

# Exploring the factors behind Aggression among Secondary level Students

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**Abstract-** Aggressive behaviour is the most significant problem in our society, and its prevalence among school students is of great concern. This issue extends beyond mere disruptions, as its detrimental impacts ripple through various facets of students' lives, affecting their social, mental, and physical well-being. Socially, Aggression can strain relationships, isolate individuals, and create a hostile environment, impeding healthy social development. Mentally, exposure to aggression can have lasting psychological effects. Students subjected to or engaging in aggressive behavior may experience increased stress, anxiety, and even depression. These emotional challenges can hinder their academic performance and overall mental health. Physically, aggressive behaviors can lead to injuries, both immediate and long-term. Physical Conflicts and fights can lead to bodily injury, aggravating the harmful effects of aggression. Therefore, it is essential to identify and address the root causes of Aggression among students. The objective of present paper is to address the factors behind Aggression among secondary level students. Structured interviews were conducted with 40 students of 9th students in Delhi State. These interviews comprised 11 questions, thoughtfully framed to explore various facets of their aggressiveness, encompassing elements such as the home environment, school environment, and peer dynamics. The study sought to gain insights into students' daily routines, behavioral patterns with family and peers and their experiences within the school environment. The findings revealed that- bullying, peer pressure, lack of support from teachers and parents are the main causes of Aggression students.

**Keywords:** Aggression, Secondary level Students, Bullying, Parental Pressure, School Environment.

## Introduction

Adolescence stage of life is crucial for the personality's development, but there has been a significant rise in incidents of Aggression and violence among youth and adolescents due to the changing times and modernization of society. The profound physical and psychological changes that are occurring in this age group are difficult to deal with. Aggression is a deliberate behavior with the intent to cause harm or exert control over others. It is a complex phenomenon with roots that stretch into various aspects of human psychology and sociology. The period of adolescence is a particularly difficult phase in life, marked by the transition from childhood to adulthood. This transition can lead to physiological challenges, emotional imbalances, and, at times, social exclusion. The "adolescent crisis" often arises from a range of emotional dysfunctions and behavioral deviations. These challenges in some instances, culminate in aggressive acts. Aggression is becoming a significant characteristic of adolescents and it has become a prevalent issue in contemporary society. Therefore, it's important to delve into the study of Aggression, so that all the factors resulting in aggression can be explored.

The aggressive personality impacts the overall character of an individual. Numerous theories have explained the reasons for aggression. According to some psychologists, aggressive behaviour is mostly related to social learning from an individual's environment. Another hypothesis suggests that Aggression is associated with frustration, which may occur after being prevented from achieving a target. In the present scenario, the main causes of psychological unrest in adolescents include disturbed relationships with parents, instructors, elders, and peers, academic underachievement compared to high expectations, sexual curiosity, and substance addiction. Aggression is a multifaceted issue deeply intertwined with human nature and the challenges of adolescence. Therefore, the main objective of this research is to explore the factors behind aggression among secondary level students. This can help in overcoming the factors and also in creating a positive and supportive environment to the students. Moreover, school and community can work together to create harmonious and peaceful environment. The culture of respect, empathy, and inclusion, can also be promoted which can also reduce the Aggression among students.

Mabilta (2006) found biological causes, family-related causes, environmental causes, and school-related issues are the causes of Aggression. Renfrew (1997) explored some biological, environmental, and social factors that contribute to Aggression. Alam and Bishnu (2017) studied the gender and geographic variations in violent conduct among teenage school children and found that, the school's neighborhood has a substantial impact on the aggressive behavior of school children. Fatima and Malik (2015) identified key factors contributing to aggressive behavior, these included negative home environments like parental conflicts, unfriendly parental behavior, and broken families. In addition, dictatorial and dishonest teacher conduct, peer conflicts, academic pressure, and social injustice. The study revealed that males tend to use offensive language and engage in destructive activities more than females. Gutuza & Mapolisa (2015) found various common forms of student misbehaviour like late coming, bunking classes, drug and alcoholic abuse, bullying, love affairs, wearing the wrong school uniform, use of the mobile phone, smoking, writing or using foul language in class, Incompletion of work, class disruption and immoral acts. Several studies, Panchoo (2016), Ugboko & Adediwura (2012), Ramharai, Curpen, and Mariaye (2012), Pascal (2015), Gutuza and Mapolisa (2015), and Edinyang (2017), have identified key school factors that contribute to student misbehavior. These factors include overcrowded classrooms, excessive

disciplinary measures, student alienation, a sense of powerlessness in handling discipline issues, ineffective leadership from principals, inadequate supervision, a lack of communication, and interpersonal skills, feelings of rejection, insufficient care from peers, educators, and principals, a scarcity of extracurricular and sports activities and a lack of academic support for students facing academic and behavioral challenges. Researchers have observed violence not just in India but also globally as a result of declining social and moral standards in the society. Therefore, there is a need to explore the level of Aggression among students and also the causes behind the Aggression.

