

AGGRESSION AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER

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Abstract- Aggression among adolescents is a growing problem and is considered a significant predictor of future social, psychological, behavioural, and academic problems. The consequences of hostility and aggressiveness continue to be a burden on not only the perpetrators and victims but also on the development of human societies at large. Administrators, teachers, and parents seek points of intervention for aggressive behaviour with the goal of making schools more stable places of peace. Understanding the causes of hostility and aggressiveness and controlling it are therefore important concerns in the social science research agenda. Among the causal factors responsible for aggression, various models acknowledge the contribution of individual characteristics, the family, the community, and situational factors to the expression of aggressive behaviour. If we evaluate the present education being imparted to our students, we find that it is defective in evaluating the values of life, and in the absence of the permanent values of life, the student generally behaves in a disciplined way. The indiscipline among students especially in the schools is due to aggression. For this study requisite data was collected randomly from the senior secondary school students on the day of data collection. The sample of the present investigation was including only adolescents studying in senior secondary schools of two districts (Mandi and Kullu) of Himachal Pradesh. To study aggression among senior secondary school students. **Anxiety:** Anxiety is an emotional state represented by a feeling of dread, apprehension, or fear. There was no significant gender-wise difference in components of aggression as well as overall aggression among senior secondary school students: Senior Secondary School Students: Students who are studying in secondary schools. To study gender-wise difference among senior secondary school students in terms of following components of aggression, as well as overall aggression: For studying the gender-wise significance of the difference in the aggression scores of senior secondary school students, a t-test was used.

INTRODUCTION

Aggression has always been an important concern of mankind. Social psychologists have always tried to find out what exactly aggression is. It is very difficult to define the term "aggression". Perhaps there is no single, generic behaviour pattern that corresponds to the term "aggression." Even social scientists are not unanimous in deciding when a behaviour is aggressive. There may be many behavioural patterns that we casually call aggression. However, most definitions of aggression equate it with behaviours that are intended to harm another member of the same species. It is a negative behaviour that needs to be eliminated or minimised.

Aggression among adolescents is a growing problem and is considered a significant predictor of future social, psychological, behavioural, and academic problems. The consequences of hostility and aggression continue to be a burden on not only the perpetrators and victims but also the development of human societies at large. Administrators, teachers, and parents seek points of intervention for aggressive behaviour with the goal of making schools more stable places of peace. Understanding the causes of hostility and aggression and controlling it are therefore important concerns in the social scientific research agenda. Among the causal factors responsible for aggression, various models acknowledge the contribution of individual characteristics, the family, the community, and situational factors to the expression of aggressive behaviour. When we evaluate current education, In evaluating the values of life, we find that it is defective in evaluating the values of life and, in the absence of the permanent values of life, the student generally behaves in an indisciplined way. Indiscipline among students, especially in schools, is due to aggression.

STATEMENT OF THE PROBLEM

"AGGRESSION AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO GENDER AND ANXIETY."

OBJECTIVES OF THE STUDY

The study was conducted to achieve the following objectives.

1. To study aggression among senior secondary school students.
2. To study gender-wise difference among senior secondary school students in terms of following components of aggression, as well as overall aggression:

- i. Assault
- ii. Indirect Aggression
- iii. Irritability
- iv. Negativism
- v. Resentment
- vi. Suspicion
- vii. Verbal Aggression

viii. Guilt

HYPOTHESES OF THE STUDY

1. There will be no significant gender-wise difference in following components of aggression as well as overall aggression among senior secondary school students:

- i. Assault
- ii. Indirect Aggression
- iii. Irritability
- iv. Negativism
- v. Resentment
- vi. Suspicion
- vii. Verbal Aggression
- viii. Guilt

DELIMITATIONS OF THE STUDY

1. The sample of the present study included only adolescents studying in senior secondary schools of two districts (Mandi and Kullu) of Himachal Pradesh.
2. The present study was restricted to two variables i.e. aggression as dependent variable gender, residential background & anxiety as an independent variable.

OPERATIONAL DEFINITIONS OF TERMS USED

1. **Aggression:** Any physical or verbal behaviour designed to harm another person or thing either directly or indirectly. In the present study aggression level of senior secondary school, students was assessed by the 'Aggression Inventory' developed and standardized by M.K. Sultania.
2. **Senior Secondary School Students:** Students who are studying in secondary schools.
3. **Anxiety:** Anxiety is an emotional state represented by a feeling of dread, apprehension, or fear. In the present study, the level of anxiety among senior secondary school students was assessed by Anil Kumar's General Anxiety Scale. (2020)

RESEARCH METHOD USED

There are various methods which can be used for the research purpose, but for completing this study, only descriptive survey method of research description, Involves the analysis and used. Recording, was Interpretation of conditions that now exist. It is most useful method as well as an interesting method. Descriptive survey method is concerned with the present and attempts to determine the status of the under investigation. In descriptive phenomenon method, Survey researcher is concerned with conditions or relationship that exist, Practices that prevail beliefs, points of view or attitude that are held, processes that are being felt, and trends that are developing.

