

Comparative Study

Aggression and Self Esteem in Middle Adolescents: A Comparative Study Between Government Schools and Private Schools

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ABSTRACT

Aggression is a behavior or an action that can be expressed by inflicting harm or injury intentionally towards others. It is concerning issue in school as it is a major source where an individual can learn or unlearn any behavior. Adolescent phase involves fundamental changes i.e., Social, Physical, Emotional and Aggression and Self-esteem can be common and central part of this stage. The research aimed to examine the significant difference on aggression and self-esteem among middle adolescents in government schools and in private schools. A sample size comprising of 220 adolescents (110 government schools and 110 private schools) within the age range of 14 to 17 years was taken from the schools of East Delhi. Aggression scale (AS) by Mathur and Bhatnagar & Self-esteem Scale by Rosenberg were administered for data collection. The data was analyzed using independent sample t test & descriptive statistics i.e., Mean & standard deviation. The results indicated there is no significant difference between middle adolescents in government schools and in private schools on aggression and self-esteem.

Keywords: *Aggression, Self Esteem, Types of Schools, Adolescents*

Aggression:
Anger can be defined as a strong emotion of displeasure that a person feels when something has gone wrong, or someone did wrong with them. Anger is characterized by feelings of distress, frustration, irritation, restlessness, and agitation. It is a usual feeling experienced by every person at different time. While Anger is a feeling or emotion, Aggression is a behavior, or an action intended at harming others physically or psychologically. Harm has been referred as hurting somebody physically, e. g. by pushing, slapping, hitting, smacking, thrashing & psychological harm i.e. by humiliating and relational aggression such as spreading malicious rumor about somebody to ruin that person's reputation. Generally, violence and aggression are clubbed together as a one term, but violence is a subcategory of aggression. All violent actions are considered aggressive but acts that are done deliberately to cause extreme physical damage, like killing, sexual assault, and theft, are violent. Hitting someone hard on their face might be violent, but calling people names would only be aggressive. In previous study, Moore and Gullone (1996). stated that a

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central aspect having an effect on whether adolescents indulge in certain risk-taking actions involved them insights of how dangerous the behaviors were.

Trait and Qualities of an Aggressive Adolescent:

- Lack of empathy: Adolescents may struggle to relate or understand the feelings of other person or are unable to put themselves in other's shoes.
- History of abuse or trauma: Aggressive actions works as coping mechanism for adolescents who have faced abuse or trauma in their past.
- Lack of self-esteem: Adolescents often use hostile actions as a path to feel more strong, powerful & in control.
- Hostile Attitude: Aggressive Adolescents may exhibit negative or violent attitude towards others and display anger quickly or turn out to frustrated easily.
- Defiance & Disobedience: Aggressive adolescents may be rebellious towards authority figures and may refuse to accept rules, boundaries, or norms.
- Poor Anger Management Skills: Aggressive Adolescents face trouble in controlling their internal responses, face difficulty dealing with their anger & lash out immediately.
- Poor social skills: These individuals face struggle in communication with others efficiently & may feel difficulty in developing positive relations or resolve disputes in healthy manner.

Types of Aggression

Aggression can be divided into many types:

- Instrumental Aggression Vs Hostile Aggression: Instrumental aggression is also known as cognitive aggression which is planned & *intentional*. *The purpose is to harm someone to achieve something such as attention, monetary reward, or political power etc.* For e.g.: A bully who beats a kid and take away her toys or a terrorist who kills citizens to achieve political power. The aggressor is not motivated by emotion but by a goal.
Hostile aggression is when the main intention of the action is to hurt somebody. The main goal is to inflict damage or injury to another which is driven by emotion. It is typically an impulsive reaction rather than a planned action. For example: A criminal hits a person for revealing his name to police.
- Reactive Aggression Vs Proactive Aggression: Reactive aggression also known as impulsive aggression refers to an aggressive act *occurs with only a small amount of anticipation & which is determined mainly by impulsive feelings*. It is generally a response to public threat, provocation, or frustration. The aggressor is remorseful for the act and its result. For example: An adolescent thrashing a peer after he/she made fun of him or her. Whereas Proactive Aggression is an unemotional act exhibited to reach a goal. Aggression is pre planned and intended & used as a tool for the aggressor's own gain. The behavior is driven intellectually & logically. For example: a kid punching a peer to take their doll.
- Reactive Expressive: Reactive expressive encompasses verbal and physical aggression. Verbal aggression is well-defined as a behavior which is caused deliberately by verbally abusing, delivering demeaning words, or mocking, threatening others. However, Physical aggression is physically hurting others by stabbing, kicking, pushing, slapping, or beating.

