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Behaviour of Aggressiveness of Higher Secondary Students in West Bengal

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Abstract:

Aggressiveness means one kind of action that can be harmful to other persons. There can be multiple types of aggressive signs such as physical signs, psychological signs, verbal signs and relational signs. This study investigates the aggressive behaviour of school-aged adolescents in West Bengal. A sample of 121 higher secondary school-aged adolescents was used for

this purpose. The sample was compiled and chosen from both districts of Dinajpur, using the mixed method technique. The researcher conducted a descriptive survey study and prepared a Self-constructed aggressive behaviour scale. The study work is found that the aggressive behaviour of H.S. students based on various aspects, as well as there are several familial and social reasons.

Keywords: Adolescence, Aggressiveness, Behaviour, Dinajpur District, Higher Secondary.

1. Introduction:

Research on the aggressiveness of adolescents is critical and challenging in today's rapidly changing and complex society. Adolescence is a one-kind period of developmental stage that occurs between childhood as well as adulthood. It is referred to as a "Stress or Strains" or "Strom or Strife" period by Stanely Hall. This is a period in which every individual experiences of significant changes in all aspects of their lives, including mental, social, physical, emotional, and psychological. As these school-age children begin to have more social interactions and develop more relationships, however, aggressive behaviour towards peers may appear (Greydanus et al., 1992)¹. This transformation in every dimension impacts the personality of school-aged teenagers, leading to emotional instability, anxiety, sadness, frustration, and violent behaviour, which is on the rise. When individuals show anger or have a reputation for having a bad temper, they show a willingness to use aggression (Adams et al., 2006; Sell, 2011)². Students have various needs and desires, the failure of which causes a slew of problems such as anger, frustration, despair, disputes, and so on.

¹Greydanus, D. E., Pratt, H. D., Greydanus, S. E., Hoffman, A. D., et al. (1992). Corporal punishment in schools: A position paper of the Society for Adolescent Medicine. *Journal of Adolescent Health*, 13(3), 240–246. [https://doi.org/10.1016/1054-139X\(92\)90097-U](https://doi.org/10.1016/1054-139X(92)90097-U)

²Adams, R. B. Jr., Ambady, M., Macrae, C. M., & Kleck, R. E. (2006). Emotional Expressions Forecast Approach-Avoidance Behavior. *Motivation and Emotion*, 30, 177-186. <https://doi.org/10.1007/s11031-006-9020-2>



Families are the fundamental source of social support, which is a well-documented predictor of health and education. Adolescent aggression is caused by a variety of severe problems such as an unpleasant family environment, poverty, bad parenting behaviour, social standing, and other educational difficulties. There is a subset of aggressive behaviour in adolescents, however, that appears in adolescence and then disappears in early adulthood. It has been termed adolescence-limited antisocial behaviour (Moffitt & Caspi, 2001)³. Aggression affects people through both verbal and physical means. Everyone's life journey is shaped by their family. The socioeconomic position of a family (high status, poor status, and moderate status) may play a role in the increase of aggressiveness. These conditions can cause pressures that can lead to violent behaviour when considering a person's socioeconomics.

2. Concept of Aggressive Behaviour:

Maladjustment behaviour includes aggressive behaviour. Aggressive behaviour can be conceptualized as the observable manifestation of aggression, which is defined as any act intended to cause harm, pain, or injury to another (Zirpoli, 2008)⁴. Some signs of aggressive behaviour such as Physical signs- beating, hitting, kicking, stabbing, and damaging property etc. Psychological signs- intimidating, losing patience, and lamentation etc. Verbal signs- mocking, name-calling, and yelling etc.

3. Significance of the Study:

Society is going through a complicated situation and constantly increasing cases of riots, suicides, violent attacks, abuse, antisocial behaviour, rape cases, acid attacks etc. On the other hand, socio-economic conditions, political situations, geographical environments and technological aspects are changing day by day. At the same time, value is undergoing a radical change and crisis. These have various positive and negative effects on social life and the family environment. In such a situation, the students are facing a deep crisis. As a result, they lead to emotional instability, anxiety, frustration, aggressive behaviour etc. Naturally, it is necessary to study why and how behaviours of aggressiveness are increasing as well as how appropriate action should be taken for that. Because a person expresses his personality through his behaviour. So quality behaviour of students should be increased through quality education.

