

AGGRESSION AMONG RURAL ADOLESCENTS: A STUDY

Dr. Kiran Noopur Shukla*

*Assistant Teacher, Basic Shiksha Parishad, Prayagraj, Uttar Pradesh, India

ABSTRACT

The corona pandemic era has badly affected our lives, be it socially, psychologically, financially, or emotionally. The prevailing situation of the covid- 19 pandemic has given rise to many psychological problems like stress, frustration, depression and aggression among people. Frightening incidents of aggression are too common today, in the streets, homes, college /school campuses, offices, almost everywhere in the form of road rage, domestic violence, sexual assault ragging, etc. The daily newspapers are reporting hundreds of incidents of aggression and violence every day. Here an attempt has been made to study the aggression level of rural adolescents studying in government schools, and to find out gender differences in aggression. The Students studying in VIII class of Government upper Primary Schools situated in rural area constituted the population of the study. The Sample consisted of 100 rural adolescents studying in standard eight. The Survey method of descriptive research has been used in the study Aggression scale constructed and standardized by Roma Pal and Tasneem Naqvi (1983) was used to measure aggression. The score varies from 0 to 150 on A-scale (Aggression scale) .The ages of respondents' ranged from 14 to 15 years. Percentage analysis was done and the t- ratio was calculated to analyze the data. Result shows that most of the adolescents belong to average and low aggression category on aggression scale. No significant difference between male and female students was found in aggression.

Keywords- Aggression, adolescents, rural, government schools

Introduction

The corona pandemic era has badly affected our lives, be it socially, psychologically, financially or emotionally. People are facing problems of unemployment and underemployment; especially those belong to underprivileged class. Apart from that, in the last two years the work culture has totally changed across the world .The concept of work from home has evolved. The schools remain closed for a long time. The students coming from urban locality are engaged in online classes but those belonging to poor families cannot afford to buy smart phones, this has deprived them of even basic education during this pandemic.

The prevailing situation of the covid- 19 pandemic has given rise to many psychological problems like stress, frustration, depression and aggression among people. Frightening incidents of aggression are too common today, in the streets, homes, college /school campuses and offices, almost everywhere, in the form of road rage, domestic violence, rape, sexual assault, vulgar comments and ragging. The daily newspapers are reporting hundreds of incidents of aggression and violence every day. Aggression is a major concern for modern societies as the physical, emotional, cognitive and societal consequences of violent acts are serious and far reaching.

The term *aggression* is generally defined as any behaviour that is intended to harm another person who does not want to be harmed (Baron & Richardson, 1994[5]. Aggression is a negative emotion shown by the individual in the stressful situations. On one matter, however, virtually all social psychologists agree: Aggression is a response to specific conditions in the environment. Baron and Richardson (1994) suggests “Aggression is any form of behavior directed toward the goal of harming or injuring another living being who is motivated to avoid such treatment”[5].

Most social psychologists today are interested in understanding why people become aggressive, what factors influence aggression, and how to reduce it. Researchers are interested in discovering what biological, environmental, psychological, and social factors influence aggressive behavior, and on how to use these discoveries to reduce unwarranted aggression. May (1972) argues that there are five levels of power present as potentialities in every person’s life: the power to be, self-affirmation, self-assertion, aggression, and violence [17]. Maslow (1954;147) had mentioned in his theory on motivation that if there is any threat to individuals basic needs then, the individual is likely to react aggressively to meet his basic needs[16]. In other words he mean was if basic needs are thwarted it would lead to aggression.

