

AGGRESSION AMONG ADOLESCENTS IN RELATION TO FAMILY CLIMATE

Dr. Sarbjit Kaur

Principal

Guru Ramdass B,Ed College Jalalabad (West) Distt. Ferozepur.

ABSTRACT

The present study is conducted to find the relationship between aggression and family climate of adolescents and to explore the significant difference in aggression of boys and girls of 10th class. A sample of 200 students (100 Boys and 100 Girls) studying in 10th class in government/private recognized senior secondary schools of Ludhiana was taken. The method applied in the present study is essentially descriptive and of survey type. Coefficient of correlation was employed to find the relationship between aggression and family climate (favorable and unfavorable) of boys and girls. t-ratio was applied to find the significant difference in aggression of boys and girls. The findings revealed insignificant positive correlation between aggression and family climate of boys of 10th class and insignificant negative correlation between aggression and family climate of girls of 10th class. And insignificant difference in aggression was obtained between boys and girls of 10th class.

INTRODUCTION

Adolescence is that phase of human growth and development during which boys and girls move from childhood to adulthood physically, mentally, emotionally, socially and morally. It is a very crucial period in one's life, as the growth achieved, the experiences gained, and the relationships developed in this stage determine the complete future of an individual.

In the modern tempo of life, emotions demand greater training because of their pervasive effects on behaviour, personality and health. The individual should be at peace with himself, only then, he can be at peace with others.

Genetic disposition, social learning, frustration and environment may contribute to a specific instance of human aggression. Aggression and violence are two widespread problems in our present society.

Aggression is the outcome of 'anger', which is a powerful emotion and which very often results in hostility and destruction. Aggression irrespective of whether it is biologically determined or socially induced, is a potential threat to the structure and goals of society and its members. Ailments, intellectual and scholastic difficulties, severe problems associated with family climate, poverty, poor parenting behaviour, social incompetence and inability to derive satisfaction from social activities may lead to aggression among adolescents.

'Family climate'- this term is a combination of two words – family and climate. Family plays a significant role in the all round development of a child. Parent – child interaction and parents way to deal with their children, develop certain attitudes among children towards their home environment. Family environment may be independence oriented, achievement oriented, moral – religious oriented, intellectual cultural oriented, support oriented, conflict oriented and disorganized families. All these have significant influence on the behaviour development and social competence of children. This is more or less a hidden curriculum that transmits a pattern of development through parent – child and child – child interactions in any culture. There exists a relationship between the home environment and the acquisitions of social competence among children as well as desirable traits.

REVIEW OF RELATED LITERATURE

Chao and Willims (2002) found that parental bond with children may alter or foster the aggression of their children.

Papalia et. al (2002) revealed that parents greatly influence the development of their children in all areas such as emotional, moral and social development of their children.

Dubow et.al (2003) concluded that aggression in youth is often followed by aggression promoting parenting.

Waizenhofer and Buchanan (2004) concluded that mothers have more active supervision of their children than fathers and adolescents tend to converse more with their mothers on their own.

Archer and Coyne (2005) reported that across all cultures, boys are found to be more overtly aggressive, more competitive and more combative than their female counterparts.

Campbell (2006) reported that provocation enhances aggression but diminishes the magnitude of the sex differences.

Hess and Hagen (2006) found that females significantly experience more anger than males.

Santrock (2006) concluded that females displayed more aggression than males.

Somal (2008) concluded that no significant correlates of friendship dimensions with physical aggression (boys and girls) and with verbal aggression (girls) were seen.

Kumar (2009) revealed that significant influence of Anasakti (Non-Attachment) on the level of aggression in adult subjects.

Jha et.al (2009) found that various perceived parenting behaviour dimensions such as parental carelessness, neglect, utopian expectations and marital conflict have significant negative correlation with aggression of adolescents.

Majed and Fatema (2009) found that positive relationship of stress with aggression and social anxiety, but negative relationship with social skills among the total samples of Kuwait and India.