³Moffitt, T. E., & Caspi, A. (2001). Childhood predictors differentiate life-course persistent and adolescence-limited antisocial pathways among males and females. *Development and psychopathology*, 13(2), 355–375. <https://doi.org/10.1017/s0954579401002097>

⁴ Zirpoli T. J. (2008). *Behavior management: applications for teachers* (5th ed.). Pearson/Merrill Prentice Hall. Retrieved from: <https://www.worldcat.org/title/behavior-management-applications-for-teachers/oclc/72161933?referer=di&ht=edition>



4. Review of Related Studies:

Carver & Scheier (2000)⁵ conducted the study- children are physically aggressive toward siblings, peers, and adults, but the great majority will unlearn this attitude based on some cues they received from their surroundings.

Amanda & Monica (2004)⁶ conducted a study of documented that aggressive adolescent normally shows a somewhat negative approach of attitude to institutional authorities like the police, the law, the school and teachers.

Fischer & Greitemeyer (2006)⁷ studied Music and Aggression and the Impact of Sexual-Aggressive Song Lyrics on Aggression-Related Thoughts, Emotions, and Behavior Toward the Same and the Opposite Sex. In this study, the results are discussed in the framework of the General Aggression Model.

Malhi et al. (2014)⁸ investigated Aggression in Schools: Psychosocial Outcomes of Bullying Among Indian Adolescents. The researchers investigated the behavioural, emotional, socioeconomic, and demographic determinants of bullying behaviour among Indian school-aged teenagers in their study.

Sharma & Sangwan (2016)⁹ did research to determine the effect of family environment on teenage violence. The study's findings revealed that aggression was positively and significantly correlated with the conflict dimension.

Jimenez & Estevez (2017)¹⁰ conducted a study on school hostility in adolescence: Examining the role of the individual. The findings suggested that the level of empathy, social reputation, and

⁵Carver, G., & Scheier, E. (2000). Media and popular culture. In K. A. Renninger & I. E. Sigel (Eds.), *Handbook of child psychology: Vol. 4. Child psychology in practice* (6th ed., pp. 817-863). Hoboken, NJ: Wiley Retrieved from: https://abdulkadir.blog.uma.ac.id/wp-content/uploads/sites/643/2020/02/Handbook-of-Child-Psychology-Vol-4_-Child-Psychology-in-Practice-6th-Edition-PDFDrive.com-.pdf

⁶ Amanda, C., & Monica, (2004). *Gender differences in time use among adolescents in developing countries: Implications of Rising school enrolment rates*. *Journal Educational Psychology*. *Journal of Research on Adolescence*, 18, 99 - 120. DOI:[10.1111/j.1532-7795.2008.00552.x](https://doi.org/10.1111/j.1532-7795.2008.00552.x)

⁷Fischer, P., & Greitemeyer, T. (2006). Music and Aggression: The Impact of Sexual-Aggressive Song Lyrics on Aggression-Related Thoughts, Emotions, and Behavior Toward the Same and the Opposite Sex. *Personality and Social Psychology Bulletin*, 32(9), 1165–1176. Retrieved from: <https://doi.org/10.1177/0146167206288670>

⁸Malhi, P., Bharti, B., & Sidhu, M. (2014). Aggression in schools: psychosocial outcomes of bullying among Indian adolescents. *Indian journal of pediatrics*, 81(11), 1171–1176. Retrieved from: <https://doi.org/10.1007/s12098-014-1378-7>

⁹Sharma, D., & Sangwan, S. (2016). *Impact of family environment on adolescents' aggression*. *Advance Research Journal of Social Science*, 7(2), 225-229. Retrieved from: <https://doi.org/10.15740/has/arjss/7.2/225-229>

¹⁰Jimenez, I.T., & Estevez, E. (2017). *School aggression in adolescence: Examination the role of individual, family and school variables*. *International Journal of Health Psychology*, 17(3), 251-260. Retrieved from: <https://doi.org/10.1016/j.ijchp.2017.07.002>



attitude toward authority mediated the association between the environment perceived by boys at home and school.

