

pISSN 2320-9305

eISSN 2347-5706

Available at: <http://cjoe.naspublishers.com>

CONFLUX

JOURNAL OF EDUCATION

VOLUME 2, ISSUE 10, MARCH 2015

A PEER REVIEWED INTERNATIONAL JOURNAL





AGGRESSION OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

Aggression of higher secondary school students is an issue of concern among stakeholders in education essentially because a school is an institution designed for teaching and learning. Students enrolled in higher secondary classes face regularly, self-imposed stresses and pressures mainly from the academic front and pressure from parents to earn top grades and excel in curricular and extracurricular activities and they are equipped with confusions about their career and future. These emotional disturbances often pave way to formation of various kinds of deviant behavior like aggression. This paper discusses about the Aggression of Higher Secondary Students in Vellore district, Tamilnadu. The sample consists of 1020 Higher Secondary School Students. Aggression Questionnaire used in this study was developed and standardized by Buss and Perry (1992). Survey method was employed to describe and interpret what exists at present. The findings reveal that higher secondary school students different in their Aggression based on Type of Management, did not differ based on their birth order and medium of Instruction.

Keywords: Aggression, Higher Secondary School Students.

INTRODUCTION

Human life completes its journey through various stages and one of the most vital stages is adolescence. Education at adolescence stage acts as the foundation upon which one can build the rest of their life. The higher secondary stage derives its uniqueness in human terms because it is dealing with the human person at a period of transition from childhood to youth, from infancy to teenage. Perhaps more than any other period in life, it is at this period that character begins to be formed and it is rightly the formative stage of personality. Higher secondary stage of school education is crucial since it is at this stage that necessary skills and competencies are acquired which enable the students to enter the world of work or to go for higher education. This stage is the foundation for vocational entry and the most important decision making point for life. Higher secondary school stage is supposed to be the bedrock and the foundation towards higher knowledge. The importance of this stage is that it is the bridge between the general information of the mind and personality which school education is and the higher learning specializations which the college and university represent. The foundations for higher learning are laid at this stage. Emphasizing upon the critical nature of adolescent stage, it is apparent that adolescence and aggression cannot be separated. Many studies tracing the problems of adolescence over several decades have shown an increase in the rate of aggression among the adolescents. Adolescent aggressive behaviour is among the most prevalent and demanding problems for parents, teachers and community on the whole. Since the 1980s there has been a steady increase in research analyzing problems of aggressive behaviour among children and adolescents at school,

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reflecting the growing seriousness of these problems. The prevalence of aggression increases through adolescence, peaks in late adolescence or early adulthood. Aggression behaviors are not infrequent occurrences among adolescents and that they often coexist with other high risk behaviors. Hence an attempt was made to study the physical aggression, verbal aggression, anger and total aggression of higher secondary school students.

NEED AND IMPORTANCE OF THE STUDY

Media reports on aggressive attitude among adolescents are commonly seen in today's scenario. Reports on violence, aggression, assault, use of weapon, adolescent suicide are continually hitting the headlines in day to day life. Hostility, aggression and other behavioral related problems are the most common form of interaction between the students of adolescent stage in today's society. Nowadays, student communities are either as perpetrators or victims to this act. Aggressive behavior that students exhibit is a great concern for everyone. This experience does not only affect students but also education personnel, teachers, parents, school governing bodies and community at large. This behavioral problem of adolescent students frequently interrupts the learning process and makes the school climate non-conductive to teaching and learning.

Higher secondary education stage is the most crucial stage in adolescence life as it is the decision making point regarding their career. Many external factors like academic demands, peer pressure, high expectation from parent and school community etc., bears a strong impact on adolescents at this stage of school education and causes emotional disturbance among student community leading to frustration and other forms of behavioral problems.

It is evident from many research works like aggressive behaviour of adolescence stems from different factors like dysfunctional family, single parenting, domestic violence, abusive parents, peer interaction, excessive discipline and other community related problems. The researcher being a teacher educator felt that the current situation requires grave attention and necessary to undertake an investigation in order to gain more clarity on the aspects related to such aggressive behaviour of student community at this higher secondary stage.