Sharma and Singh (2010) reported that perceived fathering and mothering both are correlated with aggression in adolescents whereas there are different sets of factors which are responsible for aggression among boys and girls.

Ajay and Sona (2016) studied the aggression among senior secondary school students in relation to family environment. A significant negative relationship was found between the aggression of senior secondary school students with five dimensions of family environment (i.e. cohesion, conflict, acceptance and caring, independence and active recreational orientation).

NEED AND IMPORTANCE OF THE STUDY

Family climate is an efficacious force in children's development. Family climate logically has the advantage over peers, educators, counsellors and other professionals of serving as a continual and more stable resource for their children over the life span. Parents control the child's experiences of frustration and gratification, determine whether he is reinforced for aggressive and non-aggressive behaviour, and serve as model for the child to imitate. Good and positive family climate may help to protect the children from developing aggressive behaviour as one of the most important risk factors in childhood and adolescence leading to the development of aggression is family climate.

The present study will be of immense help to parents, teachers and educational administrators. It will lead them to make arrangements for better environment for enhancing their personality. Hence, the investigator felt the need for such a study.

STATEMENT OF THE PROBLEM

AGGRESSION AMONG ADOLESCENTS IN RELATION TO FAMILY CLIMATE.

OPERATIONAL DEFINITIONS OF KEY TERMS

Aggression

Manifest aggression scale includes items related to reactionary attitudes, irritation, drive for dominance, love for fighting, story retaliation, anger behaviour, aggressive tendency against existing rude traditional social customs and rules, preference to fighters and for counter behaviour, appreciation for rebellion and competitiveness (Singh, 1986).

Family climate

The word 'climate' is more comprehensive one. It includes within itself the word 'environment'. It embraces the social, physical and emotional activities of the family. It means an inter-personal relationship between the parents and the child. It includes parent's attitude towards the child as perceived by him in ten dimensions of Family Climate Scale (Shah, 1990).

OBJECTIVES OF THE STUDY

- 1) To find out the relationship of aggression with favourable family climate of boys of 10th class.
- 2) To find out the relationship of aggression with unfavourable family climate of boys of 10th class.
- 3) To find out the relationship of aggression with favourable family climate of girls of 10th class.
- 4) To find out the relationship of aggression with unfavourable family climate of girls of 10th class.
- 5) To find out the significant difference in aggression of boys and girls of 10th class.

HYPOTHESES OF THE STUDY

- 1) There exists a significant relationship between aggression and favorable family climate of boys of 10th class.
- 2) There exists a significant relationship between aggression and unfavorable family climate of boys of 10th class.
- 3) There exists a significant relationship between aggression and favorable family climate of girls of 10th class.
- 4) There exists a significant relationship between aggression and unfavorable family climate of girls of 10th class.
- 5) There exists a significant difference in aggression of boys and girls of 10th class.

DELIMITATIONS OF THE PROBLEM

- 1) The present study was delimited to a sample of 200 students (100 Boys and 100 Girls).
- 2) Adolescents studying in 10th class in government/private recognized senior secondary schools of Ferozepur were considered.

METHOD OF RESEARCH

Descriptive survey method of investigation will be employed in the present study.

SAMPLE

The present study will be conducted on the basis of randomization sampling technique of 200 students (100 Boys and 100 Girls of 10th class).

TOOLS USED

Following tools were used in the present study –

- 1) Manifest Aggression Scale (Singh, 1986)
- 2) Family Climate Scale (Shah, 1990)

STATISTIAL TECHNIQUES TO BE USED

Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis, t-ratio and Correlational analysis will be employed.

ANALYSIS AND INTERPRETATION OF DATA

COEFFICIENT OF CORRELATION

In the present section values of coefficient of correlation have been used to measure and derive the relationship between the variables in order to test the hypotheses 1,2,3 and 4.

