

AGGRESSION AMONG ADOLESCENTS IN RELATION TO EMOTIONAL MATURITY

Mrs. Reeta Arora

Assistant Professor

Sant Darbara Singh College of Education For women, Lopon (Moga)

ABSTRACT

The purpose of the present study was to find out the relationship between Aggression among Adolescents in relation to Emotional maturity. A representative sample of 160 students studying in 10+1 class was randomly selected from senior secondary schools of Ludhiana district of Punjab (India). Aggression scale (AS) by Mathur and Bhatnagar & Emotional Maturity Scale (EMS): Dr. Yashvir Singh and Dr. Mahesh Bhargav were used for data collection. Data was analyzed by using t-test and coefficient of correlation. The result indicates that there is a strong negative correlation between Aggression and Emotional maturity of adolescents.

Keywords: Aggression, Emotional Maturity, Adolescent

INTRODUCTION

Violence and aggression are the most vital issues which modern society faces. Despite wide spread of education, independence, freedom from deprivation, fulfillment of basic needs and wants, improvement in socio-economic conditions and style of living, improvement in child rearing practices, in many countries around the globe Aggression and violence are on rise. Emotional development is one of the significant aspects of growth and development. A person is said to be emotionally mature when he is able to express proper situation, express it in proper quality. Emotions like love, anger, fear etc. play a great role in the development of a child personality. Not only his physical growth and development is linked with his emotional makeup but his intellectual, social, moral and aesthetic development are also controlled by his emotional behavior and experienced. The overall importance of emotionally experiences in the life of a human being makes it quite essential to know about the emotions.

AGGRESSION

Aggression is a negative emotion and though we don't like it, it is an important part of human experience. Aggressive behaviors are actions that are intended to cause injury and anxiety to others including hitting, kicking, destroying property, quarreling, deteriorating other, attacking others verbally and resisting request. Aggression in anti social sense is violent and destructive behavior that is purposely directed against other

people or the environment. Aggression can either be directed inward self-mutation or suicide or directed outwardly at another person. It is intended to harm someone. Aggression is a hostile action which deprives an individual from the wise and calm living of life. **Baron and Byrne (2000)** defined aggression as any act that is aimed to harm others who wish to save themselves from such action. **Myers (2005)** says aggression is “physical or verbal behaviour intended to hurt someone”. **Perry (2007)** defined aggression as, “Aggression is a behaviour characterized by verbal or physical attack, yet it may be appropriate and self-protective or destructive and violent”.

According to Colman (2013) aggression is “a behaviour whose primary or sole purpose or function is to injure physically or psychologically”.

EMOTIONAL MATURITY

Emotional maturity is a personality trait, the result of emotional development and the display of emotions appropriate to one's chronological age. A person is emotionally mature or stable when his responses to a situation are appropriate to the demands of the situation and appropriate to the degree of development. Emotional maturity is not only the effective determinate of personality patterns but helps to control the growth of the individual development. Emotional maturity develops hand in hand with physical, mental and spiritual growth. According to Webster's Collegiate Dictionary (2000), Emotional maturity means of relating to emotion dominated by or prone to emotions; appealing to arousing emotion; markedly aroused or agitated in feeling or sensibilities. **According to Charles E. Skinner**, An emotionally matured person is the one who is able to keep a lid on his feelings. He can suffer in silence; he can bide his time in spite of present discomfort. He is not subject to swings in mood, he is not volatile. When he does express emotion, he does so with moderation, decency and in good order. **According to Dandapani, (2010)** Emotional maturity is that characteristic of emotional behaviour that is generally attained by an adult after the expiry of his adolescence period. After attaining emotional maturity he is able to demonstrate a well-balanced emotional behaviour in his day -to-day life. A person may be said to be emotionally matured if he has in his able to express them at the appropriate time in an appropriate degree.

SIGNIFICANCE OF THE STUDY

Modern age is the age of stress. New technology has made modern life complicated and confusions prevail everywhere. In the Indian scenario also, we can see an alarming proportion of children in schools displaying aggressive behaviour like hitting, kicking, biting, scratching, destructive behaviors, teasing or verbally abusive language towards peers and adults. The most dangerous aggression occurs during the late teen years and in early adulthood. It is essential to develop emotional maturity in children to develop sense of direction, awareness of objectives for life, to develop organized and integrated emotional responses and ability to bear stress under calmness to develop control over emotions and develop consistency of emotional maturity and do right thing at the right time. Emotional immature adolescents are more prone to let out their emotional problems in more aggressive way. In the present study an attempt was made to find out the relationship between aggressive behavior and emotional maturity of adolescents.