SAMPLING

The representative proportion of the population is called a sample. In the present investigation, a convenient sample of 817 students studying in senior secondary schools was drawn from four blocks of two districts (Kullu and Mandi) of Himachal Pradesh by using a multistage sampling procedure. The requisite data was collected randomly from the senior secondary school students on the day of data collection.

RESEARCH TOOLS USED

For the collection of data in the present study, the investigator use the following research tools.
Aggression Inventory developed by M.K. Sultania
Anil Kumar's General Anxiety Scale for Children (GASC)

DATA ANALYSIS

In order to study the nature of the distribution of aggression scores of senior secondary school students, descriptive statistics like mean, median, mode, S.D., Q.D., skewness, and kurtosis was calculated. For studying the gender-wise significance of the difference in the aggression scores of senior secondary school students, a t-test was used.

Table-1**Frequency Distribution and Descriptive Statistics related to 'Aggression Scores' of Senior Secondary School Students**

Class interval (Aggression Scores)	Frequency (Number of students)	Percentage	Cumulative Frequency	Cumulative Frequency Percentage
61-65	1	0.12	817	100.00
56-60	1	0.12	816	99.88
51-55	5	0.61	815	99.76
46-50	45	5.51	810	99.14

41-45	127	15.54	765	93.64
36-40	190	23.26	638	78.09
31-35	238	29.13	448	54.83
26-30	149	18.24	210	25.70
21-25	49	6.00	61	7.47
16-20	11	1.35	12	1.47
10-15	1	0.12	1	0.12
Total	817	100.00		
Descriptive Statistics		Values	Descriptive Statistics	
Range of Scores = 62-13=49				
Mean	35.03		Median	35.00
Mode	34		SD	6.719
Skewness	0.016		Kurtosis	0.181

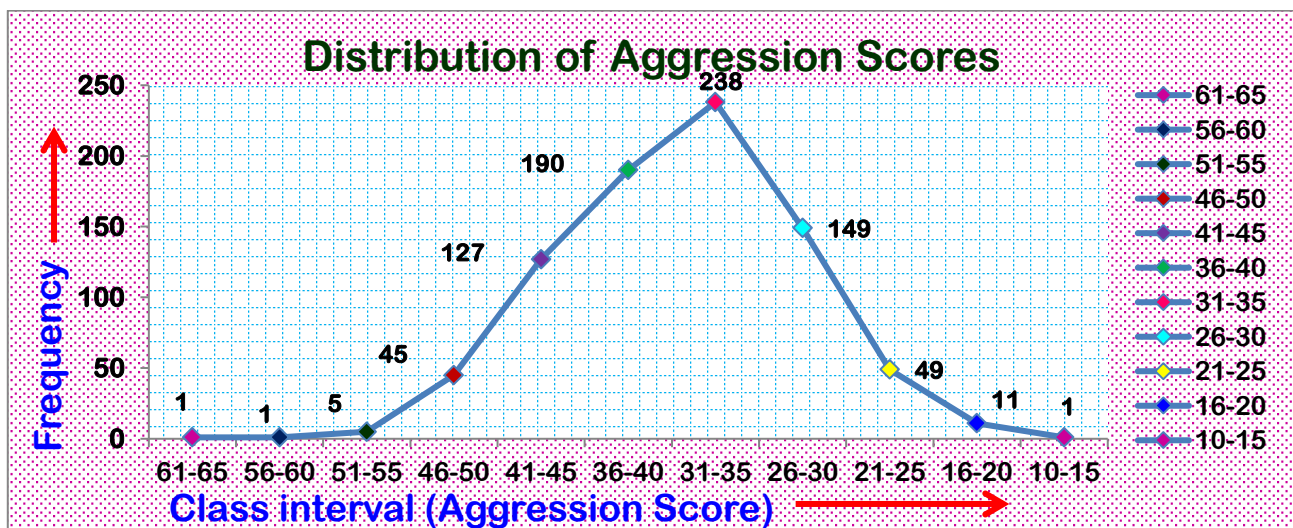


Table-2

't' Value Showing Significance of Difference in Mean Scores of 'Components of Aggression' and on 'Overall Aggression' of Senior Secondary School Students in relation to their Gender

