

Aggression and Academic achievement of Secondary School Students

***Preeti Aggarwal^a & *Saket Bihari^b**

Abstract

The present study was aimed to determine the aggression of school students of secondary school in relation to their academic achievement. The sample for the present study consisted of 100 students, from East Delhi. For collecting the data Aggression Scale developed and standardized by Dr. G.P.Mathur and Dr. R.K.Bhatnagar (2004) was used. Analysis of data was done by using, mean, SD, 't' test and Product moment Correlation. The study revealed that (i) there is negative correlation between academic achievement and aggression of school students. (ii) Academic achievement of boys was found to have negative correlation with aggression. (iii) Academic achievement of girls was found to have negative correlation with aggression. (iv) the average and low aggressive secondary school students were found to be significant in their academic achievement. (v) the high and average aggressive secondary school students were found to be not significant in their academic achievement. (vi) the high and low aggressive secondary school students were found to be significant in their academic achievement.

Keywords: aggression, academic achievement, secondary school

INTRODUCTION

Aggression is one of the most important problems among the adolescents. Aggression is any form of behavior that is intended to injure another person physically or verbally or to destroy property. Aggressive behavior may be direct or indirect and may be internally or externally directed in nature. Aggression has theoretically been explained from several angles. From the psychoanalytical perspective, aggression results from an instinctive drive. Ethological approach explains aggression as a self-perpetuating instinct. The frustration aggression hypothesis links aggression to frustration. Aggression has also been explained through the social learning model, being learnt directly or vicariously from act of aggression by others. Aggressive behaviour is always maintained through

^aResearch Scholar, Maharishi Dayanand University, Rohtak-India

^bAssistant Professor, Bhagwan Mahaveer College of Education,
Sonapat, Haryana-131030-India

contingent reinforcement. Recent advances in Neuropsychology, electrophysiology and brain imaging have assumed that aggression is a product of both psycho-social and biological factors.

SIGNIFICANCE OF THE STUDY

The progress of a society depends upon the nature of the education being provided to the students in the schools. 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 the life, the student generally behave in an undisciplined way. That is why educationist is worried to see the growing indiscipline in the society and in the school. The indiscipline among students especially in the schools is due to aggression among the adolescents. Aggression is harmful aspect of the personality of a child which is expressed through the behavior of a child .Many researchers have been conducted on aggression among students in the other countries of the world but hardly any significant study has been done in our country. This appears to be an unexplored territory in the field of educational research. The researcher consulted the survey by Dr. M.B. Buch and other surveys by N.C.E.R.T, Delhi on education and hardly found any useful study in relation to aggression and other variables. Therefore the researcher thought it is better to study the aggression in relation to other variables such as self-concept and scholastic achievement.

Further the research studies have also revealed that adolescents express more aggression in comparison to students of other ages .There can be many reasons of aggression among the adolescents but the period of adolescence is itself a major cause of aggression that is why it has been said that adolescents is the period of stress , strain and strife . It means that an adolescent is not conformed about his ideas and ideals. He can be molded by the influence of others. An adolescent passes through great physical, mental, emotional and social stress during this period. The individual start thinking of himself in a different way what he was previously and also starts looking at him in a different manner , physical changes brings many changes in the body , socially he begins to think of himself/herself having some respect in the society which the parents should also realize . The parents should also understand his/her emotions whether the child is angry or happy. Therefore the researcher has thought to find out the relationship of aggression on the one hand with self-concept and scholastic achievement on the other hand.

^aResearch Scholar, Maharishi Dayanand University, Rohtak-India

^bAssistant Professor, Bhagwan Mahaveer College of Education,
Sonapat, Haryana-131030-India

The academic achievement is influenced by many factors such as family background, intelligence, aptitude, attitude, mode of study – (regular, private , correspondence) and the most important factor is psychological stress. Education is a process of development of physical and metaphysical world through interaction between human mind and universe. It is continuous quest for new knowledge through investigation, observation, feelings, emotions and talking which leads to new theories, new instruments and so on. Several studies have been conducted related to impact of cognitive and non-cognitive factors on achievement in language development but one of the most important factor is psychological stress was least considered by researcher in the field of education stress is seen as an essential part of contemporary life .