Kumar & Singh (2018)¹¹ carried out an investigation entitled 'Aggressive Behaviour of Adolescents in Relation to their Family Climate'. The result showed that the aggressive behaviour of male adolescents possesses a high level of aggression and they are more aggressive than female.

Pengpid & Peltzer (2019)¹² studied to determine the prevalence of alcohol use and abuse, as well as the factors that contribute to it, among in-school teenagers participating in the 2015, Thailand Global School-based Student Health Survey.

5. The Problem:

After studying the above-mentioned studies, the researcher found a research gap and identified the title as **"Behaviour of Aggressiveness of Higher Secondary Students in West Bengal"**.

5.1 Objectives of the Study:

- i) To investigate the behaviour of aggressiveness among High School students as per their gender.
- ii) To determine the difference in aggressive behaviour among H.S. students in terms of locality.
- iii) To investigate the differences in aggressive behaviour among H.S. school students based on their field of study.

5.2 Hypotheses of the Study:

- H₁:** There is a significant mean difference in aggressive behaviour between boys and girl-students.
- H₂:** There exist significant mean differences between the aggressive behaviour of urban and rural areas students.
- H₃:** There is a significant difference between the aggressive behaviour of urban boys and rural boy-students.

¹¹Kumar, P., & Singh, J. (2018). *Aggressive Behaviour of Adolescents in Relation to their Family Climate*. Research Guru Online Journal of Multidisciplinary Subjects, 12(3), 427-433. Retrieved from: <https://www.researchguru.net/volume/Volume%2012/Issue%203/RG54.pdf>

¹²Pengpid, S., & Peltzer, K. (2019). Alcohol Use and Misuse Among School-Going Adolescents in Thailand: Results of a National Survey in 2015. *International Journal of Environmental Research and Public Health*, 16(11), 1898. MDPI AG. Retrieved from <http://dx.doi.org/10.3390/ijerph16111898>



H₄: There is a significant difference between the aggressive behaviour of urban girls and rural girl-students.

H₅: There exists a significant mean difference between the aggressive behaviour of arts and science stream students.

6. Methodology:

6.1 Research Method: A descriptive survey technique method and quantitative approach have been used for the study. In this study, the researcher used a Mixed-method sampling technique to draw the samples.

6.2 Population: The population of the study was composed of all Higher Secondary School (12th grade) students in West Bengal, India, during the session 2022- 2023 academic year.

6.3 Sample: A sample of 121 Higher Secondary school students was taken from both Dinajpur (Uttar and Dakshin) District of the targeted population.

6.4 Sampling Technique: In this research, the researcher used a purposive sampling technique for selecting districts in West Bengal, and then a simple random (lottery method) technique was used for choosing Higher Secondary schools. The investigator has selected two school from every Dinajpur district.

Table- 1: Sample profile distribution

Variables		Number		Percentage (%)
Gender	Boys	61	121	50.41322314
	Girls	60		49.58677686
Locality	Urban	62	121	51.23966942
	Rural	59		48.76033058
Stream	Arts	62	121	51.23966942
	Science	59		48.76033058
		Total= 121		