**Objective of the Study**

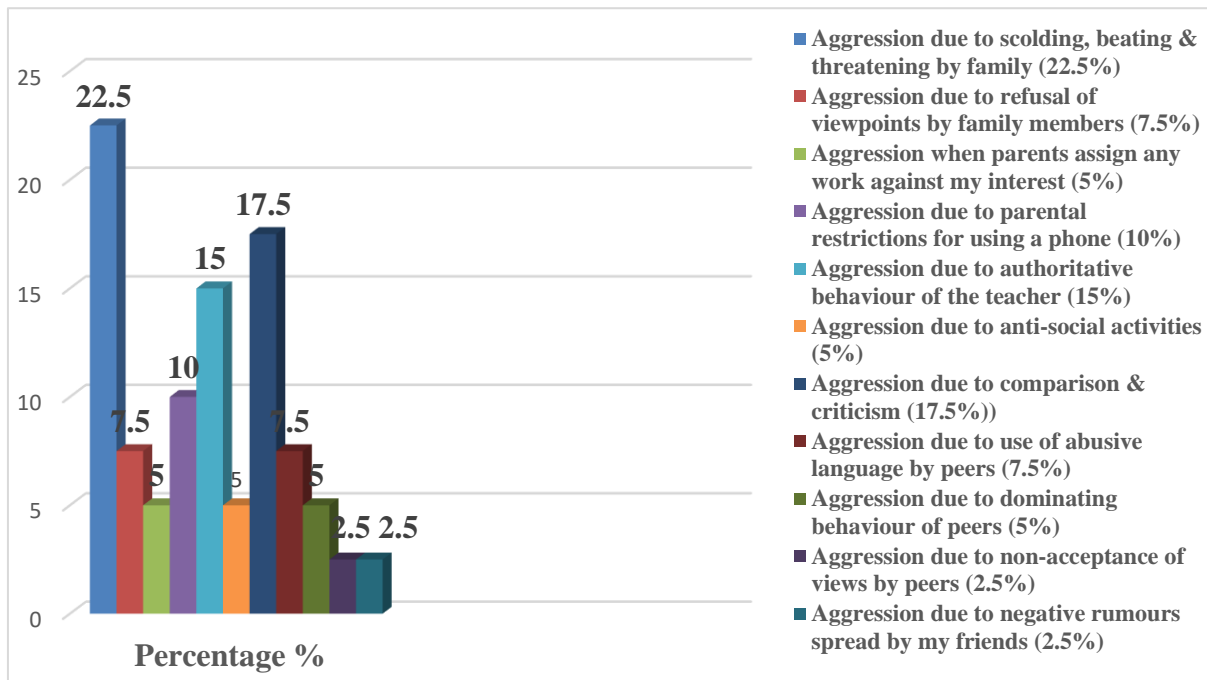
The main objective of the present study is to explore the factors behind Aggression among Secondary level Students.

**Methodology of the Study**

For the present study, the descriptive survey method was used and the researcher collected the data using self-made structured interview having 11 questions from 40 students of grade 9th students in Delhi. Frequency and percentage analysis were used with graphical representation.

**Analysis and Interpretation**

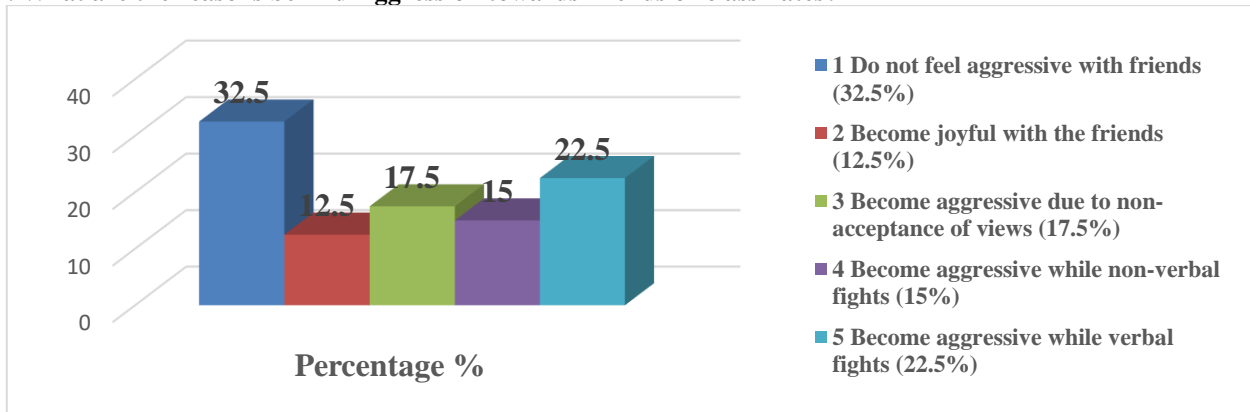
**Item 1. When and why do you feel aggressive in your daily routine?**



**Figure 1: Reasons of Aggression among Students in Daily Routine**

Nearly 50% of the students acknowledged feeling anger when subjected to various forms of physical and mental violence within their families. Approximately 25% reported experiencing frustration and Aggression due to strict and critical behavior from their teachers. 25% students expressed anger towards friends who displayed abusive language and dominating behavior. The findings of **Fatima and Malik (2015)** align with students' descriptions of their family environment, highlighting the negative impact of an unfriendly parental atmosphere on students' behavior.

