

A study of Aggression of Senior Secondary School Students

Sukhdeep Kaur

Principal, Akal college of Education Mastuana Sahib Sangrur India

Abstract

The objective of the study is to find out the aggression of Sen. Sec. School students. The sample of the study is 100 students of district Sangrur. The tool is used for this study Aggression Questionnaire by Perry and Buss (1992). The results revealed that there is a significant difference between aggression of male and female of secondary school students. The results revealed that there is no significant difference in aggression of rural and Urban senior secondary school students.

Introduction

AGGRESSION

The term aggression comes from the Latin word 'Aggression' which means attack. (Etymology Dictionary). Various researchers have defined the term aggression in their own way. Brown (1997) defined aggression as "The use of power by one or more people intentionally to harm or adversely affect the rights and needs of another or other."

Social psychologists define aggression as *behavior that is intended to harm another individual who does not wish to be harmed* (Baron & Richardson, 1994). Because it involves the perception of intent, what looks like aggression from one point of view may not look that way from another, and the same harmful behavior may or may not be considered aggressive depending on its intent. Intentional harm is, however, perceived as worse than unintentional harm, even when the harms are identical (Ames & Fiske, 2013).

Baron and Byrne (1997) defined aggression as a behavior directed towards the goal of harming another living being.

Anderson (2002) defined aggression as a behavior which causes intentional harm to another person. A perusal of these definitions lead us to conclude that aggression is a behavior, which indulges a person to harm others for own benefit to full fill any desire. It refers to the behavior which intends to harm and injure others either verbally or physically.

It is overt or covert, often harmful, social interaction with the intention of inflicting damage or other harm upon another individual; although it can be channelled into creative and practical outlets for some.

1.1 Meaning of Aggression

Aggression is a word that we use every day to characterize the behavior of others and perhaps even of ourselves. We say that people are aggressive if they yell at or hit each other, if they cut off other cars in traffic, or even when they smash their fists on the table in frustration. But other harmful acts, such as the injuries that sports players receive during a rough game or the killing of enemy soldiers in a war might not be viewed by everyone as aggression. Because aggression is so difficult to define, social psychologists, judges, and politicians (as well as many other people, including lawyers), have spent a great deal of time trying to determine what should and should not be considered aggression. Doing so forces us to make use of the processes of causal attribution to help us determine the reasons for the behavior of others.

Social psychologists use the term violence to refer to aggression that has extreme physical harm, such as injury or death, as its goal. Thus violence is a subset of aggression. All violent acts are aggressive, but only acts that are intended to cause extreme physical damage, such as murder, assault, rape, and robbery, are violent. Slapping someone really hard across the face might be violent, but calling people names would only be aggressive.

In psychology, the term "aggression" refers to a range of behaviors that can result in both physical and psychological harm to you, others, or objects in the environment. Aggression centers on hurting another person either physically or mentally. While we all may feel aggressive on occasion, when aggression becomes pervasive or extreme, it may be a sign of an underlying mental health condition, a substance use disorder, or another medical issue.

Aggression can serve a number of different purposes, including:

- Expressing anger or hostility
- Asserting dominance
- Intimidating or threatening
- Achieving a goal
- Expressing possession
- Responding to fear
- Reacting to pain
- Competing with others
- Signs of Aggression

Because aggressive behavior is intended to harm someone who doesn't want to be harmed, it must involve action—simply thinking about harming someone or feeling

angry isn't enough, and accidentally harming someone doesn't qualify. Aggressive behaviors can be:

- Physical, like beating, hitting, kicking, or stabbing another person. Damaging property is also a form of physical aggression.
- Verbal, which may include mocking, name-calling, and yelling.
- Relational, which is intended to harm another person's relationships. This can include spreading rumors and telling lies about someone else.
- Passive-aggressive, like ignoring someone during a social event or offering back-handed compliments. Passive-aggressive behavior is usually intended to allow harm to come to someone, rather than causing harm directly.

1.1.1 TYPES OF AGGRESSION

Psychologists divide aggression into two main types. Both are damaging to those who experience them, whether as the target or the aggressor.

Impulsive Aggression

Also known as affective or reactive aggression, impulsive aggression is characterized by strong emotions. Impulsive aggression, especially when it's caused by anger, triggers the acute threat response system in the brain, involving the amygdala, hypothalamus, and periaqueductal gray.