OPERATIONAL DEFINATION

The investigators adopted the following definitions for the terms used in this title of the study.

Academic achievement

Academic Achievement is the educational goal that is achieved by a student, teacher or institution achieves over a certain period. This is measured either by examinations or continuous assessments and the goal may differ from an individual or institution to another.

Aggression

Aggression is behavior, which intends to hurt or injure someone. Baron and others are of the view that aggression is a behavior, which is designed to deliver negative outcomes.

Aggression is a behaviour characterized by strong self-assertion with hostile or harmful tones. Under some circumstances, aggression may be a normal reaction to a threat. Alternatively, it may be abnormal, unprovoked or reactive behavior (intermittent explosive disorder). Anger, confusion, discomfort, fear, overstimulation and tiredness can lead to aggressive reactions.

Secondary School

A secondary school is a school which provides secondary education, between the ages of 11 and 16 or 11 and 18, after primary school and before higher education.

^aResearch Scholar, Maharishi Dayanand University, Rohtak-India

^bAssistant Professor, Bhagwan Mahaveer College of Education,
Sonapat, Haryana-131030-India

OBJECTIVES

- To study the relationship between academic achievement and aggression of adolescent.
- To study the relationship between academic achievement and aggression of boys.
- To study the relationship between academic achievement and aggression of girls.
- To study the significant difference between average and low aggression of adolescents on academic achievement.
- To study the significant difference between high and average aggression of adolescents on academic achievement.
- To study the significant difference between high and low aggression of adolescents on academic achievement.

HYPOTHESES

- There is no relationship between academic achievement and aggression of adolescents.
- There is no relationship between academic achievement and aggression of boys.
- There is no relationship between academic achievement and aggression of girls.
- There is no significant difference between average and low aggression of adolescents on academic achievement.
- There is no significant difference between high and average aggression of adolescent on academic achievement.
- There is no significant difference between high and low aggression of adolescents on academic achievement.

METHODOLOGY

^aResearch Scholar, Maharishi Dayanand University, Rohtak-India

^bAssistant Professor, Bhagwan Mahaveer College of Education,
Sonapat, Haryana-131030-India

This study was carried out by descriptive survey method. The population for the investigation is the students studying in secondary schools in the East Delhi. The investigators selected 100 secondary school students by the simple random sampling technique. Aggression of the students was assessed by Aggression Scale developed and standardized by Dr. G.P. Mathur and Dr. R.K. Bhatnagar (2004) was administered for collecting data. The scale contains 55 items. The scale is intended for use with school students are an age group above 14years. It is a Likert type 5 point scale. Statements are in two forms- positive and negative. 30 statements are in positive form and 25 in negative form. In positive form of statements, score was given as 5,4,3,2,1 respectively and in negative form of statement, score was given as 1,2,3,4,5 respectively. Reliability of the scale was calculated by Test-retest method and was ranges from .81 to .88. The validity of the scale was found .80 in males and .78 in females. For analyzing the data, mean, SD, 't'-test and product moment correlation were used as the statistical techniques in the present study.

DATA ANALYSIS AND FINDINGS

H_0 1: There is no relationship between academic achievement and aggression of adolescents.

TABLE -1

COEFFICIENT OF CORRELATION BETWEEN ACADEMIC ACHIEVEMENT AND AGGRESSION OF SENIOR SECONDARY SCHOOL STUDENTS

Variables	N	'r'
Academic Achievement And Aggression	100	-0.00914

It can be observed from the table 1 that academic achievement was found to have negative correlation with aggression ($r=-0.00914$). Thus it can be concluded that negative relationship found between academic achievement and aggression. It

^aResearch Scholar, Maharishi Dayanand University, Rohtak-India

^bAssistant Professor, Bhagwan Mahaveer College of Education,
Sonapat, Haryana-131030-India

indicated that students with high academic achievement have low aggression and students with low academic achievement have high aggression.

Hence, the null hypothesis viz., there is no relationship between academic achievement and aggression of adolescents is rejected.

H₀ 2: There is no relationship between academic achievement and aggression of boys.