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Theories of Aggression:

- Instinct theory of aggression: Instinct theory suggests that aggression is an inborn biological drive like hunger, thirst, or sex. It cannot be removed, but need to be regulated, for the humankind. Theorists believe that individuals in some ways are programmed for hostility biologically. Freud proposed that aggression springs primarily from death instinct called Thanatos which is influenced by all people. The battle among life and death instincts fallouts in self-destructive tendencies that leads to aggressive behavior. The conflict amid life and death instincts makes a buildup of stress in our unconscious mind. Failure to release the aggressive urges may conclude in an eruption of intense aggression.
- Frustration-Aggression Theory: It is also called as drive-reduction theory. This model offers that aggression shoots from frustration which leads to the arousal of a drive whose prime aim is to inflict harm any person or object mainly the perceived source of aggression.
- Social Learning Theory: The theory was given by Albert Bandura which states that humans are not born with aggressive impulses, but they acquire them in same way other things are acquired either by observing & learning or through direct experience. Individuals learn based on their past experience and cultures in which they live.
- Excitation transfer theory: Excitation transfer theory is given by Zillmann who noted that physiological arousal scatters gradually. If dual arousing events are detached instantly, arousal from the first event might be misattributed to the second event. If another event is linked to anger, then the other arousal must make the individual even angrier.
- Social interaction theory: This concept was established by Tedeschi & Felson in 1994 that assumed aggressive behavior as social influence behaviors, where an artist utilized coercive tactics to generate any modification in the target's behaviors. Coercive tactics can be utilized by an artist to gain some value for instance info, wealth, goods, sex, facilities, services safety, or protection, to exact punitive fairness for perceived crimes, or to carry out desired social and self-identities e.g., hardiness, ability. The theory delivers a way to comprehend recent results that aggression is the effect of threats to high self-esteem, specifically to unjustifiable high self-esteem i.e., narcissism.

Prevalence of mental health problems among adolescents:

According to WHO, one in seven 10-19-year-olds experiences a mental disorder such as Depression, anxiety and behavioral disorders that leads disorder and disability among adolescents. The result of failing to report adolescent mental health conditions encompass to adulthood, harming both physical and psychological health and limiting chances to lead pleasing lives as adults. Behavioral disorders are common among adolescents. Conduct disorder occurs among 3.6% of 10–14-year-olds and 2.4% of 15–19-year-olds. Behavioral disorders can affect their education and conduct disorder might result in illegal behavior.

Self Esteem:

Self-esteem is referred to as person's total sense of self-worth and values. Self-esteem is a part of the personality and the degree to which one has confidence in in their skills, talents, and qualities It plays a vital part in determining one's life and shaping their balance of pleasure and accomplishment. Self-esteem is a central component of how an individual reflects and feels about themselves, qualities, and characteristics.

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Types of Self-esteem:

Self-esteem is consisting of two kinds high and low self-esteem. People with high self-esteem believe in themselves, feel good about themselves, friendly in nature, encouraging and helpful to others, outgoing, have courage to express their thoughts and emotions freely, self-assured, believe in their own decisions and choices. People with low self-esteem possess the characteristics of self-doubt, insecurity, unworthy, incapable, lack of self-confidence, seeking repeated validations and reassurances from others, engage in people pleasing behavior, compare oneself with others, and feel guilty and for everyday actions,

Low self-esteem often leads to mental health challenges such as anxiety, depression, aggression, and substance use, among adolescents. It is seen over 80 to 90% of adolescents who take counselling struggle with low self-esteem and problems arising from that.

Adolescence is a critical, essential stage in individual's growth, a transition phase between childhood and adulthood in a particular cultural environment. This phase is regarded as a period of full of struggles and challenges. In this phase, their dignity and self-esteem become an essential factor to them as they believe that they must be treated, cared and respected like an adults. Self-esteem act as a chief element for growth and development during this phase.

Self-esteem can be influenced by many factors, such as rearing, social experiences, and personal accomplishments. For example, people those were raised up in a caring, loving and supporting setting are expected to have high self-esteem than those who grew up in a critical or neglectful setting.

Likewise, positive social experiences can lift individuals' self-esteem. For instance, having close relations or being praised and recognized by our loved ones. On the contrary, negative social experiences, such as bullying and rejection, can lower self-esteem of an individual.

