

AGGRESSION AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

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ABSTRACT

The present study was conducted to explore the relation between aggression and academic achievement among the higher secondary students. To achieve this goal, 250 students of class XI were selected as the sample from four higher secondary schools affiliated to the West Bengal Council of Higher Secondary Education (WBCHSE) in Dakshin Dinajpur District, West Bengal. The researchers adopted an Aggression Scale developed and standardized by Mathur and Bhatnagar (2004) and academic achievement scores has been collected from the result of Madhyamik Examination of the selected students. The Pearson Product Moment Method was applied to find out the relation between the variables. The study revealed that there is a negative and statistically significant correlation between aggression and academic achievement of the students.

Keywords: Aggression, Academic Achievement, Higher Secondary Students, Gender, Locality.

INTRODUCTION:

In present time, there are lot of anxieties, struggle, aggression, and frustration among the students as well other common peoples. The complexities of modern life always resulted some stress, anxiety and after all, attacking behaviour in human being. Now-a-days, a number of adolescents show aggression in various issues and make some harm to others. Generally, aggression is an imbalanced state of mind, hence it always chaotic in nature. Academic achievement, on the other hand, is the most vital part of academic life of the adolescents. It helps a student in achieving his/her aim in life and through it the potentialities and capabilities of a student is indexed. Aggression, as an imbalanced state, may play a detrimental role in academic achievement.

AGGRESSION AND ACADEMIC ACHIEVEMENT

Aggression is one of the most important problems among the adolescents. Aggression as behaviour intended to cause harm or pain. Aggression may be defined as a harmful aspect of the personality of a child and/or others which is expressed through the behaviour during the situation arises. According to Baron (1994) aggression is any form of behavior directed toward the goal of harming or injuring another living being who is motivated to avoid such treatment. Berkowitz (1998) defined aggression as “behaviour intended to harm another living being, either physically or emotionally”. Academic achievement may be defined that it is the educational goal which is achieved by a student after learning-teaching over a certain period and measured either by examinations or continuous assessments and the goal may differ from an individual to another. From the various studies found that the academic achievement is influenced by many factors. The most important factor is psychological misbalance. Aggression is a type of psychological misbalance.

From several studies showed that poor academics predicted bad behavior which is hampered academic progress (Chen et al., 2010; Christle, Jolivette, & Nelson, 2005; Schwartz, Chang, & Farver, 2001). Barriga and his associate (2002) showed in his study that aggressive behavior syndromes exhibited significant zero-order correlations with the academic achievement measures. Connor (2004) found a strong association between the academic failure and aggression. Schwartz et al. (2006) found adolescents who were highly aggressive, increases in popularity were associated with increases in unexplained absences and decreases in grade point average. Stipek and Miles (2008) found relationship between aggression and achievement is complex and reciprocal. Johnson (2009) in his research showed that an overall low average was a better predictor for the likelihood of a student displaying aggression at school than was a specific learning disability label. Chen and his associate (2010) found their research that aggression had unique effects on later social competence and academic achievement. Aggarwal & Bihari (2014) point out that there was negative correlation with aggression and academic achievement in terms of their gender. Patil (2016) findings in his study that the rural secondary students have more aggression than urban students of secondary school. Chatterjee (2016) point out in her study that females were having higher level of aggression as compare to male adolescents and high socio-economic status group of adolescents were more prone to aggression as compare to low socio-economic status group. Akhtar & Kushwaha (2015) found that boys scored higher than girls in respect to aggression. Talukdar & Deka (2014) also found that the male adolescents are significantly aggressive than female. Tripathy and Sharma (2017) explored that the academic achievement was found to have negative correlation with aggression. They are reported that the academic achievement was found to have negative correlation with aggression (boys) & academic achievement was found to have negative correlation with aggression (girls). They are also reported the average and low aggressive adolescent was found to

be significant in their academic achievement; the high and average aggressive secondary school students were found to be significant in their academic achievement and the average and low aggressive secondary school students were found to be significant in their academic achievement. Rahman & Nahar (2013) found in their study that the boys are more aggressive than girls and respondent with high academic grade is more aggressive than respondent with low academic grade. They are also found that boys with high academic grade of rural areas are more aggressive than boys with high academic grade of urban areas and girls with high academic grade of urban areas are more aggressive than girls with high academic grade of rural areas & in rural areas, boys with high academic grade are more aggressive than boys with low academic grade.

