A Study of Aggression among High School Students

Amanpreet Kaur
Lecturer
Sardar Patel Institute of Higher Education
Kurukshetra

Abstract
Aggression, although a popular research topic traditionally has been a difficult phenomenon to define. Aggression can be defined either as the behavior for what the goal response is injury of the person towards whom it is directed or as any act that delivers noxious stimuli to other organism (Buss, 1961). Aggression has also been defined as “behavior that is aimed at harming or injuring another person or persons. The Study investigated aggression among high school students. The study aimed to compare the level of aggression of boys and girls of high school. Survey method was followed for this. The sample of 200 students was a randomly drawn from high schools. The data gathered through aggression questionnaire by Dr. G.C. Pati. The present study revealed that boys and girls have significant difference in their aggression level.

Key Words: Aggression, Behaviour Disorder, Comparison, High School Students, Kurukshetra

1 Introduction
Aggression is the behaviour which results in an actual attack or threatened attack upon another person, whether it be by gesture or hostile or provocative language direct towards another child or adult. The concept of aggression has been gaining recognition into the field of psychology as a focal concept in the development of personality right from the time when Freud published his book on aggression. Freud singled out aggression as the crucial problem of emotional and behavioural disorders.

Our life would have been simple and easy if our needs were immediately and automatically satisfied. But in actual practice there are limitless obstacles, both environmental and internal, which interfere with need gratification and complicate our efforts to maintain and actualize ourselves. Such obstacles place adjusted demands or stress on the organism. To cope with these strained situations one has to apply extra efforts and change in on-going activity.

Aggression’ in the opinion of Sigmond Freud, is the expression of the death instinct. According to him there are two fundamental instincts, the life instinct (Eros) and the death instinct...
Aggression arises when the death instinct is aroused or activated in the face of difficulties and the life instinct in frustrated. When the onward March of the life urge is thwarted or obstructed, these appears a reverse current impelling the organism to go back to the straight to dead material existence from where it is supposed to grow. The organism is aggressive when the death instinct in such situations predominates. Mc Dougall is of the opinion that aggression is the discharge of frustration and not the result of some instinctive conception.

The word 'aggression' comes from the Latin root aggraded (to or toward) and gradiaro (Walk). Literally, then, the word mean to walk toward or approach to 'move against' or to move with intent to hurt or harm. Most psychologists describe aggression in terms of behaviour (Johnson, 1972). Aggression is physical or verbal behaviour that is intended to hurt someone.

2 Research Approach

2.1 Statement of the Problem
“A Study of Aggression Among High School Students.”

2.2 Objectives of the study
To compare the level of aggression of boys and girls of high school.

2.3 Hypothesis of the study
There exists no significance difference in the aggression level of boys and girls of high schools.

2.4 Method
For the present study survey method was used.

2.5 Sample
A sample of 200 high schools students of Kurukshetra age group of 13 to 15 was taken randomly for the present study.

2.6 Tools used
Invesgitator was used standardized tool by R.K.Sharma

3 Analysis and Interpretation
Aggressive behaviour of boys and girls
In order to find out the difference between the aggressive behaviour of boys and girls mean and SD of 200 students were calculated. The ratio obtained on the basis of mean scores of these individuals are given in table below.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEd</th>
<th>t value</th>
<th>level of significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>100</td>
<td>483.19</td>
<td>44.73</td>
<td>7.64</td>
<td>2.70</td>
<td>Significant</td>
</tr>
<tr>
<td>Boys</td>
<td>100</td>
<td>503.79</td>
<td>61.99</td>
<td>8.29</td>
<td>3.69</td>
<td>Significant</td>
</tr>
</tbody>
</table>
t' Ratio for aggression of boys and girls. It can be observed from the above table that the t-value for these groups is 2.70 which is more than the table value. Hence null hypothesis is rejected. It reveals that boys and girls have significant difference in their aggression level.

4 Main Findings:
There exists significant difference in the aggressive behavior of boys and girls of high school. The present study has its implication for parents, teachers, educational planners and curriculum makers. While framing policies and curriculum one thing should be kept in mind that it should be flexible in nature and should be child centered parents may provide them newspaper, magazines, etc. or they may lead them to public libraries and reading rooms in order that the children may properly use their energies. A child should be helped to express his feelings of anger and be assured that it is normal to feel anger and hostile towards one’s obstacles.

5 Bibliography