

Research Paper

A Study of Aggression of School Going Adolescents

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ABSTRACT

Aggression is referring to behaviour that is intended to harm or pain. The aggression can be either physical or verbal; Aggression is a complex phenomenon in age of adolescents. The aim of this study is to investigate the aggression of adolescents. The subject were comprise 60 school going adolescents, 20 were vedic, 20 were public and 20 were private schools, these were further sub divided according to gender wise 10 were boys, and 10 were girls, with age range of 12 to 18 years. Purposive sampling technique was used in selection of subject for data collection. The selected variables for this study were: types of schools (Vedic, private & public schools) and gender of adolescents. Tool used The Aggression Scale Constructed & Standardized by Km. Roma Pal & Dr. Tasneem Navi (1983). Data were collected from Gurukul Kangri Vidhyalaya Haridwar, Kanya Gurukul Dehradun for Vedic Schools, & Jawahar Navodaya Vidhyalaya Roshnabad for Public School, & D.A.V. Schools Haridwar, Devendra Swaroop Brahmchari International Schools Shyampur Rishikesh for Private Schools of Uttarakhand State. Statistical Treatment used Mean, SD, t-test, and ANOVA for assessing the results. Result revealed that the gender difference has been found in the aggression of adolescents, but not in types of school. The significant difference in aggression can be seen when the gender and types of schools interacted with each other. Private school going adolescents are more aggressive in comparison to Vedic and public-school going adolescents. Interaction effect also found to be significant in the gender of adolescent and among the gender and types of schools on aggression of adolescents. Adolescent is a future of nation so parents and teachers should prevent with friendly behaviour of his / her adolescents (boys and girls) from harmful aggressive activities, which can be creates restriction in their physical and mental developments. They can reduces & convert their aggressive energy in to daily activities and hobbies.

Keywords: *Aggression, School Going Adolescents*

Adolescence in human life is the stage when rapid changes take place. The individual's physical, mental, social, moral and spiritual outlooks undergo revolutionary changes. Such changes during adolescence are more rapid than during infancy or childhood. Due to this growth human personality develops new dimensions. Many parents fail to assess these changes and generally show indifference because they do not like to slacken their control over their children. This attitude creates many difficulties for the adolescent. During adolescence the individual wants to take independent decisions in various situations of his experiences. This is regarded by the elders as an act of indiscipline

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or of misconduct. Gradually, the adolescent starts to control his desire according to standards set by the society. He also begins to realise his social responsibilities. If he fails in this attempt, he develops many defects in his personality.

Parents and Achievements

Several studies have found that parents play a key role in shaping students' aspirations and achievement (Beyer, 1995; Eccles and Harold, 1993;).

Family factors such as parents' level of education and parental support and expectations for their children seem to exert some influence on adolescents' achievement motivation (Beyer, 1995). According to Hassler and stage (1992), there is a positive relationship between the level of parental education and adolescents' predisposition to enroll in post-secondary institutions. Beyer (1995) further indicated that maternal education has positive effect on an adolescent's likelihood of seeking employment. The relationship between parents' level of education and children's achievement motivation may exist because more educated parents might be more involved in their children's education than less educated parents.

RESEARCH METHODOLOGY

Aim

The main purpose of this study is to investigate the "AGGRESSION OF SCHOOLS GOING ADOLESCENTS".

Specific Objectives

There are two objectives of this study.

- 1) To compare the aggression of adolescents on terms of types of Schools (Vedic, Private & Public).
- 2) To measure the aggression of adolescent girls and boys of Vedic, Private and Public Schools.

Hypotheses-

- 1) Types of Schools (Vedic, Private and Public) will not affect significantly on the aggression of adolescents.
- 2) There would be no significant difference in the aggression of adolescent boys & girls as an effect of Types of Schools.
- 3) There would be no interaction effect between gender and types of Schools on the aggression of adolescents.

