Aggression and Academic achievement of Secondary School Students

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**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

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**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

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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.

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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.
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

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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 14 years. 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**

**H₀ 1:** There is no relationship between academic achievement and aggression of adolescents.

**TABLE -1**

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>‘r’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement And Aggression</td>
<td>100</td>
<td>-0.00914</td>
</tr>
</tbody>
</table>

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.

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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.

**H₀₂**: 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**

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>‘r’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement And Aggression</td>
<td>50</td>
<td>-0.871</td>
</tr>
</tbody>
</table>

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 fond 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.

**H₀₃**: There is no relationship between academic achievement and aggression of girls.

**TABLE -3**

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

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>‘r’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement And Aggression</td>
<td>50</td>
<td>-0.927</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Academic Achievement</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE$_d$</th>
<th>Calculated ‘t’ Value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Aggression</td>
<td>31</td>
<td>475.08</td>
<td>82.88</td>
<td>19.71</td>
<td>3.61</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td>Low</td>
<td>32</td>
<td>403.78</td>
<td>73.48</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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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 observes 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.

\[ H_0 5: \] 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**

<table>
<thead>
<tr>
<th>Academic Achievement</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEd</th>
<th>Calculated ‘t’ Value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Aggression</td>
<td>37</td>
<td>445</td>
<td>74.59</td>
<td>19.10</td>
<td>1.57</td>
<td>Not Significant at both level</td>
</tr>
<tr>
<td>Average Aggression</td>
<td>31</td>
<td>475</td>
<td>82.88</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 observes from the table 5 that the high aggression on academic achievement have obtained higher mean scores than the average aggression.

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

\( H_0 \, 6: \) There is no significant difference between high and low aggression of adolescents on academic achievement.

### TABLE -6

<table>
<thead>
<tr>
<th>Academic Achievement</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE(_d)</th>
<th>Calculated ‘t’ Value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Aggression</td>
<td>37</td>
<td>445</td>
<td>74.59</td>
<td>17.88</td>
<td>2.307</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td>Low Aggression</td>
<td>32</td>
<td>403.78</td>
<td>73.48</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 observes 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.

### INTERPTRETATION

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.

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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


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