AGGRESSION AMONG SECONDARY STUDENTS IN RELATION TO THEIR SOCIAL COMPETENCE, TYPE OF FAMILY AND GENDER

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Abstract

The present study was made an attempt to find out whether significant interaction exists among social competence, type of family and gender among secondary school students with aggression as the dependent variable. The investigator selected 150 samples from the district Jammu. Aggression Scale (1986): Km. Roma Pal and Mrs. Tasneem Naqvi and Sharma, Shukla and Shukla's Social competence. In the present study the investigator used three-Way Analysis of variance (2x2x2 Factorial Experiment) for findings. The results reveal that There is no significant interactional effect on social competence, type of family, and gender on level of aggression among secondary school students

Keywords: *Society, Aggression and Social Competence*

Introduction

Societies change and evolve, and statistical indicators need to adapt. The basic facts about people in societies that have long been recorded in historical genealogies and vital statistics registries include birth, marriage, childbearing, and death. As the primary concerns of societies moved "beyond survival", richer information about societal trends has also been collected. This information tends to focus on economic, health, and material issues such as substance abuse, unintended high school. Often these represent problems or issues. Those were not viewed as problematic in an earlier era.

In the recent year there is a growing realization among the researchers in the field of education and psychology that non cognitive factors must be assessed the margin of error in the prediction of academic achievement have gone so far as to suggest that ability temperament and motivation contribute something like 25 percent to achievement variance and such for reaching claims are certainly worth investigating.

Concept of social competence

Social competence is an important ingredient of modern civilization and is the essential attribute of the member of a progressive and onward going society. The cultural purity and societal diversity of India provide high order social competence through rich and varied interpersonal interaction.

Social competence in the broader term used to describe a child's ability to establish and maintain highly quality and mutually satisfying relationships and to avoid negative treatment or victimization from other. In additional to social skills and emotional intelligence factor such as the child's self –confidence or social anxiety can affected by the social context and those of the other children in his /her social competence . Social competence can also be affected by the social content and those children in his/her environment.

Aggression

Aggression, in its broadest sense, is behaviour, or a disposition, that is forceful, hostile or attacking. It may occur either in retaliation or without provocation. In narrower definitions that are used in social sciences and behavioural sciences, aggression is an intension to cause harm or an act intended to increase relative social dominance. Predatory or defensive behaviour between members of different species may not be considered aggression in the same sense. Aggression can take a variety of forms and can be physical or be communicated verbally or nonverbally. Aggression terms are often used interchangeably among lay people. E.g. an aggressive salesperson.

Need and Significance

Man is basically a social animal. His existence without social set up can hardly be imagined. He born in a society develops in a society works and progress in a society. There are various factors behind the social maturity of an individual. Parents, family members, neighbors, peer group, society etc. Expect him to behave to behave in the way acceptable to the society. Adolescents are expected more by the society in which they live. They learn to be in a group, share and care for others, respect the norms and values of the society.

The present curriculum does not have adequate scope for developing such qualities. It is only cognition- oriented. Therefore children do not know how to behave properly with their elders, family members and neighborhood etc.

Despite great significance of social competence in the process of adaptation of modern civilization, relatively little attention has been paid to it. Review of existing literature on social competence makes us acquainted with its two measures respectively, by Jones (1974) Kohn (1977) which has been found inappropriate for Indian children because of their non-conformity with Indian social system, and different social norms and cultural differentiation. Rochester Adaptive Behaviour Inventory (RBI) (Revised) by Jones (1981) which claims measures social competence on 12 dimensions, namely (1) co-operation with family, (2)

cooperation with others, (3) friendship patterns (4) Timidity in social setting, (5) Fearfulness nervousness (6) activity lend,(7) Bizarre symptomatic, (8) Whinny behaviour,(9) demand of mother's attention,(10) Depression (11) Imaginary play and,(12) Persistence hardly provide meaningful adaptation of social skills of Indian children. As such conceiving development of social competence at pre-childhood stage for the pre-school level in India is basically erroneous and illogical, Jones (1981) RABI revision is entirely an invalid instrument for measuring social competence of pre-school Indian children. In the light of the above discussion, the investigator decided to study on aggression among secondary students in relation to their social competence, type of family and gender.

Objectives of the study

1. To find the significant difference in the aggression among secondary school students having high and low level of social competence.

2. To find the significant difference in the aggression among secondary school students belonging to nuclear and joint families.

3. To find the significant gender difference on aggression among secondary school students.

4. To find significant interaction of social competence and type of family on the aggression among secondary school students.