Variables

Independent variable

1. Types of Schools (Vedic, Private and Public Schools)
2. Gender of adolescents

Dependent Variable

1. Aggression of adolescents.

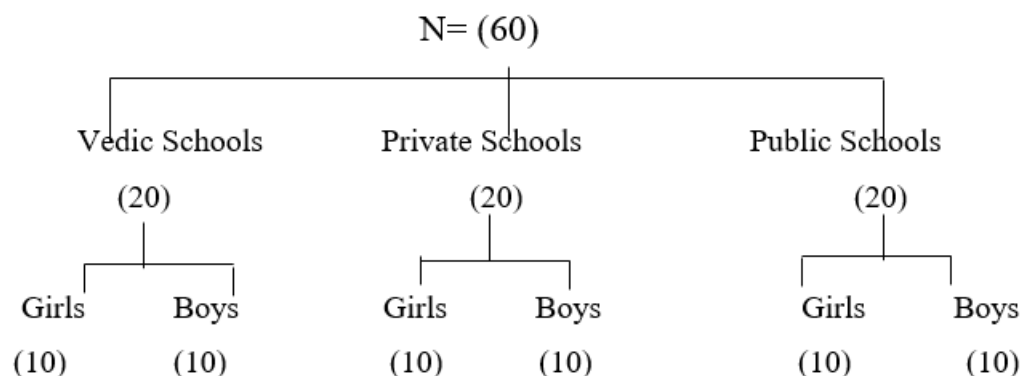
Sample

The total sample consisted of 60 adolescents, selected from three types of Schools, 20 from Vedic, 20 Private & 20 adolescents selected from public Schools.

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Further each group of adolescents bifurcated according to gender of adolescents i.e. 10 girls and boys were selected from each type of Schools.

Sample Structure



Instruments

1. Aggression Scale

We measure aggression of adolescents with the help of Aggression Scale Constructed & Standardized by Km. Roma Pal & Dr. Tasneem Navi (1983). High Score on this scale showed high aggression in adolescents.

Reliability of the Scale: For getting the reliability co-efficient, the scale was administered to 300 subjects both male and female belongings to rural as well as urban localities of Agra (Age range- 14 to 24 yrs.). The split-half reliability has been calculated by odd-even method. The correlation coefficient was .82 which show the scale is highly reliable.

The test-retest reliability of this scale has also been calculated by administration twice of this scale on a sample of 200 subjects (not included in above sample). The reliability coefficient was .78.

The Validity of the Scale: The validity of this scale again checked through the administration of both, present scale and Chauhan and Tiwari's Frustration (only aggression scores was calculated) with an interval of 15 days to a sample 100 students (not included the above sample). The validity coefficient was .74 which show that present scale is valid for the measurement of the aggression."

Data Collection

Data were collected Gurukul Kangri Vidhyalaya Haridwar, and Kanya Gurukul Dehradun for Vedic Schools, & Jawahar Navodaya Vidhyalaya Roshnabad for Public School, & D.A.V. Schools Haridwar & Devendra Swaroop Brahmchari International Schools Shyampur Rishikesh for Private Schools of Uttarakhand State.

Statistical Treatment

We used Mean, SD, t-test, and ANOVA for assessing our result.

RESULT INTERPRETATION AND DISCUSSION

Table 01 Comparison Between the Aggression of Vedic and Private School Going Adolescent.

	Vedic (N=20)		Private (N=10)		
	M	SD	M	SD	t
Aggression	50.05	12.30	72.25	25.46	3.52**

Table 01 depicted that there is a significant difference in the Aggression of Vedic and private school going adolescents ($t = 3.52, p < 0.01$) at both level of confidence. Mean value classified that private school going adolescents ($M = 72.25$) are more aggressive in comparison to Vedic school going adolescents ($M = 50.05$)

Table 02 Comparison Between the Aggression of Private and Public School Going Adolescent.

	Private (N=20)		Public (N=20)		
	M	SD	M	SD	t
Aggression	72.25	25.46	59.7	13.88	1.94

Table 02 showed that there is a no significant difference between the aggression of private and public-school going Adolescents. Although, the mean value of private school going adolescent is high than the public school going adolescent.

Table 03 Comparison Between the Aggression of Vedic and Public School Going Adolescent.

	Vedic (N=20)		Public (N=20)		
	M	SD	M	SD	t
Aggression	50.05	12.30	59.70	13.88	2.33*

Table 03 Indicated that there is a significant difference between the Aggression of Vedic & Public-School going Adolescents. ($t=2.33, p < 0.05$) at 0.05 level of confidence. Mean value showed that public school going adolescents ($M=59.7$) are more aggressive in comparison to Vedic school going adolescents ($M=50.05$).

Table 04 Comparison Between the Aggression of Vedic Schools Boys and Girls.