Sr. No.	Group	Gender	N	Mean	S.D.	t-value	df
1	Assault	Male	383	4.97	1.63	1.17 ^{NS}	815
		Female	434	4.83	1.66		
2	Indirect Aggression	Male	383	4.22	1.70	2.18*	815
		Female	434	4.47	1.55		
3	Irritability	Male	383	4.25	1.47	1.37 ^{NS}	815
		Female	434	4.40	1.57		
4	Negativism	Male	383	2.42	1.28	2.29*	815
		Female	434	2.62	1.18		
5	Resentment	Male	383	3.56	1.64	2.62**	815
		Female	434	3.86	1.66		
6	Suspicion	Male	383	4.91	1.53	4.91**	815
		Female	434	5.45	1.58		
7	Verbal Aggression	Male	383	4.77	1.52	0.80 ^{NS}	815

		Female	434	4.68	1.53		
8	Guilt	Male	383	5.12	1.82	3.39**	815
		Female	434	5.54	1.76		
9	Overall Aggression	Male	383	34.12	6.62	3.64**	815
		Female	434	35.82	6.71		

CONCLUSIONS:

On the basis of analysis and interpretation of data following conclusions, May be drawn.

- ❖ Male and female senior secondary school students do not differ significantly from each other with respect to their aggression in the Assault area.
- ❖ Senior secondary school students having high, average, and low levels of anxiety did not differ significantly from each other with respect to their aggression in the assault area and possessed more or less The same aggression in the assault area.
- ❖ Gender and level of anxiety did not interact significantly with regard to their combined influence on aggression among senior secondary to school students with respect to assault areas.
- ❖ Male and female senior secondary school students do not differ significantly from each other with respect to their aggression in the indirect aggression area and possess more or less the same level of indirect aggression.
- ❖ Senior secondary school students having high, average, and low levels of anxiety differ significantly from each other with respect to their aggression in the indirect aggression area.
- ❖ There is no significant difference in the aggression of senior secondary school students having high and average anxiety levels with respect to indirect aggression areas.
- ❖ Senior secondary school students having average anxiety levels exhibit significantly higher mean aggression scores as compared to the mean aggression scores of students with low anxiety levels with respect to the indirect aggression area.
- ❖ Senior secondary school students having high anxiety levels exhibit significantly higher mean aggression scores as compared to the mean aggression scores of students with low anxiety levels with respect to the indirect aggression area.
- ❖ Gender and level of anxiety did not interact significantly with regard to their combined influence on aggression among senior secondary school students with respect to indirect aggression area.
- ❖ Male and female senior secondary school students do not differ significantly from each other with respect to their aggression in the irritability area and possess more or less the same level of irritability.
- ❖ Senior secondary school students having high, average, and low levels of anxiety differ significantly from each other with respect to their aggression in the irritability area.
- ❖ There is no significant difference in the aggression of senior secondary school students having high and average anxiety levels with respect to irritability area.
- ❖ Senior secondary school students having high anxiety levels exhibit significantly higher mean aggression scores as compared to the mean aggression scores of students with low anxiety levels with respect to irritability areas.
- ❖ Gender and level of anxiety did not interact significantly with regard to their combined influence on aggression among senior secondary school students with respect to irritability area.
- ❖ Male and female senior secondary school students do not differ significantly from each other with respect to their aggression in the negativism area and possess more or less the same level of negativism.
- ❖ Senior secondary school students having high, average, and low levels of anxiety did not differ significantly from each other with respect to their aggression in the negativism area and possess more or less the same aggression in the negativism area.
- ❖ Gender and level of anxiety did not interact significantly with regard to their combined influence on aggression among senior secondary school students with respect to the negativism area.
- ❖ Male and female senior secondary school students do not differ significantly from each other with respect to their aggression in the resentment area.
- ❖ Senior secondary school students having high, average, and low levels of anxiety differ significantly from each other with respect to their aggression in the resentment area.
- ❖ Senior secondary school students having high anxiety level exhibits Significantly higher mean aggression scores as compared to the mean aggression scores of students with average anxiety level with respect to the resentment area.
- ❖ Senior secondary school students having average and low anxiety levels possess more or less the same level of aggression with respect to the resentment area.
- ❖ Senior secondary school students having high anxiety levels exhibit Significantly higher mean aggression scores as compared to the mean aggression scores of students with low anxiety levels with respect to the resentment area.
- ❖ Gender and level of anxiety did not interact significantly with regard to their combined influence on aggression among senior secondary school students with respect to the resentment area.
- ❖ There is a significant gender-wise difference in aggression among senior secondary school students with respect to the suspicion area. Female significantly higher students possess senior secondary school aggression in suspicion area than their male counterparts.
- ❖ Senior secondary school students having high, average, and low levels of anxiety differ significantly from each other with respect to their aggression in suspicion areas.
- ❖ Senior secondary school students having high anxiety levels exhibit significantly higher mean aggression scores as compared to the mean aggression scores of students with average anxiety levels with respect to suspicion area.

