

A STUDY OF AGGRESSION AMONG ADOLESCENTS IN RELATION TO SELF-CONCEPT & SCHOLASTIC ACHIEVEMENT

Dr. Jitender Kumar* & Mr. Mohit Malik**

ABSTRACT

The study has been conducted to compare the aggression and self concept of adolescent boys and girls. Further the scholastic achievement of highly aggressive and low aggressive boys and girls has been compared. Two hundred students-100 boys and 100 girls were taken in the sample. Roma Pal's aggression scale and R.K. Saraswati's self concept questionnaire were used as tools. High school marks were taken for scholastic achievement. The result revealed that boys were more aggression than the girls. The self-concept Mean scores of boys were more than those of the girls. The self concept Mean Scores of boys were more aggression than the girls. Significant difference were found between self concept and scholastic achievement of highly aggressive boys and girls. Same was the case with low aggressive girls and boys.

INTRODUCTION

The Era of 21st century is the age of anxieties, struggle, frustrations, hate, chaos and what not? This is the age of mental, social and personality disintegration. Man has progressed very speedily in physical ailments. He has reached the Moon and preparing for holidaying on Mars. But, we see that, behind all the inventions and all creative works, there is something queer and quaint in the mental world. Aggression has always been an important concern of mankind. However, aggression (violent conflict) has been found to be greatest in developing nations. 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 life the student generally behave in an undisciplined way. The indiscipline among student especially in the schools is due to aggression among students the adolescents. Many researchers have been conducted on aggression among 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.

NEED 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 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 schools.

The indiscipline among student 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 & scholastic achievement.

Further the research studies have also revealed that adolescents express more aggression in comparison to students of other

*Reader, Deptt.of Education, M.D. University, Rohtak (HR)

**Research Scholar, Deptt.of Education, M.D. University, Rohtak (HR)

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 confirmed about his ideas and ideals. He can be molded by the influence of others. Adolescents 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 be 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 & scholastic achievement on the other.

VARIABLES

- i. Aggression (Dependent variable)
- ii. Self-Concept (Independent variable)
- iii. Scholastic Achievement (Independent variable)

OBJECTIVES OF THE STUDY

- 1) To compare the level of Aggression among the adolescent boys and girls.
- 2) To compare the level of Self-Concept among the adolescent boys and girls.
- 3) To compare the level of Scholastic Achievement among highly aggressive Adolescent boys and girls.
- 4) To compare the level of Scholastic Achievement among low aggressive Adolescent boys and girls.
- 5) To compare the level of Self-Concept among highly aggressive adolescent boys and girls.
- 6) To compare the level of Self-Concept among low aggressive Adolescent boys and girls

HYPOTHESES OF THE STUDY

In order to realize the above stated objectives the

following corresponding hypotheses were framed in null form:

- 1) There is no significance difference between the level of aggression among adolescent boys and girls.
- 2) There is no significant difference between the level of Self- Concept among adolescent boys and girls.
- 3) There is no significant difference between the scholastic achievement of highly aggressive adolescent boys and girls..
- 4) There is no significant difference between the scholastic achievement of low aggressive adolescent boys and girls..
- 5) There is no significant difference between the Self-Concept of highly aggressive adolescent boys and girls.
- 6) There is no significant difference between the scholastic achievement of low aggressive adolescent boys and girls.

OPERATIONAL DEFINITIONS

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.

Self-Concept: Self is the picture of oneself in one's own eyes. It is like the looking glass as one sees oneself and it is how the individual perceives himself or herself.

Scholastic Achievement: It is the indication of performance or Achievement in a test performed to measure one's Achievement.

DESIGN OF THE STUDY

In accordance with the nature of the present study, the method selected for the study is 'Normative Survey Method'. It is the only mean through which opinions; attitudes, suggestions and the like data can be obtained.

Sample

In the present investigation Random sampling technique was used for the selection of the sample. The sample comprised of 200

Adolescents in which 100 adolescents boys and 100 adolescents girls from the schools situated in and around Hisar city.

