



## **A STUDY OF AGGRESSIVENESS IN NINTH GRADE SECONDARYSCHOOL STUDENTS' BEHAVIOUR**

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### **Abstract**

School Education is expected to develop a harmonious, balanced, tolerant, accommodative behaviors in students. In the early years of life, the home and school environments have a significant impact on behavior. Students first encounter of the external world outside of their homes is the classroom, where they develop a range of skills. The characteristics they acquired during this time stay with them for the rest of their lives. But students exhibit a variety of behaviors in various school settings including good behavior, passive, aggressive, and antisocial behavior too. The researcher investigated secondary school pupils' express aggressive behavior in relation to the location of the school, with respect to gender, and type of schools in this study. Aggression may be passive or active. It has various components such as rage, hostility, bullying, that translates as *physical* aggression and there may be *verbal* aggression such as screaming. The research investigated four components of aggression viz. physical, verbal anger and hostility through a Self-Report Questionnaire trusting in the sincerity of the adolescent students. It was observed that the sample chosen did not differ significantly with respect to gender but did differ when it came to the type of school (government and private). The students studying in government schools showed lesser aggression compared to those studying in private secondary schools. Also interestingly enough overall this sample displayed an average level of aggression. But whatever the case maybe aggression needs to be identified and appropriate steps be taken to channel that in constructive ways.

**Keywords:** aggression, urban, rural, government schools, private schools

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### **Introduction**

‘Aggression is a desire to dominate without regard for others' rights,’ Orpinas et al write. Pushing, grabbing, slapping, and stealing are examples of aggressive behaviors that are designed to Harman other person physically or mentally. Aggressive behavior is defined as verbal, nonverbal, or physical behavior that causes harm to another person, either indirectly or directly, and resulting in a benefit for the aggressor. These behaviors are usually characterized using words that are commonly used in the literature (Hunt, 1993; Kerr& Nelson, 1998; Lancelotta & Vaughn, 1989; Long & Brendt ro, 1993; Sasso, Melloy, &Kavale, 1990). For all these violent behaviors, the student's body language plainly indicates rage, anger, humiliation, frustration, and other motivating emotions. The current research is centered on aggressive behavior and the school environment.

### **Significance Of The Problem**

Aggressive behavior is a huge concern in today's culture, and it is the cause of a slew of socially inappropriate acts in our communities and schools. When we read the daily headlines, we observe that many situations occur in our schools because of kids' violent behavior. Many secondary school students exhibit aggressive behavior in the classroom, where they engage in a variety of anti-social behaviors such as misbehaving with teachers, bullying peers, and so on. According to a study cited by a renowned healthcare portal in India, 22% of 2,000 Class VI students from eleven schools in urban regions were bullied, with 7% as perpetrators, 9% as victims, and 6% as both victims and perpetrators. Bullying can also start as simple mocking, taunting, and petty quarrels in schools, but it can quickly escalate into more serious kinds of violence among children (Sehgal Madhuri, 2004). Aggression and social withdrawal for boys and girls accounted for over half of the variance in sociometric and teacher assessments of peer rejection, according to Wood, Cowan, and Baker (2002). Bullying can have immediate and long-

term detrimental consequences for children and adolescents who are directly or indirectly involved, according to Aramis and Neto (2005). Bullying prevention among students is an important public health measure that can help children develop fully, preparing them for a healthy and safe social environment. As a result, aggressive behavior is today's hot topic among parents, stakeholders, and policymakers. The importance of the school environment in development and controlling aggressive behavior cannot be overstated. School is a platform on which planned intervention strategies to less detrimental aggressiveness can be easily implemented.

### **A. Review of related literature**

According to a study made by Kohli and Malik (2009), male respondents scored higher on physical aggressiveness, verbal aggression, hostility, and total aggression than females, whereas females scored higher on the rage form of aggression. Another study carried out by Dasgupta and Ghosh (2012), the feeling and expression of aggression has a substantial association with personality traits such as neuroticism, openness, agreeableness, and conscientiousness. According to Foa et al. (2012), normative orientation is a direct explicative variable with transgressive behaviours as the dependent variable, but an "indirect" variable with violent behaviors as the dependent variable. Chamandar et al. (2017) set out to investigate the content analysis of children's stories based on aggressive components. The findings demonstrate that more than half of the youngsters in the narrated stories of violent children had aggressive elements.