Theories of Self-esteem:

- Theory of Needs by Abraham Maslow's: In this Pyramid model theory, Abraham Maslow proposed that individuals need psychological needs as well as physical needs for development and growth. The psychological needs dimension comprised of self-esteem and self-respect that encourages persons to move and accomplish the other desires. He proposed that self-esteem plays a vital part to attain self-actualization.
- Self Esteem concept by Rosenberg: According to him, self-esteem states to one's positive or negative viewpoint towards themselves and their assessment of their own judgements, emotions, views, thoughts, and feelings. He proposed that what an individual believes of them is self-esteem and which either can be positive or negative. Negative self-esteem can cream difficulties in one's life whereas positive self-esteem assists an individual in growing.

This is the most widely used theory & The Rosenberg's self-esteem scale is the most utilized test to study level of self-esteem.

Research Design: This study follows Descriptive Statistics and Independent Sample T Test research design & studies two variable.

Rationale: Adolescence is a challenging phase of significant changes take place both psychologically and biologically between childhood and adulthood. In this stage, aggression

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is commonly seen among adolescence. The progress of a society rests upon the type of the values being given to the students in the schools as schools are a major source where a person can learn or unlearn any behavior. The purpose of conducting this study is to understand variables in adolescents of government schools and private schools. Although, Self-esteem and aggression have been studied by many researchers. The two variables collective have not yet been studied as it could be observed by reviewing literature. In present period, the world is progressively engrossed on outer looks, with a stress on attaining a confident body type or fashion style which may lead to feelings of insecurity and low self-esteem, mainly amid adolescents who are still developing their identities. Thus, this research aims to acknowledge & study the comparison of aggression and self-esteem amid adolescents of private and government schools. There is a research gap in understanding the variances in aggression levels among private and government school's adolescents and to outline efficient interventions for encouraging positive behavior then.

REVIEW OF LITERATURE

1. *Onukwufor (2013)*. Proposed a study on Physical and verbal aggression among adolescent secondary school in river state of Nigeria. The results depicted that 20.8% of the secondary school students were physically aggressive, while the prevalence of verbal aggression among the students was 48.3%. Prevalence of physical aggression and verbal aggression were higher among males than females. Prevalence of physical aggression was higher among JSS students than among the SSS students while prevalence of verbal aggression was higher among SSS students, than among JSS students.
2. *Moksnes & Espnes (2013)*. directed a study on Self-esteem and life satisfaction in adolescents' gender and age as potential moderators. The outcomes disclosed that boys recorded higher than girls on both self-esteem and life satisfaction. This concluded that Self-esteem has a positive role in association with adolescents' life satisfaction, and this relationship is equally strong for both genders and across age.
3. *Mogonea & Mogonea (2014)*. Proposed research on The Role of the Family in Building Adolescents Self-esteem. The outcomes showed there was a relationship between the authoritative style and positive self-esteem which worked in the case of parents' counselling in what it concerns the positive self-esteem & the enhancement of students' school performance.
4. *Savarimuthu (2014)*. Did research on self-esteem among urban Indian adolescents. Th results revealed that mostly adolescents had moderate level of self-esteem. The study concluded that the positive self-esteem guards' adolescents against mental stress and allows them to deal with hard and stressful circumstances in life.
5. *Kumar, Lal & Bhuchar (2014)*. Conducted a study on Impact of Social Support in Relation to Self-Esteem and Aggression among Adolescents. The findings showed and proved the hypotheses that there is a positive relationship between social support and self-esteem.
6. *Appel et al (2014)*. Conducted research on Internet use and verbal aggression: The moderating role of parents and peers. The results revealed that high Internet-related communication quality with peers can have disadvantageous effects if the communication quality with parents is low.
7. *Margolin & Baucom, (2014)*. Examined research on Adolescents' aggression to parents: Longitudinal links with parents' physical aggression. The results revealed that Adolescents' parent-directed aggression deserves greater attention in discourse about lasting, adverse effects of even minor forms of parents' physical aggression.