	Boys (N=10)		Girls (N=10)		
	M	SD	M	SD	t
Aggression	45.8	8.61	54.3	12.78	1.77

Table 04 showed that there is no significant difference found between the Aggression of boys & girls of Vedic School going Adolescents.

Table 05 Comparison Between the Aggression of Boys and Girls of Private School Going Adolescent.

	Boys (N=10)		Girls (N=10)		
	M	SD	M	SD	t
Aggression	86.8	20.60	57.70	21.78	3.12**

Table 05 Indicated that there is a Significant difference in Aggression of boys & girls of Private School going Adolescents ($t=3.12, P < 0.01$) at both level of Confidence. Mean value

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indicated that Boys of Private Schools are more aggressive (M=86.8) in Comparison to girls of Private School (M = 57.70).

Table 06 Comparison Between the Aggression of Adolescent Boys and Girls of Public Schools.

	Boys (N=10)		Girls (N=10)		t
	M	SD	M	SD	
Aggression	54.7	10.39	64.70	15.61	1.71

Table 06 showed that there is no significant difference between the aggression of boys and girls of public-school going Adolescents.

Table 07 Comparison Between the Aggression of Vedic and Private School Going Girls

	Schools of Vedic girls (N=10)		Schools of Private Girls (N=10)		t
	M	SD	M	SD	
Aggression	54.3	12.78	57.70	21.78	0.43

Table 07 Indicated that there is no significant difference between the aggression of girls of Vedic and Private Schools.

Table 08 Comparison Between the Aggression of Vedic and Public-School Going Girls

	Schools of Vedic girls (N=10)		Schools of Public Girls (N=10)		t
	M	SD	M	SD	
Aggression	54.30	12.78	64.70	15.60	1.65

Table 08 showed that there is no significant difference between the aggression of girls of Vedic & Public-School going girls.

Table 09 Comparison between the Aggression of Private and Public School Going Girls

	Private girls (N=10)		Public girls (N=10)		t
	M	SD	M	SD	
Aggression	57.7	21.78	64.70	15.60	0.84

Table09 Indicated that there is no significant difference between the Aggression of girls of Private & Public Schools going girls.

Table 10 Comparison Between the Aggression of Vedic and Private Schools Going Boys

	Vedic boys (N=10)		Private boys (N=10)		t
	M	SD	M	SD	
Aggression	45.8	8.61	86.80	20.60	5.90**

Table 10 showed that there is a significant difference in aggression of Vedic & Private School going boys (t=5.90, P<0.01) at both level of Confidence. Mean value indicated that boys of Private Schools showed more aggressive then the boys of vedic Schools.

Table 11 Comparison Between the Aggression of Vedic and Public Schools Going Boys.

	Vedic boys (N=10)		Public boys (N=10)		t
	M	SD	M	SD	
Aggression	45.8	8.61	54.7	10.39	2.12*

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Table 11 depicted that there is a Significant difference in the aggression of Vedic & Public School going boys. ($t=2.12$, $P<0.01$.) at both level of Confidence. Although the mean value of public-school boys showed more aggression ($M=54.7$) then the boys of vedic schools ($M=45.8$).

Table 12 Comparison Between the Aggression of Public and Private Schools Going Boys

	Private boys (N=10)		Public boys (N=10)		t
	M	SD	M	SD	
Aggression	86.80	20.60	54.70	10.39	4.47**

Table 12 Indicated that there is a significant difference in aggression of Private & Public-School going boys. ($t=4.47$, $P>0.014$) at both level of Confidence. Though private school boys showed high level of aggression ($M=86.80$) then the boys of public school ($M=54.70$).

Table 13 The Interaction among the Types of School and Gender of Adolescents on Aggression

Source of Variation	SS	Df	MS	F
Types of Schools	187.27	2	93.63	0.377
Gender of adolescents	4956.44	1	4956.44	19.98**
Types of Schools × Gender of adolescents	4908.03	2	2454.01	9.89**
Gender of adolescents with in group	13391.6	54	247.99	

Table 13 Indicated that there is a significant difference in the aggression of gender of adolescent ($F=19.98$) and also the interaction between the types of schools & gender of adolescents on aggression ($F=9.89$) at both level of confidence.

