

A STUDY OF AGGRESSION OF SENIOR SECONDARY SCHOOL STUDENTS OF DISTRICT SHIMLA (H.P.)

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ABSTRACT

Education is a life-long and continuous process of learning, change and development. Education is the heart of the development process of developing nation development means the improvement in the quality of life of the people. To compare the assault aggression of male and female of senior secondary students. There exists significant difference in assault aggression of male and female of senior secondary students. Further the study indicates that there exists no significant difference in assault, indirect, irritability, negativism, resentment and guilt aggression of male and female of senior secondary students. And there exists significant difference in suspicion and verbal of male and female of senior secondary students.

KEY WORDS: Aggression, Senior Secondary School Students

INTRODUCTION

Education is a life-long and continuous process of learning, change and development. Education is the heart of the development process of developing nation development means the improvement in the quality of life of the people. Education is a dynamic concept. It is interpreted by different persons from their own ideals. A human being becomes a complete man through the process of education. The process of education continues from birth to death. Education is the complete development of individual so that he can make an original contribution to human life to his best capacity. The aim of education should be to make the child aware of current events and other happening in the environment. Every individual in democracy has a fundamental right of education. Teachers, social workers and general public should not only be concerned with normal but also with the deviants. Education is the process of development and growth of a person.

CONCEPT OF AGGRESSION

Aggression in children and its causes and effects have always been a matter of great concern with the policy makers of our country. Their concern with regard to the protection of the child, prevention and prohibition of all such activities that may cause mental and physical harm to the child is evident from the fact that they have suggested various steps to ensure the protection of the child. In 1999, the committee on Economic, Social and Cultural Rights

adopted a General, Comment on “The Right to Education” which stated that corporal punishment is inconsistent with the fundamental guiding principle of international human rights. Article 21 of the constitution protecting the ‘Right to Life’ is the first point of reference. The Childs rights charter 2003 of India specifically states “All Children have a right to be protected against neglect, maltreatment, injury, and trafficking, sexual and physical abuse of all kinds, corporal punishment, torture, exploitation, violence and degrading treatment.” Prohibition and elimination of corporal punishment in school is identified as a priority in the 2005 National Plan of Action for children and the report on child protection in the National Plan for 2007-2012. The national policy on education (1986 modified 1992) states that ‘corporal punishment will be firmly excluded from the educational systems.

Two out of three school going children in India are physically abused says the national report on child abuse by the ministry of women and child development in 2007.

Meaning of aggression

Aggression is overt, often harmful, social interaction with the intention of inflicting damage or other unpleasantness upon another individual. It is a virtually universal behaviour among animals. It may occur either in relation or without provocation. In humans, frustration due to blocked goals can cause aggression. Aggression can take a variety of forms which may be expressed physically or communicated verbally or non-verbally : including anti-predator aggression, defensive aggression (fear inducted), predatory aggression, dominance aggression, inter-male aggression, resident – intruder aggression and brain stimulation inducted aggression.

According to Maslow (1962) :- “Aggression is not an essential part of human nature. It is a reaction to circumstances in which essential requirements of our nature are unfulfilled.”

Aggressive Behaviour

Aggressive behavior is behavior that causes physical or emotional harm to other, or threatens to. It can range from verbal abuse to the destruction of a victim’s personal property. People with aggressive behavior tend to be irritable impulsive and restless. Aggressive behavior is intentional, meaning it’s done on purpose, violates social norms, and causes a breakdown in a relationship. Emotional problems are the most common cause of aggressive behaviour.

OBJECTIVE OF THE STUDY

The objective of this research was to study and compare the different types of aggression of male and female senior secondary students.

HYPOTHESIS OF THE STUDY

There exists significant difference in different types of aggression of male and female senior secondary students.

OPERATIONAL DEFINITIONS

Aggression

In the present study aggression is the actual physical act of contact with a person or object. This is different than what others may consider aggression such as either emotionally or mentally.

Senior Secondary School Students

In the present study senior secondary school students refers to students of +1 and +2 classes.

METHOD

The method used for the present investigation is the "Descriptive survey method" in which required information is collected by carrying out the survey on the selected sample study of aggression of senior secondary school students.

POPULATION

Population refers to any collection of specified group of human being or non human entities such as objects, educational institutions, Time-Units etc. In the present study population comprises of the students studying in +2 class of Shimla District in Himachal Pradesh constituted the population.

SAMPLE OF THE STUDY

In the present study the data has been collected on the basis of random sampling. In the present study the investigator selected only 5 Govt. Schools of District Shimla from which investigator selected randomly 100 male and 100 female students.

TOOL USED

Every scientific research is processed through certain well defined and well designed tools. In present study The Aggression inventory for senior secondary school students constructed and standardized by M.K. Sultania.