This form of aggression is not planned and often takes place in the heat of the moment. If another car cuts you off in traffic and you begin yelling and berating the other driver, you're experiencing impulsive aggression.

Instrumental Aggression

Also known as predatory aggression, instrumental aggression is marked by behaviors that are intended to achieve a larger goal. Instrumental aggression is often carefully planned and usually exists as a means to an end.

Hurting another person in a robbery is an example of this type of aggression. The aggressor's goal is to obtain money, and harming another individual is the means to achieve that aim.

1.1.2 Causes of Aggression

We don't know precisely what causes excessive or inappropriate aggression. It's likely that several different factors are involved, including someone's biology, environment, and psychological history.

Biological Factors

Brain chemistry and other biological factors that might play a part in aggression include:

- **Irregular brain development.** Experts trusted Source have linked increased activity in the amygdale and decreased activity in the prefrontal cortex to aggression. Lesions in the brain, which can happen with neurodegenerative conditions, can also lead to aggressive behavior.
- **Genetics.** Mutations of certain genes, including
- **Brain chemical and hormone imbalances.** Unusually high or low levels of certain neurotransmitters, including serotonin, dopamine, and gamma-aminobutyric acid (GABA), may lead to aggressive behavior. Higher levels of testosterone can also lead to aggression in people of any gender.
- **Side effects of prescription medications and other substances.** Medications and substances that cause changes in the brain can sometimes lead to aggressive behavior. A few examples include corticosteroids, alcohol, anabolic steroids, and phencyclidine (PCP).
- **Medical conditions.** Aggressive behavior could happen as a result of certain health conditions that damage your brain, including stroke, dementia, and head injuries.
- There may be genetic and hormonal factors that influence aggression. Imbalances in certain hormones, like testosterone and cortisol, and neurotransmitters, like serotonin and dopamine, may be linked to aggression. These imbalances can occur for a number of reasons, including genetics.
Brain structure can also influence aggression. People with structural abnormalities in the amygdale tend to show more aggression than their peers. Changes in other areas of the brain may also contribute to aggressive behavior.

Environmental Factors

Circumstances and challenges in your everyday life and environment can also contribute to aggressive behavior. Aggression can happen as a natural response to stress, fear, or a sense of losing control. You might also respond with aggression when you feel frustrated, mistreated, or unheard — especially if you never learned how to manage your emotions effectively.

You might also be more likely to behave aggressively if your upbringing exposed you to aggression and violence. This could happen if you:

- Had abusive parents and caregivers or siblings who bullied you
- Grew up in a neighborhood or community where violence and
- Aggression happened frequently
- Experienced cruel or unfair treatment from teachers and classmates

- How you were raised may play a role in whether or not you engage in aggressive behavior. People who grow up witnessing aggression may be more likely to believe that violence and hostility are socially acceptable. Experiencing trauma during childhood can also lead to aggressive behavior in adulthood.

Childhood Trauma and Intermittent Explosive Disorder

Psychologist Albert Bandura's famous Bobo doll experiment demonstrated that observational learning can also play a role in how aggression develops. In this experiment, children who watched a video clip where an adult model behaved aggressively toward a Bobo doll were more likely to imitate those actions when given the opportunity.

Psychological Factor

Aggressive behavior can sometimes happen as a symptom of certain mental health conditions, including:

Conduct Disorder: Conduct disorder is a group of behavioral and emotional problems that usually begins during childhood or adolescence. Children and adolescents with the disorder have difficulty following rules and behaving in a socially acceptable way.

- Intermittent explosive disorder
- Autism
- Several mental health conditions can be associated with aggressive behavior, including:
Attention-deficit/hyperactivity disorder (ADHD)
- Bipolar disorder
- Borderline personality disorder (BPD)
- Narcissism
- Post-traumatic stress disorder (PTSD)
- Epilepsy, dementia, psychosis, substance use disorder, and brain injuries or abnormalities can also influence aggression.

Circumstances and challenges in your everyday life and environment can also contribute to aggressive behavior. Aggression can happen as a natural response to stress, fear, or a sense of losing control. You might also respond with aggression when you feel frustrated, mistreated, or unheard — especially if you never learned how to manage your emotions effectively.

