



International Journal Of
**Recent Scientific
Research**

ISSN: 0976-3031

Volume: 7(1) January -2016

**AGGRESSION AMONG SENIOR SECONDARY STUDENTS IN RELATION TO
FAMILY ENVIRONMENT**

Ajay Kumar and Sona Thakur



THE OFFICIAL PUBLICATION OF
INTERNATIONAL JOURNAL OF RECENT SCIENTIFIC RESEARCH (IJRSR)
<http://www.recentscientific.com/> recentscientific@gmail.com



ISSN: 0976-3031

Available Online at <http://www.recentscientific.com>

International Journal of Recent Scientific Research
Vol. 7, Issue, 1, pp. 8302-8305, January, 2016

**International Journal
of Recent Scientific
Research**

RESEARCH ARTICLE

AGGRESSION AMONG SENIOR SECONDARY STUDENTS IN RELATION TO FAMILY ENVIRONMENT

Ajay Kumar and Sona Thakur

Partap College of Education, Ludhiana

ARTICLE INFO

Article History:

Received 15th October, 2015
Received in revised form 21st
November, 2015
Accepted 06th December, 2015
Published online 28st
January, 2016

Key words:

Aggression, Senior Secondary
School, Family Environment,
Significant

ABSTRACT

The present study aims at studying the levels of aggression among senior secondary school students in relation to family Environment. For this purpose a sample is taken which is the representative of the population. The investigator was used Aggression Scale (AS) by Mathur and Bhatnagar (2004) and Family Environment Scale (FES) by Bhatia and Chadha (1993) were employed by the investigator to collect the data. Non-probability method of sampling was followed for selection of Ludhiana district out of 22 districts of the state. Then, using the probability method of sampling, 10 senior secondary schools of Ludhiana district and further, the adolescents from these schools was selected. In all, a sample of 200 senior secondary students was drawn from the different schools of Ludhiana district. The result of the study showed that there is a significant negative relationship was found between the aggression of senior secondary school students with five dimensions of family environment, i.e. cohesion, conflict, acceptance and caring, independence and active recreational orientation. However, no significant relationship was found between expressiveness, organization and control dimensions of family environment and aggression of senior secondary school students. The results of the study also show that there a significant difference was found between mean scores of aggression on the basis of gender and areas among senior secondary school students.

Copyright © Ajay Kumar and Sona Thakur., 2016, this is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution and reproduction in any medium, provided the original work is properly cited.

INTRODUCTION

Violence and Aggression are the most vital issues which modern society faces. Despite widespread education, independence, freedom from deprivation, fulfillment of basic needs and wants, improvement in socio-economic conditions and style of living, improvement in child rearing practices, in many countries around the globe, aggression and violence are on the rise. The daily newspapers, electronic media like television and radio are full of information on violence, crime, murder, rape, child abuse, sexual harassment, molestation, etc. The horrible violence, particularly against women, children and innocent persons indicate the morbid and dangerous disease human beings are suffering from.

The alarming rise in the aggressive and the indiscipline behaviour of modern youths like burning cars, buses, destroying public property, assaulting common men on slightest faults. Eve teasing, and passing filthy comments on women raise a finger at the way the society is progressing. We say we are educated, civilized and belong to the great nations of the world. We say, we have high traditions, glorious culture and heritage. We feel proud for the contribution and sacrifice

of our grandparents, great grandparents and forefathers to the nation at the cost of their personal interests and comfort and happiness, but at the same time we feel ashamed at the dangerous rise in aggressive and violent behaviour of the present generation throughout the world though the degree of violence and aggression varies from place to place, society to society and country to country. [Gilula and Daniels \(1969\)](#) defines aggression as the entire spectrum of assertive, intrusive, and attacking behaviours and included both overt and covert attacks, such defamatory acts as sarcasm, self directed attacks and dominant behaviour as well as such assertive behaviours as forceful and determined attempts to master a task or accomplish an act. [Bandura's \(1973\)](#) social learning theory, aggression is treated as a complex event that includes behaviors that produce injurious and negative effects to its victims as well as labeling the acts as aggressive.