STATEMENT OF THE PROBLEM

AGGRESSION AMONG ADOLESCENTS IN RELATION TO EMOTIONAL MATURITY

OBJECTIVES OF THE STUDY

1. To study and compare aggression among adolescents in relation to gender.
2. To study and compare aggression among adolescents in relation to type of school.
3. To study and compare emotional maturity among adolescents in relation to gender.
4. To study and compare emotional maturity among adolescents in relation to type of school.
5. To find the relationship between aggression and emotional maturity of adolescents.

HYPOTHESES OF THE STUDY

1. There is no significant difference in the level of aggression among adolescents in relation to gender.
2. There is no significant difference in the level of aggression among adolescents in relation to type of school.
3. There is no significant difference in the level of emotional maturity among adolescents in relation to gender.
4. There is no significant difference in the level of emotional maturity among adolescents in relation to type of school.
5. There is no significant relationship between aggression and emotional maturity of adolescents.

DESIGN OF THE STUDY

Descriptive Survey method of research has been employed for the present study. In the present study, Sample has been drawn randomly from senior secondary school students of Ludhiana district.

SAMPLE OF THE STUDY

In the present study, random sample of 160 students studying in 10+1 class from different senior secondary schools of Ludhiana District had been taken. Out of total sample of 160 students, 80 were male students and 80 were female students.

TOOLS USED

- Aggression scale (AS) by Mathur and Bhatnagar
- Emotional Maturity Scale (EMS): Dr. Yashvir Singh and Dr. Mahesh Bhargav

STATISTICAL TECHNIQUES USED

Mean, Standard Deviation, t-test & Coefficient of Correlation were used for the analysis of data.

ANALYSIS AND INTERPRETATION OF DATA**Table 1 Aggression among Adolescents in relation to Gender**

Category	N	Mean	S.D.	S.E _D	t-value
Male	80	178.862	25.174	3.566	6.862
Female	80	154.387	19.593		

Significant at 0.01 level

Table -1 shows the mean scores of level of aggression among adolescents in relation to gender. The mean scores of male student on aggression scale is 178.862 and S.D. is 25.174. The mean scores of female students on aggression scale is 154.387 and S.D. is 19.593. The S.E_D between means is 3.566. The t-value is 6.862 which is significant at 0.01 level of significance. Hence, there is significant difference in the mean scores of level of aggression among adolescents in relation to gender.

Hence hypothesis (1) stating, "There is no significant difference in the level of frustration among adolescents with respect to gender" is rejected.

This means male adolescents are more aggressive than female adolescents.

Table -2 Aggression among Adolescents in relation to Type of School

Category	N	Mean	S.D.	S.E _D	t-value
Government	80	163.6	24.362	4.034	1.499
Private	80	169.65	26.625		

Non-Significant

Table 2- shows the mean scores of level of aggression among adolescents in relation to type of school. The mean score of aggression level of students studying in government schools is 163.6 and S.D. is 24.362. The mean score of aggression level of students studying in private schools is 169.65 and S.D. is 26.625. The S.E_D between means is 4.034. We see that calculated value of t is 1.499 which is not significant at 0.05 level of significance.

Hence hypothesis (3) stating "There is no significant difference in the level of aggression among adolescents in relation to type of school" is accepted.

Table 3- Emotional Maturity among Adolescents in Relation to Gender

Category	N	Mean	S.D.	S.Ed.	t-value
Male	80	99.612	27.986	3.449	5.862
Female	80	79.387	12.997		

Significant at 0.01 level

Table 3 shows the mean scores of level of emotional maturity among adolescents in relation to gender. The mean scores of male students is 99.612 and. S.D. is 27.986. The mean scores of female students is 79.387 and S.D. is 12.997. The S.Ed between means is 3.449. The t-value is 5.862 which is significant at 0.01 level of significance. Hence, there is significant difference in the mean scores of level of emotional maturity among adolescents in relation to gender.

