



AGGRESSIVE BEHAVIOUR OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR FAMILY ENVIRONMENT

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Abstract

Aggressive Behaviour is a major concern in most contemporary societies because it may inflict damage and harmful to self or others and constitute a serious threat to the wellbeing of the community at large. The present study was an endeavour to find out the relationship between aggression and family environment of secondary school students. The present study comprises of 320 adolescent students, taken randomly from the schools urban and rural areas of District Moga of Punjab. Aggression Scale by Dr. G. P. Mathur and Dr. Rajkumari Bhatnagar (2012) and Family Environment Scale by Dr. Harpreet Bhatia and Dr. N. K. Chadha (2012) were applied to collect the data. The obtained results depicted average aggression level among secondary school students. 25% of secondary school students show high aggression, 64% students show average aggression and 11% students show low aggression. There exists a significant difference between government and private secondary school students in Aggression. A positive correlation was found between aggression and most of the dimensions of family environment.

Keywords: Aggressive Behaviour, Family Environment, Secondary School Students.

Introduction



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Aggressive Behaviour

Aggressive Behaviour is a major concern in most contemporary societies because it may inflict damage and harmful to self or others and constitute a serious threat to the wellbeing of the community at large. Youth aggression and violence are major social problems that affect society as a whole. Each day we know aware about the unsettling new instances of human cruelty and violence. In recent years, increased concern has been devoted to the issue of violence and aggressiveness on the basis of a perceived and reported increase in violent youth crime. Factors like instinctual, biological and social learning i.e., cultural norms, frustration, school environment, mass media, role of the community etc. can be influential in the

development of aggression. Among environmental factors, overall family environment is most crucial.

Family is the most important part of the child's environment (Adams, 1966). The experiences that individual has in early life at home with his family in general and his parents in particular are major determinants of a person's adjustment process during adolescence and in later life (Jayanagraja, 1981, 1985). Children of physically punitive parents tend to use similar aggression when relating to others. Their parents often disciplined them by screaming, slapping, and beating thus modelling aggression as a method of dealing with problems (Patterson et al., 1982).

Child and adolescent development is deeply rooted in the immediate environment in which a young person lives. The most significant contributing environmental factor may vary depending upon whether the aggression has an early or after onset, for example, early aggression is most likely to stem from familial factors and a later starter is more significantly affected by factors outside the home including the school, neighbourhood and peer conditions (Fraser, 1996). The nature of the child's family plays a significant role in the potential development of early aggressive Behaviour.

According to Frued (1920), "Aggression is in the form of two basic instincts. He states that from the moment of birth, a person possesses two opposing instincts; a life instinct, which causes the person to grow and survive, and death instincts, which work towards the individual 'self-destruction. He believed that the death instinct is often directed outward against the external world in form of aggression towards others."

According to Dollard (1939), "Aggression is an act whose goal response is injury to another organism. An individual often strikes, kicks, or hits various kinds of inanimate facts, but it is not viewed as aggression unless it causes some kind of harm or injury to another living organism."

According to Murphy (1950), "Aggressiveness as an all forms of insistent response to obstacles socially imposed between Individuals and their goals; this indicates that individuals are not aggressive for the sake of it."

According to Bhagi, M. and Sharma, S (1992), "Aggression is injurious and destructive behaviour that is socially defined as aggressive on the basis of a variety of factors to with both the performer and the person making the evaluation."

According to Anderson & Huesmann (2003), "Behaviour directed towards another individual carried out with the proximate (immediate) intent to cause harm."

Dictionary of Psychology, "Aggression as an attack another, it is a behaviour intended to cause harm or pain and can be either physical or verbal."

Family Environment

The term "Family Environment" as such or as a synonym of parental childrearing behaviours, has been used by many researchers working in different fields. Family Environment is the first and perhaps the most enduring content for the growth and personality development of the child. Family environment and family member's adaption mutually influence each other. More specifically each adult family member's personal characteristics coping skills and well being can affect the quality of family relationship, the family's emphasis on personal growth goals and the family's focus on system relationship, the families emphasis on personal growth goals and the family's focus on system maintenance. That is why, when an adult in a family has behavioural or emotional disorder, the family environment likely to be effected. As we hear the word Family a beautiful pictures moves in our mind. Family is a cradle in which the child is nursed and brought up. It provides conditions that facilitate some kind of behaviour. The foundation of individual's up bringing is laid in the child's best moral qualities are formed and developed.

A family is a group of persons united by the ties of marriage, blood or adoptions constituting a single household interact and inter communicating with each other in their respective social role of husband and wife, mother and father, son and daughter, brother and sister and creating and maintaining a common culture." In short, family is a group of interacting personalities each of which has a definite role and status. This group is well knit together and has a personality of its own. Love, co-operation, sympathy and friendship are the bases of family.