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8. *Aggarwal & Bihari (2014)*. Examined a study on Aggression and Academic achievement of Secondary School Students. The outcomes exposed that there is negative correlation between academic achievement and aggression of school students and academic achievement of boys and girls was found to have negative correlation with aggression.
9. *Sharma & Pandey (2015)*. Did research on parenting style and its effect on self-esteem in adolescent. The findings displayed no significant difference between permissive and authoritative parenting both in case of mothers' and fathers' parenting on the self-esteem of adolescents and both these styles of parenting mostly results in higher self-esteem among adolescents as compared to authoritarian style of parenting which is found to have a significant negative correlation with the self-esteem of adolescents., not much difference is found between the self-esteem levels of male and female adolescents in present times in urban Indian context.
10. *Barry, Loflin & Doucette (2015)*. Proposed a study on Adolescent self-compassion: Associations with narcissism, self-esteem, aggression, and internalizing symptoms in at-risk males. The results indicated that Self-compassion was negatively correlated with aggression and vulnerable narcissism and positively correlated with self-esteem. This concluded that self-compassion is indicative of a relatively secure, positive sense of self in adolescents.
11. *Xia et al (2016)*. Examined research on the relationship between personality types and prosocial behavior and aggression in Chinese adolescent. The findings revealed that there were four personality types in Chinese adolescents: Resilient, Withdrawn, under controllers, and Ordinary & presented those resilient adolescents had the highest scores whereas withdrawn adolescents had the lowest scores on the measure of prosocial behavior. Correspondingly, the withdrawn and under controlled adolescents had the highest scores and resilient adolescents had the lowest scores on the measure of aggression.
12. *Oktan (2017)*. Did research on Self-Harm Behavior in Adolescents: Body Image and Self-Esteem. The findings showed that there was a significant relationship between body image and self-esteem of the adolescents, and that body image and self-esteem were the significant regressors of self-harm behavior.
13. *Singh, Hassan & Wani (2017)*. Aimed a study on Aggression and Self esteem among teenagers. The results exposed that boys were more aggressive than girls; also, girls have poor self-esteem than boys. The significant mean difference was found between boys and girls with respect to aggression and self-esteem respectively.
14. *Ifeanacho & Emmanuel (2017)*. Conducted research on Effects of Self-esteem and Gender on Aggressive Behavior among Adolescents. The result displayed that gender is significantly associated to aggressive behavior, as self-esteem is also associated to aggressive behaviors.
15. *Minev, Petrova, et.al (2018)*. Aimed to study on self-esteem in adolescents. The findings showed that girls have significantly more negative attitudes towards themselves compared to boys.
16. *Kataria (2018)*. Directed a study on relationship between academic anxiety and aggression among adolescents. The results exposed that there exists significant correlation between academic anxiety and aggression among adolescents.
17. *Sulaiman & V.S (2018)*. Conducted a study on Aggression and Resilience: A Comparative Study among Adolescents Growing Up in Non-Intact and Intact Family. The findings showed a significant difference in resilience among adolescents in non-intact and intact families in which an adolescent growing up in intact family shows

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more resilience compared to adolescents growing up in non-intact family. Though, there was no significant difference in aggression between adolescents in non-intact and intact families and no significant variation was found among the resilience and aggression.

18. *Arora (2019)*. Directed research on aggression among adolescents in relation to emotional maturity. The data was examined by using t-test and coefficient of correlation. The findings showed that there was a strong negative correlation between Aggression and Emotional maturity of adolescents.
19. *Vekariya & Parikh (2019)*. Did research on Youth problems and aggression among adolescents. The results revealed that the role of gender was concerned with the aggression & the habitat of adolescents was also found significant for youth problem and it was stated not significant for aggression.
20. *Mohan (2019)*. Proposed a comparative study on aggression and forgiveness in adolescent boys and girls. The findings showed that there was absolute variation found in physical and verbal aggression and anger and no variation was found in hostility and forgiveness.
21. *Navarro (2019)*. Conducted a study on secondary school students' beliefs about gender differences in aggression among boys and girls: a study in two single-sex schools. The findings showed that even in a situation where gender is supposed to be less salient, beliefs about gender differences in aggression, as well as beliefs about intentionality and justification of aggressive acts are influenced by gender stereotypes.
22. *Sidhu, et.al (2019)* conducted a cross sectional study on aggression among adolescents. The findings showed the total prevalence of aggression was found to be 51.9% with higher scores in urban population, males having more of physical aggression and females having hostility – related significantly with the age distribution, residency type. The research concluded that interventions are required to lessen the levels of aggression among adolescents and provide them a good future.
23. *Gramaj et al. (2020)*. Directed research on Parenting styles and aggressive adolescents: Relationships with self-esteem and personal maladjustment. The results showed that aggressive adolescents had the worst socialization outcomes (i.e., the lowest self-esteem and the highest personal maladjustment). Aggressive and non-aggressive adolescents have a common pattern: both, indulgent and authoritative parenting styles were connected with better outcomes than either authoritarian or neglectful parenting, but indulgent parenting style was associated with the best outcomes across all the criteria.
24. *Kilicarslan, & Liman (2020)*. Examined a study on Examining the Relationship between Happiness and Aggression among adolescents. The study revealed that a negative significant relationship between the 4 sub-dimensions of the Aggression Questionnaire (physical aggression, hostility, anger, and verbal aggression) & adolescents' happiness levels was determined. According to the regression analysis results, physical aggression, hostility, anger, and verbal aggression were negative predictors of happiness among adolescents.
25. *Gramaje et al. (2020)*. Proposed a study on Parenting styles and aggressive adolescent relationships with self-esteem and personal maladjustment. The results exposed that aggressive adolescent always had the worst socialization outcomes (i.e., the lowest self-esteem and the highest personal maladjustment). Aggressive and non-aggressive adolescents have a common pattern: both, indulgent and authoritative parenting styles were always related with better outcomes than either authoritarian or neglectful parenting, but indulgent parenting style was associated with the best outcomes across