You might also be more likely to behave aggressively if your upbringing exposed you to aggression and violence. This could happen if you:

- Had abusive parents and caregivers or siblings who bullied you
- Grew up in a neighborhood or community where violence

REVIEW OF RELATED LITERATURE

Akhtarand Kushwaha(2015) studied the identified gender differences of expressions of aggression and causes of aggression. The sample of the study was 200 adolescents (100 girls and 100 boys) of a geranged from 16-19 years. The results of the study showed that there was no significant difference between girls and boys in aggression. Boys were more aggressive than girls. No significant difference was found about the views of causes of aggression among girls and boys.

Lobo and Rekha (2016) studied the prevalence of aggression among boys and girls. The sample of the study total 297 students between the ages of 17-19 years was selected. The results of the study showed that males were higher on aggression than females.

Sharma (2016) studied the possible link that may exist between parental bonding (Maternal care, maternal overprotection, paternal care and paternal overprotection) and aggression (Total aggression, physical aggression, verbal aggression, anger, and hostility) in adolescents. The investigation was conducted to see whether adolescents differing in parental bonding differed significantly on aggression. Results Aggression among Adolescents 51 indicated that parental bonding definitely has a direct influence on the level of aggression of the adolescent.

Panchal and Yadav (2021) studied aggression level among students. The sample of the study includes 60 students (30 male and 30 female). The study concluded that there was no significant difference between male and female students on aggression levels.

1.3 SIGNIFICANCE OF THE PROBLEM

Secondary school education is an extremely significant stage of education, where the desirable attributes, skills, attitude and cognitive abilities have to be developed among the young students who are ready to enter the portal of higher and professional education. This stage is supposed to be the stage of revolutionary changes. An adolescent has to face various situations and problem of education to enable him to adequately face the problems of life. Many students face adjustment problems in their social and emotional aspect with peers in respect to home environment. So the findings of the study may help the parents and teachers to solve different problems related to aggressive behavior of students in home. The finding of the study are also expected be helpful to understand the role of home environment to mould aggressive behavior of adolescents.

1.4 STATEMENT OF THE PROBLEM

AGGRESSION AND HOME ENVIRONMENT AMONG STUDENTS AT SECONDARY STAGE IN RELATION TO THEIR GENDER AND LOCALE

1.5 OBJECTIVES OF THE STUDY

- To study aggression of secondary school students.
- To study aggression of secondary school students in relation to gender.
- To study aggression of secondary school students in relation to locale.

1.6 HYPOTHESES OF THE STUDY

- There is no significant difference in aggression of male and female students at secondary stage.
- There is no significant difference in aggression of rural and urban students at secondary stage.

1.7 OPERATIONAL DEFINITIONS OF THE TERMS USED

AGGRESSION: Aggression can be operationally defined as the intensity of different forms of displayed aggression measured using aggression questionnaire by Perry and Buss (1992).

1.8 SAMPLE OF THE STUDY

The population of the study was students of 10+2 class studying in senior secondary schools located in Sangrur district of Punjab. The total sample comprised of 100 students taken randomly from secondary schools of Sangrur district affiliated to P.S.E.B. Mohali. The total sample included 50 urban and 50 rural students from secondary stage schools out of which 25 male and 25 female in each group.

1.9 TOOLS USED

- Aggression Questionnaire by Perry and Buss (1992).

DELIMITATION OF THE PROBLEM

1. The study is delimited to the students of secondary schools.
2. The present study is delimited to two districts of Punjab only.

ANALYSIS AND INTERPRETATION

Data were collected in the manner specified in chapter III to fulfill the objectives and to test the hypotheses. Thus the collected, quantified and processed data are presented in this chapter in the form of tables. Descriptive statistics namely mean, standard deviation, were calculated to study aggression and home environment among students at secondary stage in relation to their gender and type of school.

4.1 Aggression among students at secondary stage

One of the objectives of the study was to check the aggression of the student at the secondary stage. Aggression of students has been studied with the help of Aggression Questionnaire by Perry and Buss (1992).

4.1.1 Comparison of Aggression of Whole Group in Relation to Locale

Aggression among students at secondary stage of whole group in relation to their locale (Rural and Urban) has been measured. Table 4.1 shows the scores of mean for aggression of rural and urban students along with their S.D, S.E as well as t-value indicating the significance of difference between their means.