The main objective of education is to develop amongst students qualities of citizenship in all walks of life. Anger and aggression in children and adolescents are important topics for educators and school psychologists. School and college professionals are confronted not only with the direct effects of anger and aggression such as threats of violence and fighting among students, but also with the indirect effects that appear in the form of learning difficulties and social adjustment problems. It was revealed in a study that aggression was negatively related to academic achievement of secondary school students. Agarwal & Bihari (2014) [1]. So it becomes necessary for teachers to know the level of aggression at early stage. An adolescent passes through great physical, mental, emotional and social stress during this period, therefore teachers as well as parents should understand his/her emotions whether the child is angry or happy. Sumbali K. (1981) found that boys were more aggressive than girls and children and adolescent from lower economic group were more aggressive than from higher economic group [21].S Pingale V G (2018) found that rural graduate students had significantly high aggression than the urban graduate students [18]. In most of the previous studies the males were found to be more aggressive than females (Buss.1961,Feshbach and feshbach,1971., Diamantopoulou, et.al (2007)[7], Arunima (1988) , Saini & Singh 2008, Khatri, & Kupersmidt (2003), Little et.al (2011) and Elian (1993)[8].The researcher felt the need for further exploration and following questions arose in the mind of the researcher. Does gender difference exist with regard to aggression in rural community? In the above background the study was undertaken with the following objectives-

Objectives of the study

- To know the level of aggression among students studying in rural areas.
- To find out the difference in aggression of boys and girls.

Hypothesis

- There is no significant difference between boys and girls in aggression.

Material & Method

The students studying in VIII class of Government upper Primary Schools situated in rural area of Prayagraj district constituted the population of the study. Sample consisted of 100 rural adolescents studying in standard eight. Survey method of descriptive research has been used in the study. Aggression scale constructed and standardized by Roma Pal and Tasneem Naqvi (1983) was used to measure aggression. The score varies from 0 to 150.The age of respondents’ ranges from 14 to 15

years. 50 boys and 50 girls selected randomly from government schools. Percentages have been found out for girl and boys for categories of aggression level. Mean, S.D. and t- ratio has been calculated to analyze the data.

Results and Discussion

Table 1 Aggression scores of boys (N=50)

Range of scores	Level of aggression	Frequency	Percentage
107 & above	Saturated	0	0
90 – 106	High	0	0
61-89	Average	22	44
46-60	Low	24	48
45 and below	Clean	4	8

Table 1 shows that majority of the boys ie. 48% had low aggression; it means their score ranges from 46-60 on A-scale, whereas 44% had average score of 61-89 on aggression scale. Only 8 % were clean ie. very low score on A scale, and none was found in the saturated and high category.

Table 2 Aggression scores of girls (N=50)

Range of scores	Level of aggression	Frequency	Percentage
107 & above	Saturated	1	2
90 – 106	High	0	0
61-89	Average	19	38
46-60	Low	27	54
45 and below	Clean	3	6

Similarly table 2 shows that majority, ie. 54% of girls scored low in aggression scale, while 38% of girls were in average category of the scale. Only 6% are clean, showing no aggression. On the other hand 2% i.e. only one girl belongs to highest category of A- scale. None of the girl is in high category of aggression.

Table 3 Mean, standard deviation and t-ratio gender wise

Gender	Mean	S.D.	t-ratio	Result
Boys	60.58	13.82	.378	N.S.
Girls	58.01	15.28		

N.S-Not Significant

The above table- 3 reveals mean score of boys is more than mean score of girls but t-ratios are not significant even at .05 levels. It can be said that male and female students do not differ significantly on aggression. The findings get support from Shukla (2011) [20], who reported no significant difference between male and female college students on aggression. The findings are not consistent with the previous studies on aggression. Malviya (1968) found that males were more aggressive than females [15]. Arunima (1988) also found that male children were more aggressive than female children [3]. The current findings may be the result of changed child rearing practices adopted by modern parents. Developmental research suggests that many gender differences in aggression result both from nature and nurture. As no discrimination is made between boys and girls even in rural area, the girls also express themselves freely. The study reported average aggression in rural students, the reason may be that the rural community believe in joint families. Few studies have reported relation between aggression and type of families. Khan M. Quadri SMA, Aziz S. (2014) found that one third of school

children had aggressive behaviour directly related to family size and family environment. Mostly nuclear families have aggression in children. The aggressive behaviour is more significant in single parents like widow /separated or divorced particularly among males [12]. This may be the reason behind above findings.

Conclusion

From the above discussion it can be concluded that rural students in their early adolescent's exhibit average and low aggression, the reason may be the type of families and the village life they enjoy. No gender differences were found in aggression may be because of improved and unbiased child rearing practices.