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all the criteria. This concluded the positive effect of parental warmth even with aggressive adolescents.

26. *Lakhdar et al. (2020)*. Conducted a study on Effect of parent-child relationship on physical aggression among adolescents. The findings showed the total prevalence of physical-aggression was 41% of which 27% had a poor parent-child relationship & Male adolescents who had a poor bond with their parents had two times the prevalence of physical-aggression than those female adolescents with the strong parent-child-bonding. The study concluded the poor parental bond and the role of gender as potential factors in physically aggressive adolescents.
27. *Thakur & Grewal (2021)*. Conducted research on a Study of Aggression among Adolescents. The results showed a significant link between overall aggression and family environment of adolescent students.
28. *Panchal & Yadav (2021)*. Proposed a comparative study on aggression among adolescents. The results presented that there was no significant variance between male and female students on aggression levels.
29. *Riaz et al. (2021)*. Did research on Demographic Determinants of Relational Aggression Among Adolescent Students. The study concluded that demographic variables are the significant predictor of relational aggression.
30. *Vasudeva (2022)*. Conducted research on Impact of Parenting Style on the Self Esteem of Adolescence. The results revealed that there was a significant gender difference in self-esteem of participants and whenever there will be higher permissive parental style, it will result in high self-esteem of adolescents, and high authoritative parental style will result in low self-esteem of the same.

METHODOLOGY

Aim- The aim of the present study is to study aggression and self-esteem among middle Adolescents in government schools and private schools.

Objective-

1. To examine the relationship in level of aggression among middle adolescents in government schools and private schools.
2. To examine the relationship in level of self-esteem among middle adolescents in government schools and private schools.

Hypothesis:

1. There will be significant difference in the level of aggression among middle adolescents in government school & private school.
2. There will be significant difference in the level of self-esteem among middle adolescents in government school & private school.

Variables-

- Independent variable: Aggression
- Dependent Variable: Self esteem
- Control Variable: Age, gender & nature of school.

Sample- The sample for this research mainly consisted of Middle Adolescents. The total population for the research consisted of 220 participants. It was further categorized into 110 government school & 110 private school within age range of 14 to 17 years. The sample for this research mainly gathered from middle adolescents of private and government school of

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classes 9th 10th 11th and 12th. All 220 participants were asked to fill the self-report measure questionnaire to the best of their knowledge & their details will be kept confidential.

Sample design	Private School	Government School	Total
Middle Adolescents (14 to 17 years)	110	110	220

Locale of study: Delhi.

Description of tools- In this current study, the following tools were used:

1. **Aggression Scale:** This scale was developed by Dr. G.P. Mathur and Dr. Raj Kumari Bhatnagar (2004). The scale is used to investigate the level of aggression in any age group (above 14 years). It consists of 55 statements divided into two forms i.e. Positive and Negative. Each statement describes different forms of individual's aggression in different situations. It is a Likert type 5-point scale ranging from strongly agree to strongly disagree. The scale consists of positive and negative statements. Reliability coefficient was .88 in case males and .81 in females. Validity is .80 in males and .78 in females.
2. **Rosenberg Self Esteem Scale:** The scale was developed by Rosenberg in 1965. The scale is used to study the level of self-esteem in any age group above 13 years. This scale consisted of 10 items i.e. (5 positive statements and 5 negative statements). This is a Likert type 4-point scale ranging from strongly agree to strongly disagree. The scale is regarded to be uni dimensional. Item 1,3,4,7 and 10 are scored as 3, 2, 1, and 0 whereas item 2,5,6,8 and 9 are scored in reversed method. Test-retest reliability range from 0.82-0.8 and Internal consistency range from 0.77-0.88.