A full explanation of aggression must consider both injurious behavior and social judgments that decide which injurious acts are labeled as aggressive. [Mundia \(2006\)](#) concluded that Aggression is one of the major problems in schools. The study recommends that more detailed investigations, both qualitative and quantitative, be conducted to gain deeper perceptions into the nature of the problem its possible causes and solutions, but

*Corresponding author: **Ajay Kumar**
Partap College of Education, Ludhiana

that are likely to be most effective in addressing it. An enhancement of teacher skills in handling aggressive children needs to be given high consideration and priority by relevant authorities in the present circumstances. Barber, Chadwich & Oerter (1992) and Rudo & Doulop (1998) found that adolescents who perceived their parents to be authoritarian demonstrated more overall aggressive behaviour. Adolescents exposed to aggression and violence in their homes were at greater risk for developing behavioural problems. The top five causes of indiscipline identified by teachers were family problems, disinterest of parents towards children's education, parents' negative attitude towards children, effects of violence presented in television and over-crowded classrooms.

One of the most significant concerns of modern society is how to produce competent and self respecting citizens. Proper channelization is necessary in adolescents and adults, both in male and female. In modern times it is an alarming scenario regarding the increase of aggression among adolescents that lead them to the trap of depression, anxiety and stress. Whatever causes aggression, it destructs the relation particularly in the family. Congenial family environment induces satisfactory growth and development of the adolescents and is able to produce well balanced personalities as parents shape the personality of their child with love, positive and caring attitude. They can provide conducive environment for adolescents to flourish. They are then well adjusted and have good relationships with their parents.

Therefore, the present study will be helpful to parents, teachers, educational planners in proper channelization of imposition, constructive social actions designed to root out the sources of frustrations and by adopting congenial and socially acceptable ways of dissipating aggression before it builds up to overwhelming proportions. So there is a need to study aggression among adolescents in relation to family environment. The present study conducted on the following objectives.

Objectives

1. To find out the relationship between Aggression and Family Environment of senior secondary students.
2. To find and compare Aggression among male and female senior secondary students.
3. To find and compare Aggression among senior secondary students from rural and urban areas.
4. To find and compare Family Environment of senior secondary students.
5. To find and compare Family Environment among senior secondary students from rural and urban areas.

METHOD

Sample

Sample for the present study is inclusive of 200 senior secondary school students of Ludhiana District. It consists of 100 boys and 100 girls students from urban and rural senior secondary schools of Ludhiana District. The sample was equally distributed between boys and girls students. The

probability method of sampling was used to select 10 senior secondary schools of Ludhiana district and further, the senior secondary students from these schools were selected.

Measure

In the present study, Aggression Scale (AS) by Mathur and Bhatnagar (2004) and Family Environment Scale (FES) by Bhatia and Chadha (1993) were employed by the investigator to collect the data.

Procedure

The study was designed to investigate the aggression among senior secondary school students in relation to family environment. Descriptive survey method of investigation was employed for the present study. Prior to the administration of the Aggression Scale and Family Environment Scale for senior secondary school students, the investigator sought the cooperation of the head of the senior secondary schools and students. First of all purpose of the test was clarified to the students and instruction given to them according to the manual and rapport established with them. The scale of Aggression Scale was administered according to the manual and after getting the response sheet, Family Environment Scale for adolescents was also administered in the same way. Scoring was done with the help of scoring key.