REFERENCES-

1. Aggarwal, P., & Bihari, S. (2014). Aggression and academic achievement of secondary school students. *Bhartiyam International Journal of Education & Research*, 4(1), 1-13.
2. Anderson, C. A., & Bushman B. J. (2002). Human Aggression. *Annual Review of Psychology*, 53, 27-51.
3. Arunima (1988). Aggression among children: A socio-psychological appraisal. Doctoral thesis, psychology, Punjab University <http://hdl.handle.net/2009/6062>. Retrieved from <http://dspace.vidyanidhi.org.in> on 04/03/2011.
4. Bandura, A. (1973). *Aggression: A social learning analysis*. Englewood Cliffs, New Jersey: Prentice Hall.
5. Baron, R.A & Richardson D. R., (1994). *Human aggression*. Plenum Press, New York.
6. Baumeister, R.F., Smart L., & Boden, J.M. (1996). Relation of threatened egotism to violence and aggression: the dark side of high self-esteem. *Psychological Review*, 103, 5–33.
7. Diamantopoulou, S., Rydell A., & Henricsson, L. (2008). Can both low and high self-esteem be related to aggression in children? Doi: 10.1111/j.1467-9507.2007.00444.x
8. Elian (1993) .Cited in R. A. Ahmed (2005). Manifestation of violence in Arab schools and procedures for reducing it. In F. L. Denmark, H. H. Krauss, R. W. Wesner, E. Midlarsky & U. P. Gielen (Eds). *Violence in Schools Cross-National and Cross-Cultural Perspectives*. New York: Springer.
9. Feshbach, S. (1964). The function of aggression and the regulation of aggressive drive. *Psychological Review*, 71(4), 257-272. Doi. 10.1037/h0043041
10. Feschbach, N. (1970). Aggression. In P.H. Mussen (Ed.) *Carmichael's manual of child psychology*. (Vol-2p.159-259), New York: Wiley.
11. Feshbach, S. (1971), Dynamics and morality of violence and aggression: Some psychological considerations. *American Psychologist*, 26(3), 281-292. Doi. 10.1037/h0031219
12. Khan, M., Quadri, S.M.A., & Aziz, S. (2014) Association of family structure and its environment with aggressive behaviour of children (6-8) in rural community. *Journal of Child Adolescent Behaviour* 2, 125 doi:10.4172/jcalb.10001125
13. Khatri, P., & Kupersmidt, J. (2003) Aggression, peer victimisation, and social relationships among Indian youth. *International Journal of Behavioral Development*, 1, , 87- 96
14. Little, T. D., Henrich, C. C., Jones, S. M., & Hawley, P. H. (2003). Disentangling the “whys” from the “whats” of aggressive behaviour. *International Journal of Behaviour Development*, 27(2), 122-133. Doi: 10.1080/01650250244000128.
15. Malviya, I. (1968). A study of reactions to frustration. In M.B. Buch (Ed.), (1986), *Third Survey of Research in Education (1978-83)* (pp. 374-75). New Delhi, India: NCERT.

16. Maslow (1954). Cited in P. Talwar, 1990. A study of familial and non -familial influences in aggression among adolescents. <http://hdl.handle.net/2009/5614>
17. May (1972). Cited in Ken Kyle & S. Thompson. The roles of morality development and personal power in mass school shootings. (pp.111) In T.W.Miller (Ed.) 2008. School violence and primary prevention. New York: Springer
18. Pingale V G (2018). A Study of Aggression and Self-Concept among Graduate Students. International Journal of Indian Psychology, Vol. 6, (1), DIP: 18.01.056/20180601, DOI: 10.25215/0601.056
19. Saini, S., & Singh J. (2008) Gender differences in relational aggression and psychosocial problems in romantic relationships among youths. Journal of the Indian Academy of Applied Psychology, 34 (2), 279-286.
20. Shukla, K.N. (2011), Aggression among undergraduate students: A study. Trends And Thoughts in Education, 25, 35-39.
21. Sumbali, K. (1980). A study of aggression among children and adolescents .Ph.D. thesis, Education.Jammu University. <http://hdl.handle.net/2009/4588>
22. Zillmann, D. (1979). Hostility and aggression. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

