



Original Research Article

## **A Study to Assess the Aggressive Behaviour among Students in Selected Schools in Pune City with a View to Develop a Booklet on Prevention and Control of Aggressive Behaviour**

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### **ABSTRACT**

Teenage is a period of rapid physical growth which also involves an accelerated growth of hormones. Emotionally, the child may be hypersensitive to criticism, easily losing temper and of course aggressive. Most of the teenagers get angry and display aggression. Aggression, if ignored by parents and teachers develops over a period of time and may affect the child's intellectual and emotional growth thus, adversely affecting his personality. The current study assessed the level of aggression in teenagers based on the subtypes of aggressive behaviours. A Descriptive Non-Experimental Design was used. The study was conducted in selected school in Pune city among 60 students from Class 11<sup>th</sup> by Purposive Sampling Technique. The p-values corresponding to the demographic variables of the teenagers was less than 0.05 stating an association between the aggression in teenagers with the associated variables. The researcher has developed an informational booklet for parents and teachers dealing with teenagers to control and prevent aggressive behaviours in these individual, by identifying and being aware of the patterns and cues of this behaviour.

**Keywords:** aggressive behaviour, booklet, prevention, control.

### **INTRODUCTION**

Teens act out when they feel rejected, and sometimes feelings of anger can turn into aggression. Girls tend to act on this anger by verbally expressing themselves, while boys tend to express themselves physically. Rebellion for teenagers is common, and vulnerable teenagers may start to break rules. Every child responds to a situation that is not suiting him or something that is against his wish or desire. Most of the teenagers get

angry and display aggression. Aggression, if ignored by parents and teachers develops over a period of time and may affect the child's intellectual and emotional growth thus, adversely affecting his personality. Child Aggression and violence in youth have grave implications for the progression of psychiatric impairment, school difficulties, and legal involvement. It is thus of utmost importance to identify the signs of early aggression, to learn about the ways children show aggression and to understand

the reasons behind their underlying behaviours. Parents and teachers have a challenge here and need to deal with their teenager empathetically. It is surely a difficult task but not an impossible one.

Parents and teachers must be aware of signs to look for in an angry and aggressive teenager. It's common for teens to fight with their parents, friends and siblings and fellow classmates. From what is heard on radio and seen on television or even in a casual look at the newspapers, it seems that aggression are the most common forms of interaction between people in today's society. We recall all those things and wonder, 'how did it get to this point' or 'what can we do?'

Aggression and anger in children and adolescents are increasingly important topics to today's educators and school psychologists. School professionals are confronted not only with the direct effects of anger and aggression, such as threats of violence and fighting among students, but also with the indirect effects that appear in the form of learning difficulties and social adjustment problems. [1] Aggression affects academic learning and emotional development, can damage school climate and if not controlled early and may precipitate extreme violence in the future. [2]

There is a growing interest in behavioral problems in recent years, since these are detrimental to parent-child relationship, peer relationships, and can have a lasting impact on adolescence development. Parents are often frustrated in their attempts to manage aggressive behavior in their offspring and may be unaware of how their responses may unwittingly sustain or even exacerbate behavior [3] 86% of children who were conduct disordered at seven, were still exhibiting these behaviours at 15. Where problem aggressive behaviours are present in preschool children, as many as 50% of

these children maintain these behaviours into adolescence and a substantial number of these will engage in antisocial behaviour. [4]

Research shows that disruptive behavior in childhood may have powerful long-term effects on adult antisocial outcomes [5]

Studies have shown that adolescence is the period of the life with the highest incidence and prevalence of aggressive behaviour indicated that the roles of individual child characteristics, family relations, and extra familial factors (e.g., peers, school) in the development of antisocial behaviour. [4]

### ***Objectives of the Study***

1. To assess the level of aggressive behaviour in teenagers
2. To determine association between the aggressive behaviour of teenagers with the demographic variables of teenagers.
3. To develop an informational booklet for parents and teachers on prevention and control of aggressive behaviour among teenagers.