TABLE -2

COEFFICIENT OF CORRELATION BETWEEN ACADEMIC ACHIEVEMENT AND AGGRESSION OF SENIOR SECONDARY SCHOOL BOYS STUDENTS

Variables	N	'r'
Academic Achievement And Aggression	50	-0.871

It can be observed from the table 2 that academic achievement was found to have negative correlation with aggression ($r=-0.871$). Thus it can be concluded that negative relationship found between academic achievement and aggression. It indicated that students with high academic achievement have low aggression and students with low academic achievement have high aggression.

Hence, the null hypothesis viz., there is no relationship between academic achievement and aggression of boys is rejected.

H₀ 3: There is no relationship between academic achievement and aggression of girls.

TABLE -3

^aResearch Scholar, Maharishi Dayanand University, Rohtak-India

^bAssistant Professor, Bhagwan Mahaveer College of Education,
Sonapat, Haryana-131030-India

COEFFICIENT OF CORRELATION BETWEEN ACADEMIC ACHIEVEMENT AND AGGRESSION OF SENIOR SECONDARY SCHOOL GIRLS STUDENTS

Variables	N	‘r’
Academic Achievement And Aggression	50	-0.927

It can be observed from the table 3 that academic achievement was found to have negative correlation with aggression ($r=-0.927$). Thus it can be concluded that negative relationship found between academic achievement and aggression. It indicated that girls’ students with high academic achievement have low aggression and students with low academic achievement have high aggression.

Hence, the null hypothesis viz., there is no relationship between academic achievement and aggression of girls is rejected.

H_0 4: There is no significant difference between average and low aggression of adolescents on academic achievement.

TABLE -4

SIGNIFICANT OF DIFFERENCE BETWEEN MEAN SCORES OF AVERAGE AND LOW AGGRESSION ON ACADEMIC ACHIEVEMENT

Academic Achievement	N	Mean	SD	SE _d	Calculated ‘t’ Value	Remarks
Average Aggression	31	475.08	82.88	19.71	3.61	Significant at 0.01 level
Low	32	403.78	73.48			

^aResearch Scholar, Maharishi Dayanand University, Rohtak-India

^bAssistant Professor, Bhagwan Mahaveer College of Education, Sonapat, Haryana-131030-India

Aggression						
------------	--	--	--	--	--	--

Table 4 shows that the mean scores on academic achievement of average and low aggression of secondary school students are 475.08 and 403.78 respectively. The critical ratio between the two groups comes out to be 3.61. It is significant at 0.01 level. It means that the average and low aggressive secondary school students were found to be significant in their academic achievement. It can be further observed from the table 4 that the average aggression on academic achievement have obtained higher mean scores than the low aggression.

Hence, the null hypothesis viz., There is no significant difference between average and low aggression of adolescents on academic achievement is rejected.

H₀ 5: There is no significant difference between high and average aggression of adolescent on academic achievement.

TABLE -5
SIGNIFICANT OF DIFFERENCE BETWEEN MEAN SCORES OF HIGH AND AVERAGE AGGRESSION ON ACADEMIC ACHIEVEMENT

Academic Achievement	N	Mean	SD	SE _d	Calculated 't' Value	Remarks
High Aggression	37	445	74.59	19.10	1.57	Not Significant at both level
Average Aggression	31	475	82.88			

Table 5 shows that the mean scores on academic achievement of high and average aggression of secondary school students are 445 and 475 respectively. The critical ratio between the two groups comes out to be 1.57. It is not significant at both levels. It means that the high and average aggressive secondary school students were found to be significant in their academic achievement. It can be further observed from the table 5 that the high aggression on academic achievement have obtained higher mean scores than the average aggression.

^aResearch Scholar, Maharishi Dayanand University, Rohtak-India

^bAssistant Professor, Bhagwan Mahaveer College of Education, Sonapat, Haryana-131030-India

Hence, the null hypothesis viz., there is no significant difference between high and average aggression of adolescent on academic achievement is accepted.

H₀ 6: There is no significant difference between high and low aggression of adolescents on academic achievement.