Table 1: Showing value of coefficient of correlation between aggression and favourable family climate of boys of 10th class (N=100)

Variable	'r' value
favourable family climate	0.26

Aggression and favourable family climate scores of boys were found to be non-significantly positively correlated. The value of coefficient of correlation was 0.26. (vide Table 1). Therefore, hypothesis no. 1 i.e. there exists a significant relationship between aggression and favourable family climate of boys of 10th class is rejected.

Table 2: Showing value of coefficient of correlation between aggression and unfavourable family climate of boys of 10th class (N=100)

Variable	'r' value
unfavourable family climate	0.26

Aggression and unfavourable family climate scores of boys were found to be non-significantly positively correlated. The value of coefficient of correlation was 0.26. (vide Table 2).

Therefore, hypothesis no. 2 i.e. There exists a significant relationship between aggression and unfavourable family climate of boys of 10th class is rejected.

Table 3: Showing value of coefficient of correlation between aggression and favourable family climate of girls of 10th class (N=100)

Variable	'r' value
favourable family climate	-0.13

Aggression and favourable family climate scores of girls were found to be non-significantly negatively correlated. The value of coefficient of correlation was -0.13. (vide Table 3).

Therefore, hypothesis no. 3 i.e. There exists a significant relationship between aggression and favourable family climate of girls of 10th class is rejected.

Table 4: Showing value of coefficient of correlation between aggression and unfavourable family climate of girls of 10th class (N=100)

Variable	'r' value
Unfavourable family climate	-0.13

Aggression and unfavourable family climate scores of girls were found to be insignificantly negatively correlated. The value of coefficient of correlation was -0.13. (vide Table 4).

Therefore, hypothesis no. 4 i.e. there exists a significant relationship between aggression and unfavourable family climate of girls of 10th class is rejected.

t- ratio

Differences in the aggression between boys and girls of 10th class have been shown in Table 5 in order to test the hypothesis no. 5 i.e. there exists significant difference in aggression of boys and girls of 10th class.

Table 5: Showing values of mean, standard deviations and t-ratio to locate the difference on aggression of boys and girls of 10th class

Variable	Group	N	Mean	S.D.	S.E.	df	t-value	Level of significance
Aggression	Boys	100	67.11	7.880	1.54	198	1.06	NS
	Girls	100	65.57	7.040				

Results in Table 5 revealed that non-significant difference was obtained between boys and girls in their aggression due to non-significant t-value (1.06) at 0.05 level. The present finding supports the earlier findings of smits et. al (2004) which reported that females are as vocal in expression of anger as males. The level of verbal aggression does not differ in both the sexes. And Campbell (2006) who also found that provocation enhances aggression but diminishes the magnitude of sex differences. Findings of Connor et. al (2004) also stated that there are no sex differences in aggression. High rates of proactive and reactive aggression in males and females (adolescents) was found. After comparing their mean scores it was found that the mean scores of boys was higher as compared to their counterparts. Higher level of aggression in boys may be due to more personal attention given by parents and more opportunities provided to them in all fields and more facilities at home are given to them by their guardians.

Therefore, hypothesis no. 5 i.e. there exists a significant difference between aggression of boys and girls of 10th class is rejected.

FINDINGS AND CONCLUSIONS

1) Insignificant positive correlation is obtained between aggression and favourable family climate of boys of 10th class.

2) Insignificant positive correlation is obtained between aggression and unfavourable family climate of boys of 10th class.

- 3) Insignificant negative correlation is obtained between aggression and favourable family climate of girls of 10th class.
- 4) Insignificant negative correlation is obtained between aggression and unfavourable family climate of girls of 10th class.
- 5) Insignificant difference in aggression is obtained between boys and girls of 10th class.

EDUCATIONAL IMPLICATIONS

1. The parents and teachers must identify, appreciate and nurture emotional intelligence in the students in a proper way. This will enable them to know, understand and manage their aggression and it will help them to live a happy life later.
2. Encourage literate media: Read emotionally literate books to your children. Take them to emotionally literate films and plays Avoid stories containing lot of violence and cruelty, unless they make a clear moral statement about anger and how to deal with it in a good way.
3. Parents and teachers should teach emotional defence to the children.
4. Parents should try their best to understand the needs, motives and urges of their children and help them to channelize their energy in positive actions.