TABLE 4.1

Comparison of Aggression of Whole Group in Relation to Their Locale

Location	N	Mean	S D	SE	t-ratio
Urban	50	82.9	2.61	0.264	7.95
Rural	50	80.8	0.46		

**Significant at both level

Table 4.2 reveals that mean score of aggression of students is 82.9 whereas the mean score of rural students is 80.8 and Standard Deviation is 2.61 and 0.46 respectively. The t-value is 7.95 is more as compared table value. The t-value signifying the difference between aggression among urban and rural school students is 7.95 which is significant. This shows that aggression among students at secondary stage differs significant in relation to locale. The urban school students have higher level of aggression in comparison to students of rural school students.

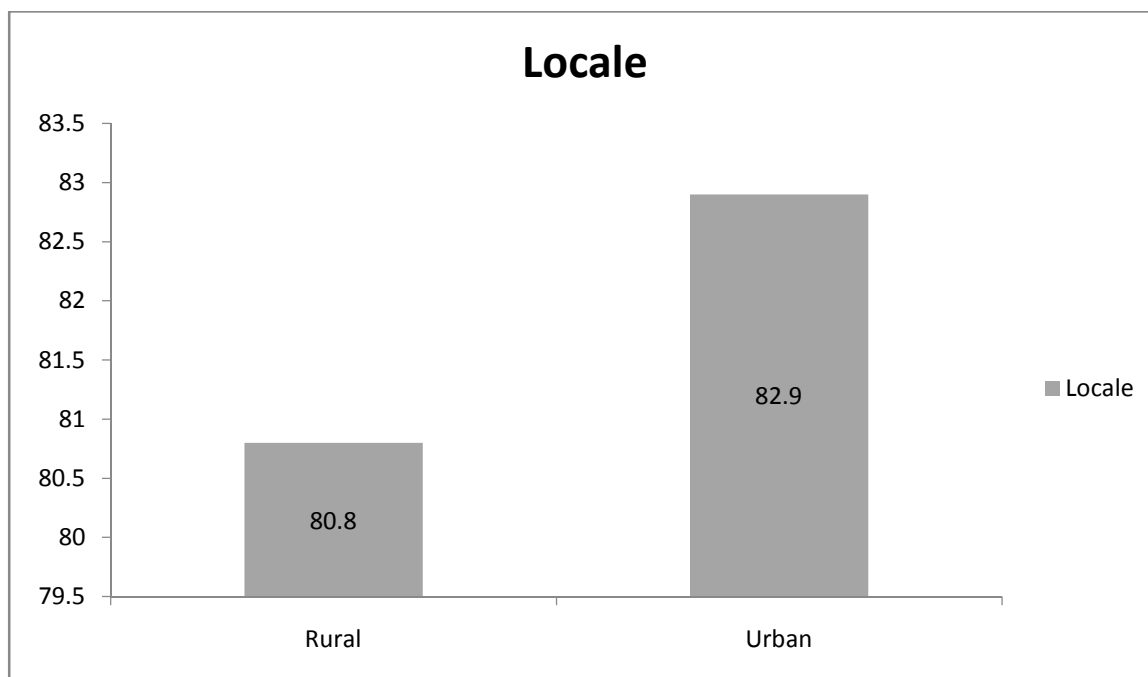


Fig. 4.1 Mean score of Rural and Urban Senior Secondary School Students on Aggression

4.1.2 Comparison of Aggression Whole Group in Relation to Their Gender

Aggression among students at secondary stage of whole group in relation to their gender (Male and Female) has been measured. Table 4.3 shows the scores of mean for aggression for male and female students along with their SD, SE as well as t-value indicating the significance of difference between their means.

TABLE 4.2

Comparison of Aggression of Whole Group in Relation to Their Gender

Gender	N	Mean	SD	SE	t-ratio
Male	50	80.8	0.46	0.07211	24.96
Female	50	79.0	0.56		

**Significant at both level

Table 4.3 reveals that mean score of aggression of students is 80.8 whereas the mean score of female students is 79.0 and Standard Deviation is 0.46 and 0.56 respectively. The t-value is 24.96 is more as compared table value. The t-value signifying the difference between aggression among male and female school students is 24.96 which is significant. This shows that aggression among students at secondary stage differs significant in relation to gender. The male school students have higher level of aggression in comparison to students of female school students.

