

Fighting Behaviour and Adjustment Patterns of Higher Secondary School Students

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ABSTRACT

The present investigation was undertaken to study the effect of fighting behaviour on adjustment patterns. For this 75 Higher Secondary School students studying in various schools of Puducherry were approached using convenient sampling method. Adjustment Inventory for School Students constructed and standardized by Sinha and Singh (1995) and Fighting subscale of Illinois Bully Scale developed and standardized by Espelage and Holt (2001) was used for data collection. Analysis was done by using one-way ANOVA. Findings of the study revealed that fighting behaviour has significant effect on the adjustment patterns of the students.

Keywords: *Fighting Behaviour, Adjustment Patterns, Hr. Sec. School Students*

Violence among school going children is becoming an inevitable issue nowadays. Particularly it is more prevalent among the adolescent boys. According to WHO (1996), any intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation. Violence is demonstrated in schools in the form of bullying behaviour. Smith et al., (2000), opined that bullying is a kind of aggressive behaviour found among peers that often occurs in schools and it was found more in the form of quarrels, taunting and rivalry. Many studies have tried to shed light on the development of violence among youths (Hawkins et. al., 2006; Singer et.al., 1999; Borowsky and Ireland, 2006). Karega (1999) in his studies about the violence in Kenyan schools found that fights among students, has been a commonly occurring problem in secondary schools. He found that, over the years, there have been numerous reports of fights among different groups of secondary school students in Kenya with some ending up with students getting seriously injured. Mutisya (2003) and Oriya (2005) both found fighting among students to be frequently reported in Kenyan secondary schools. Curwin and Mendler (1988) described school as a battleground where major confrontations and minor skirmishes occur daily. Different studies conducted on the prevalence, causes and effects of bullying in

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secondary schools show that bullying is considered one of the most prominent problem behaviours by education practitioners the world over. Wheldall (1992) observed that teachers in British schools always have to battle against inattention, idleness, irresponsibility, vandalism, bullying, fighting, defiance, truancy, impertinence and personal assault. Munni and Malhi (2006) reported that the adolescents exposed to violence had poorer school performance and adjustment scores. Harris & Hathorn, (2006) states that bullying at school often creates a barrier for young people to develop into well-adjusted adults.

Objective

- To study the effect of fighting behaviour on adjustment patterns of Higher Secondary School students.

Hypothesis

- Higher Secondary School students do not differ in adjustment patterns on the basis of their fighting behaviour.

METHOD

Population

The study was conducted among 75 higher secondary school students who have been identified as mischievous by their classmates and school teachers studying in various schools functioning in and around Union Territory of Puducherry. Convenient sampling method was used for collecting the data. The data were collected individually from the students through questionnaire.

Tools Used

1. **Adjustment Inventory for School Students** constructed and standardized by Sinha and Singh (1995) was used to measure the adjustment level of the students. The inventory contains 60 items which are equally distributed amongst the three areas of adjustment like Emotional adjustment, Social adjustment and Educational adjustment. High score in any given area of adjustment indicates poor adjustment and low score indicates healthy adjustment. The scale has reliability coefficient of 0.95 (split half) and hence used in its original form.
2. **The Illinois Bully Scale** developed and standardized by Espelage and Holt (2001) was used to measure the bullying behaviour of the students. The scale has 18 items with three subscales namely Victim subscale, Bully subscale and Fight subscale. For the present study the fight subscale was used. Higher the score in a subscale indicates more fighting. The scale found to have a good validity and reliability value (Cronbach's alpha = 0.88) and hence used in its original form to collect the data.

RESULTS AND DISCUSSION

Table No.3 showing the Adjustment patterns of Higher Secondary School Students on the basis of their fighting behaviour to bullying

| | | N | Mean | Std. Deviation | Std. Error | F | Sig. |
|------------------------|----------------|----|------|----------------|------------|-------|------|
| Emotional Adjustment | Mild Fight | 16 | 4.94 | 1.914 | .478 | 9.55 | .001 |
| | Moderate Fight | 34 | 5.71 | 1.947 | .334 | | |
| | Severe Fight | 25 | 7.32 | 1.600 | .320 | | |
| Social Adjustment | Mild Fight | 16 | 4.88 | 1.147 | .287 | 12.45 | .001 |
| | Moderate Fight | 34 | 5.71 | 1.382 | .237 | | |
| | Severe Fight | 25 | 6.84 | 1.179 | .236 | | |
| Educational Adjustment | Mild Fight | 16 | 4.81 | 1.601 | .400 | 2.75 | .05 |
| | Moderate Fight | 34 | 4.79 | 1.719 | .295 | | |
| | Severe Fight | 25 | 5.80 | 1.848 | .370 | | |

It is observed from the table that the mean scores of the students who have tendency of fighting mildly while being bullied show average emotional adjustment (4.94) than those who have tendency to fight moderately (5.71) and severely (7.32). This shows that students who fight mildly do not have any emotional disturbances and show good emotional adjustment. Whereas the students who fight moderately while bullied show average emotional adjustment and the students who fight severely show unsatisfactory emotional adjustment. The difference between the groups was also established by the obtained F value (9.55) which is statistically significant at 0.001 level. Hence it may be concluded that students differ in emotional adjustment on the basis of their amount of fighting tendency.

It is clear from the table that the mean scores of the students who have tendency of fighting mildly while being bullied show average social adjustment (4.88) than those who have tendency to fight moderately (5.71) and severely (6.84). This shows that students who fight mildly do not have any social adjustment problems and show good social adjustment. Whereas the students who fight moderately while bullied show average social adjustment and the students who fight severely show unsatisfactory social adjustment. The difference between the groups was also established by the obtained F value (12.45) which is statistically significant at 0.001 level. Hence it may be concluded that students differ in social adjustment on the basis of their amount of fighting tendency.

It is also observed from the table that the mean scores of the students who have tendency of fighting mildly while being bullied show average educational adjustment (4.81) than those who have tendency to fight moderately (4.79) and severely (5.80). This shows that students who fight mildly or to an average level do not have any educational adjustment problems and show good emotional adjustment. Whereas the students who fight severely while bullied

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show average educational adjustment. The difference between the groups was also established by the obtained F value (2.75) which is statistically significant at 0.05 level. Hence it may be concluded that students differ in educational adjustment on the basis of their amount of fighting tendency.

CONCLUSION

From the above results it may be concluded that the students who fight while being bullied do have difference in their adjustment patterns. However, students who fight less while being bullied tend to show a consistent stable emotion, submissive and interest in curricular and co-curricular programmes. The students who have high fighting nature show unstable emotion, aggressive behaviour and poor adjustment with curricular and co-curricular programmes.

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