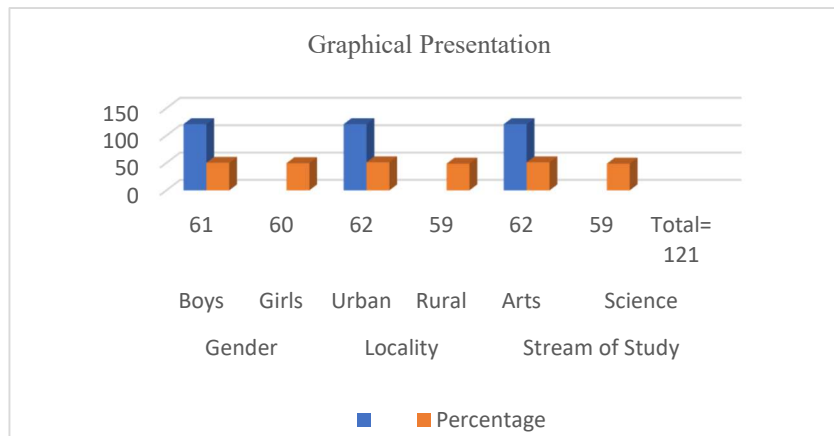


Figure -1: Graphical Presentation of various independent variable



6.5 Tools and Techniques: The researcher prepared a Self-constructed aggressive behaviour scale for the study. The questionnaire was a 3-point response scale, which consisted of 60 items. The questionnaire was standardized and finally, 42 items were accepted as well as the items analysis with the help of the t-test. The scoring procedure was 3-agree, 2-undecided and 1-disagree (positive items) and 3-disagree, 2-undecided and 1-agree (negative items). The researcher used Mean & SD and t-tests as a statistical technique.

Table- 2: Item analysis based on t test

Items No.	1	2	3	4	5	6	7	8	9	10	11	12
t- test	2.63	1.02	8.61	7.38	2.18	2.05	3.43	6.17	2.14	2.87	2.90	0
Items ✓	1	3	4	5	6	7	8	9	10	11	13	15
Items ✗	2	12	14	16	17	19	24	25	29	33	38	40

Items No.	13	14	15	16	17	18	19	20	21	22	23	24
t- test	2.32	0.86	4.14	1.03	0.13	4.74	1.01	2.68	2.96	2.41	2.12	0.90
Items ✓	18	20	21	22	23	26	27	28	30	31	32	34
Items ✗	47	50	52	57	59	60						

Items No.	25	26	27	28	29	30	31	32	33	34	35	36
t- test	0.60	4.69	2.15	3.25	0.13	2.20	2.57	2.94	0.41	2.36	3.89	5.60
Items ✓	35	36	37	39	41	42	43	44	45	46	48	49
Items ✗												

Items No.	37	38	39	40	41	42	43	44	45	46	47	48
t- test	2.57	1	2.96	0.76	2.33	2.10	2.91	3.12	3.01	2.07	1.01	2.91
Items ✓	51	53	54	55	56	58						
Items ✗												

Items No.	49	50	51	52	53	54	55	56	57	58	59	60
t- test	2.06	0.88	4.06	0.14	2.07	3.23	2.35	2.72	0.57	3.02	0.69	0.29
Items ✓												
Items ✗												

7. Delimitation of the Problem:

- (i) The current study is limited to higher secondary school students (12th grade) only.
- (ii) The study is limited to both Dinajpur (Uttar and Dakshin) Districts in West Bengal.
- (iii) Only 121 higher secondary (male & female, rural & urban, arts & science) students were chosen.
- (iv) Used a Self-constructed close-ended questionnaire Scale.

8. Testing the Hypothesis:

(i) Hypothesis-1:

H_{01} : There is no significant mean difference in aggressive behaviour between boys' and girls' students.



Table 3: Aggressive behaviour between boys' and girls' students

Group	N	Mean	SD	Mean Difference	SE _D	df	t- value
Boys	61	89.13	9.76	1.60	1.76	119	0.90 ^{NS}
Girls	60	87.53	9.67				

N.S.= Not Significant

Analysis: From the 't-table' the researcher found that the critical value of t with 119 degrees of freedom(df) at a 5% level of significance is 1.98 and the 1% level of significance is 2.62. Our computed value of 't' i.e., 0.90 is less than both the critical value ($0.90 < 1.98$ & 2.62) and hence is not significant. It means that our null hypothesis is accepted.

(ii) Hypothesis-2:

H₀₂: There exist no significant mean differences in aggressive behaviour between urban and rural areas students.

Table 4: Aggressive behaviour between urban and rural areas students

Group	N	Mean	SD	Mean Difference	SE _D	df	t- value
Urban	62	91.13	9.75	5.72	1.69	119	3.38**
Rural	59	85.41	8.83				

***Significant at 0.01 level*

Analysis: The researcher found that the critical value of t with 119 (df) at a 5% level is 1.98 and the 1% level is 2.62. Our computed value of 't' i.e., 3.38 is greater than both the critical value ($3.38 > 1.98$ & 2.62) and hence is significant. It means that our null hypothesis is rejected.

