

AGGRESSIVE BEHAVIOR IN RELATION TO FAMILY ENVIRONMENT AND SCHOOL ENVIRONMENT OF SECONDARY SCHOOL STUDENTS

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Abstract

Patterns of aggressive acts are manifested during life span of an individual. When verbal skill develops, these can be used as peaceful communication, but also for aggressive purposes Ferris and Grisso (1996). Early childhood aggressive behavior may be in response to parental authority and unrealistic expectations on the part of parent toward their child. Antisocial behavior, including aggression, “appears to be a developmental trait that begins early in life and often continuous into adolescence and childhood”. Antisocial behavior develops as a result of student’s behavior and interaction with social environment. Therefore it is very significant to find the relationship of Family Environment, School Environment and aggressive behavior. The present study is a descriptive survey method over the sample of 600 from the Ferozepur district. Te revealed that there exists significant difference in aggressive behaviour in relation to school environment. Higher level of school environment results in lower aggressive behaviour. The secondary school students with average independence family environment show high aggressive behaviour than that of secondary school students with high and low independence family environment. The secondary school students with higher levels of control family environment show high aggressive behaviour than that of secondary school students with low control family environment. It is a generalized fact that over control environment may results into aggression. The secondary school students with average acceptance and caring family environment show significant difference in low and average; low and high; and average and high school environment. Similarly, secondary school students with high acceptance and caring family environment show significant difference in low and high; and average and high school environment.

Variables: Aggressive Behavior, Family Environment, School Environment

Introduction

Aggression is not a novel phenomenon. Archaeological and historical evidences makes it clear that violence was prevalent among our gatherer ancestors 25,000 years ago; among the Greek, Egyptian and Roman societies, two to three thousand years ago; among most societies, in the last two centuries and in almost every society. The ever increasing episodes of aggression, be it wars, quarrels, fights, murders, rape or road rage, are clear indications of where the world is heading. Wilson and Akert (1997) have stated that aggression is a physical or verbal behavior aimed at causing either physical or psychological pain. They argue that deciding whether one’s act is aggression or not depends on one’s intention.

Patterns of aggressive acts are manifested during life span of an individual. When verbal skill develops, these can be used as peaceful communication, but also for aggressive purposes Ferris and Grisso (1996). Outbursts of anger usually peak around 18-24 months of age, and gradually decreased by 5 years of age. Early childhood aggressive behavior may be in response to parental authority and unrealistic expectations on the part of parent toward their child. Later, as social interactions increase, aggression may be directed towards peers group. Later on, such behavior as teasing, bullying, fighting, irritability, cruelty to animals and fire setting tend to occur. Adolescent aggression typically involves gang activities, cooperative stealing

truancy and other manifestations of participation is a delinquent subculture Lopez and Emmer (2002). In adulthood, aggression escalates to include assault, robbery, road rage, rape, sex crimes, murder and homicide.

Family Environment and Aggressive Behavior

One of the most important context in which children learn is with their family at home. The knowledge and skills that parents have concerning parenting can have a great impact on how children behave. Parents may be deficient in that they do not effectively monitor their children's activity, fail to discipline antisocial behavior, do not reward prosocially behaviors like helping others, and are not good at problem solving; he argues that these deficits are predictive of their children's future aggressive behavior.

School Environment and Aggressive Behavior

Antisocial behavior, including aggression, "appears to be a developmental trait that begins early in life and often continuous into adolescence and childhood". Antisocial behavior develops as a result of student's behavior and interaction with social environment. Students who engage in aggressive behavior spend less time on academic tasks and have more difficulty with classroom survival skills (e.g. staying in seat, answering questions).

Significance of the Problem

The study revealed that the adolescents are growing up in a media saturated environment and with this burgeoning media availability came the problems like media's connection to increasing obesity, body dissatisfaction, aggressive behavior, promoting stereotypes etc. Bjorkqvist et. al. (2001) conducted a study on Physical, Verbal and indirect aggression among Hindu, Muslim, and Sikh adolescents in India. The study found out high levels of aggression among Sikh children. So, the study seems to be very significant to depict the aggressive behavior among the adolescents in Punjab.

Mark and Buehler (2012) studied Family Process and Peer Deviance Influences on Adolescent Aggression. Growth curve models revealed that family hostility and peer deviance affiliation predicted adolescent aggression in the subsequent year. Family warmth played only a minor role in protecting against adolescent aggression. A study conducted by Albert et. al. (2011) examined parenting variables as protective factors to reduce the influence of school and peer risk factors on adolescents' aggression. The other variable is School Environment, regarding to which, Marin and Brown (2008) depicted that the Students in dangerous school environments are more likely to get into fights, to be injured, and to experience emotional stress. Jenkins (1995) researched on "School Delinquency and School Commitment" and depicted low School Delinquency among those students who are more School Committed. Therefore it is very significant to find the relationship of Family Environment, School Environment and aggressive behavior.