### **B. Objectives of the Study**

1. To study the extent of Aggression in the behaviour of secondary school students.
2. To find out the differences in aggression of secondary school students with respect to gender.
3. To find out the differences in aggression of secondary school students with respect to their locations viz. urban or rural.
4. To find out the differences in Aggression of secondary school students with respect to kind of School viz government or private.

### **C. Hypotheses of the Study: - Following null hypotheses were formulated**

1. There isn't any significant aggression in the students at the secondary schools.
2. There exists no significant difference in aggression of secondary school students with respect to Gender.
3. There exists no significant difference in aggression of secondary school students with respect to the location of the school.
4. There exists no significant difference in aggression of secondary school students with respect to the type of school.

**D. Methodology of study:** this was a Descriptive type of survey research, that focused on

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the student population of the rural, urban, government and private aided secondary schools of the Aurangabad District, with special reference to the Ninth std. students, both boys and girls.

### E. Sample

Using a Random Stratified sampling technique, three hundred secondary school students from the Ninth grade from four government schools viz. [zilla parishad(Deolai), Jawahar Navodaya, Kannad, Shasakiya Vidyaniketan, (urban), Mahanagarपालिका Madhyamika Vidyalaya, shah bazaar (urban), and Four privateschools (Dev giri high school, (Urban), Swami Vivekanand Academy (Rural), Shri Vyankatesh Public School (Rural), S. B. Boys H.S.(urban) in both rural and urban areas of District Aurangabad were selected.

### F. Tools used

The method used for measuring aggression are of three types—Observational measures, Self-report questionnaires, and structured chart reviews. The researcher chose the Self-Report Questionnaire, the Buss, A.H. & Perry's (1992) The Aggression Questionnaire (Journal of Personality and Social Psychology, 63, 452-459). The tool comprised of the Questionnaire and the R-Scoring Syntax File. It had four subscales viz. Physical aggression scale, hostility scale, verbal aggression scale and anger scale. Descriptions of the scales and item are listed below. The Statements have 7-point options. Scale scores are calculated as the sum of respective items. Items 7 and 18 are reverse scored. Levels of aggression were determined. standardized aggression scale.

SCALE NAME	DESCRIPTION	ITEMS
AGQ_PHYS	Physical aggression scale	1-9
AGQ_VERB	Verbal aggression scale	10-14
AGQ_ANG	Anger scale	15-21
AGQ_HOST	Hostility scale	22-29

### G. Techniques of data analysis

- a. **Statistical Techniques used:** -Descriptive analysis is applied like Mean, and

Standard Deviation has been used. t- Test.

- b. **Test Administration:** Questionnaires were administered to the respondents by explaining to them the questionnaires and manner of solving etc. in accordance with the protocols. Data was collected, classified, and subjected to statistical treatment.
- c. **Data Analysis and Interpretation:**

*Objective 1:* To study Aggression in the ninth-grade secondary school students: -

To analyze the distribution of data across Gender, location, and Type of School, descriptive analysis is used to investigate the Aggressive Behavior of Secondary School Students.

Data obtained:

Table 1: -Showing Number of Students, Mean Score and Standard Deviation of Secondary School Students in Aggression.

Groups	N	Mean	Std Devn.
Total strength	300	184.36	25.31
Male students	141	185.00	25.44
Female students	159	187.21	25.26
Rural	116	182.56	26.12
Urban	184	178.42	24.25
Government	120	178.00	24.80
Private	180	190.78	26.00

The

aggression subscales scores were summed and expressed as mean aggression and standard deviations. Those scores are shown in Table 1. The complete sample's mean score is shown to be 184.36. In terms of gender, male and female mean aggression scores are 185 and 187.21, respectively. Rural secondary school students, on the other hand, had a mean score of 182.56, which is greater than urban students 178.42. The mean scores of government secondary school students (178.00) and private secondary school students show a significant difference (190.78). The mean score of the entire sample and each group falls within the range of 155-

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204, which corresponds to an average degree of aggression as defined by standardized aggression scale which leads us to the conclusion that there is significant aggression in the secondary school students.

*Hence, the objective 1 To study the Aggression of secondary school students, is achieved.*

Objective 2: To find out the difference in Aggression of secondary school students with respect to Gender.

The t test was used to determine the difference in aggression between male and female secondary school students. t test, a parametric test is to be used when population std deviation is not available and sample std. deviation has been estimated and used to identify how the means of the two sets of data differ when variance is not given)

Data obtained:

Table 2: -showing difference in aggression of male and female secondary school students.