### ***Hypothesis***

**H<sub>0</sub>**: There will be no significant association between aggressive behaviour with demographic variables of the teenagers.

**H<sub>1</sub>**: There will be significant association between aggressive behaviour with demographic variables of the teenagers.

### ***MATERIALS AND METHODS***

Descriptive Research Design was adopted for the present study. The present study aimed to assess the aggressive behaviors of teenagers, factors influencing these behaviors and the problem solving and coping skills to further help to develop an informational booklet for teachers, parents and teenagers to deal with it at selected schools in Pune City. A simple random

sampling technique was used for the selection of the representative samples for the study.

The tool used for the study was a Self - structured Questionnaire to assess the level of aggression among the teenagers.

The content validity and reliability of the tool was obtained by experts in the field. Reliability was found to be 0.7 using the Cronbach's alpha method.

Schools to conduct study were identified. Date and time for data collection was finalized with concerned authorities after acquiring prior permission. A self developed semi structured questionnaire was distributed among selected samples selected by purposive sampling.

## RESULTS

The data analysis was planned to include descriptive and inferential statistics. The analysis would be based on the objectives and the hypotheses to be tested.

The following are the major findings of the study

### **Section I:**

An analysis of data related to personal characteristics of samples (Teenagers from selected schools) in terms of frequency and percentages.

- The result indicates were interpreted as 72% of teenagers were within age group of 13-15 years and 28% of teenagers were between age group of 15-17 years.
- 52% of the teenagers are females whereas, 48% of teenagers are males.
- Parents of teenagers with primary and secondary education account to 32%, higher secondary and Graduation account to 52% and 8% respectively. Post graduated parents are 5%. 3% of parents are Illiterate.
- The monthly income of parents between 10,000/- to 25,000/- to 28%; 25,000/- to 35,000/- to 35%; 35,000 to 50,000/-

account to 23% and those above 50,000/- account to 13%.

- 77% of teenagers account to two children in the family; 18% and 5% belong to three and above and one child respectively.
- 38% of samples are first born in the family. 45% are second and 17% are third and above according to birth rank in the family.
- 35% of teenagers belong to joint families whereas, 65% belong to nuclear families.
- 57% prefer action movies and video games. 28% of them prefer outdoor games. Few accounting to 8% and 5% are interested in inspirational and motivational movies and family based T.V. serials respectively. Only 2% indulge in reading and other hobbies.
- 20% of teenagers are below average and 37% are average. 40% account to good academic performance whereas, only 3% are excellent.
- 45% of teenagers have aggressive behavior. 12% of them are frequently absent. None of the students are indulged in bullying, hitting, fighting nor have complaints from teachers and other students. 43% account to having no problems.
- 58% of parents are regular for follow up of their child's activities. 42% are irregular. Only 5% of students have conduct or psychiatric disorders whereas, 95% have no such problems.

### **Section II:**

An analysis of data related to the assessment of the level of aggression among teenagers.

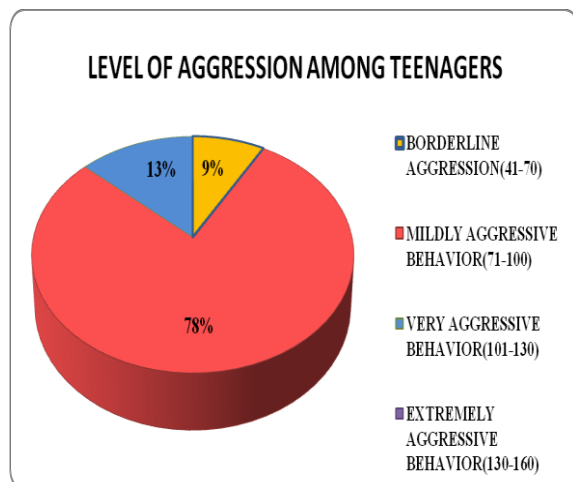


Fig.1

➤ Fig.1 depicts the percentages of level of aggression among the selected samples. 78% of teenagers have mildly aggressive behavior, 13% have very aggressive behaviour. Only 8% have borderline aggression. Whereas, there is no extremely aggressive behaviour among the teenagers.