Dictionary of Education (1973), "Family Environment includes all the objects, forces and conditions of the family that effect individual through such stimuli as he is able to receive."

Moos and Moos (1986), "Family Environment consist of 10 components viz. cohesion, expressiveness, conflict, independence, achievement, orientation, intellectual cultural orientation, active recreational orientation, moral religious emphasis organization and control."

Tiwari (1998), "Family Environment is the most important agent that influences the child relationship with family."

Significance of the Study

In the present scenario, life is becoming too complex. People face a number of problems. Teenage is full of stress and strain. As we know family is a first source of learning for our children. Every individual learn how to live in his society from his or her parents. Children

learn life style, behavioural, values, social ethics etc from their parents. So, Family Environment is the primary factor that impacts the development process of an individual. The developmental process is the sum total of the influences and the impacts of heredity and environment on an individual. In present society we come across a number of problems, which are individualistic as well as related to society. Aggression is one of the problems, which is frequently noticed in our society from the news papers, magazines and electronic media. A number of incidents related to aggression are happening daily in educational institutions and society. Indiscipline is also becoming a big concern in the schools and among the adolescents especially which is directly related to their aggressive behaviour. Moreover our entertainment media is also focusing aggressive behaviour and misdirecting the same. From the above discussion we can conclude that the aggressive behaviour is becoming a serious problem in the present society. So, the present study seems to be very significant in revealing the aggression among secondary school (adolescent) students. Furthermore it is seems also very significant to find out the relationship of aggressive behaviour in relation to family environment.

Statement of the Problem

“Aggressive Behaviour of secondary school students in relation to their family environment”

Operational Definitions of the Terms Used

Aggressive Behaviour

Aggressive Behaviour is behaviour that causes physical or emotional harm to others or threatens. It can range from verbal abuse to the destruction of a victim's personal property. People with aggressive behaviour tend to be irritable, impulsive and restless.

Family Environment

By family we mean where the child birth and his developing the child's personality. Family is the first school of the child .The child developing the character in this family. Family is the Universality Institution.

Objectives

The present study focused on the following objectives:

- To study the Aggression of secondary school students.
- To study the difference in Aggression between males and females secondary school students.
- To find out the difference in Aggression of Secondary School Students in relation to their rural and urban background.

- To study the difference in Aggression of Secondary School Students in relations to government and private schools.
- To know the family environment of secondary school students.
- To find out the relationship of Aggression and family Environment of secondary school students.

Hypotheses

1. There was no significant difference in aggression between male and female secondary school students.
2. There was no significant difference in aggression of Secondary School Students in relation to their rural and urban background.
3. There was no significant difference in aggression of Secondary School Students in relation to government and private schools.
4. There was no significant relationship between aggression and family environment of secondary school students.

Method and Procedure

The present study was a descriptive research. Survey method was used to collect the related data. For the present study 320 adolescents students were taken randomly from the schools urban and rural areas of Moga District. The sample included school students 160 government and 160 private males and females. 80 male and 80 female students from schools of urban areas and 80 male and 80 female students from rural areas were selected.

Tools Used for the Study

- Aggression Scale, Dr. G. P. Mathur and Dr. Rajkumari Bhatnagar. (2012)
- Family Environment Scale, Dr. Harpreet Bhatia and Dr. N. K. Chadha (2012)

Statistical Techniques Used

Mean, Standard deviation, t-test and Pearson's coefficient of Correlation were for statistical analysis of the data.

Delimitations to the Study

- This study was confined to the Secondary School Students Moga.
- This study was confined to both boys and girls of the secondary school students.
- This study was delimited to 320 secondary school students.
- The sample included only 10th class students in government and private school of Moga.

Analysis and Interpretation of Data

1. To study the Aggression of Secondary School Students.

In order to achieve the objective, to study the aggression of Secondary School Students Mean, Standard Deviation, frequency distribution and percentage were drawn.

Table 1 Shows the Aggression of Secondary School Students

Mean	Standard Deviation	Interpretation
185.64	26.29	Average

Table 1 show the means of Aggression of secondary school students. Mean of Aggression in secondary school student is found to be 185.64. Hence, this table shows average Aggression in secondary school students.

Table 1: Showing the Frequency Distribution of Secondary School Students According to Their Level of Aggression

Level of Aggression	Frequency	Cumulative Frequency	Percentage
Above Average	80	320	25
Average	205	240	64.06
Below Average	35	35	10.93

The Table 1.1 showing the frequency distribution and percentage of secondary school students according to level of aggression. The level of aggression is divided into three categories namely; Above Average, Average and Below Average. Out of 320 school students, 80 students fall in above average Category which holds the 25 percent of total sample. On the opposite end, 35 students lie in below average Category that is 10.93 percent of total sample. The remaining 64.06 percent students having frequency 205 show an average level of aggression.