Gender	N	Mean score aggression	Std Dvn.	SEM	T ratio at .05 level
Male students	141	185.00	25.44	2.1349	0.41
Female students	159	187.21	25.26	2.0032	
	300				

The mean, standard deviation, and t-values of males and females in Aggression are shown in table 2. The mean aggression ratings for males and females were found to be 185 and 183.79, respectively. The two tailed P Value equals 0.4507.

The confidence interval: The mean of group one males minus the mean of group two females equals = -2.210. 95% confidence interval of this difference lies from -7.9689 to 3.5489 and at 0.05 level of confidence, the t-ratio is 0.41, which is lower than the t critical, which is 1.96. The findings demonstrate that there is statistically no significant difference in aggression between male students and female students.

Hence, the hypothesis one, there exists no significant difference in aggression of secondary school students with respect to Gender, is accepted.

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Objective3: To find out the difference in aggression of secondary school students with respect to the location of the school.

T-Test was applied

to find out the difference in aggression between rural and urban secondary school students.

*Data Obtained:* The mean, standard deviation, and t-values of groups of rural and urban secondary school pupils in Aggression were calculated. And it was observed that the mean hostility ratings among rural and urban secondary school pupils were 187.21 and 182.56, respectively. At 0.05 level of confidence, the t-ratio is found to be 1.55, which is lower than the t critical of 1.96. The findings reveal that there is no significant difference in Aggression between rural and urban secondary school students.

Hence, the hypothesis two, there exists no significant difference in Aggression of secondary school students with respect to location, is accepted.

Objective4: To find out the difference in Aggression of secondary school students with respect to Type of Schools.

The t-

test was used to determine the difference in Aggression between Government and Private secondary school students.

*Data obtained :*

Table3: -Showing Difference in Aggression of Government and Private Secondary School Students.

Type of the school	N	Mean	Std Devn.	T Value
Govt.	156	178.43	24.25	4.35*
Private	144	190.78	24.945	

\*Significant at 0.01 level of confidence

The mean, standard deviation, and t-values of groups of Government and Private secondary school pupils in Aggression are shown in table 3. Aggression scores among Government and Private secondary school pupils were found to be 178.43 and 190.78, respectively. At 0.01 level of confidence, the ratio is found to be 4.35, which is greater than the t critical, which is 2.58. As the findings demonstrate that there is a considerable difference in Aggression between pupils in government and private secondary schools. Hence the hypothesis that

there exists no significant difference in Aggression of secondary school students with respect to type of school stands rejected.

#### H. *Major Findings of Study*

1. Hypothesis one, that there exists no significant difference in aggression of secondary school students with respect to Gender, is accepted.
2. Hypothesis two, that there exists no significant difference in Aggression of secondary school students with respect to location, is accepted.
3. The Hypothesis that there exists no significant difference in Aggression of secondary school students with respect to type of school stands rejected.

Thus *the Objective 1*; To study Aggression in the ninth-grade secondary school students by analyzing the distribution of data across Gender, location, and Type of School, descriptive analysis to investigate into the Aggressive Behavior of Secondary School Students, is achieved.

Similarly Objectives no 2 3&4; To find out the difference in aggression of secondary school students with respect to the gender and the location and type of the school, is also achieved.

#### I. *Conclusion*

Aggression as observed in gender wise in the schools of Aurangabad district is not significant irrespective of the location of the school, whether in urban or rural area, which is corroborated by the data obtained under Objective three. However, the same does not stand true for the students studying in different types of schools—here Government and Private. It may be concluded here that—

1. Secondary school students were found to have an average level of aggression.
2. There is *no discernible difference* between male and female secondary school students in terms of hostility with insignificantly higher aggression in girl students, given that in the sample chosen they were comparable in strength.
3. *There is no substantial difference* in violence between pupils in urban and rural secondary schools even when the strength of urban students is greater than that of rural students.
4. Students in private secondary schools are *more aggressive* than those in public secondary schools even when given that their strength is less compared to those of Urban students.



- J. **Discussion of results:** This being a standalone study, all the results obtained in this research apply to the students researched upon, and to these schools only during the given time period only, and therefore may in no way indicate some kind of trend or pattern to determine, neither are they conclusive, however if in the same time span, there are other significant number of allied studies across the state or the country, then taken together, this may be used to determine some pattern, albeit again it may not be used as a predictive study since human behavior is unstable, unfixed and subject to numerous environmental conditions.

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