OBJECTIVES OF THE STUDY

1. To find out the significant difference on Aggression and its dimensions of Higher Secondary School Students based on different Type of Management.
2. To find out the significant difference on Aggression and its dimensions of Higher Secondary School Students based on their Birth order.
3. To find out the significant difference on Aggression and its dimensions of Higher Secondary School Students based on their Medium of Instruction.

HYPOTHESES OF THE STUDY

1. There is no significant difference on Aggression and its dimensions of Higher Secondary School Students based on different Type of Management.



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2. There is no significant difference on Aggression and its dimensions of Higher Secondary School Students based on their Birth order.
3. There is no significant difference on Aggression and its dimensions of Higher Secondary School Students based on their Medium of Instruction.

METHODOLOGY

Tools Used:

Aggression Questionnaire was developed and standardized by A.H. Buss & M. Perry (1992). The Aggression scale consists of 4 factors namely, Physical Aggression (PA), Verbal Aggression (VA), Anger (A), and Hostility (H). The tool consists of 29 items.

Sample of the Study:

As the present study was mainly concerned with the sample of 1020 higher secondary school students were chosen at random from many higher secondary schools located in Vellore District of Tamilnadu. The total sample was distributed to Government (340), Government Aided (340) and Private schools (340).

RESULTS AND DISCUSSION

Table 1. Shows the results of one-way analysis of variance computed to aggression among the selected higher secondary school students based on type of management

Table 1. Comparison of Aggression among the High School Students based on Type of Management

Aggression and its Dimensions	Sources of variation	Sum of Squares	df	Mean Square	F
Physical Aggression	Between Groups	193.202	2	96.601	
	Within Groups	24496.206	1017	24.087	4.011**
	Total	24689.408	1019		
Verbal Aggression	Between Groups	167.555	2	83.777	
	Within Groups	18190.832	1017	17.887	4.684**
	Total	18358.387	1019		
Anger	Between Groups	188.724	2	94.362	
	Within Groups	17140.856	1017	16.854	5.599**
	Total	17329.579	1019		



Hostility	Between Groups	13.806	2	6.903	
	Within Groups	31391.444	1017	30.867	0.224NS
	Total	31405.250	1019		
Aggression – Total	Between Groups	425.531	2	212.766	
	Within Groups	185221.326	1017	182.125	1.168NS
	Total	185646.858	1019		

** Significant at 0.01 level / * Significant at 0.05 level / NS - Not Significant

Table 1.1. Tukey -Multiple Comparison of Aggression based on Type of Management

Aggression and its Dimensions	Type of management	N	Subset for alpha = .05	
			1	
Physical Aggression	Government	340	25.12	25.47
	Aided	340	25.47	26.17
	Private	340		
Verbal Aggression	Government	340	13.23	13.50
	Aided	340	13.50	14.19
	Private	340		
Anger	Government	340		
	Aided	340	20.48	21.34
	Private	340		21.44
Hostility	Government	340	22.09	
	Aided	340	22.28	-
	Private	340	22.37	
Aggression – Total	Government	340	82.08	
	Aided	340	82.14	-
	Private	340	83.48	

It is inferred from the above table that the calculated 'F' value (4.011) for physical aggression, verbal aggression ('F' value=4.684) and anger ('F' value =5.599) is greater than the table value (3.00) for df (2, 1017) at one percent level of significance. Thus there is significant difference in physical aggression, verbal aggression and anger of higher secondary school students with respect to type of school. But no significant difference was observed in the dimension hostility. It is also evident that the overall aggression was not significantly differed based on the type of management.



The Tukey B test from the above table indicates that the government, aided and private school students differ significantly in their aggression. It is found that physical aggression (26.17) and anger (21.44) was higher among private school students and lower among government higher secondary school students. With respect to verbal aggression (14.19) was more in government higher secondary school students.

