

# A Comparative Analysis Of Aggression Among Secondary School Learners With Respect To Gender And Place Of Living

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## Abstract

Education is essential to the development of human society. It promotes the development of a balanced and valuable personality. In addition to focusing on the individual's aggression, it also addresses the other dimensions of their behaviour. The term "aggressive behaviour" refers to any verbal, nonverbal, or physical behaviour that harms another person in some way, either directly or indirectly, while simultaneously benefitting the perpetrator of the aggressive behaviour. One of the most common problems faced by secondary school learners is behaviour that might be characterised as aggressive. This article attempts to determine the level of aggression among secondary school learners based on their gender and place of living. The data was drawn from a sample of 457 secondary school learners from Rajouri and Poonch districts of the Union Territory of Jammu and Kashmir, India. A self-standardized scale of aggression was used during the data collection process. SPSS V.25 was used to analyse the acquired data, which included mean, standard deviation, and t-test. The results of the present study reveal that male secondary school students show more aggression as compared to their female counterparts. As far as place of living is concerned, the results of the present study depicts that learners from rural background are more aggressive than learners from the urban background. The aggressive behaviour of learners in schools must be addressed with the utmost urgency by organising counselling services for them at the school level to help them relax and refrain from engaging in aggressive behaviour.

**Keywords:** - Aggression, Gender, Place of Living, Secondary School Students.

## Introduction:

Aggression is defined as the intentional expression of attitudes and actions with the intent of causing physical or emotional harm to another living being (Ballard et-al 2004). The incidents of violence are common feature of every society. Newspapers frequently narrate the tales of violence among people. It may be lover's quarrel, communal violence, frequent incidents of shooting, child abuse, etc. (Leonard, R. L. 2005). Our so called

glorious past is also full of incidents of quarrelling over petty issues, battles, looting and conquering (Keskin and Akdeniz. 2018). Aggression has a detrimental impact on students' academic accomplishment, emotional, mental, and academic performance, psychological development and school climate, and if not addressed early, it may lead to future episodes of violence too. Aggression is by no means a new issue in human civilization, and it is particularly prevalent among young people. When it comes

to young individuals, aggressive behaviours are complicated and diversified, with a variety of etiologies and repercussions (Alami, A 2015). Aggression can show itself in many different ways. Some of the most common types that researchers have come up with are, Verbal Aggression, Physical Aggression, Emotional Aggression, Instrumental Aggression, and Relational Aggression (Sandeep&Yadav, 2021).

Aggressive conduct is one of the most serious issues confronting teenagers in secondary schools today. The prevalence of violent conduct among high school students is concerning (Fayso, T. 2019). There are many different things that might have a detrimental effect on the conduct of adolescents. Aggressive behaviour can be caused by both internal (i.e., psycho-individual) and external (i.e., environmental) factors. Internal factors include things like mental instabilities, ill thoughts, temperamental dispositions, mental capacity, and emotional regulation. External factors include things like socioeconomic status and educational level (such as aggression within the family, severe parental discipline, and exposure to violent media) (Potirniche, N., &Enache, R. G. 2014). Secondary school students' aggression is a major worry for education stakeholders since schools are supposed to educate and learn. There is no denying that effective teaching and learning can only occur in a safe space free of intimidation, harassment, and other forms of insecurity. Weapons like knives, axes, and clubs are often used by students in secondary schools during inter-class conflicts and inter-school sports tournaments, respectively. Hundreds of kids are injured every year in these kinds of fights. (Onukwufor, J. N. 2013)

Since the focus of the present investigation is restricted to just two demographic factors (gender and place of living), several investigations have shown substantial mean differences with regard to gender. Males, in comparison to their female counterparts, have

been shown to exhibit a higher level of physically aggressive behaviour. As far as place of living is concerned, rural students have higher mean levels of aggression than urban students (Rao A. 2016, Kaur H. 2018, Bjorkqvist, K. 2018, and Archer, 2004), whereas urban students have lower mean levels of aggression. (V. Snight, S. Bajaj, and V. V. Sharma 2017; M. Patil 2016).