(iii) Hypothesis-3:

H₀₃: There is no significant mean difference between the aggressive behaviour of urban boys and rural boys students.

Table 5: Aggressive behaviour between urban and rural boys' students

Group	N	Mean	SD	Mean Difference	SE _D	df	t- value
Urban Boys	37	91.13	8.99	5.78	2.46	59	2.34*
Rural Boys	24	85.63	10.05				

**Significant at 0.05 level*

Analysis: From the 't-table' the researcher found that the critical value of t with 59 df at a 5% level is 2.00 and the 1% level is 2.66. Our computed value of 't' i.e., 2.34 is greater than 5% critical value and less than 1% critical value ($2.34 > 2.00$ & $2.34 < 2.60$) and hence is significant at 0.05 level. It means that our null hypothesis is rejected.



(iv) Hypothesis-4:

H₀₄: There is a significant mean difference between the aggressive behaviour of the urban and rural girls' students.

Table 6: Aggressive behaviour between urban and rural girls' students

Group	N	Mean	SD	Mean Difference	SE _D	df	t- value
Urban Girls	25	90.72	10.96	5.46	2.45	58	2.23*
Rural Girls	35	85.26	8.04				

**Significant at 0.05 level*

Analysis: From the 't-table' the researcher found that the critical value of t with 58 df at a 5% level of significance is 2.00 and the 1% level of significance is 2.66. Our computed value of 't' i.e., 2.23 is greater than 5% critical value as well as less than 1% critical value ($2.23 > 2.00$ & $2.23 < 2.60$) and hence is significant at 0.05 level. It means that our null hypothesis is rejected.

(v) Hypothesis-5:

H₀₅: There exists a significant mean difference between the aggressive behaviour of arts and science stream students.

Table 7: Aggressive behaviour of arts and science stream students

Group	N	Mean	SD	Mean Difference	SE _D	df	t- value
Arts	62	88.45	9.36	0.23	1.77	119	0.13 ^{NS}
Science	59	88.22	10.14				

NS= Not Significant

Analysis: From the 't-table' the researcher found that the critical value of t with 119 degrees of freedom(df) at a 5% level of significance is 1.98 and the 1% level of significance is 2.62. Our computed value of 't' i.e., 0.13 is less than both the critical values ($0.13 < 1.98$ & 2.62) and hence no is significant. It means that our null hypothesis is accepted.

8. Findings of the Study:

- (i) From the null hypothesis H₀₁, the result indicated that there is no significant difference in aggressive behaviour between boys' and girls' students in Higher Secondary (12th grade) schools in WB, during the session 2022-2023 academic year.
- (ii) From the null hypothesis H₀₂, the result indicated that there is a significant difference in aggressive behaviour between urban & rural areas students of H.S. school. The findings concluded that urban students have a greater aggressiveness than rural students.



- (iii) From the null hypothesis H_{03} , the result indicated that there is a significant difference in aggressive behaviour between urban boys and rural boys' students. The findings concluded that urban boys' students have a greater aggressive behaviour than rural boys' students.
- (iv) From the null hypothesis H_{04} , the result indicated that there is a significant difference in aggressive behaviour between urban girls' and rural girls' students. The findings concluded that urban girls' students have a greater aggressive behaviour than rural girls' students.
- (v) From the last null hypothesis H_{05} , indicated there is no significant mean difference in aggressive behaviour between arts and science stream students of H.S. schools in WB.

9. Conclusion:

Aggression is defined as deliberately injuring or inflicting damage on another person. In this study, the researcher mentioned three factors of affecting aggressive behaviour such as social (direct provocation, Violence in social media, politics, unemployment, and unrealistic view of the government etc.), personal (frustration, enthusiasm, psychological nature, sex hormone, dementia, and psychosis etc.) and environmental (high temperature, disagreeable crowding and unpleasant or irritating noise etc.) factors. This discussion is essential because aggressive behaviour is the most important individual and public mental health issue in today's society. Depending on the findings and comments, we may conclude that the aggressive behaviour of school-going adolescents is based on several aspects of our social system. This study work has shown that there are several familial and social factors for this predicament, even these aggressive behaviours varied by gender, residential area, and studies background.

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