Analysis and Interpretation of the Results

Section-I

Coefficient of Correlation

Table 1 Coefficient of Correlation between Aggression and Family Environment of Senior Secondary School Students (N=200)

Dimensions of Family Environment	Coefficient of Correlation (r)
Cohesion	-0.18*
Expressiveness	-0.08
Conflict	-0.31**
Acceptance and Caring	-0.23**
Independence	-0.17*
Active Recreational Orientation	-0.17*
Organization	0.07
Control	-0.08

** Significant at 0.01 level

It is evident from table 1 that the coefficient of the correlation between aggression and the dimension –A (cohesion) of family environment of senior secondary school students came out to be -0.18 which is negative and significant at 0.05 level. Further the coefficient of the correlation between aggression and dimension –B (expressiveness) of family environment of and senior secondary school students came out to be -0.08 which is negative but not significant at 0.05 level. Further the table 1 also shows that the coefficient of correlation between aggression and dimension -C (conflict) of family environment of senior secondary school students came out to be -0.31 which is negative and significant at 0.01 level. The coefficient of correlation between aggression and the dimension –D (acceptance and caring) of family environment of senior

secondary school students came out to be -0.23 which is negative and significant at 0.01 level.

The coefficient of correlation between aggression and dimension –E (independence) of family environment of senior secondary school students came out to be -0.17 which is negative and significant at 0.05 level. The coefficient of correlation between aggression and the dimension –F (active recreational orientation) of family environment of senior secondary school students came out to be -0.17 which is negative and significant at 0.05 level.

The coefficient of correlation between aggression and dimension –G (organization) of family environment of senior secondary school students came out to be 0.07 which is positive but significant at 0.05 level. The coefficient of correlation between aggression and dimension –H (control) of family environment of senior secondary school students came out to be -0.08 which is negative but not significant at 0.05 level.

The coefficient of correlation between for eight dimensions of the variable of family environment, i.e. cohesion, expressiveness, conflict, acceptance and caring, independence, active recreational orientation, organization and control dimensions with aggression came out to be negative except that of organization dimension. Out of the eight dimensions of family environment, the relationship of aggression of senior secondary school students with five dimensions of family environment, i.e. cohesion, conflict, acceptance and caring, independence and active recreational orientation dimensions are significant. However, no significant relationship was found between expressiveness, organization and control dimensions of family environment and aggression of senior secondary school students.

It implies that besides family environment, there are other factors prevailing in the society like daily newspapers, electronic media like television, cinema, internet are full of violence, crime, rape, child abuse, sexual harassment, molestation etc. which are responsible for rise in aggression among adolescents. The results of this study agree with Garg (2014) who found that there is a significant negative correlation between family climate and value conflicts of adolescents. It is also found that significant negative correlation exists between family climate and aggression among adolescents. Kaa, Bilgin & Singer (2011) found that aggressive behavior is caused by television viewing, computer use, gender, music preferences, environmental, victim of violence and socio-economic variables.

Section II

Significance of difference of means

Table 2 Significance of the Difference between Mean Aggression on the basis of gender and areas of Senior Secondary School Students of Ludhiana District (N=200)

Variable	Group	N	M	S.D	SE _M	t-value
Aggression	Male	100	193.10	16.95	2.53	2.79**
	Female	100	186.03	18.83		
Aggression	Rural	100	192.26	19.23	2.51	2.94**
	Urban	100	184.87	16.18		

It is evident from Table 2 that the mean scores of aggression of male and female senior secondary school students as 193.10 and 186.03 respectively, and their standard deviation as 16.95 and 18.83 respectively. The t-ratio is 2.79 which is significant at 0.01 level of confidence. This revealed that a significant difference exists between mean scores of aggression of male and female senior secondary school students. Further It is also evident from Table 2 that the mean scores of aggression of rural and urban senior secondary school students as 192.26 and 184.87 respectively, and their standard deviation as 19.23 and 16.18 respectively.

The t-ratio is 2.94 which is significant at 0.01 level of confidence. This revealed that a significant difference exists between mean scores of aggression of rural and urban senior secondary school students. As the mean scores of rural senior secondary school students are higher than urban senior secondary school students on the variable of aggression, it may be concluded that rural senior secondary school students experience higher levels of aggression than their urban counterparts. Many studies conducted by Banga (2012) found that there exists gender-wise significant difference in the aggression of secondary school students. Because, the Boys have higher levels of aggression than girls and there exists school-wise significant difference in the aggression of secondary school students.