### **Significance of the Study:**

The development of a society is contingent upon the quality of the education given in schools. If we assess the current education provided to our teenagers, we discover that it is deficient in judging the permanent values of life and in the absence of these values, students tend to act in an undisciplined manner. The current society has a significant challenge in the form of aggressive behaviour, which is the root cause of a wide range of acts that are socially undesirable and which take place not only in adults, but also in School going children. There has been a rise in the number of teenagers engaging in aggressive behaviours. Parents, teachers, psychiatrists, and social reformers alike are very concerned about this issue. Some violent acts may be lethal for both victims and perpetrators. Adolescents' futures may be ruined if they show their anger in a fleeting manner. The more incidents there are, the more worried we get. The media is overflowing with stories of young people engaging in acts of violence. Keeping in mind the future repercussion of aggression on teenagers, the investigators believe it is important to study the aggression among secondary school learners with respect to their gender and residential place in order to take appropriate measures to avert potentially disastrous scenarios.

### **Objectives:**

1. To assess the gender difference in aggression among secondary school learners.
2. To determine the difference in aggression among the learners of

secondary schools according to their place of residence.

### Hypotheses:

1. There exists no substantial gender difference in aggression among secondary school learners.
2. There exists no substantial difference in aggression of secondary school learners with respect to their place of living.

### Methods:

For the present investigation, the investigator adopted a descriptive strategy. Data was gathered from secondary school learners from the district Rajouri and Poonch of Jammu and

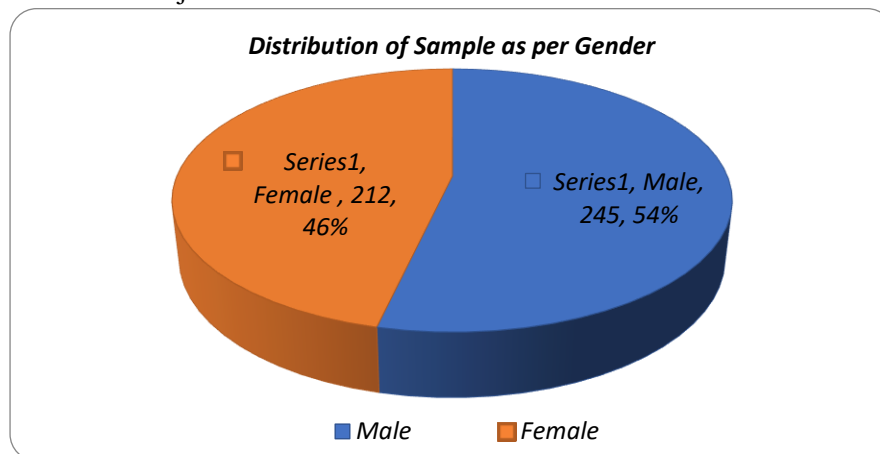
Kashmir, India to find out the demographic predictors of aggression among learners of secondary schools.

### Sample:

The data was obtained on 457 secondary school learners belonging to Rajouri & Poonch districts exclusively by applying simple random sampling technique.

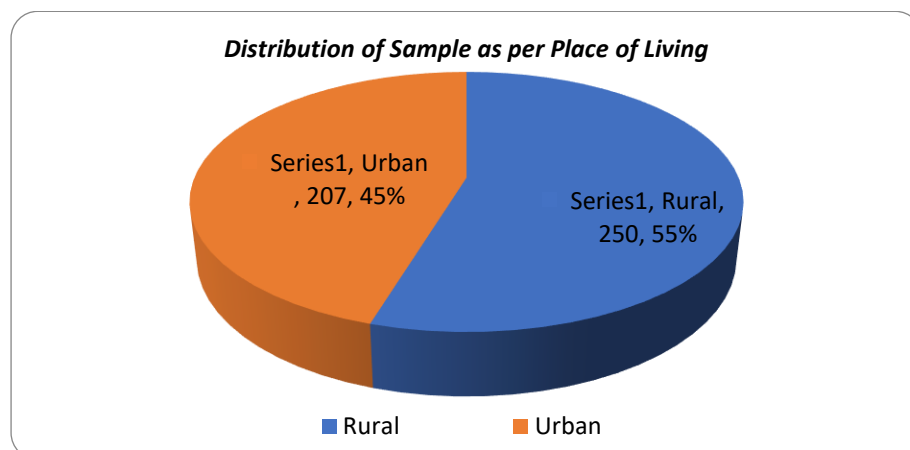
### Description of Sample as per demographic features (Gender & Place of Living):