Table 4- Emotional Maturity among Adolescents in Relation to Type of School

Category	N	Mean	S.D.	S.Ed.	t-value
Government	80	88.2	25.133	3.801	0.68
Private	80	90.8	22.89		

Non-Significant

Table 4- shows the mean scores of level of emotional maturity among adolescents in relation to type of school. The mean scores of emotional maturity level of students studying in government schools is 88.2 and S.D. is 25.133. The mean scores of emotional maturity level of students studying in private schools is 90.8 and S.D. is 22.89. The S.Ed. between means is 3.801. We see that calculated value of t is 0.68 which is not significant at 0.05 level of significance.

Table 5: Coefficient of Correlation Between Aggression and Emotional Maturity of Adolescents

Variables	N	r	Inference
Aggression	160	-0.846	significant
Emotional maturity	160		

Table 5- represents the coefficient of correlation between Aggression and Emotional maturity of adolescents. The calculated value of coefficient of correlation -0.846 which is significant at 0.01 level of significance. Hence, there is significant relationship (high negative) between Aggression and Emotional maturity of the adolescents. This means Aggression and Emotional maturity are negatively correlated. Higher the level of emotional maturity, lesser will be the aggression level and vice-versa.

MAJOR FINDINGS OF THE STUDY

- It has been observed that male adolescents have more level of aggression than female adolescents. This may be due to boys prefer to watch violent movies, imitate their favourite heroes, to get attention from others and also due to hormonal changes.
- It has been found that there is no significant difference in the level of aggression among adolescents in relation to type of school.
- It has been found that there is significant difference in the level of Emotional maturity among adolescents in relation to gender. The mean scores of male students on Emotional maturity scale is more than that of female adolescents. It means female adolescents are more emotionally mature than male adolescents.
- It has been found that there is no significant difference in the level of Emotional maturity among adolescents in relation to type of school.
- It has been found that there is significant high negative correlation between aggression and emotional maturity of adolescents.

CONCLUSION

Aggressive behaviour is the reactionary and impulsive behaviour. The role of education is the modification of behaviour of the individual. So school has a great role in mending the behaviour of the students. Moral education and mediation can be given to students. This may help them to get rid of the aggressive behaviour. Teacher must play an important role in developing emotional maturity of the students. They should make the children gradually learn how to cope with real life. The students should be train to realize and respect the emotions of others. Teachers and parents can suggest the students to watch media programmers that are informative and that do not destroy the emotional maturity of the students. Parents are the first teachers they should inculcated proper values to their children through their behaviours. They can act as good friends for their children so that they express themselves to parents. Everyday parents should spend time with their children and discuss with them the happening of the day. The suggestions from the parents can help the children them to maintain the emotional stability.

REFERENCES

- Aleem & Sheema (2005). Emotional stability among college youth. *Journal of Indian Academy of Applied Psychology*. 31,99-102.
- Anderson, C.A. & Huesmann, L.R., (2003). Human aggression: a social-cognitive view. In: Hogg, M.A., Cooper, J. (Eds.), *Handbook of Social Psychology*. London: Sage Publication, 296–323.
- Best, W.J & Khan, W.J., (2008). *Research in Education*. New Delhi: prentice Hall of India Publications.
- Bhardwaj, J.S., (2012). Perceived parental behavior in relation to emotional maturity among adolescents, *journal of community Guidance & Research*, 29 (1), 158-187.
- Brown, R., (1997). Frustration, attribution of blame, and aggression. *Journal of Experimental Social Psychology* 15, 183–194.
- Crow & Crow (1974). *Child Development and Adjustment*, New York : MacMillan Company.
- Dandapani, S., (2007). *General Psychology*. New Delhi : Neelkamal Publications pvt.lmt. 280.
- Dollard, J., Doob, L.W., & Miller, N.E., (1939). *Frustration and Aggression*. New Haven, CT: Yale University Press.
- Forman, S. G. (1980). Self-statements of aggressive and non-aggressive children. *Child Behaviour Therapy*, 2, 49-57.
- Gakhar, S.C. (2003). Emotional maturity of students of secondary stage. *Journal of Indian Education*, 20, (1), 100-106.
- Murray, K. W. (2008). *Aggression and perceptions of parenting among urban public middle school students*. University of Maryland, College Park.
- Myers, D.G. (2005). *Social psychology (8th ed)*. New Delhi: McCraw Hills.
- Skinner (2004). *Educational psychology*. New Delhi: Prentice Hall of India Pvt. Ltd. 560-578.
- Walter D. & Smithson, (1974). *Human Development*, New York: McGraw Hill.