Objectives

1. To study the Aggressive Behavior of Secondary School Students.
2. To study the relationship between Aggressive Behavior and School Environment of secondary school students.
3. To study the relationship between Aggressive Behavior and Family Environment of secondary School Students.

Review of Related Literature

Benbenishty & Meyer (2002) found difference between overt and relational aggression and use of aggression to achieve immediate goals. Musitu and Garcí'a (2004) revealed the relationship between aggressive behaviour and social factors related to family and social context. Rodriguez (2004) found aggressive adolescents needs social acceptance and social recognition. Acker & Richard (1996) found that interaction between teacher and students is based on the students level of aggression. Henry et al. (2013) examined that positive family environment seems to be stronger protective factor for girls in the development of problems of behavior at school, whereas for boys this is case for a positive classroom environment. Ana (2007) found that school factors are significantly associated with aggression. David et al. (1999) found that school and family warmth results in lower level of aggression. Barth et al. (2004) revealed that poorer class environment results in poorer level of aggression. Xiaoyu et al. (2012) found that poorer financial condition is not a considerable predictor of children's' aggression. Tanaka et al. (2010) found that family conflict was related to increased proactive aggression in children. Cummings et al. (2004) found that positive emotionality were related with a lesser possibility of children's aggressive responses. Li et al. (2011) found that inter-parental conflicts could impact parent's overt and covert coercive control for children, which in turn is related to children's aggression.

Battistich et al. (1995) found that low-quality classroom contexts and school poverty were related to increased level of student aggressive-disruptive behavior at school. Moote (1997) founded that a negative school environment results in aggressive acts in school. Eichelsheim et al. (2010) found negative parent-child interaction was strongly associated with adolescents' aggression. Archer and Coyne (2005) found that males have higher physical aggression than females, while females display higher relational aggression than boys. Patterson et al. (1989) and Wood e al. (2002) revealed that students who engage in aggressive behavior spend less time on academic tasks. Goldstein (2007) revealed that exposure to relational aggression is associated with several components of adolescent's perceptions of school climate. Wong and Mun (2017). found that the latest researches suggest that the aggressive behaviour may appear during the transition from preschool to school among children. Purwati and Japar (2015) found significant difference in aggressive behaviour during early childhoods between male and female. Wildeboer et al. (2015) revealed that, children in trajectories with increasing and higher levels of aggression showed more aggressive behaviour as reported by the teacher. Moffat and Thecla (2011) found that specific praise by teacher results in positive changes with decrease in aggressive behaviour and increase in appropriate behaviour. Kuppens et al. (2009) found that overt aggression of children was related to the parental physical punishment whereas relational aggression was positively associated with parental psychological control. Anderson and Craig (2004) found that violent video games exposure is significantly related to the increase in aggressive behaviour. Amedahe et al. (2007) male students showed higher-level characteristics related to direct aggression. Lopez et al. (2008) found that positive family environment is a stronger protective factor for female students and for boys positive classroom environment is a stronger protective factor in the development of behaviouristic problems at school. Jeffrey et al. (2004) revealed that parents with a history of anti-social behaviour were more likely engaged in 2 or more types of problematic child-rearing behaviour than other parents. Jeffrey (2006) reviewed that aggressive behavior is influenced by some of the personality variables under both of the neutral and provocation conditions. Kohli and Malik (2009) found that male subjects scored higher on physical aggression, verbal aggression, hostility and total aggression are compared to females. Kaya et al. (2012) revealed that high school students were determined as the most contributing factor to aggressive behaviour. You et al. (2015) revealed that violent video games show a significant direct effect on aggressive behaviours. Wahl et al. (2012) found Parenting styles, parental temperaments, corresponding behavioural tendencies and the social status of the families influences child aggressiveness. Solomon et al. Hana (2015) revealed that aggressive children predicted

that aggressive behaviour would be approved by their peers. Shukla (2016) found that significant negative correlation exists between self esteem and aggression. Muslem et al. (2017) revealed that the TV exposure was not concerned to children's aggressive behaviour as per perceived by parents and teachers. Kaur and Niwas (2017) revealed that Secondary School Students exhibit an average Aggression. Coie et al. (1991) revealed that the reactive aggression and bullying were linked to peer status among 9 year olds, but not 7 year-olds. Banga (2015) revealed that the secondary school students have very high level of aggression. Kaur and Niwas (2016) found that significant difference was exists between government and private secondary school students in Aggression and significantly positive correlation was found between aggression and most of the dimensions of family environment. Rahman (2007) revealed significantly interactive relations among gender, residence and social stratification with different types of aggression. Rahman (2009) revealed that Bengali respondents showed higher aggression than Santal respondents. Ahmed and Haque (2007) found that tribal respondents showed significantly higher level of aggression than non-tribal respondents. revealed that general decline in aggression were observed over the study period. From the review of the related literature it is evident that aggressive behaviour is related to the primary factors such as family environment, school environment, peer groups, media, parents' attitude and behaviour, society etc.