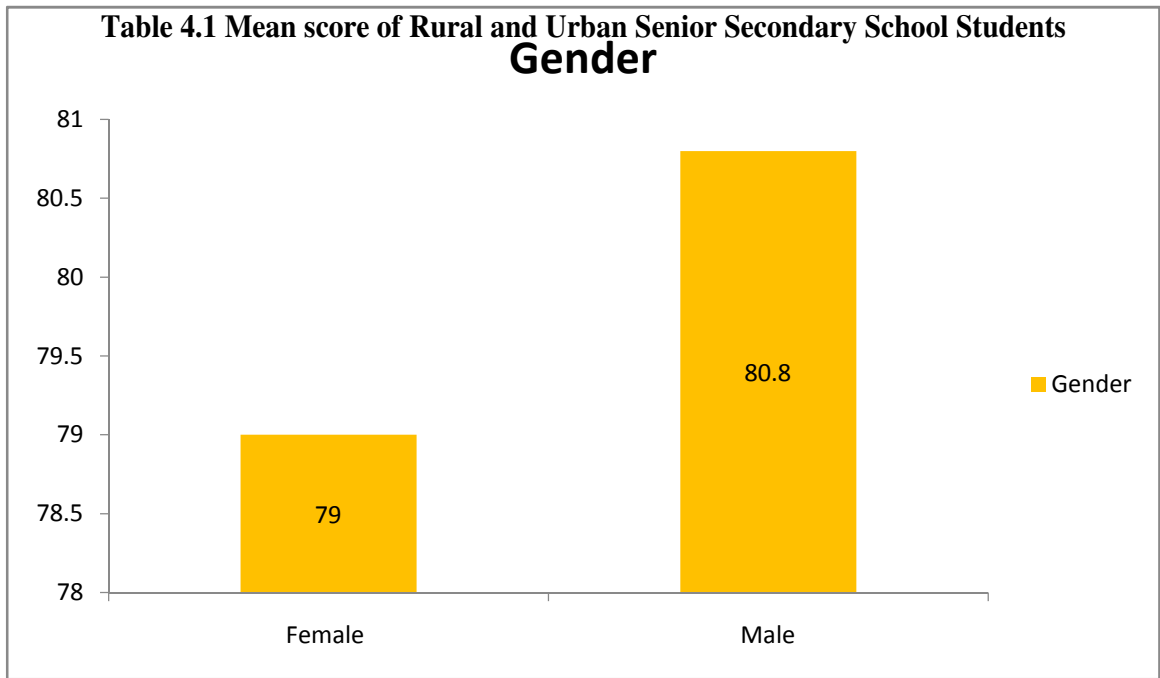


Fig. 4.2 Mean score of Female and Male Senior Secondary School Students on Aggression

Findings and Conclusions

1. Results revealed that there is significant difference between aggression of urban and rural secondary school students which means urban secondary school students all more aggressive as compared to rural secondary school students.
2. Results revealed that there is significant difference between aggression of male and female secondary school students which means male students are more aggressive than female secondary school students.

VERIFICATION OF HYPOTHESE

1. Results revealed that there is significant difference in aggression of male and female of secondary school students, so the first hypotheses; “There is no significant difference in aggression of male and female student at secondary stage” is rejected.
2. Results revealed that there is no significant difference in aggression of locale, so hypotheses; “There is no significant difference in aggression of rural and urban students at secondary stage” is also rejected.

Conclusions

1. Results revealed that there is significant difference in aggression of male and female of secondary school students, so the first hypotheses; “There is no significant difference in aggression of male and female student at secondary stage” is rejected.

2. Results revealed that there is no significant difference in aggression of locale, so hypotheses; “There is no significant difference in aggression of rural and urban students at secondary stage” is also rejected.