PROCEDURE FOR DATA COLLECTION

The data were collected by administering the test in groups (range 15-25 students) on different days from different schools. The instructions given to the tasters are written in Hindi on the first page of various tests. The investigator asked the students to express their view freely, fearlessly and without hesitation. It was made explicit to them that their frank and prudent answer would not harm them in any, rather there would add objectivity and worthwhile nests to the study. In this way the data were collected in 10 days from ten schools.

TOOLS USED

The following tools have been used in the present study

- Aggression scale by Kumari Roma Pal and Mrs. TasneemNaqvi
- Scholastic Achievement has been taken from the scores of high school boards.
- Self-Concept Questionnaire by Dr. R.K. Saraswat

STATISTICAL TECHNIQUES USED

Mean, Standard Deviation and 't'-test is used.

ANALYSIS AND INTERPRETATION OF DATA

Hypothesis No. 1

There is no significance difference between the level of aggression among adolescent boys and girls.

Finding No. 1

Table : 1

Comparison of level of Aggression among Adolescents boys and girls

| Variables | Group | N | Mean | S.D. | 't' |
|------------|-------|-----|-------|-------|------|
| Aggression | Boys | 100 | 83.54 | 13.26 | 2.97 |
| | Girls | 100 | 78.63 | 9.98 | |

A perusal of table 1 indicates that the mean score of boys on Aggression is 83.54 with a standard

deviation of 13.56 and the mean score of girls on aggression is 78.63 with standard deviation of 9.98. These mean scores differ significantly because the 't' value comes out to be 2.97 which is significant at .01 level of significance. The mean score of boys on aggression is higher than that of girls, which indicates that level of aggression of boys is higher than that of girls.

Hypothesis No. 2

There is no significant difference between the level of Self-Concept among adolescent boys and girls.

Finding No. 2

Table : 2

Comparison of level of Self-Concept among Adolescents boys and girls

| Variables | Group | N | Mean | S.D. | 't' |
|--------------|-------|-----|--------|-------|------|
| Self-Concept | Boys | 100 | 111.23 | 12.40 | 5.35 |
| | Girls | 100 | 98.56 | 20.32 | |

A perusal of table 2 indicates that the mean score of boys on Aggression is 111.23 with a standard deviation of 12.40 and the mean score of girls on aggression is 98.56 with standard deviation of 20.32. These mean scores differ significantly because the 't' value comes out to be 5.35 which is significant at .01 level of significance. The mean score of boys on Self-Concept is higher than that of girls, which indicates that level of Self-Concept of boys is higher than that of girls.

Hypothesis No. 3

There is no significant difference between the scholastic achievement of highly aggressive adolescent boys and girls..

Finding No. 3

Table 3

| Variables | Group | N | Mean | S.D. | 't' |
|---|-------|----|------|-------|------|
| Scholastic achievement of Highly aggressive adolescents | Boys | 40 | 275 | 19.45 | 1.48 |
| | Girls | 36 | 281 | 15.70 | |

A perusal of table 3 indicates that the mean score

of highly aggressive boys on scholastic achievement is 275 with a standard deviation of 19.45 and the mean score of highly aggressive girls on scholastic achievement is 281 with standard deviation of 15.70. These mean scores do not differ significantly because the 't' value comes out to be 1.48 which is not significant at both level of significance. Therefore the null hypotheses no. 3 stating that, there is no significant difference between the Scholastic achievement of highly aggressive adolescents boys and girls, is retained.

Hypothesis No. 4

There is no significant difference between the scholastic achievement of low aggressive adolescent boys and girls.

Finding No. 4
Table 4

| Variables | Group | N | Mean | S.D. | 't' |
|--|-------|----|--------|-------|------|
| Scholastic achievement of Low aggressive adolescents | Boys | 45 | 322.27 | 18.24 | 1.28 |
| | Girls | 42 | 327 | 16.03 | |

A perusal of table 4 indicates that the mean score of low aggressive boys on scholastic achievement is 322.27 with a standard deviation of 18.24 and the mean score of highly aggressive girls on scholastic achievement is 327 with standard deviation of 16.03. These mean scores do not differ significantly because the 't' value comes out to be 1.48 which is not significant at both level of significance. Therefore the null hypotheses no. 4 stating that, there is no significant difference between the Scholastic achievement of low Aggressive adolescents boys and girls, is retained.

