering e.g. hunting to get food or attack in order to defend the young - it is a defensive aggression.

B. Defensive:

a male's aggression on its territory

a female's aggression in defence of its youth

- aggression in selfdefence

Z. Skorny, in turn, distinguishes two types of aggression:

1. Physical aggression - manifested in hitting or beating someone, in damage or destruction done to public or private property .
2. Verbal aggression - manifested in nicknames, insults, insinuations, allegations of unjustified suspicions or accusations, humiliating a given person and evoking the feeling of injury and/or wrong in them.

The author also distinguishes forms likely to be taken by aggression:

1. Direct aggression- which can be directed at persons who are the cause of the frustration experienced.
2. Displaced aggression - aimed at people who have had nothing to do with the frustration suffered by an individual.

The quoted author also presents a division of aggression adopted in the psychological sciences; thus there are to be distinguished frustration, imitative, instrumental and pathological aggressions.

1. Frustration aggression - sometimes results from a lock imposed on the affiliation need, which is a consequence of parents' emotional coldness, their excessive severity as well as the use of corporal punishment; a lock imposed on the need for social recognition due to too frequent admonition, pointing out deficiencies, etc.; a lock imposed on the need of self-reliance which results from too many prohibitions and injunctions from adults, excessive restriction of independence of children and adolescent students. The frustration aggression

hypothesis put forward by J. Dollard asserts that “every frustration always leads to some form of aggression”.

2. Imitative aggression - A result of an involuntary imitation of models of aggressive behaviour, which a person comes into contact with in their surroundings; the role-model is sometimes the behaviour of parents, colleagues, neighbours, but it may also be films, computer games, etc.

3. Instrumental aggression - Its motif can be found in specified objectives of an action - aggression plays the role of an instrument to achieve the objective; its cause may be found in an incorrectly configured hierarchy of values or in a belief in one's superiority or special privileges (e.g. a boy extracting money from other children by force, threatening them with beating-up, and, in the event of finding his command unfulfilled, realizing his threats. If this action succeeds several times, it will become fixed).

4. Pathological aggression - According to K. Dabrowski, the pathology undertow of aggression can be detected in:

- children with psychomotor hyperactivity (neurotic children)
- epileptics— before seizure some children exhibit increased emotional excitability, may be malicious and vexatious
- schizophrenics— there are uncontrollable fits, such people attack others in their vicinity or destroying various objects
- oligophrenics - increased psychomotor hyperactivity can be seen in them
- psychopaths—who are unable to experience feelings of kindness and sympathy towards other people.

1.1.3 Causes of Aggression

□ Genetic: While the exact mechanism through which this behavior is passed down is unknown, unless there is concordance for a specific disorder, it has been recognized that those with first degree relatives who have aggressive behavior problems are more likely to develop them than those without a similar family history.

□ The Brain-Behavior Connection – Aggressive behavior is elicited when anger- inciting experiences are encountered and the frontal lobes process this information. The frontal lobes are associated with functions such as impulse controls, behavioral inhibition, reasoning and decision making.

□ Modeling – When children grow up in a home where aggression is a common expression of distress or impulsive reaction to misinterpretations, imagined slights or exaggerations of real circumstance they mimic this behavior pattern until it is internalized.

Life Threatening Causes of Aggression – Since there are dangerous causes of aggression, any sudden behavior changes which include these symptoms should be evaluated immediately. Specific conditions include hypoglycemia acute delirium, mania, meningitis, stroke, alcohol or drug overdose or withdrawal or traumatic brain injury.

Factors affecting Aggression

The factors, responsible for aggression are mainly classified into three categories.

(A) Social Factors:

There are some conditions or situations in the social environment that account for the aggression.

□ Frustration: Frustration is a major cause leading to aggression when one person may have done something that blocked or thwarted the other from reaching his goals.

□ Direct Provocation: When the stimulus of direct provocation is of low intensity we react less aggressively but at the same time if the intensity of the stimulus is quite high-we react in highly aggressive way.

□ Exposure to violence in media: The different sources of media like television, cinema, movies etc. have been found to increase the aggression on the part of viewers.

□ Increase in excitement: The excitement introduces different sources like playing different competitive games, different exercises and some types of music increase the aggressiveness.

(B) Personal Factors:

i) Psychic nature:- People with some qualities like (a) too much competitor

(b) Always in haste are called people of psychic nature which often indulge themselves in aggressive acts.

ii) Sex: - Sex hormones, especially the male sex hormone testosterone may play a great role in aggression. According to various researches males are more aggressive than females.