The researchers found a huge number of researches on the difference between aggression and academic achievement of the students in terms of their gender and locality. But the relation between aggression and academic achievement had not found sufficient. Basically, in India, no research has been conducted on the relation between aggression and academic achievement or academic performance. Therefore, the present investigator wants to examine the relation between aggression and academic achievement of higher secondary students in Dakshin Dinajpur District, West Bengal.

OBJECTIVES OF THE STUDY:

The specific objectives of this study were –

- to measure the aggression of the students of class XI.
- to collect the academic achievement data of the students studying in class XI.
- to explore the correlation between aggression and academic achievement of the students of class XI
- to explore the correlation between aggression and academic achievement of the students of class XI in terms of their gender and locality.

NULL HYPOTHESES:

To fulfill the selected objectives, the researchers constructed the following Null Hypotheses-

- H_{0,1}:** There would be no significant correlation between students' aggression and academic achievement of the higher secondary students.
- H_{0,2}:** There would be no significant correlation between boy higher secondary students' aggression and academic achievement.

H_{0.3}: There would be no significant correlation between girl higher secondary students' aggression and academic achievement.

H_{0.4}: There would be no significant correlation between urban higher secondary students' aggression and academic achievement.

H_{0.5}: There would be no significant correlation between rural higher secondary students' aggression and academic achievement.

METHOD OF THE PRESENT STUDY

Normative survey method of descriptive research was followed in the present study to measure and assess the aggression and academic achievement of the students of class XI and to find out the relation between aggression and academic achievement in terms of their gender and locality

POPULATION AND SAMPLES

The students studying at class XI of all the Bengali Medium Higher Secondary Schools in Malda District affiliated to West Bengal Council of Higher Secondary Education was treated as the population of the present study. The total sample of the study was randomly selected and consisted of 250 students (total boys-125 & girls-125 and urban-125 & rural-125) from four higher secondary schools in Dakshin Dinajpur District, West Bengal.

VARIABLES OF THE STUDY

In this study, the aggression and academic achievement were considered as the research variables, and the gender and locality of the students were treated as the demographic variables.

TOOLS USED IN THE STUDY

The researchers adopted an Aggression Scale developed and standardized by Mathur and Bhatnagar (2004). It is a Likert type 5-point scale. In this scale, there are 55 statements. Each statement describes different forms of individual's aggression in different situations. In this scale statements are in two forms i.e. positive and negative. In 55 statements, there are 30 statements in positive form and 25 statements in negative form. Reliability co-efficient of the Aggression Scale were calculated by 'Test-Retest Reliability' method and the Reliability index was found 0.88 in males and 0.81 in females. To obtain concurrent validity co-efficient of the aggression scale, the scale was compared with "statements in questionnaire of aggression" borrowed from Murray. Validity was found 0.80 for males and 0.78 for females.

ANALYSIS AND INTERPRETATION OF THE DATA:

H_{0.1}: There would be no significant correlation between students’ aggression and academic achievement of the higher secondary students.

Table 1: Presentation of the correlation of the students’ aggression and their academic achievement.

Correlations

		Aggression	Academic achievement	Mean	SD
Aggression	Pearson r		-.141*		
	Sig. (2-tailed)	1	.026	221.26	27.350
	N		250		
Academic achievement	Pearson r	-.141*			
	Sig. (2-tailed)	.026	1	53.02	19.649
	N	250			

*. Correlation is significant at the 0.05 level (2-tailed).

Table 1 shows a significant negative correlation ($r = -.141, p < 0.05$) between aggression and academic achievement of total students which indicates that the null hypothesis ($H_{0.1}$) will be rejected. Hence, it may be interpreted that the correlation of aggression and academic achievement of total students are negative and statistically significant.