The following figures (1 and 1.1) describe the distribution of population according to gender and their place of living.



**Figure 1: Distribution of Sample according to gender**

The above given figure(1) describes the distribution of sample of secondary school students in relation to their gender. There are 245 (54%) males and 212 (46%) females out of 457 total samples.



### Figure 1.1: Distribution of Sample according to gender

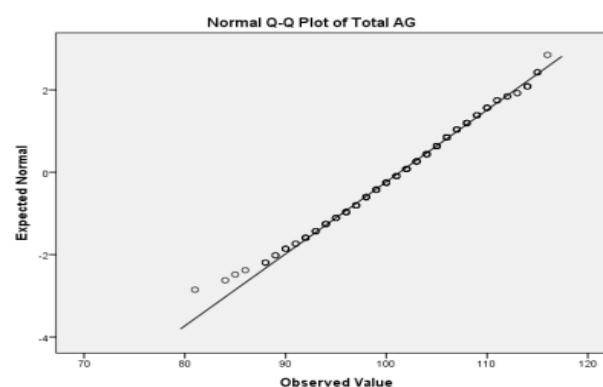
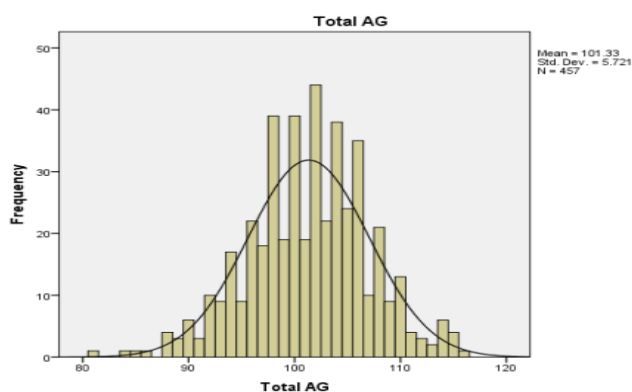
The above given figure 1.1 describes the distribution of sample of secondary school students according to their residential background. There are 250 (55%) rural and 207 (45%) urban out of 457 total samples.

### Tool Used:

Self-Standardized tool of aggression has been applied to gather data from the learners of secondary schools.

**Table 1:- Represents descriptive measures of aggression among secondary school students.**

N	Mean	Median	S.D.	S.EM	Skeweness	Kurtosis	z-value of Skeweness	z-value of kurtosis
457	101.33	102.00	5.721	.268	-.182	.215	-1.59	0.94



**Fig. 1.3 Showing the Normality Curve Fig 1.4 Q-Q Pot of aggression**

The mean score of the sample, which is shown in Table 1.1 and its related Figures (1.3 & 1.4), is 101.33, which indicates that secondary school learners exhibits average level of aggression. From the close perusal of the above table, it is clearly evident that standard error of mean is .268, which indicates that the sample mean is deviating from the population mean by .268. Further the table reveals that standard deviation is 5.721, which depicts that the score deviates from the mean by 5.721 on both positive and negative side. The Z-value of Skeweness and kurtosis are -1.59 and 0.94

**Table 1.1: Illustrates the mean difference in aggression among learners of secondary schools with respect to their gender.**

Gender	N	Mean	Std. Deviation	Std. Error Mean	t-value	Sig
Male	245	103.14	5.640	.360	7.706**	0.000

respectively which are not significant at  $\pm 1.96$  represents that the data is normally distributed.