### Section III:

An analysis of data related to the association between level of aggression and selected demographic variables of teenagers.

TABLE 1: Association between level of aggression and selected demographic variables in teenagers

TABLE 1.1: Association between level of aggression and teenager's parent's education

Variable	Aggression			p-value	Mean score
	61-80	81-100	101-120		
<b>Parent's Education</b>				0.27644	
Primary and Secondary	7	11	1		87.80
Higher Secondary (10+12))	7	17	7		89.39
Graduation	2	3	0		88.40
Post Graduation	0	1	1		80.33
Illiterate	0	2	0		86.50

The p- value in the above table are more than 0.05 i.e. 0.27644, the  $H_1$  is rejected. The above mentioned variable has no significant association with aggression among teenagers.

TABLE 1.2: Association between level of aggression and type of entertainment preferred by teenager

Variable	Aggression			p-value	Mean score
	61-80	81-100	101-120		
<b>Type of entertainment preferred</b>				0.43792	
Action movies and video games	7	22	5		87.80
Inspirational and motivational movies	4	1	0		75.00
Family based T.V. serials	2	1	0		76.00
Reading and indulging in hobbies	0	1	0		91.00
Outdoor games	7	7	3		87.41

The p- value in the above table are more than 0.05 i.e. 0.43792, the  $H_1$  is rejected. The above mentioned variable has no significant association with aggression among teenagers.

TABLE 1.3: Association between level of aggression and teenager's academic performance

Variable	Aggression			p-value	Mean score
	61-80	81-100	101-120		
<b>Student's academic performance</b>				0.24125	
Excellent	1	1	0		82.00
Good	7	14	4		88.04
Average	5	14	3		87.00
Below Average	4	6	2		87.77
Fair	0	0	0		0.00
Poor	0	0	0		0.00

The p- value in the above table are more than 0.05 i.e. 0.24125, the  $H_1$  is rejected. The above mentioned variable has no significant association with aggression among teenagers.

**TABLE 1.4: Association between level of aggression and childhood problems of teenagers**

Variable	Aggression			p-value	Mean score
	61-80	81-100	101-120		
<b>Childhood problems</b>				0.30780	
Frequent absenteeism	2	4	1		90.42
Aggressive behavior	10	16	1		84.80
Frequent complaints regarding behavior from other teacher and students	0	0	0		0.00
Indulged in bullying, hitting and fighting	0	0	0		0.00
No problems	5	15	6		90.34

The p- value in the above table are more than 0.05 i.e. 0.30780, the  $H_1$  is rejected. The above mentioned variable has no significant association with aggression among teenagers.

**TABLE 1.5: Association between level of aggression and teenager's parent's involvement in child's activities**

Variable	Aggression			p-value	Mean score
	61-80	81-100	101-120		
<b>Parent's involvement in child's activities</b>				0.32802	
Regular	10	19	6		88.25
Irregular	7	16	2		86.91
Not interested	0	0	0		0.00

The p- value in the above table are more than 0.05 i.e. 0.32802, the  $H_1$  is rejected. The above mentioned variable has no significant association with aggression among teenagers.

**TABLE 1.6: Association between level of aggression and age of teenager**

Variable	Aggression			p-value	Mean score
	61-80	81-100	101-120		
<b>Age (years)</b>				0.00164	
13 – 15	5	14	3		88.41
15 -17	7	11	3		88.24

The p-value above is less than 0.05 ie. 0.00164 and hence, the  $H_0$  is rejected. The above mentioned variable has a significant association with aggression among teenagers.