Procedure

Prior to the survey, the permission was taken to conduct the study, suitable time was fixed to conduct the test. The participants were provided with the consent information and consent to participate in the study. They were asked to confirm that they aged amid 14 to 17 years Once the consent was given, the subjects were given a set of close-ended questionnaire. The rapport was formed with the participants, the Indian Adaptation scale of Aggression by Dr. G.P. Mathur and Dr. Raj Kumari Bhatnagar (2004) & Rosenberg Self-esteem scale was given along with the instructions. All the participants were requested to read out all the instructions mentioned on first page of index carefully. The subjects were told to fill up the basic information on the first page of the booklet. The participants were informed that there are no right or wrong answers. Do not leave any statement unanswered. Their responses & identity will be kept strictly confidential will be used only for the purpose of this research. The participants may ask if there are any questions. It took around 30 minutes to complete the questionnaire. Participants were then thanked for contributing to the study. The responses were scored using the standards & norms mentioned in the tool's manual. The results were documented in an excel sheet, and the descriptive statistics of the variables were calculated using IBM - SPSS software. The study's findings were then noted in a tabular form, showing no significant difference. The research results were drawn, and detailed interpretation was done.

Statistical Analysis:

The data was graded according to the manuals' instructions. The study was later carried out using statistical techniques. Descriptive statistics was used to analyze the mean and Standard Deviation of government school middle adolescents and private school middle adolescents.

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To assess the significance of the means of different variables in the sample, Independent Sample T test was determined. Microsoft – Excel and IBM – SPSS were used for evaluating the collected data in the study.

ANALYSIS OF THE DATA

To study the variables of this study, the results have been examined by the descriptive statistics and independent sample t test.

The findings are discussed further.

Table 1- Showing the descriptive statistics of Aggression in Government Schools and Private Schools

	School	N	Mean	Std. Deviation	Std. Error Mean
Aggression	Government Schools	110	200.54	23.850	2.274
	Private Schools	110	194.88	25.671	2.448

In table 1, The findings displayed the means, standard deviations, standard error mean of Aggression of government and private school's middle adolescents. where n is 110 for government school's middle adolescents and private schools' middle adolescents respectively; mean score of government school is 200.54 and private school is 194.88 with the corresponding standard deviation are 23.850 and 25.671 and standard error mean is .2274 and 2.448 respectively. As per the mean score, Aggression in middle adolescents in government schools was higher as compared to middle adolescents in private schools.

Table 2- Showing the descriptive statistics of Self Esteem in Government Schools and Private Schools.

	School	N	Mean	Std. Deviation	Std. Error Mean
Self-esteem	Government Schools	110	18.77	4.368	.416
	Private Schools	110	17.59	4.896	.467

In table 2, The findings indicated the means, standard deviations, standard error mean of Self-esteem of government and private school's middle adolescents. where n is 110 for government school's middle adolescents and private schools' middle adolescents respectively; mean score of government school is 18.77 and private school is 17.59 with the corresponding standard deviation are 4.368 and 4.896 and standard error mean is .416 and .467 respectively. As per the mean score, the level of self-esteem in government school's adolescents were to some extent high than private school's middle adolescents.

Table 3- Showing the Independent sample T test for Aggression.

	T	Df	Sig (2 tailed)
Aggression	1.693	218	.092

In table 3, The findings showed t value, df, and p value of aggression where t value is 1.693, the df value is 218, and p value is 0.92 respectively. It was noted that the calculated value represented 1.693 was not significant at the 0.05 level. There was no significant difference in aggression between government school middle adolescents and private school middle adolescents found as the p value (0.92) was greater than 0.05. ($p > 0.05$).

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Thus, hypothesis 1 stating “there will be significant difference in the level of aggression among middle adolescents in government school and private school is rejected”. This indicates there is no difference on aggression in middle adolescents based on nature of school.

Table 4- Showing the independent sample T test for Self-esteem.

