
Impact of Aggressive Behavior on the Academic Achievement of Adolescents

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INTRODUCTION

The progress of a nation depends upon the nature of the education which is being provided to the students in the schools. If we evaluate the present education system, we find it is defective in evaluating the values of life. In the absence of the important values of life most of the students behave in an undisciplined way. The indiscipline among students especially in the schools is due to aggression. In present era there are lot of anxieties, struggle and frustration. This is the age of mental, social and personality disintegration. Aggression has always been an important issue of mankind. India is a developing nation and aggression has been found most in the developing nation. Aggression is defined as behaviour intended to cause harm or pain. Now a days the aggressive behaviour has become a issue of vital importance and a major concern in most societies. The whole world seems to be under the pressure of aggressive acts of various forms. Violence can be seen in most parts of the world and it is undoubtedly disturbing the world's peace and harmony. Aggressive behavior leads to disturbances in family relations and it causes difficulties in achieving the educational achievements. There are various determinants of family climate like family composition, parental occupation, child rearing attitudes and practices, abusive family's structure, demographic and personal factors etc. Adolescent is a period of stress and strife. It creates problem of adjustment, shyness and isolation. Due to aggression among adolescents, their academic performance is decreasing day by day.

Previous studies conducted on aggression Rana (2007), found that boys were not only physically and verbally aggressive but they were more aggressive than girls and Sapra (2007) conducted that aggressive behavior has been found to be greater in those having low level of adequate depth of feeling in girls as well as in boys. Sangwan (2011), conducted a study on aggression, life satisfaction, depression and well-being in rural and urban teenage boys and found that urban boys are significantly higher on aggression as compared to rural boys. Aggressive behavior has been viewed from different perspectives. Kumar & Malik (2012) found that level of aggression among adolescent boys were higher than the adolescent girls. There was no significant difference between the scholastic achievement of highly aggressive boys and girls as well low aggressive boys and girls. Some psychologists view it as a destructive force resulting in violence and others as a constructive energy which helps in achieving new heights, so there is an important question. Is aggressive behavior a positive trait or a negative one? The present study is focusing on the impact of aggressive behavior on the academic achievement of adolescents and find out the ways to give right education to adolescents so that they can utilize their abundant energy as a motivating force in daily lives.

OBJECTIVES OF THE STUDY

1. To compare the impact of aggressive behavior on the academic achievement of adolescent boys and girls of senior secondary school.
2. To compare the aggression level of adolescent boys and girls.
3. To compare the academic achievement of adolescent boys and girls.

HYPOTHESIS OF THE STUDY

1. There is no significant difference in aggression level of boys and girls.
2. There is no significant difference in aggression level of high academic achievement of boys and high academic achievement girls.
3. There is no significant difference in aggression level of high academic achievement of boys and low academic achievement of girls.
4. There is no significant difference in aggression level of high academic achievement of boys and low academic achievement of boys.
5. There is no significant difference in aggression level of high academic achievement of girls and low academic achievement of girls.

METHODOLOGY

- (i) **Population** - The population of the present study are adolescent boys and girls students studying in different govt. schools of Haldwani, District Nainital.
- (ii) **Sample** - For the sample of the present study adolescent boys and girls studying in 10th and 12th standard of higher secondary schools of Haldwani were selected through stratified random sampling. Total 80 students among 40 boys and 40 girls were selected as a sample.
- (iii) **Tools** - To test the level of aggression and its impact on the educational achievement of the senior secondary students aggression scale standardized by Dr. Gauri Pyari Mathur and Dr. Raj Kumari Bhatnagar has been employed. For the academic achievement, the previous year's marks obtained by the students were used.
- (iv) **Statistical Analysis** - To analyze the collected data the statistical technique mean, standard deviation and 't' test was used.

INTERPRETATION OF RESULTS

Before the analysis of data, the data has been collected and on the basis of certain detected variable, certain hypothesis have been framed. The hypothesis are tested by using statistical analysis. In this analysis mean, standard deviation and t-value is calculated the results from analysis are given in following table.

Table-1 Aggression in Boys and Girls

Category	N	M	S.D.	t-value	Level of significance
Boys	40	184.02	32.74	.3	Insignificant
Girls	40	199.12	27.29		

According to the table 1- there is difference in the mean value of aggression in adolescent boys and adolescent girls. The mean value of aggression in boys is 184.02 and the mean value of aggression in girls is 199.12 respectively. Hence, there is no significant difference of the effect of aggression on the academic achievement of adolescent boys and girls and this indicates the aggression level of girls is higher than boys. The hypothesis that there is significant difference in the aggressive behavior of adolescent boys and girls is rejected. In the family boys and girls are not treated equally. Boys are given preference in most of the things in comparatively of girls.

Table-2 Aggression level in high academic achievement girls and high academic achievement boys

Category	N	M	S.D.	t-value	Level of significance
High academic achievement boys	5	243.4	49.93	.1	Insignificant at both level
High academic achievement girls	12	226.5	21.40		

From the above table it is evident that there is difference in the mean value of aggression in boys is 243.4 and the mean value of aggression in girls is 226.5 respectively. There is no significant difference in aggression level of high academic achievement of boys and high academic achievement of girls. Hence, the aggression level of boys is higher than girls. The hypothesis that there is significant difference in the aggression level of high achievement of boys and high academic achievement girls is rejected. Because in the family & society boys are accepted to achieve more than girls. Due to these expectations they try hard but when they do not get according to their goals, they feel frustrated and began to show aggressive behavior in the family, and school environment.