Hypotheses

1. There exists no significant relationship between Aggressive Behaviour and School Environment of secondary school students.
 - a) There exists no significant relationship between Aggressive Behaviour and School Environment of secondary school boys students.
 - b) There exists no significant relationship between Aggressive Behaviour and School Environment of secondary school girls students.
2. There exists no significant relationship between Aggressive Behaviour and Family Environment of secondary School Students.
 - a) There exists no significant relationship between Aggressive Behaviour and Family Environment of secondary School Students.
 - b) There exists no significant relationship between Aggressive Behaviour and Family Environment of secondary School Students.

Sample & Methodology

The present research will be a Descriptive research. Survey method will be followed to conduct the present study. Sample will be comprised of 600 students, of district Ferozeour which were selected with random sampling.

Tools

1. Aggression Scale by Dr. G.P. Mathur and Dr, Raj Kumar Bhatnagar (2012).
2. Family Environment Scale by Harpreet Bhatia and N.K. Chadha
3. school environment, Socio-Emotional School Climate Inventory by Dr. Mrs. Renuka Kumari Sinha and Mrs. Rajni Bhargava

Statistical techniques

Mean and Standard Deviation will be applied to the obtained scores from the scales. In order to find out the relationship of Aggression and Family Environment and Aggression and School Environment, Pearson's co-efficient of correlation will be applied.

Results and Conclusion

Showing Mean and S.D. of Aggressive Behaviour of Secondary School Students

In order to achieve the objective to study the Aggressive Behaviour of Secondary School Students, descriptive analysis and percentile criteria P_{25} and P_{75} were applied.

Groups	N	Mean	S.D.
Male	(N=300)	178.51	25.74
Female	(N=300)	179.93	25.07
Total	(N=600)	179.15	25.43

The mean score of aggressive behaviour of secondary school students is found to be 179.15. The mean score of male secondary school students is 178.51 and female secondary school students 179.93. The results revealed that there exists significant difference in aggressive behaviour in relation to school environment. Higher level of school environment results in lower aggressive behaviour.

Relationship between Aggressive Behaviour and School Environment of secondary school students (Boys and Girls)

Variable	School Environment		
	Groups	N	r
Aggressive Behaviour and	Male	(N=300)	-0.318**
	Female	(N=300)	-0.061

The male secondary school students show negative association of aggressive behaviour with their school environment with the obtained significant r value -0.318. This reveals that the male secondary school students show low aggressive behaviour with high school environment

Relationship between Aggressive Behaviour and Family Environment of secondary School Students (Boys and Girls)

Dimensions of Family Environment	Groups		
	Male (n=300)	Female (n=300)	Secondary School Students (n=600)
Cohesion	-0.086	-0.137*	-0.105**
Expressiveness	-0.028	-0.068	-0.046
Conflict	0.100*	0.110	0.105**
Acceptance and Caring	0.137**	0.076	0.112**
Active Recreation Orientation	-0.015	0.080	0.029
Independence	0.135**	0.068	0.103**
Organization	0.093	0.052	0.074*
Control	0.109*	0.115*	0.109**

The above table shows the relationship between Aggressive Behaviour and Family Environment of secondary School Students. The r value for the aggressive behavior of male secondary school students and cohesion family environment is found out to be -0.086, which is not significant (critical value = .098 at 0.05 level of confidence). It means that there is no significant relationship between aggressive behavior of male secondary school students and their cohesion family environment.

The obtained r value between the aggressive behavior of female secondary school students and independence family environment is found to be 0.68, which is not significant. Therefore the female secondary school students do not show significant relationship between aggressive behavior and independence family environment dimension. Female secondary school students do not show significant relationship between aggressive behavior and organization family environment, with r value 0.052.

The results revealed that there exists significant difference in aggressive behaviour in relation to school environment. Higher level of school environment results in lower aggressive behaviour. Some of the studies reveal the similar results. The secondary school students with average conflict family environment show more aggressive behaviour than that of low conflict family environment. The present results are supported with Tanaka et al. (2010), the results of which revealed that family conflict was related to increased proactive aggression in children. Eichelsheim et al. (2010) found negative parent-child interaction was strongly associated with adolescents' aggression. Li et al. (2011) found that inter-parental conflicts could impact parent's overt and covert coercive control for children, which in turn is related to children's aggression. Leapetswe M. (2007) found that low parental monitoring and poor parent-child relations were related to the high antisocial and aggressive behaviours.

The secondary school students with average independence family environment show high aggressive behaviour than that of secondary school students with high and low independence family environment. The secondary school students with higher levels of control family environment show high aggressive behaviour than that of secondary school students with low control family environment. It is a generalized fact that over control environment may results into aggression. The secondary school students with average acceptance and caring family environment show significant difference in low and average; low and high; and average and high school environment. Similarly, secondary school students with high acceptance and caring family environment show significant difference in low and high; and average and high school environment.

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