H_{0.2}: There would be no significant correlation between boy higher secondary students’ aggression and academic achievement.

Table 2: Presentation of the correlation of the boy students’ aggression and their academic achievement.

Correlations^a

		Aggression	Academic achievement	Mean	SD
Aggression	Pearson r		-.221*		
	Sig. (2-tailed)	1	.013	219.60	24.605
	N		125		
Academic achievement	Pearson r	-.221**			
	Sig. (2-tailed)	.013	1	58.88	21.595
	N	125			

*. Correlation is significant at the 0.05 level (2-tailed).

a. Students = Boys

Table 2 shows a significant negative correlation ($r = -.221, p < 0.05$) between aggression and academic achievement of boy samples which indicates that the null hypothesis ($H_{0,2}$) will be rejected. Hence, it may be interpreted that the correlation of aggression and academic achievement of boy samples are negative and statistically significant.

H_{0,3}: There would be no significant correlation between girl higher secondary students' aggression and academic achievement.

Table 3: Presentation of the correlation of the girl students' aggression and their academic achievement.

Correlations^a

		Aggression	Academic achievement	Mean	SD
Aggression	Pearson r		-.031 ^{ns}		
	Sig. (2-tailed)	1	.732	222.94	29.869
	N		125		
Academic achievement	Pearson r	-.031 ^{ns}			
	Sig. (2-tailed)	.732	1	47.12	15.44
	N	125			

^{ns}. Correlation is not significant.

a. Students = Girls

Table 3 shows a not significant negative correlation ($r = -.031, p > 0.05$) between aggression and academic achievement of girl samples which indicates that the null hypothesis ($H_{0,3}$) will be accepted. Hence, it may be interpreted that there is no significant relation between aggression and academic achievement of girl samples.

H_{0.4}: There would be no significant correlation between urban higher secondary students’ aggression and academic achievement.

Table 4: Presentation of the correlation of the urban students’ aggression and their academic achievement.

Correlations^a

		Aggression	Academic achievement	Mean	SD
Aggression	Pearson r		-.495**		
	Sig. (2-tailed)	1	.000	225.92	22.481
	N		125		
Academic achievement	Pearson r	-.495**			
	Sig. (2-tailed)	.000	1	68.36	14.702
	N	125			

** . Correlation is significant at the 0.001 level (2-tailed).

a. Students = Urban

Table 4 shows a significant negative correlation ($r = -.495, p < 0.001$) between aggression and academic achievement of urban students which indicates that the Null Hypothesis ($H_{0.4}$) will be rejected. Hence, it may be interpreted that the correlation of aggression and academic achievement of urban students are negative and statistically significant.

H_{0.5}: There would be no significant correlation between rural higher secondary students’ aggression and academic achievement.

Table 5: Presentation of the correlation of the rural students’ aggression and their academic achievement.

Correlations^a

		Aggression	Academic achievement	Mean	SD
Aggression	Pearson r		-.449**		
	Sig. (2-tailed)	1	.000	216.64	30.846
	N		125		
Academic achievement	Pearson r	-.449**			
	Sig. (2-tailed)	.000	1	37.81	9.454
	N	125			

** . Correlation is significant at the 0.001 level (2-tailed).

a. Students = Rural

Table 5 shows a significant negative correlation between ($r = -.449, p < 0.001$) aggression and academic achievement of rural samples which indicates that the Null Hypothesis ($H_{0.5}$) will be rejected. Hence, it may be interpreted that the correlation of aggression and academic achievement of rural samples are negative and statistically significant.

CONCLUSION

The study revealed that the aggression of the students is related to academic achievement and the relation is negative and statistically significant. The study explores that aggression is a negative factor of academic achievement. Therefore, the researchers recommend that there should be a positive measure to cope with the aggressive situation among adolescence. It was further recommended that the teachers, parents and all the other academicians should be more sympathetic and caring to the aggressive children.

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