- ❖ Senior secondary school students having average and low anxiety levels possess more or less the same level of aggression with respect to the suspicion area.
- ❖ Senior secondary school students having high anxiety levels exhibit significantly higher mean aggression scores as compared to the mean aggression scores of students with low anxiety levels with respect to suspicion area.
- ❖ Gender and level of anxiety did not interact significantly with regard to their combined influence on aggression among senior secondary school students with respect to suspicion area,
- ❖ Male and female senior secondary school students do not differ significantly from each other with respect to their aggression in verbal areas.
- ❖ Senior secondary school students having high, average, and low levels of anxiety did not differ significantly from each other with respect to their aggression in the verbal area and possessed more or less the same aggression in the verbal area.
- ❖ Gender and level of anxiety did not interact significantly with regard to their combined influence on aggression among senior secondary school students with respect to verbal areas.
- ❖ Male and female senior secondary school students do not differ significantly from each other with respect to their aggression in the guilt area and possess more or less the same level of guilt.
- ❖ Senior secondary school students having high, average, and low levels of anxiety differ significantly from each other with respect to their aggression in the guilt area.
- ❖ There is no significant difference in the aggression of senior secondary school students having high and average anxiety levels with respect to the guilt area.
- ❖ There is no significant difference in the aggression of senior secondary school students having average and low anxiety levels with respect to the guilt area.
- ❖ Senior secondary school students having high anxiety levels exhibit significantly higher mean aggression scores as compared to the mean aggression scores of students with low anxiety levels with respect to the guilt area.
- ❖ Gender and level of anxiety did not interact significantly with regard to their combined influence on aggression among senior secondary school students with respect to the guilt area.
- ❖ Male and female senior secondary school students do not differ significantly from each other with respect to their overall aggression possess more or less the same level of overall aggression.

EDUCATIONAL IMPLICATIONS

The results of the present study have the following implications for education.

- ❖ Results of the present study pointed out that senior secondary school students having high, average, and low levels of anxiety differ significantly from each other with respect to their overall aggression as well as in indirect aggression, irritability, resentment, and suspicion areas. A higher level of anxiety corresponds to a higher level of aggression. Aggression among adolescents is not only a devastating problem in itself but a precursor for a spectrum of other adjustment problems. Control of the aggression healthy foreshadowing development of the individuals as well as for a productive society
- ❖ The results of the present study further indicated that is a significant gender-Wise difference in aggression among senior secondary school students with respect to the suspicion area. Female senior secondary school students possess significantly higher aggression in suspicion areas than their male counterparts. Intervention programs addressing problems of female students should be designed by counsellors.
- ❖ By reducing aggression in early adolescence subsequent adjustment problems can be prevented in adulthood. Reduced irritability, impulsivity, emotional susceptibility, and narcissism would help individuals in controlling their behaviour, enhance intrapersonal skills and improve interpersonal relationships.
- ❖ The curriculum of the intervention designed specifically for aggressive adolescents can be incorporated into treatment programs developed by educational institutes and other professional organizations Working in the area of preventing and treating aggression & violence.
- ❖ There should be no compulsion and pressure on students from parents and teachers regarding their selection of stream of studies. Students should not be made to engage themselves in the blind race of excelling others.
- ❖ Science teachers should provide more time and effort for developing not just cognitive skills but also affective and psychomotor skills for the development of a balanced personality. There should be a provision of co-curricular and extra-curricular activities such as games discussions, debates, scouting, dramas, educational exhibition, etc. for the proper development of students.
- ❖ In-service teacher training programmes can prove to be beneficial in This regard where teachers can be imparted training in different ways And means of dealing with cases of aggression. The content and Methodology of the teacher training programme must include such Components that are related to strategies for enhancing mental health And handling psychologically the cases of high aggression.

SUGGESTIONS FOR FURTHER RESEARCH

In the light of the results of the present study and keeping in view the delimitations of the study, it is necessary to have more research work in this area, following suggestions for undertaking further research studies may be laid in the continuity of the present study.

1. A comparative study may be conducted to study and compare the aggression among students at different levels of education.
2. Studies may be taken to find out the effect of different social and psychological factors on aggression among college students.
3. A study can be undertaken to find out the impact of family-related factors on aggression among students.

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