TABLE -6

SIGNIFICANT OF DIFFERENCE BETWEEN MEAN SCORES OF AVERAGE AND LOW AGGRESSION ON ACADEMIC ACHIEVEMENT

Academic Achievement	N	Mean	SD	SE _d	Calculated 't' Value	Remarks
high Aggression	37	445	74.59	17.88	2.307	Significant at 0.05 level
Low Aggression	32	403.78	73.48			

Table 6 shows that the mean scores on academic achievement of high and low aggression of secondary school students are 445 and 403.78 respectively. The critical ratio between the two groups comes out to be 2.307. It is significant at 0.05 level. It means that the average and low aggressive secondary school students were found to be significant in their academic achievement. It can be further observed from the table 6 that the high aggression on academic achievement have obtained higher mean scores than the low aggression.

Hence, the null hypothesis viz., There is no significant difference between high and low aggression of adolescents on academic achievement is rejected.

INTERPRETATION

Negative relationship found between academic achievement and aggression. It indicated that students with high academic achievement have low aggression and students with low academic achievement have high aggression.

Negative relationship found between academic achievement and aggression. It indicated that students with high academic achievement have low aggression and students with low academic achievement have high aggression.

^aResearch Scholar, Maharishi Dayanand University, Rohtak-India

^bAssistant Professor, Bhagwan Mahaveer College of Education, Sonapat, Haryana-131030-India

Negative relationship found between academic achievement and aggression. It indicated that girls' students with high academic achievement have low aggression and students with low academic achievement have high aggression.

The average and low aggressive secondary school students were found to be significant in their academic achievement.

The high and average aggressive secondary school students were found to be significant in their academic achievement.

The average and low aggressive secondary school students were found to be significant in their academic achievement.

CONCLUSION

The present study had been directed towards studying the relationship of academic achievement and aggression of school students. The variables taken in present study i.e. academic achievement and aggression were presumed to effect school students. The suggestions that are being tendered here may be viewed to improve the quality of research in the area of academic achievement and aggression of students in future. Every research activity has its own implications with its relevant field. This research has implications particularly in field of educational field for teachers, educators and administrators. In educational field each and every research is done to make better educational system. This piece of research is fondly hoped would add to the ever growing data of educational research. The future researchers may take this attempt to its' real height.

REFERENCE

Aliya Khatun (2014), "Study on Family Climate and Achievement in Mathematics of Students at Secondary level", *Journal of Educational Research*, volume 5, no.1.

Bhogagyta (1989), "Locus of control and academic achievement: A quantitative synthesis:" *Indian educational review* vol-24 (3) pg 49-58

Bossaert,G;S.Doumen;E.Buyse;K.Verschueren(2011), "Predicting Students' Academic Achievement after the Transition to First Grade:A Two-year Longitudinal Study", *Journal of Applied Developmental Psychology* 32:47-57.

^a*Research Scholar, Maharishi Dayanand University, Rohtak-India*

^b*Assistant Professor, Bhagwan Mahaveer College of Education, Sonapat, Haryana-131030-India*

C.M. Bindhu (2014),“ A Study on Life Skills and Academic Achievement of Students at Senior Secondary School Level”, *Journal of Educational Research*, volume 5, no.1.

Devi, S. and Mayuri, K. (2003)“ The effects of family and school on the Academic Achievement of residential schoolchildren.” *Journal of Community Guidance and Research.*, 20 (2) : 139-148.

D.Sultana,S.Adhavan and A.U.Vipin(2009), “Anxiety,Aggression and Self-Depression in Trained Normal and Obese college women students of Pondicherry”,*Journal of Community Guidance and Research* ,vol 26, no. 1.

Garg (1992),“ A study of family relation SES , intelligence and adjustment of failed high school students” *fifth survey of education at review* NCERT New Delhi pg 836.

G.H. Parvathamma& R. Sharanamma (2010), “Anxiety level and level of self confidence and their relationship with academic achievement.” *Edu tracks*, Vol 8, no.-5, pg23-25.

Gharderi A. R. et. At (2009),Depression Anxiety and Stress among the Indian and Iranian Students, *Journal of the Indian Academy of Applied Psychology* Vol. 35 (1).

Hafiz Mudasir and Dilruba Syed Yatu(2014),“A Comparative study of Intelligence and Academic Achievement of Tibetan and Pakhtoon Students”, *Journal of Educational Research*, volume 5, no.1.