	T	Df	Sig (2 tailed)
Self Esteem	1.889	218	.030

In table 4, The findings showed t value, df and p value of self-esteem where t value is 1.889, the df value is 218, and p value is 0.30 respectively. It was noted that there is a small variation found between government school’s adolescents and private school adolescents in self-esteem (t 1.889). The difference is small, yet it is still statistically insignificant as the p value 0.30 is somewhat greater than ($p > 0.05$).

Therefore, hypothesis 2 stating “there will be significant difference in the level of self-esteem among middle adolescents in government schools and private school is rejected.”

DISCUSSION

Aggression as behavior that is intended to harm another individual who does not wish to be harmed (Baron & Richardson, 1994). Aggression is commonly seen in adolescents as in this stage they go through various changes such as emotional, physical, social. These changes often create confusion and misunderstanding in their minds. In this stage, adolescents focus on developing their identity which plays a major role in individual’s self-perception & involvement in the society. Identity formation look up to all the beliefs, ideals, and values that helps in shaping and guiding one's behavior. There are many kinds of aggression such as Instrumental Aggression, Hostile Aggression, Reactive Aggression, Proactive Aggression and Reactive expressive. Instrumental Aggression is defined as inflicting harm to others with the main aim is to attain some external reward. Hostile aggression is hurting the other person for own good & with the core objective to see them suffering. Reactive Aggression is referred to as a comeback to societal threat, hassle, provocation, or agitation, & is allied with rage and resentment. On the other hand, Proactive Aggression is described as a goal-directed behavior meant to attain a purpose besides physical violence. Lastly, Reactive expressive termed as a combined form of physical such as hitting, kicking, smacking and verbal aggression like cursing, abusive, shouting or insulting.

In the recent studies, it was found that in India, 46.04% experienced physical aggression i.e., 73% percent of male adolescents displayed moderate levels of aggressive behavior whereas 32% had high levels of aggression whereas female adolescents who had moderate level of aggression i.e., 57% & had high levels of aggressive behavior with eighteen percent.

Self-esteem is termed as the feeling of self-worth that results from consistently meeting expectations for personally valued activities (James 1890). It is the sense of understanding that as people we each are of worth and have goal. It is considered as a vital element to prosper in life for every person. It is believed that if self-esteem develops at the period of adolescents it endures for lifetime. Some researchers have found that people with high self-esteem generally have more success at school and work, better social relationships, improved mental and physical health, and less anti-social behavior. And these benefits persist from adolescence to adulthood and into old age (R.F. Baumeister et al, 2003). Individuals with

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high self-esteem are usually less aggressive, while individuals with low self-esteem show otherwise (Webster et al. 2007). Mikulincer (2005) states adolescent aggression and antisocial behavior are expressions of low self-esteem.

The research was carried out with an aim to study aggression and self-esteem among Middle Adolescents of government schools and private schools. The hypothesis of the study was there will be significant difference in the level of aggression among middle adolescents in government schools and private school and there will be significant difference in the level of self-esteem among middle adolescents in government schools and private schools. The population of this research comprised of 220 participants in which 110 were from government school & 110 were from private school respectively within age range of 14 to 17 years. The tools utilized for the purpose of the research were Aggression Scale developed by Dr. G.P. Mathur and Dr. Raj Kumari Bhatnagar (2004) and Rosenberg Self Esteem Scale (1965).

In reference to table 1, The findings displayed the means, standard deviations, standard error mean of Aggression of government and private school's middle adolescents. where n is 110 for government school's middle adolescents and private schools' middle adolescents respectively; mean score of government school is 200.54 and private school is 194.88 with the corresponding standard deviation are 23.850 and 25.671 and standard error mean is .2274 and 2.448 respectively. In reference to table 1, The findings indicated the means, standard deviations, standard error mean of Aggression of government and private school's middle adolescents. where n is 110 for government school's middle adolescents and private schools' middle adolescents respectively; mean score of government school is 200.54 and private school is 194.88 with the corresponding standard deviation are 23.850 and 25.671 and standard error mean is .2274 and 2.448 respectively. It was noted that the mean score of Aggression in government school's middle adolescents was higher i.e., 200.54 in comparison to private school's middle adolescents i.e., 194.88. This indicated that the level of aggression in middle adolescents in government schools were higher than middle adolescents in private school. This may be due to students in government schools may come from lower economic class background which may increase the vulnerability to violence or other harmful impact on their psyche. This might lead to acceptance of the negative behavior thus making it more likely that adolescents would indulge in such behavior.