**TABLE 1.7: Association between level of aggression and gender of teenager**

Variable	Aggression			p-value	Mean score
	61-80	81-100	101-120		
<b>Gender</b>				0.00195	
Male	8	18	3		87.10
Female	9	17	5		88.45

The p-value above is less than 0.05 i.e. 0.00195 and hence, the  $H_0$  is rejected. The above mentioned variable has a significant association with aggression among teenagers.

**TABLE 1.8: Association between level of aggression and teenager's parent's monthly income**

Variable	Aggression			p-value	Mean score
	61-80	81-100	101-120		
<b>Parent's monthly income (Rs.)</b>				0.00222	
10,000/- to 25,000/-	5	10	2		87.80
25,000/- to 35,000/-	6	12	3		88.67
35,000/- to 50,000/-	4	8	2		86.64
50,000/- and above	1	6	1		88.00

The p-value above is less than 0.05 ie. 0.00222 and hence, the  $H_0$  is rejected. The above mentioned variable has a significant association with aggression among teenagers

**TABLE 1.9: Association between level of aggression and teenager's birth rank in the family**

Variable	Aggression			p-value	Mean score
	61-80	81-100	101-120		
<b>Birth rank in the family</b>				0.02913	
First	7	12	4		86.65
Second	8	15	4		88.70
Third and above	2	8	0		88.00

The p-value above is less than 0.05 ie. 0.02913 and hence, the  $H_0$  is rejected. The above mentioned variable has a significant association with aggression among teenagers.

**TABLE 1.10: Association between level of aggression and teenager's type of family**

Variable	Aggression			p-value	Mean score
	61-80	81-100	101-120		
<b>Type of family</b>				0.11721	
Nuclear	10	21	8		88.59
Joint	6	14	1		86.33

The p-value above is less than 0.05 ie. 0.11721 and hence, the  $H_0$  is rejected. The above mentioned variable has a significant association with aggression among teenagers

The p- values have been calculated using the Fisher's Exact test. The p- values corresponding to the demographic variables namely age, gender, parent's monthly income, birth rank in family and type of family are small (less than 0.05) and found to have significant association with the aggression among teenagers.

## DISCUSSION

Losel, Friedrich et al conducted a study that examines social information processing and experiences of aggression in social contexts as predictors of different forms of aggressive behaviour. A sample of 102 boys (aggressive, average, competent, and victimized students) was investigated with a prospective design in Grade 7/8 and again in Grade 9/10. Results show an aggressive-impulsive response repertoire strongly predicted self-reported and teacher-reported physical aggression, verbal aggression, violent offenses, general aggression, and other forms of delinquency. Positive evaluations of aggressive responses showed a weaker effect, and attributions of hostility and aggressive/egocentric goal

setting had no impact. Perceived aggression in the family, in the peer group, in media consumption, and (less consistently) at school predicted verbal aggression as well as physical aggression and violent offenses. The study also states the predictors of development of aggressive behaviour in terms of perceived aggression in the family, peer group and media consumption. The demographic variables of the study are associated with development of aggressive behaviour in the boys. [6]

## CONCLUSION

The study significantly proved that there is an association between the level of aggression among teenagers with their demographic variables i.e. age, gender, parent's monthly income, birth rank in family and type of family. The mentioned demographic variables have a significant association with the aggression levels in teenagers. Further, based on the findings, a booklet for parents and teachers has been developed dealing with the various aspects of aggression. The present study provided an insight to the student researcher about the aggressive behaviours that teenagers display and the ways for parents and teachers to cope with them. Thus, the student researcher

has satisfactorily conducted the present study.

#### **Recommendations**

- It is suggested that the study may be replicated using a larger population of sample, in order to know the level of aggression in a wider range of children.
- The sample can be replicated on a different population of a younger or older age group.
- Furthermore, the strategies to be adopted by parents and teachers for prevention of aggressive behaviour can be developed on a wider range of age group considering the same or more demographic variables.
- Teachers and parents may be included as samples to provide subjective responses.

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