SUGGESTIONS FOR FURTHER RESEARCH

1. Similar study can be conducted on a large sample.
2. Aggression among adolescents in relation to personality.
3. Aggression among adolescents in relation to media-culture.
4. Aggression among adolescents in relation to socio-economic status.
5. Aggression among adolescents in relation to school climate .

REFERENCES

- Ajay, K. and Sona, T. (2016) Aggression among Senior Secondary Students In Relation To Family Environment. *International Journal of Recent Scientific Research*.7 (1), 8302-8305.
- Archer, J., & Coyne, S.M. (2005). An integrated review of indirect, relational and social aggression. *Journal of Personality and Social Psychology Review*, 9, 212-230.
- Best, J.W. (1983). *Research in education*. New Delhi: Prentice Hall of India.

- Campbell, A. (2006). Sex differences in direct aggression: What are the psychology mediators? *Aggression and Violent Behaviour*, 11 (3), 237-264.
- Chao, R. K., & Willims, J.D. (2002). Parenting and children's behaviour problems. In J.D. Willims (Ed.) *Vulnerable Children* (pp. 149-164). Ottawa: Human Resources Development Canada and Statistics Canada.
- Connor, D.F., steingared, R.J. Anderson, J.J., & Mellow, R.H. (2004). Gender differences in reactive and productive aggression. *Child Psychiatry and human development*, 33 (4), 279-294.
- Smits, D.J.M., Deboeck, P., & Vansteelandt, K. (2004). The inhibition of verbally aggressive behaviour. *European Journal of Personality*, 18, 537-555.
- Dubow, E.F., Huesmann, L.R., & Boxer, P. (2003). Theoretical and methodological considerations in cross-generational research on parenting and child aggressive behaviour. *Journal of Abnormal Child psychology*.
- Garette, H.E. (1979). *Statistics in psychology and education*. Hyderabad International Book Bureau.
- Hess, N.H., & Hagen, E.H. (2006). Sex differences in indirect aggression: Psychological evidences from young adults. *Journal of Evolution and Human Behaviour*, 27,231-245.
- Jha, N., Kumari, R., & Kumar, P. (2009). Effect of birth order and family model on aggressive behaviour. *Praachi Journal of Psycho-Cultural Dimensions*, 25 (1 & 2), 100-103.
- Kumar, S. (2009). Role of anasakti in managing aggression: A study of indigenous concept of Bhagwad Gita. *Praachi Journal of Psycho-Cultural Dimensions*, 25 (1&2), 92-99.
- Majed, M.A., & Fatema, A.B. (2009). Differences and relationships between stress with aggression, social skills and social anxiety among of both the genders school going adolescents. *Journal of Indian Psychological Review*, 72 (1), 3-10.
- Papalia, D.E., olds, S.W., & Feldman, R.D. (2002). *A child's World: Infancy Through Adolescence*. New York, NY: McGraw Hill.
- Santrock, J.W. (2006). *Personality, Psychology: Essentials*. New Delhi: Tata McGraw Hill Publishing Company Limited.
- Shah, B. (1990). *Family Climate Scale*. Agra: National Psychological Corporation.

Sharma, S., & Singh, S. (2010). A study of perceived fathering and mothering in relation to aggression among adolescents. *Journal of Indian Psychological Review*, 74 (4), 241-246.

Singh, R.A. (1986). *Manifest aggression scale*. Agra: Agra Psychological Research Cell.

Somal, R. (2008). Relationship between friendship, aggression and self-esteem. *Praachi Journal of Psycho-Cultural Dimensions*, 24 (1), 64-68.

Waizenhofer, R.N., & Buchman, C.M. (2004). Mother's and father's knowledge of adolescents daily activities: Its sources and its links with adolescent adjustment. *Journal of Family Psychology*, 18 (2), 348-360.