In reference to table 2, The result indicated the means, standard deviations, standard error mean of Self-esteem of government and private school's middle adolescents. where n is 110 for government school's middle adolescents and private schools' middle adolescents respectively; mean score of government school is 18.77 and private school is 17.59 with the corresponding standard deviation are 4.368 and 4.896 and standard error mean is .416 and .467 respectively. It was seen that the mean score of Self-esteem in government school's middle adolescents was somewhat high i.e., 18.77 in comparison to private school's middle adolescents i.e., 17.59. This indicated that the level of self-esteem in government school's adolescents were to some extent high than private school's middle adolescents. The findings are supported by research by Newar and Devi (2022) who stated the government schools' students have high level of social self-esteem when compared with private schools' students. The reason for this may be due to factors such as positive family environment, increased self-awareness, good relationships with peers and teachers, exposure to extracurricular activities outside school may led to high self-esteem among adolescents.

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In reference to table 3, The results revealed the value, df, level of significance and p value of aggression where t value is 1.693, the df value is 218 and p value is 0.92 respectively. It was noted that the calculated value represented 1.693 was not significant at the 0.05 level. There was no significant difference in aggression between government school middle adolescents and private school middle adolescents found as the p value (0.92) was greater than 0.05. ($p > 0.05$). Thus, hypothesis 1 stating there will be significant difference in the level of aggression among middle adolescents in government school and private school is rejected. This indicates there is no difference on aggression in middle adolescents based on nature of school. The probable basis for this finding may be due similar educational facilities are followed by both the kinds of school. The curriculum of both schools covers the diverse range of academic subjects with o highly qualified and certified teachers to teach the students. Both the schools are competent and has potential to provide high quality education, facilities, technology to the students equally in this contemporary world. Both the schools are attempting to integrate tech into their educational plans to improve learning and offer students with the skills they need to flourish in the digital era. It can be further discussed that there may be many variables that can affect aggression in middle adolescents which has been supported by some research findings conducted previous years. Thus, Lakhtir, Rozi and Nathwan (2020) conducted a study effect of parent child relationship on physical among adolescents and reported that the incompatible parent child relationship & the gender role as a possible feature in physically aggressive middle adolescents. Conferring to the previous research, most critical predictor of aggression in adolescents were birth order, age, siblings, family system and gender respectively. (Riaz *et al.* ,2021). Adolescents having less cohesive family environment in terms of commitment, help and support will be more aggressive whereas adolescents having more cohesive family environment will be less aggressive. (Thakur & Grewal ,2021). Basic psychological needs can balance out self-esteem in a person and decline aggressive behavior patterns. (Sharma, 2022).

These results in line with the findings of a study suggests that family risk matters, like weak emotional unity & little parental support, are significantly linked to aggressive behavior in females than in males. (Campbell, Harrington, & Miller, 2000).

In reference to table 4, The findings showed t value, df, and p value of selfesteem where t value is 1.889, the df value is 218, and p value is 0.30 respectively. It was noted that there is a small variation found between government school's adolescents and private school adolescents in self-esteem (t 1.889). The difference is small, yet it is still statistically insignificant as the p value 0.30 is somewhat greater than ($p > 0.05$). Therefore, hypothesis 2 stating there will be significant difference in the level of selfesteem among middle adolescents in government schools and private school is rejected. The study was resembling with previous research (Kumar, 2018.) who conducted a comparative study of government and private school students on mental health and self-esteem. The outcomes displayed no variation in self-esteem & mental health of adolescents.

Although School can play a significant role in development of healthy self-esteem in adolescents, via offering positive reinforcement, options for prosper in life and achievement, social support but it makes no difference in what type of school one attends.

Another study suggests that there is a significant positive relation among perceived social support levels & self-esteem levels of adolescents. (Ebru & Firdez ,2010). A study proposes

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that there is a relationship between people's social relationships and their level of self-esteem in all developmental stages across the life span. (Harris & Orth ,2019)

Thus, it can be said that the nature of school does not play a mediating role on middle adolescent's aggression and self-esteem in government and private schools.

Limitations:

- The research was restricted to only Private and Government schools of the state of Delhi. More regional factors & cultural factors could have been taken into consideration.
- The participants response might have changed depending on how they were feeling or thinking at that time frame.
- Lack of interest due to the length of the questionnaire was founded in participants.
- In this paper, more variables could have been considered such as gender, social economic strata, type of family, parent child relationship, parenting styles.
- The size of the sample was comparatively small.

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Conflict of Interest

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