ANALYSIS OF RESULT

The study was designed to know the study of Aggression of school going adolescents'. The inventory used in study is Aggression Scale which measures the aggression of the adolescents. Aggression is the behaviour that is intended to cause harm or pain. Aggression can be either physical or verbal, and behaviour is classified as aggression even if it does not actually succeed in causing harm or pain. Behaviour that accidentally causes harm or pain is not aggression properly damage and other destructive behaviour may also fall under the definition of aggression.

Culture is a distinctly human factor that plays a role in aggression. Anthropological research has found that some cultures are relatively low on aggression.

Within American culture, southerners were shown to become more aroused and to respond more aggressively than northerners when affronted (Bowdle et.al. 1996). There is also a higher homicide rate among young white southern men than among white northern men in the United States (Nisbett 1993). Southerners appear to be more likely to subscribe to a "culture of honor" and adopt violence in response to insults.

Behaviours like aggression can be learned by watching and imitating the behaviour of others. A considerable amount of evidence suggests that watching violence on television

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increases the likelihood of violent behaviour in children. Individuals may differ in how they respond to violence. The greatest impact is on those who are already prone to violent behaviour. Playing video games has a similar effect. In one study, a high correlation was found between violent video games and aggressive behaviour, including delinquency. (Anderson & Dill, 2000). In the follow-up study, researchers used a random sample of children with all levels of aggression and found a "direct and immediate impact" after the games were played. Adults may be influenced by violence in the media as well. A long-term study of over 700 families found "a significant association" between the amount of time spent watching violent television as a teenager and the likelihood of committing acts of aggression later in life. The results remained the same in spite of factors such as family income, parental education and neighbourhood violence (Aronson, Wilson and Akert, 2005). Although exposure to violence in the media is associated with the risk for violent behaviour, none of these studies provide evidence for a definitive causal mechanism. Instead, violence in the media may be one of many factors, or it may play a maintenance since violence, or it may play a maintenance since violent media tend to be selected by people who are prone to violence.

Gender is a factor that plays a role in both human and animal aggression. Males are generally more aggressive than females and men commit the vast majority of murders. This is one of the most robust and reliable behavioural sex differences, and it has been found across many different age groups and cultures. There is evidence that males are quicker to aggression and more likely than females to express their aggression physically. However, some researchers have suggested that females are not necessarily less aggressive, but that they tend to show their aggression in less overt, less physical ways. For example, females may display more verbal and relation aggression, such as social rejection.

The frequency of physical aggression in humans peaks at around 2-3 years of age. It then declines gradually on average. These observations suggest that physical aggression is mostly not a learned behaviour and that development provides opportunities for the learning of self-regulation. However, a small subset of children fails to acquire the necessary self-regulatory abilities and tends to show atypical levels of physical aggression across development (Bongers et.al 2004; National Institute of Child Health and Human Development Early Child Care Research Network 2004). These may be at risk for later violent behaviour.

Aggression behaviour triggers in children through —

- Physical fear of others.
- Family difficulties
- Learning, neurological, or conduct/behaviour disorders.
- Emotional trauma
- Exposure to violence on television, film or other media sources.

The results of this study show that there is a difference in the girls and boys in terms of aggression.

The types of schools alone do not indicated difference between the aggression of adolescents. It is seen when the types of schools & gender both interact with each other then the difference is significant between them.

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At the end the interaction effect of aggression is taken out and it is seen that there is an interaction effect between gender & types of school on the aggression of adolescents.

SUMMARY AND CONCLUSION

The result depicts that irrespective of the Types of School there was Significant difference between aggression of adolescent. The gender difference was also seen in the aggression of adolescents but not in types of schools. But, the significant difference in aggression can be seen when the gender and types of school interacted with each other.

Limitations

- This is first and foremost limitation of this study is ‘the small data’, due to lack of time we selected only 60 participants of this study. the large sample is taken the result will come out to be more significant.
- The second limitation is that the non-residential school going adolescents didn’t considered in this study.

Suggestions

Though we have made all the efforts to make the study scientific and faithful but there is always a scope of development in every study because it cannot be said with certainly that study is ever less. Therefore, it is the humble duty of the investigation to point out the limitation of the study so that further investigator could improve the right direction.

For more precise results one should consider the large sample and the non-residential schools of the adolescents. The rural and urban school are also to be considered. If these all points are taken to be consideration, then our research topic is strengthened and the results will be more clear, significant and production on the population.

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Conflict of Interest

The author(s) declared no conflict of interest.

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