2. To Study the Difference in Aggression Between Males and Females of Secondary School Students.

In order to achieve the objective, to study the difference in aggression between males and females of secondary school students Mean, Standard Deviation and t-ratio were drawn.

Table 2: Showing the Mean Score of Aggression in Males and Females of Secondary School Students

Categories	Mean	Standard Deviation	t-ratio	Interpretation
Male	186.51	26.34	0.58	Not Significant
Female	184.76	26.29		

The Table 2 showing the Mean score of males and females secondary school students. The Mean score of male secondary school students is found to be 186.51 and mean score of female secondary school students is found to be 184.76 both male and female secondary school students are show average level of aggression. The Standard deviation of male and females secondary school students is 26.34 and 26.29, respectively. The calculated t-ratio is 0.56, whereas the t-critical at 0.05 level of confidence is 1.96 which is greater than t-calculated. The values indicate significant difference is not exists between male and female secondary school students in Aggression.

Verification of Hypothesis no.1

The hypothesis no. 1, “There exists no significant difference in aggression between male and female secondary school students,” is accepted.

3. To Find out the Difference in Aggression of Secondary School Students in relation to their Rural and Urban background.

In order to achieve the objective, to study the difference in aggression between rural and urban of secondary school students Mean, Standard Deviation and t-ratio were drawn.

Table 3: Showing the Mean Score of Aggression in Rural and Urban of Secondary School Students

Categories	Mean	Standard Deviation	t-ratio	Interpretation
Urban	188.26	26.88	1.77	Not Significant
Rural	183.02	25.49		

The Table 3 showing the Mean score of rural and urban secondary school students. The Mean score of urban secondary school students is observed as 188.26 and mean score of rural secondary school students is observed 183.02. Both urban and rural secondary school students are show average level of aggression. The Standard deviation of urban and rural secondary school students is 26.88 and 25.49, respectively. The calculated t-ratio is 1.77,

whereas the t-critical at 0.05 level of confidence is 1.96 which is higher than t- calculated. The values demonstrate no significant difference between urban and rural secondary school students in Aggression.

Verification of Hypothesis no.2

The hypothesis no. 2, “There exists no significant difference in aggression between urban and rural secondary school students,” is accepted.

4. To study the difference in Aggression of Secondary School Students in relations to Government and Private Schools.

In order to achieve the objective to study the difference in aggression between government and private of secondary school students Mean, Standard Deviation and t-ratio were drawn.

Table 4: Showing the Mean Score of Aggression in Government and Private of Secondary School Students.

Categories	Mean	Standard Deviation	t-ratio	Interpretation
Government	183.63	25.85	1.98*	Significant at 0.05 level of confidence
Private	188.47	26.15		

The above table 4 shows the mean score of government and private secondary school students. The Mean score of government secondary school students is viewed as 183.63 and mean score of private secondary school students is 188.47 both government and private secondary school students are show average level of aggression. The Standard deviation of government and private secondary school students is 25.85 and 26.15, respectively. The calculated t-ratio is 1.98, whereas the t-critical at 0.05 level of confidence is 1.96 which is less than t-calculated. The values are describing significant difference exists between government and private secondary school students in Aggression.

Verification of Hypothesis no.3

The Hypothesis no. 3, “There exists no significant difference in aggression between government and private secondary school students,” is rejected.

5. To know the Family Environment of Secondary School Students.

In order to achieve the objective, to study the difference in aggression between males and females of secondary school students Mean, Standard Deviation and t-ratio were drawn.

Table 5: Showing the Mean Score of Family Environment of Secondary School Students

Dimension		Mean Score	S.D.	Interpretation
Relationship	Cohesion	50.79	8.80	Average
	Expressiveness	33.26	5.86	Average
	Conflict	42.85	7.41	Average
	Acceptance and Caring	45.78	7.73	Average
Personal Growth	Active Recreational Orientation	32.42	6.65	Average
	Independence	29.60	5.11	Low
Maintenance	Organization	7.83	2.06	Average
	Control	14.27	3.39	Average

The above table 5 showing the dimension wise Mean score of family environment of secondary school students. The scale of family environment measure the three main dimensions namely Relationship, Personal Growth and Maintenance. Foremost dimension e.i. Relationship followed by four sub dimensions; Cohesion, Expressiveness, Conflict and Acceptance & Caring. The observed mean score of these relationship dimensions is 50.79, 33.26, 42.85, and 45.78, respectively. The standard deviation viewed as 8.80, 5.86, 7.41, and 7.73. All the dimensions of relationship showed an average Family Environment in respect to the relationship of family members.