5. To find significant interaction of social competence and gender on the aggression among secondary school students.

6. To find significant interaction of type of family and gender on the aggression among secondary school students.

7. To find whether significant interaction exists among social competence, type of family and gender among secondary school students with aggression as the dependent variable.

Hypotheses of the study

1. There will be no significant difference in the aggression among secondary school students having high and low level of social competence.

2. There will be no significant difference in the aggression among secondary school students belonging to nuclear and joint families.

3. There will be no significant gender difference on aggression among secondary school students belonging to nuclear and joint families.

4. There will be no significant interaction of social competence and type of family on aggression among secondary school students.

5. There will be no significant interaction of social competence and gender on aggression among secondary school students.

6. There will be no significant interaction of type of family and gender on aggression among secondary school students.

7. There will be no significant interaction among social competence, type of family and gender among secondary school students with aggression as the dependent variable.

Sample

In the present study random sampling technique of probability sampling was applied for the selection of the sample. He managed to get data from 150 students from different school of Jammu.

Tool used

In the present study the instrument employed for the collection of data are

1. Aggression Scale (1986): Km. Roma Pal and Mrs. Tasneem Naqvi.
2. Sharma, Shukla and Shukla's Social competence.

Statistical technique proposed

In the present study the investigator proposed Three-Way Analysis of variance (2x2x2 Factorial Experiment) for finding.

Analysis and Interpretation

Table 1 Showing the Summary Three Way Anova Of 2x2x2 Factorial Design For Level Of Aggression.

S. no	Sources of variance	SS	Df	MS	F	Significance
1	Social competence(A)	805.14	1	805.14	4.57	Significant
2	Type of family(B)	78.76	1	78.76	0.45	Not significant
3	Gender (C)	1925.01	1	1925.01	10.9	Significant
4	AXB	257.43	1	257.43	1.57	Not significant
5	AXC	70.14	1	70.14	0.39	Not significant

6	BXC	83.27	1	83.27	0.47	Not significant
7	AXBXC	643.86	1	643.86	3.65	Not significant
8	Within	9871.63	56	176.28		

IV.3 Calculation of anova on the basis of (ii) Table – 1 and 2

Correction C $= \dfrac{(\sum XT)^2}{NT}$

$$= \dfrac{(4025)^2}{64} = \dfrac{16200625}{64}$$

$$= 253134.77$$

Sum of squares of total

$$SS_T = \sum X^2 T - C$$
$$= 266889 - 253134.77$$
$$= 13754.23$$

SS$_{\text{Between Cells}}$

$$\dfrac{(\sum A_1 B_1 C_1)^2}{N_1} + \dfrac{(A_2 B_1 C_1)^2}{N_2} + \dfrac{(A_1 B_1 C_2)^2}{N_3} + \dfrac{(A_2 B_1 C_2)^2}{N_4} + \dfrac{(A_1 B_2 C_1)^2}{N_5} + \dfrac{(A_2 B_2 C_1)^2}{N_6} + \dfrac{(A_1 B_2 C_2)^2}{N_7}$$

$$+ \dfrac{(A_2 B_2 C_2)^2}{N_8} - C$$

$$= \dfrac{(431)^2}{8} + \dfrac{(487)^2}{8} + \dfrac{(503)^2}{8} + \dfrac{(627)^2}{8} + \dfrac{(414)^2}{8} + \dfrac{(505)^2}{8} + \dfrac{(551)^2}{8} + \dfrac{(507)^2}{8} - C$$

$$= 23220.13 + 31626.13 + 21424.5 + 37950.13 + 29646.13 + 49141.13 + 31878.13 + 32131.13 - 253134.77$$
$$= 257017.38 - 253134.77$$
$$= 3882.61$$

Sum of squares within

$$SS \text{ within} \quad = SS_T - SS_{\text{Between}}$$
$$= 13764.23 - 3882.65$$
$$= 9871.63$$

Table - 3   Two way table for a x b (social competence and type of family)

	A_1	A_2	$\sum$
B_1	934	1114	2048
B_2	965	1012	1977
$\sum$	1899	2126	4025

Table - 4 Two Way Tables For Axc (Social Competence And Gender)

	A$_1$	A$_2$	Σ
C$_1$	845	992	1837
C$_2$	1054	1134	2188
Σ	1899	2126	4025

Table – 6 Showing The Summary Of Three Way Anova For 2x2x2 Factorial Design For Level Of Aggression.