References

3. Ahsan M. (2015). A comparative study of aggression between physical education students. *American Research Thoughts*, 1(8), 1741-1747.
4. Ahsan M. (2015). Physical, verbal, anger and hostility aggressiveness in university’s physical education students. *International Journal of Sports and Physical Education*, 1(2), 20-23.
5. Akhtar, J. and Kushwaha, A. K. S. (2015). Gender differences in aggressive behaviour of adolescents. *Indian Journal of Applied Research*, 5(1), 525-527
6. Akhtar, Z. and Alan, M. (2016). Adjustment and Academic Achievement of School Students, *Indian Journal of Psychological Science*, 6(1), 112-118.
- Baumrind, D. (1966). Effects of authoritative parental control on child behavior. *Child Development*, 37, 887-907.
- Baumrind, D. (1967). Child care practices anteceding 3 patterns of preschool behavior. *Genetic Psychology Monographs*, 75, 43-88
- Bhagat, P. and Baliya, J.W. (2016). Self Efficacy and Adjustment of Secondary School Students in Relation to their Gender and Academic Achievement. *International Journal of Allied Practice, Research and Review*, 3(8), 9-17.
- Deswal, R and Ahlawat, S.(2014). Impact of home environment on academic achievement of adolescent students in relation to their locality and type of school, *Bhartiyam International Journal of Education & Research*, 3(3), 2277-1255.
7. Ferguson, C. J., Cruz, A. M., Martinez, D., Rueda, S. M., Ferguson, D. E., and Negy, C. (2008). Personality, parental, and media influences on aggressive personality and violent crime in young adults. *Journal of Aggression, Maltreatment & Trauma*, 17(4), 395-414.
8. G. Felsten & V. Hill (1999) Aggression Questionnaire hostility Scale Predicts Anger in Response to Mistreatment. *BehavRes Ther*(87-97).
9. Garg A. (2014). Value conflict and aggression among adolescents in relation to family climate. *International Journal of Education*, 3, 15-24.
10. H. Buss & M. Perry (1992) The Aggression Questionnaire. *Pers Soc Psychol* (452-459).
11. Kaur J., Rana JS and Kaur R. (2009). Home environment and academic achievement as correlates of self-concept among adolescents. *Stud Home Comm. Sic*, 3 (1), 13-17.
12. Kaur and Mandira. (2014). Adjustment in relation to temperament among College Students. *Researchers Tanden*, 5(17), 52-56.
13. Lobo, S. S., and Surya, R. S. V. (2016). Risk factors of adolescent aggression. *The International Journal of Indian Psychology*, 3(4), 150-158.
14. Mahmoudi, A. and Ningamma, C.B. (2009). Relationship between adjustment and academic achievement. *Psycholingua*, 39(2), 182-186.
15. Maccoby, E. E. (1992). The role of parents in the socialization of children: A historical overview. *Developmental Psychology*, 28, 1006-1017.

16. M. Manisha (2016) Insecurity Among Adolescents as related to their Home Environment . <http://ijaret.com>.
17. Patterson, G. R. and Fisher, P. A. (2002). Recent developments in our understanding of parenting: Bidirectional effects, causal models and the search for parsimony. In M. Bornstein (Ed.), *Handbook of parenting: Practical and applied parenting* 2nd ed., 5, 59-88.
18. P. Shukla & S. Bhanot (2017) influence of Home Environment on adjustment . *International Journal of arts, humanities and Management studies*(4), ISSN: 2395-0692
19. S. Deswal, R. Rani, S. Ahlawat (2014) Impact of home environment on academic achievement of adolescent students in relation to their locality and type of school *Bhartiyam International Journal of Education and Research*, 3(3), 42-49.
20. Sharma G. (2017). Home environment of secondary school students of Ferozepur district of Punjab. *International Journal of Physical Education, Sports and Health* 2017, 4(4): 389-391.
21. Sharma, A. (2016). Teenagers, parents and parenting; Research; behavior; Child Development; Domestic violence; Families and Family life; Children & Youth; Aggressiveness; Fathers; Researchers. *Indian Journal of Health and Wellbeing; Hisar*, 7(1), 129-132
- Salehi, S., Noah, S. M., Baba, M., and Jaafar, W. M. W. (2013). Aggression and peer rejection among children with conduct disorder. *Journal of Asian Social Sciences*, 9(4), 133-139.
22. Tolan, P. H., Guerra, N. G. and Kendall, P. C. (1995). A developmental – ecological perspective on antisocial behavior in children and adolescents. *Journal of Consulting and Clinical Psychology*, 63, 579-584.
23. Wong S.S. (2012). Negative thinking versus Positive thinking in a Singaporean Student Sample: Relationship with Psychological Well-being and Psychological Maladjustment, *Learning and Individual Difference*, 22, 76-82.