The Second main dimension named Personal Growth having two sub dimensions namely Active Recreational Orientation and Independence. The mean scores and standard deviation of these two sub dimension is 32.42, 29 .60 and 6.65, 5.11, accordingly. The observe d mean score for Active Recreational Orientation falls under and average personal growth in Family Environment whereas, the calculated mean sc ore for independence; lie in the category of low level of personal growth in the family environment.

In case of last dimension that is Maintenance, there are again two sub dimensions named Organization and Control. Accordingly, the mean scores are 7.83, 14.27 and standard deviations are 2.06, 3.39. The data shows secondary school students have an average level in maintenance dimension of family environment.

6. To find out the relationship of Aggression and Family Environment of Secondary School Students.

The final objective of the present study was to find out of the aggression and family environment of secondary school students. In order to achieve the objective, the correlation

between Aggression and the subscales of Family Environment was drawn. To reveal the relationship, Pearson’s coefficient of correlation, was applied.

Table: 6: Showing the Relationship between Dimensions of Aggression and Family Environment.

Dimensions of Family Environment	Aggression
Cohesion	0.26**
Expressiveness	0.13
Conflict	0.22*
Acceptance and Caring	0.38**
Active Recreational Orientation	0.21*
Independence	0.17*
Organization	0.11
Control	0.10

the table 6 depicts that positive correlation was found between the Aggression and Family Environment of secondary school students .Cohesion, Expressiveness, Conflict, Acceptance and Caring , Active-Recreational Orientation, Independence ,Organization, and Control subscales shows positive correlation with Aggression with calculated ‘r’ 0.26, 0.13, 0.22, 0.38, 0.21, 0.17, 0.11 and 0.10, respectively. Whereas, ‘r’ critical is 0.139 at 0.05 level and 0.182 at 0.01 level of confidence which depicts the significant relation between the dimensions Cohesion and Acceptance & Caring of family environment and aggression at both level of confidence and between Conflict, Active Recreational Orientation and Independence of family environment and aggression at 0.05 level of confidence.

Verification of Hypothesis no. 4

The Hypothesis no.4, “There is no significant relationship between aggression and family environment of secondary school students,” is partially rejected in case of relationship between cohesion, conflict, acceptance & caring, active recreational orientation and independence of family environment and aggression.

Findings of the Study

- The results depicted that the calculated t-ratio is not significant at 0.05 levels. Therefore no significant difference was found in Aggression among students. So, the hypothesis, ‘male students show more aggression than female students’ was accepted.

- The results didn't show any noteworthy difference in aggression of adolescents in relation to their residential background. So the hypothesis, 'there exists no significant difference in aggression of adolescents in relation to their rural and urban background' was accepted.
- The results depicted that the calculated t-ratio is not significant at 0.05 levels. Therefore no significant difference was found in Aggression among adolescents. So, the hypothesis, 'there exists no significant difference in aggression of adolescents in relation to their Government and private schools' was rejected.
- The result is no significant relationship between aggression and family environment of secondary school students is partially rejected in case of relationship between cohesion, conflict, acceptance & caring, active recreational orientation and independence of family environment and aggression.

Conclusions

Based on the obtained results and verification of hypotheses the researcher had drawn the following conclusions:

- The study found the average aggression level among secondary school students as a whole, whereas twenty five percent students fall under high aggression, sixty four percent students fall average aggression and eleven percent students fall under low aggression.
- It was found that male and female students of district Moga have an equal level of aggression.
- The study revealed that the urban students were more aggressive as compared to rural students.
- The results illustrated that the private school students showed more aggressive behaviour than government school students.
- It was observed by the researcher that the secondary school students have an average family environment except the dimension named independence of family environment, which showed low independence in family environment.
- While finding the relationship between aggression & dimensions of family environment, the positive correlation was seen between all dimensions of family environment and aggression. This indicates that more favourable family environment leads to more aggression in secondary school students.

Educational Implications

- Aggression is an acquired phenomenon from the outer environment. So, the child's environment is the place of concentration. For the development of healthy habits and proper behaviour following can be considered to provide a good and proper environment.
- The various bodies which are related with the Education system like Village Education Development Committee, Parent Teacher Association etc. can contribute in developing proper environment for shaping the behaviour of students.
- The other provisions like Lectures, Seminars, Club meetings, Adult Education Programmed etc. may also serve as a boon for providing healthy and proper environment to the children, by which we can develop healthy habits and proper maintenance of their behaviour.
- The results of the study may help the parents to create constructive environment for their wards which prevent them from behavioural problems.
- Suggestions for further research
- The investigator feels inclined to make the following suggestions for further studies related to the present problem: -
- The present problem can be conducted with a larger sample and from the wide range of population in a vast area.
- The study can be extended by conducting a comparative study between the two or more states of the country, administrators or management etc.
- There are many variables like school environment, values, emotional aspects, economic status of families etc. which may affect the level of aggression can be studied.

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