Because, private school students have higher level of aggression than government school students. Parpagga (2015) found significant gender differences were found on the basis of the Aggression tendencies score. The result shows that male shows more Aggressive than female. Johal and Kaur (2015) found that there is a significant positive correlation between aggression among adolescents and deviant parental behavior. The findings of the study revealed that parents show more deviant parenting towards girls in comparison to boys in some of the dimensions. The results also throw some light on gender differences in aggressive behavior of adolescents. These studies support the present study results that there a significant difference was found between mean scores of aggression on the basis of gender and areas among senior secondary school students.

Educational Implications

The research work is considered to be worthwhile only if it has some importance in related areas. The present study may be helpful to adolescents as it may help to improve the relationship with their parents. It is also helpful in identifying the reasons for powerlessness, isolation, identity crisis that usually occur at this stage. Family environment affects the aggression level of adolescents, so parents must pay special attention to children. They should help their children to know themselves and should encourage their children to participate in cultural and social activities. The findings of the study will help the parents to understand the importance of good, the congenial enriched home environment and healthy relations in reducing aggression among adolescents. This study would be of immense importance to psychologists, sociologists, therapists, human development experts in understanding the relationship between aggression and family environment. The findings of

the study may help the parents to modify their attitudes and improve family climate for better development of their children because heredity factors cannot be changed but the environment can manipulated the modified.

The present study throws light upon the line of action of guidance workers in the eradication of aggressiveness among adolescents and look forward for various programmes in the development of good family environment among adolescents as a whole. Media, peer-group, community as a whole benefit from the study as saving any one from the traps and agony of aggression is mission accomplished.

Bibliography

- Bandura, A. (1973). *Aggression: A Socially Analysis*. Englewood Cliffs, N.T: Prentice Hall.
- Banga, C.I. (2012). Aggression of secondary school students in relation to their gender and type of school. *Scholarly Research Journal for Humanity Science and English Language*, 2 (11), 2971-2679.
- Barber, B. C., B. & Oerter, R. (1992). Parental behaviours and adolescent self-esteem in the United States and Germany. *Journal of Marriage and the Family*. 54, 128-141.
- Bhatia, H. & Chadha, N. K. (1993) Family Environment Scale (FES). Agra: National Psychological Corporation.
- Garg, A. (2014). Value Conflict and Aggression among Adolescents in Relation to Family Climate. *International Journal of Education*, 3, 15-24.

- Gilula, M. F., & Daniels, D. N. (1969). *Violence and man's struggle to adapt*. *Science*, 164: 395-405.
- Johal S. K. & Kaur K. (2015). Adolescent aggression and parental behaviour: A correlational study. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 20 (7), 22-27.
- Kaya, F, Bilgin, H, & Singer, M.I. (2011). Contributing factors to Aggressive behaviors in high school students in Turkey. *The Journal of school Nursing*, 28 (1) 56-63.
- Mathur, G. P. & Bhatnagar, R. K. (2004). *Aggression Scale*. Agra: National Psychological Corporation.
- Mundia, L. (2006). Aggressive Behaviour among Swazi upper Primary and Junior secondary Students: Implications for Ongoing Educational Reforms Concerning Inclusive Education. *International Journal of Special education*. (21), 3.
- Parpagga, G. K. (2015). Study of gender difference in aggression among b.ed. prospectives. *International Journal of Management and Social Science Research Review*. (1)18,6-7.
- Rudo, F. & Doulop, K. (1998). The role of attachment in the early development of disruptive behaviour problems. *Development and Psychopathology*, 5, 191-213.

How to cite this article:

Ajay Kumar and Sona Thakur., Aggression Among Senior Secondary Students In Relation To Family Environment. *Int J Recent Sci Res*. 7(1), pp. 8302-8305.

T.SSN 0976-3031



9 770976 303009 >