(C) Environmental Factors:-High temperatures, disagreeable crowding, and unpleasant or irritating noise cause individuals to experience discomfort leading to increase aggression.

i) High Temperature: - There is the commonness between temperature and aggression by different researches as Baron, (1977) & Baron and Richardson, (1994) suggested that temperature increases the aggression but to a certain limit.

ii) Alcohol: - Researches by Caprara et al. (1983) interpreted that alcohol consumption increases aggression in the sense that, the people who are generally less aggressive become more aggressive after consumption of alcohol.

SIGNIFICANCE OF THE STUDY

Aggression and violent behaviour by one human being towards another is not a new phenomenon. It was prevalent among our hunter ancestors thousands years ago and it is still prevalent almost in every society today. The prevalence of aggressive and violent behaviour

among adolescent students today is sufficient to make it a social problem worthy of attention around the world. Under the modern materialistic pressure, the world appears to be going towards a kind of chaos and confusion. Moreover feelings of malice, mutual suspicion, jealousy and hatred are prevailing everywhere. Its foremost attack is adolescence age. Adolescence is the most important period of human life. It is that span of years during which boys and girls move from childhood to adulthood mentally, emotionally, socially and physically. This period has been portrayed as period, of emotional turmoil. Instead of adjusting passively to obstacles by developing defeatist attitudes, many adolescence react aggressively towards the source of frustration. Adolescence aggression has been defined as a harmful behaviour which violates social convention and which may include behaviour traits like deliberate intention to harm an injuring another individual or object. Sometimes, adolescent students expose to aggression and violence in their homes and it leads to critical behavioural changes. Aggression in adolescent students due to any cause have a negative influence on their personal life as well as on their academic achievement also. So there is a dire need to study the aggression in adolescent students to make their life progressive in all aspects. Hence, the present study is selected by the investigator.

Statement of the Problem

AGGRESSIVE BEHAVIOUR OF SECONDARY SCHOOL ADOLESCENTS IN
RELATION TO THEIR DEMOGRAPHIC VARIABLES

Operational Terms Used

- Aggressive behaviour: Aggressive behaviour in the present study refers to that form of human behavior which is undesirable, anti-social, instrumental, and directed with an intention

of harming or injuring other living beings or/and property. The intention of harm can be physical or psychological.

- Adolescents: In the present study, the adolescents refer to the students studying in IX and X class.

Objectives Of The Study

Following objectives were framed for the present study:

1. To study the Aggression among secondary school adolescents.
2. To study the difference in the aggression of male and female secondary school adolescents.
3. To study the difference in the aggression of secondary school adolescents from nuclear & joint families.

Hypotheses Of The Study

For the present study, following hypotheses were formulated.

1. There is no significant difference in the aggression of male and female secondary school adolescents.
2. There is no significant difference in the aggression of secondary school adolescents from nuclear & joint families.

Design Of The Study

Research design emphasizes systematic methodology in collecting accurate information for interpretation of results. The present study falls under the domain of survey of descriptive type of research as it intends to study the aggression among adolescent students in relation to their demographic variables.

Methodology

For the present study, Descriptive Survey method was used by the investigator.

Sample of the Study

For the present study, out of 22 districts in Punjab, one district was selected i.e. District Pathankot. Then 10 Secondary schools were selected randomly from Pathankot district. There after, 10 students(5 girls and 5 boys) were selected from each school. Finally 100 students were included in the sample.

Selection of the Sample

The main purpose of the study was to study the aggression among secondary school adolescents in relation to their demographic variable. It is well known that the best and the most acceptable criterion for the selection of the sample is the degree to which it may be regarded as comprehensive of the universe under study. In the present study, random sampling technique was used for the selection of sample. The investigator selected ten secondary schools of Pathankot district.

Tool Used

In order to assess the Aggression among Adolescent students in relation to their demographic variables, a standardized tool “Aggression Scale (A-Scale) constructed and standardized by Km. Roma Pal & Mrs. Tasneem Naqvi (2000) was used. The test consisted of total 30 items. All the items were rephrased into simple language, more relevant and appropriate indicator of the study of aggression.

Statistical Techniques Used

Following statistical techniques were used by the investigator:

1. Mean and Standard Deviation was calculated to determine the mean of aggression scores of different groups.

2. t-test was applied to determine significance of difference between mean of aggression scores of different groups.