Jitender Kumar and Mr. Mohit Malik (2012), “A study of Aggression among adolescents in relation to self-concept and scholastic achievement”,*Educational and Psychological Research*,Vol 2,no. 2.

K.Jabir,Aseel Abdul Wahid and Muhamedunni Alias Musthafa(2013), “Aggression in Pre-school children and Parental Child Rearing Practice”,,Vol viii,no. 2.

Kreb (2005), *Journal of Psychology and Education* vol. 1 35

K. Vijaya Kumari (2010), “Some correlates of academic achievement of secondary school students.”-*Edutracks* vol. 9 no.-5 pg 39-41.

^aResearch Scholar, Maharishi Dayanand University, Rohtak-India

^bAssistant Professor, Bhagwan Mahaveer College of Education, Sonapat, Haryana-131030-India

Meenakshi Mehta (2010), “Personality needs academic achievement of senior secondary students.” *Edu tracks* March 2010, vol-9, no-7 pg 27-30.

Meenakshi Goswami (2000), “ Achievement motivation anxiety among the children of working and non working mothers studying in secondary school of shilling.” *Journal of all Indian association for education research* vol. 12 pg 53.

Magnuson, Katherine(2007), “Maternal Education and Children’s Academic Achievement During Middle Childhood”, *Developmental Psychology* 43:1497-1512.

Nidhi Bala, Tanu Tandon(2010), “Aggression-Theories”, *Journal of Community Guidance and Research*, vol 27, no. 2.

R.R Sharma (1987), “Psychological characteristics of artist and alienation students of graduate level : A comparative study.” *Indian Educational Review* pg 22.

Ranjana Bhatia(2011), “Aggression in children: Reasons and Remedies”, *Journal of Indian Education*, vol xxxvi, no. 4.

Sadhan Dasgupta and Maupali Ghosh(2012), “Psychological Correlates of Aggression among Adolescents” , *Journal of the Indian Academy of Applied Psychology*, vol 38, no. 1.

S.P.Goyal, Monika Gupta(2009), “Influence of Modernization on Aggression level of adolescents”, *Journal of Community Guidance and Research*, volume 26, number 1.

S.K Upadhayay (2012), “ A study of need achievement in relation to socio economic status of high school boys.” *Journal of educational and psychological research* Vol. 2, No.1

S.S. Chaudhary (1992), “A study of some factors related to academic achievement and intelligence in secondary school of Tamilnadu.” *Journal of Indian Educational Review*, pg 234-235.

Sabika Zaidi (2014), “Study Habits and Achievement in Mathematics of Students at Secondary level”, *Journal of Educational Research*, volume 5, no.1.

^aResearch Scholar, Maharishi Dayanand University, Rohtak-India

^bAssistant Professor, Bhagwan Mahaveer College of Education,
Sonapat, Haryana-131030-India

Singh (2006), Level of aggression of students belonging to high and low socio-economic status, *Pracchi Journal of Psycho-cultural Dimensions* Vol. 22 P (32-34).

Surekha (2008), “Relationship between students adjustment and academic achievement.” *Edu tracks*, Vol-7, pg 45-47.

Tripti Dutta (2014), “Study on Socio-Economic Status and Academic Achievement of Scheduled Caste and Scheduled Tribe Students at Seciondary level”, *Journal of Educational Research*, volume 5, no.1.

T.Vani (2014), “Impact of Scientific Thinking on Academic Achievement of Students at Higher Secondary level”, *Journal of Educational Research*, volume 5, no.1.

V. Veeraraghan and R. Bhattacharya (1989), “School achievement students’ motivation and teacher effectiveness in different type of schools.” *Indian Education Review* Vol.24 (2) pg 25-36.

V.P Garg and SeemaChaturvedi (1992), “Intelligence and SES as correlated of academic achievement some field evidence.” *Indian Educational Review*, Vol 27(3), pg 107-108

^aResearch Scholar, Maharishi Dayanand University, Rohtak-India

^bAssistant Professor, Bhagwan Mahaveer College of Education,
Sonapat, Haryana-131030-India