Table-3 Aggression level of low academic achievement of boys and low academic achievement girls.

Category	N	M	S.D.	t-value	Level of significance
Low academic achievement boys	10	137.2	17.28	.1	Insignificant at both level
Low academic achievement girls	10	137.6	12.94		

Table-3 indicates that the calculated value of 't' is at 0.01 level of significance, therefore our hypothesis that there is significant difference between the aggression level of low academic achievement boys and low academic achievement girls is rejected. It means the mean value value of low academic achievement girls is 137.6 respectively. Hence, it means that the aggression

level of low academic achievement girls is higher than the aggression level of low academic achievement boys.

Table-4 Aggression level of high academic achievement of boys and low academic achievement of boys

Category	N	M	S.D.	t-value	Level of significance
High academic achievement boys	10	243.4	49.93	.7	Insignificant at both level
Low academic achievement boys	10	137.2	17.28		

According to table No. 5, there is difference in the mean value of level of aggression of high academic achievement boys and low academic achievement boys. The mean value of aggression of boys is 243.4 and the mean value of low academic achievement boys is 137.2. So the hypothesis that there is significant difference of the high academic achievement boys and low academic achievement boys is rejected. It indicates that the impact of aggression of high academic achievement boys is higher than the low academic achievement boys. Due to main role played by male in the family, they feel frustrated and frustration leads them to the aggression and indulged in physical aggression comparatively relational aggression

Table-5 Aggression level of high academic achievement of girls and low academic achievement girls.

Category	N	M	S.D.	t-value	Level of significance
High academic achievement girls	12	226.5	21.40	.2	Insignificant
Low academic achievement girls	10	137.6	12.94		

It suggests that there is difference in the mean value of high academic achievement girls and low academic achievement girls. The mean value of aggression in high academic achievement girls is 226.5 and the mean value of aggression in low academic achievement girl is 137.6. Therefore, the hypothesis that there is significant difference on the effect of aggression on the high academic achievement girls and the low academic achievement girls is rejected. It means that the girls who are academically higher they show aggressive behavior in the family as well as in the society. Because when they do not get opportunity according to their intelligence, they become irritated & frustrated.

MAJOR FINDINGS OF THE STUDY

1. There is no significant difference between level of aggression among adolescent boys and adolescent girls. Girls' aggressive is higher than boys' aggression.
2. There is no significant difference between the level of aggression among higher academic achievement of adolescent boys and high academic achievement adolescent girls. It shows that the aggression level of boys is higher than that of girls.

3. There is no significant difference between the aggression level of high academic achievement of adolescent boys and academic achievement of adolescent girls. There is level of aggression is higher in girls.
4. There is no significant difference between aggression level of high academic achievement of adolescent boys and low academic achievement of adolescent boys and the aggression level is higher in girls.
5. There is no significant difference between aggression level of high academic achievement of adolescent girls and low academic achievement of adolescent girls. The aggression level is higher in high academic achievement girls comparatively low academic achievement girls.

SUGGESTIONS

- Parents should participate in intervention programs when their adolescents display significant aggressive behavior. The objective of the program is to prevent the development of antisocial behavior among aggressive teenagers. Aggressive adolescents whether boys and girls both can also be benefited greatly from cognitive behavioral programs which provide new coping techniques for anger management and to teach them alternative ways of dealing with social conflict.
- Teachers as well as parents should increase ongoing communications between themselves and the adolescents. School organizations should always encourage their academic performance and their positive behavior. Yoga seminar can for be helpful for them be deep breathing when both boys and girls are in anger mood.
- Society can also play a significant role by valuing his or her positive ideas and encouraging positive independent thinking and decision making power. Counseling facility should be provided to them to reduce stress and frustration.
- In addition to this the other fact revealed that if aggression is controlled among adolescent boys and girls, their academic achievement will be enhanced.
- The students can be provided guidance and counseling on the basis of their psychological behavior.
- The above mentioning findings of this study as well as other findings of this present investigation will be helpful to the educationists, educational planners and policy maker, teachers and parents to makes strategy to overcome the problems of boys and girls, who are displaying the aggressive behavior.

CONCLUSION

The present study explored the effect of aggressive behaviour on the academic achievement of adolescent boys and girls. It was found that the level of aggression is higher among girls comparatively boys and higher academic achievement boys aggression is higher than girls. The development of adolescent anti-social behaviour is often considered to be the result of a set of

family and personal factors. It has been seen that children with difficult temperaments and early behavioral problem are at greater risk. Later, adolescent aggression and conduct problems, poor parenting is mainly responsible for that. Therefore, parents have to play an important role in their social and emotional development; because it is not done they can be indulged in illegal pattern of behaviour. The informal development of the personality takes place through his/her family, neighbourhood and the condition of work etc. The social aspect of his personality is developed in the communal life of the school, social custom, traditions, the social contact and cultural elements etc & also plays an important part in grooming their personality.

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