ANALYSIS AND INTERPRETATION OF DATA

In order to find the main effect of aggression of male and female of senior secondary students are given in table 1.1 as follows:

Table 1.1 Shows the count, mean, standard deviation, degree of freedom and t-value of aggression of male and female of senior secondary students

Types of aggression	Gender	Count	Mean	Standard Deviation	Df	T-Value	Level of Significance
Assault Aggression	Male	50	4.91	2.063	98	0.386	0.05
	Female	50	4.74	2.069			
Indirect aggression	Male	50	3.91	2.258	98	0.235	0.05
	Female	50	4.01	1.965			
Irritability Aggression	Male	50	4.56	1.743	98	0.775	0.05
	Female	50	4.43	1.876			
Negativism Aggression	Male	50	2.79	1.130	98	0.83	0.05
	Female	50	2.78	1.236			
Resentment Aggression	Male	50	3.83	1.777	98	0.173	0.05
	Female	50	3.79	1.705			
Suspicion Aggression	Male	50	4.15	1.716	98	2.056	0.05
	Female	50	4.91	1.974			
Verbal Aggression	Male	50	4.32	1.754	98	2.227	0.05
	Female	50	5.09	1.747			
Guilt Aggression	Male	50	5.04	1.643	98	1.887	0.05
	Female	50	5.71	1.854			

Above the Table no. 1.1 shows that

- The mean score and standard deviation of assault aggression male and female of senior secondary students. The mean score and standard deviation of male 4.91 and 2.063 respectively. The mean score and standard deviation of female 4.74 and 2.069 respectively. t-test was computed for the comparison of mean score of male and female students. The table value at 0.05 level with df 98 is 1.98. The table of t-ratio was calculated 0.386 which is significant at 0.05 level of significance.

- The mean score and standard deviation of indirect aggression of male and female of senior secondary school students. The mean score and standard deviation of male 3.91 and 2.258 respectively. The mean score and standard deviation of female 4.01 and 1.965 respectively.

t-test was computed for the comparison of mean scores of male and female students. The table value at 0.05 level with df 98 is 1.98. The value of t ratio was calculated 0.235 which is insignificant at 0.05 level of significance.

- The mean score and standard deviation of irritability of male and female of senior secondary school students. The mean score and standard deviation of male 4.56 and 1.743 respectively. The mean score and standard deviation of female 4.44 and 1.876 respectively.

t-test was concerned for the comparison of mean scores of male and female students. The table value at 0.05 level with df 98 is 1.98. The value of t ratio was calculated 0.775 which is significant at 0.05 level of significance.

- The mean score and standard deviation of negativism of male and female of senior secondary school students. The mean score and standard deviation of male 2.79 and 1.130 respectively. The mean score and standard deviation of female 2.78 and 1.236 respectively.

t-test was computed for the comparison of mean scores of male and female students. The table value at 0.05 level with df 98 is 1.98. The value of t-ratio was calculated .083 which is significant at 0.05 level of significance.

- The mean score and standard deviation of resentment of male and female of senior secondary school students. The mean score and standard deviation of male 3.83 and 1.777 respectively. The mean score and standard deviation of female 3.79 and 1.705 respectively.

t-test was computed for the comparison of mean scores of male and female students. The table value at 0.05 level with df 98 is 1.98. The value of t ratio was calculated .0173 which is significant at 0.05 level of significance.

- The mean score and standard deviation of suspicion of male and female of senior secondary school students. The mean score and standard deviation of male 4.15 and 1.716 respectively. The mean score and standard deviation of female 4.91 and 1.974 respectively.

t-test was computed for the comparison of mean scores of male and female students. The table value at 0.05 level with df 98 is 1.98. The value of t ratio was calculated 2.056 which is significant at 0.05 level of significance.

- The mean score and standard deviation of verbal aggression of male and female of senior secondary school students. The mean score and standard deviation of male 4.32 and 1.754 respectively. The mean score and standard deviation of female 5.09 and 1.747 respectively.

t-test was concerned for the comparison of mean scores of male and female students. The table value at 0.05 level with df 98 is 1.98. The value of t ratio was calculated 2.227 which is significant at 0.05 level of significance.

- The mean score and standard deviation of guilt of male and female of senior secondary school students. The mean score and standard deviation of male 5.04 and 1.643 respectively. The mean score and standard deviation of female 5.71 and 1.854 respectively.

t-test was computed for the comparison of mean scores of male and female students. The table value at 0.05 level with df 98 is 1.98. The value of t ratio was calculated 1.887 which is significant at 0.05 level of significance.

CONCLUSION:

- There exists no significant difference in assault aggression of male and female of senior secondary students.

- There exists no significant difference in indirect aggression of male and female of senior secondary students.

- There exists no significant difference in irritability of male and female of senior secondary students.
- There exists no significant difference in negativism of male and female of senior secondary students.
- There exists no significant difference in resentment of male and female of senior secondary students.
- There exists significant difference in suspicion of male and female of senior secondary students.
- There exists significant difference in verbal aggression of male and female of senior secondary students.
- There exists no significant difference in guilt of male and female of senior secondary students.

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