Hypothesis No. 5

There is no significant difference between the Self-Concept of highly aggressive adolescent boys and girls.

Finding No. 5
Table : 5

| Variables | Group | N | Mean | S.D. | 't' |
|---|-------|----|--------|-------|------|
| Self-Concept of Highly aggressive adolescents | Boys | 40 | 160.23 | 13.36 | 4.24 |
| | Girls | 36 | 147.61 | 12.58 | |

A perusal of table 5 indicates that the mean score of highly aggressive boys on self-concept is 160.23 with a standard deviation of 13.36 and the mean score of highly aggressive girls on self-concept is 147.61 with standard deviation of 12.58. These mean scores differ significantly because the 't' value comes out to be 4.24 which is significant at .01 level of significance.

Hypothesis No. 6

There is no significant difference between the scholastic achievement of low aggressive adolescent boys and girls.

Finding No. 6
Table : 6

| Variables | Group | N | Mean | S.D. | 't' |
|--|-------|----|--------|-------|------|
| Self-Concept of Low aggressive adolescents | Boys | 45 | 105.43 | 14.32 | 2.82 |
| | Girls | 42 | 95.87 | 17.05 | |

A perusal of table 6 indicates that the mean score of low aggressive boys on self-concept is 105.43 with a standard deviation of 14.32 and the mean score of low aggressive girls on self-concept is 95.87 with standard deviation of 17.05. These mean scores differ significantly because the 't' value comes out to be 2.82 which is significant at .01 level of significance.

MAIN FINDINGS

The main findings are as follows:

- 1 The mean score of boys on aggression is higher than that of girls, which indicates that level of aggression of boys is higher than that of girls. Therefore there is significant difference between the level of Aggression among adolescents' boys and girls.
- 2 The mean score of boys on Self-Concept is higher than that of girls, which indicates that level of Self-Concept of boys is higher than

that of girls. Therefore there is significant difference between the level of Self-Concept among adolescents boys and girls-

- 3 The mean score of highly aggressive boys on scholastic achievement is less than mean score of highly aggressive girls on scholastic achievement. These mean scores do not differ significantly at both the level of significance. Therefore there is no significant difference between the Scholastic achievement of highly aggressive adolescent's boys and girls.
- 4 The mean score of low aggressive boys on scholastic achievement is less than mean score of low aggressive girls on scholastic achievement. These mean scores do not differ significantly at both the therefore there is no significant difference between the Scholastic achievement of highly Aggressive adolescents boys and girls.
- 5 The mean score of highly aggressive boys on self-concept is higher than the mean score of highly aggressive girls on self-concept. These mean scores differ significantly. Therefore there is significant difference between the Self-Concept of highly aggressive adolescent's boys and girls.
- 6 The mean score of low aggressive boys on self-concept is higher than the mean score of low aggressive girls on self-concept. These mean scores differ significantly. Therefore there is significant difference between the Self-Concept of low Aggressive adolescents boys and girls.

EDUCATIONAL IMPLICATIONS

The study has revealed the relationship between aggression and self-concept and relationship between aggression and scholastic achievement of the adolescent boys and others. Findings of the study are significant for the class teacher, sociologist, economists, psychologists, philosophers and educational planners. The study is likely to throw adequate light upon the achievement and aggression. The teacher can find the cause of low achievement by observing the behavior of the child, while the achievement

of adolescent boys and girls is low. The study is also helpful in the personality development of adolescent boys and girls by bringing to light self-concept, aggression, performance and other personality traits. This study will be helpful in molding the personality of adolescent boys and girls by giving them positive direction, making them realize the importance of positive self-concept and the ill effect of aggressive behavior at their age. Also this study will help the teachers, psychologists and educational planner in building and adopting special educational measures for rectification of unwanted behavior in adolescent students and motivate them towards their goals in life.

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