### Hypothesis 1: There exists no substantial gender difference in aggression among secondary school learners.

In order to test the above stated hypothesis, t-test was performed to investigate whether or not there was a substantial difference in aggression among learners of secondary schools with respect to their gender.

Female	212	99.25	5.078			
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\*\*Significant at 0.01 level

### Interpretation:

Table 1.1 reported that the mean scores of male and female secondary school learners in aggression are 103.14 and 99.25, and their standard deviations are 5.640 and 5.078, respectively. The t-ratio is 7.706, which is significant at a 0.01 level of significance. It means that there exists substantial difference among the mean aggression scores of male and female secondary school learners. Male students of secondary school have shown more aggression than their female counterparts. Therefore, the null hypothesis H01 is

**Table 1.2: Illustrates the mean difference in aggression among learners of secondary schools with respect to their residential background.**

Place of living	N	Mean	Std. Deviation	Std. Error Mean	t-value	Sig.
Rural	250	102.56	5.759	.364	5.16**	0.000
Urban	207	99.86	5.324			

\*\*Significant at 0.01 level

### Interpretation:

From the close perusal of the table (1.2) indicates that the mean score of aggression among rural and urban learners of secondary school are 102.56 and 99.86, respectively, with standard deviations of 5.759 and 5.324. The t-ratio is 5.16, which is statistically significant at the 0.01 level, reveals that there exists substantial mean difference in aggression among rural and urban learners of secondary school. Since rural secondary school students possess high mean score in aggression than their counterparts, it is reasonable to assume that rural senior secondary school students are more aggressive than learners of urban secondary schools. Hence, the hypothesis H02, there exists no substantial difference in Aggression among learners of secondary school with respect to their place of living, is rejected.

rejected; substantial difference has been found in aggression between two groups (Male & Female).

**Hypothesis 2: There exists no significant difference in aggression among rural and urban students of secondary school.**

In order to test the above stated hypothesis, t-test was performed to investigate whether or not there was a substantial difference in aggression among learners of secondary schools with respect to their residential background.

### Results and Discussion

The present study proposed two hypotheses. First it was hypothesized by the investigator that there exists no substantial difference in aggression among secondary school students. The t-test analysis demonstrated mean scores of male and female secondary school students for aggression as 103.14 for male and 99.25 for female with t-value of 7.7. Similar results have been found by (Ami et al. 2017, Çoban, O., & Yildirim, M. 2018) that there exists significant difference in aggression among adolescents as male scored higher mean aggression than their female counterparts. Hence, hypothesis one is rejected. Second, it was again hypothesized that there exists no significant difference in aggression among students of secondary school with respect to their residential background. The t-test analysis

further shows similar to earlier studies conducted by (Patil, M. 2016 and Snight, V., Bajaj, S., & Sharma, V. V. 2017) that the mean scores of rural and urban secondary school learners in aggression are 102.56 and 99.86 with 5.16 t-value that demonstrates significant mean difference between rural and urban students of secondary schools. In this way, Hypothesis second is also rejected as the students belonging to rural areas have higher level of mean aggression than students belonging to urban students.

### Conclusion:

The research intends to know about aggression among secondary school learners with regard to their gender and place of living. The findings of the study demonstrate significant differences at 0.01 level concerning their gender and place of living as explained in previous paragraphs. Previous researches revealed that aggression is a common phenomenon of every society (Rahman, M. S., & Nahar, L. 2013). One group with more power tries to dominate the other to prove his supremacy. It is more common in males. According to Anderson & Bushman, 2002, males exhibit more aggressive conduct than females in every civilization worldwide. Aggression is one of the most frequent concerns among students of all ages nowadays especially in males. Students at all levels of education display varying degrees of aggression, posing a challenge to the global community.

Thus, researchers should step forward to emphasise the numerous factors that may contribute in aggressive behaviour among students. Therefore, instructors, psychologists, and counsellors will assist our student community through various relaxation techniques and counselling processes. To keep students away from violence and aggressiveness, they may be encouraged to develop their abilities and participate in activities such as sports, art, music and other extra co-curricular activities.

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