Delimitations of the Study

1. The study is confined to secondary school adolescents studying in IX and X class only.
2. The study is confined to only one district of Punjab. i.e. district Pathankot.

Analysis And Interpretation Of The Study

Data by itself is meaningful. Data is studied from as many angles as possible to explore the new facts. After collecting data the investigator have to analyze as well as interpret the data as it is different to explain the raw data without its proper analysis and interpretation. The analysis and interpretation of collected data for particular study is, therefore important to draw conclusions. The analysis and interpretation of data represent the application of deductive and inductive logic to research process. Analysis and interpretation of data refer to that part of study, which is associated with the drawing of inference from collected facts. Analysis of data means studying the material in order to discover the inherent facts. The process of analysis of data finds out the relationship between variables which leads to the fulfillment of objectives of study. This is achieved by the logical organization of data and use of relevant statistical techniques.

Interpretation of data is the most important part of study. All efforts are directed to discover something new. The data gathered and analyzed to fulfil the purpose when some inferences are drawn from them. Analysis of the data means studying the tabulated material. The main objective of the present investigation was to study the “Aggressive behaviour of secondary school adolescents in relation to their demographic variables.

Objective-I

‘To Study the aggression among adolescent students’.

In Order to achieve the Objective-I, frequency and percentage of adolescent students with respect to the level of aggression was computed which is given in Table 1

TABLE 1

Showing Frequency and Percentage of Adolescent Students with respect to the Level of Aggression

Category	Range of Scores	Frequency	Percentage
The Saturated	107 to above	28	28%
The High	90 – 106	32	32%
The Average	61 – 89	33	33%
The Low	46 – 60	7	7%
The Clean	45 and below	0	0%
		100	100%

Hypothesis – I

‘There is no significant difference in the aggression of male and female secondary school adolescents’

In order to verify Hypothesis-I, raw scores obtained on „Aggression Scale“ were entered in to tables. Then mean scores, S.D and SEd of male and female adolescent students were calculated and entered in table 1. Further “t” value was calculated to test the significant difference between mean scores of male and female adolescent students.

Table : 2

Showing Mean, S.D, SEd and 't' value of Male and Female Adolescent Students

Variables	N	Mean	S.D	SEd	't'	Inference
Male Adolescents	50	100.98	22.8	4.73	1.80	Insignificant at 0.05 level
Female Adolescents	50	92.48	24.5			

A glance at table 2. reveals that mean scores of male and female adolescent students are 100.98 and 92.48 and S.D is 22.8 and 24.5 respectively. The obtained "t" value 1.80 which is insignificant at 0.05 level, which shows that gender wise difference does not exist with respect to aggression among adolescent students. Hence, Hypothesis-I „There is no significant difference in the aggression of male and female adolescent students“ stands accepted.

Hypothesis-II

‘There is no significant difference in the aggression of secondary school adolescents from nuclear & joint families’. In order to verify Hypothesis-II, raw scores obtained on

“Aggression Scale” were entered into the tables. Then mean scores, S.D and SEd of adolescent students from nuclear and joint families were calculated and entered in the table 2. Further “t” value was calculated to test the significant difference between mean scores of adolescent students from nuclear and joint families.

Table: 3

Showing Mean, S.D, SEd and ‘t’ value of Adolescent Students from Nuclear and Joint families.

Variables	N	Mean	S.D	SEd	‘t’	Inference
Adolescents from Nuclear families	50	98.08	23.3			
Adolescents from Joint families	50	95.36	24.3	4.8	0.57	Insignificant at 0.05 level

A glance at table 3 reveals that mean scores of adolescent students from nuclear and joint families are 98.08 and 95.36 and S.D is 23.3 and 24.3 respectively. The obtained “t” value (0.57) is insignificant at 0.05 level, which shows that family wise difference does not exist with respect to aggression among adolescent students.

Hence, Hypothesis-II “There is no significant difference in the aggression of adolescent students from nuclear and joint families” stands accepted.

Main Findings

After having analyzed and interpreted data, the investigator is in the position to reach at some main findings on the strength of the analysis and interpretation. Main findings which have emerged from the study are given as under:

1. 28% adolescent students have saturated level of aggression, 32% adolescent students have high level of aggression, 33% adolescent students have average level of aggression and only 7 % adolescent students have low level of aggression. No adolescent lies in the category of clean.
2. There is no significant difference in the aggression of male and female adolescent students.
3. There is no difference in the aggression of adolescent students from nuclear and joint families.

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