Hence hypothesis 1 is rejected with respect to physical aggression, verbal aggression and anger and accepted with regarding to hostility and over all aggression.

Table 2 projects the difference existing in the aggression and its dimensions of the higher secondary school students based on birth order.

Table 2. Comparison of Aggression between Orders of Birth of Higher Secondary School Students

Aggression and its dimensions	Source	Sum of squares	df	Mean square	F
Physical Aggression	Between Groups	30.163	4	7.541	0.310 NS
	Within Groups	24659.245	1015	24.295	
	Total	24689.408	1019		
Verbal Aggression	Between Groups	126.522	4	31.631	1.761NS
	Within Groups	18231.865	1015	17.962	
	Total	18358.387	1019		
Anger	Between Groups	19.837	4	4.959	0.291NS
	Within Groups	17309.742	1015	17.054	
	Total	17329.579	1019		
Hostility	Between Groups	134.553	4	33.638	1.092NS
	Within Groups	31270.697	1015	30.809	
	Total	31405.250	1019		
Aggression – Total	Between Groups	142.528	4	35.632	0.195NS
	Within Groups	185504.330	1015	182.763	
	Total	185646.858	1019		

** Significant at 0.01 level/ * Significant at 0.05 level / NS - Not Significant

There is no significant difference between order of birth and aggression. Since there is no significant difference in the dimensions of aggression further post hoc test was not performed to analyze the multiple comparisons between the birth orders.



This is in line with the study of Anantharman (1981). According to him; there is no difference in the anxiety levels of first-borns and later-borns. Hence hypothesis 2 is accepted

Table 3 shows the comparison of aggression and its dimensions based on the medium of school of the selected higher secondary school students.

Table 3. Comparison of Aggression based on the Medium of Instruction of the Selected Higher Secondary School Students

Aggression and its dimensions	Medium of Instruction	N	Mean±S.D	't'
Physical Aggression	Tamil	467	24.75±4.59	5.119**
	English	553	26.30±5.08	
Verbal Aggression	Tamil	467	13.57±4.31	0.516 NS
	English	553	13.71±4.18	
Anger	Tamil	467	20.65±4.15	3.104**
	English	553	21.45±4.06	
Hostility	Tamil	467	21.83±5.34	2.221*
	English	553	22.60±5.70	
Aggression - Total	Tamil	467	80.80±13.38	3.870**
	English	553	84.06±13.42	

** Significant at 0.01 level/ * Significant at 0.05 level / NS - Not Significant

When analyzing the students aggression statistically it was found that physical aggression ($t=5.119$), anger ($t=3.104$) and total aggression (3.870) were highly significant at one percent level ($p<0.01$) where as hostility ($t=2.221$) showed significant difference at five percent level ($p<0.03$) between Tamil and English medium of the higher secondary school students. Conversely there was no significant difference in verbal aggression between Tamil and English medium of the selected school students. The mean values reveal that aggression was found to be high in English medium school students than Tamil medium school students.

Hence hypothesis 3 is accepted with regarding to verbal aggression and rejected with regarding to physical aggression, anger, hostility and over all aggression.

CONCLUSION

Children's responses to the different feelings they experience every day have a major impact on their choices, their behaviour, and on how well they cope and enjoy life. The first and basic goal of education is to develop a healthy and wholesome personality. Physical and verbal aggression among secondary school students are very serious problems due to their inherent dangers. Aggression in schools could inhibit students from going to school due to the fear of being intimidated or harmed.



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Aggression in school can as well hinder students' academic achievement. This is because if students learn with fear due to intimidation and harassment received either in the classroom or outside, their level of concentrations and assimilation may decline and this may result in academic underachievement. It therefore becomes imperative that every necessary measure should be taken so as to eliminate or mitigate aggression in our secondary schools. Classroom management, counseling and life skills education strategies are recommended for channelizing the aggressive behaviour among school children.

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