S. NO	Sources of variance	SS	df	MS	F	Significance
1	Social competence (A)	805.14	1	805.14	4.57	Significant
2	Type of family (B)	78.76	1	78.76	0.45	Not significant
3	Gender (C)	1925.01	1	1925.01	10.9	Significant
4	AXB	257.43	1	257.43	1.57	Not significant
5	AXC	70.14	1	70.14	0.39	Not significant
6	BXC	83.27	1	83.27	0.47	Not significant
7	AXBXC	643.86	1	643.86	3.65	Not significant
8	Within	9871.63	56	176.28		

Interpretation

Review of Table - 6 reveals that the value of F- for Social competence as 4.57 which is higher than the table value at 0.05 level of significance at 1and 56 degree of freedom. It means that there are significant differences were found in the level of Aggression among secondary school students with low and high level of social competence. Further we can infer that the level of Aggression among low socially competent secondary school students is significantly higher than those with high level of social competence. Hence the first hypothesis is rejected.

Review of Table - 6 reveals that the value of F for type of family is 0.45 which does not exceed the table value at 0.05 level of significance, at 1and 56df which shows that there

is no significant difference in the level of Aggression among secondary school students belonging to nuclear and joint families. Hence, the second hypothesis. is accepted

Review of Table - 6 reveals that the value of F for Gender is 10.09 which exceed the table value at 0.01 level of significance at 1and 56df. Therefore, it can be concluded that there is significant difference in the level of Aggression among male and female of secondary school student. Further, we can infer that the level of Aggression among female secondary school students is significantly higher than male students. Hence, the third hypothesis.is accepted.

The F-value against interactional effect of social competence and type of family is 1.57 which does not exceed the table value at 0.05 level of significance, at 1and 56df with level of aggression taken as criterion. Thus, it can be infer that there is no significant interactional effect on the level of Aggression between social competence and type of family secondary school students. Hence the fourth hypothesis is accepted.

The F-value against interactional effect of social competence and gender is 0.39 which does not exceed the table value at 0.05 level of significance, at 1and 56 df with level of aggression taken as criterion. Thus, it can be infer that there is no significant interactional effect on the level of Aggression between social competence and gender secondary school students. Hence the fifth hypothesis is accepted.

The F-ratio value against interactional effect of type of family and gender is 0.47 which does not exceed the table value at 0.05 level of significance at 1and 56df with level of aggression taken as criterion. Thus, it can be infer that there is no significant interactional effect on the level of aggression between type of family and gender of secondary school students. Hence the sixth hypothesis is accepted.

The F-ratio value against interactional affect of social competence, type of family, and gender is 3.65 which does not exceed the table value i.e. at 0.05 level of significance at 1and 56df with level of aggression taken as criterion. Thus, it can be inferred that there is no significant interactional effect on the level of aggression among social competence, type of family, and gender of secondary school students with aggression as criterion. Hence the seventh hypothesis is accapted.

General conclusions

In the light of interpretation of the results of the present investigation as already discussed in the previous chapter, the investigator lays down the following conclusions:

1. An aggression among low socially competent secondary school students is significantly higher than those with high level of social competence

2. There is no significant difference in the level of aggression among secondary school students belonging to nuclear and joint family.

3. The level of aggression among female secondary school students is significantly higher than male students.

4. There is no significant interactional effect on social competence and type of family on level of aggression among secondary school students.

5. There is no significant interactional effect on social competence and gender on level of aggression among secondary school students

6. There is no significant interactional effect on type of family and gender on level of aggression among secondary school students

7. There is no significant interactional effect on social competence, type of family, and gender on level of aggression among secondary school students

IMPLICATION FOR ADMINISTRATOR/ HEAD OF THE INSTITUTION

The administrator/ Head of the institution as a great responsibility nowadays on their shoulders. The competition is increasing day by day which is putting more and more stress on the minds of the students and this stress in turn increasing the level of aggression among students. It is therefore the duty of the administrator/ Heads of the institutions to take care of this factor and should try to reduce the level of aggression among students. They can create counseling centres in the premises of the institution and can also appoint psychologist. So, that the needy students can consult them and discuss their problems with them.

IMPLICATIONS FOR TEACHERS.

The Head should be careful while implementing the policies for the betterment of the schools. The teachers who are indirect contact with the students should also be careful and should put a sharp eye on the behaviour of the students. If they observe any kind of deviation in their behaviour they should investigate the matter and should try to provide remedial measures.

IMPLICATIONS FOR PARENTS.

Parents are the first teacher of a child. Therefore, it is their duty to maintain a cultured and value based environment in homes also which may be very helpful to make their wards the competent members of the family.

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