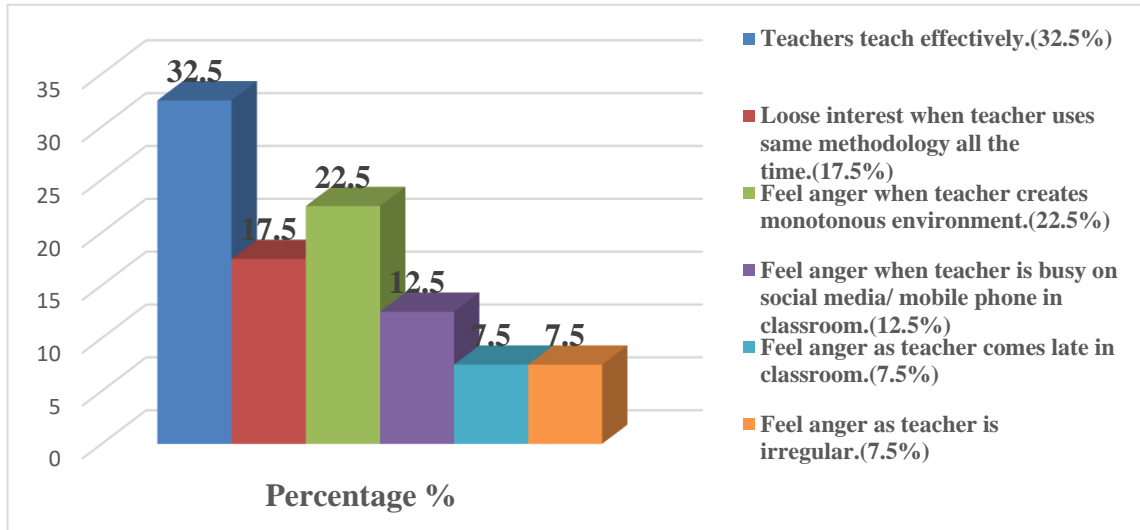
**Item 2. What are the reasons behind Aggression towards friends or classmates?**



**Figure 2: Reasons behind Aggression towards Friends or Class**

Nearly **half** of the students said that they did not feel aggressive with friends because they feel joyful with them. Around **1/8<sup>th</sup>** of the students accepted that they become aggressive towards friends when friends do not accept their perspective and do not give them importance. Whereas nearly **3/8<sup>th</sup>** of the students responded that they feel aggressive when friends are involved in verbal or non-verbal fights with each other. The findings from **Panchoo (2016)**, **Pascal (2015)**, **Amuda-Kannike Mariam O. (2018)**, and **Fatima and Malik (2015)** align with students' responses regarding their interactions with friends. These studies highlight that feelings of rejection and a lack of concern from peers can indeed lead to Aggression among students.

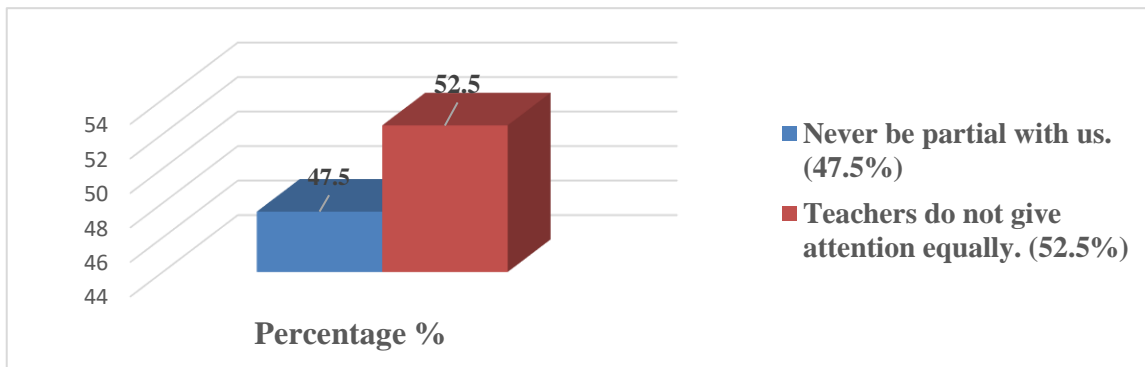
**Item 3. How does teachers' attitude affect your level of Aggression?**



**Figure 3: Effect of Teachers' Attitude on the Aggression Level of Students**

Approx. 3/8th of the students appreciated effective teaching and positive teacher attitudes and 1/4th of the students reported feeling anger when teachers used mobile phones or were late to class. Approximately 3/8th of the students expressed dissatisfaction with teachers using uninteresting teaching methods and creating monotony in the classroom. Most students appreciate positive and effective teaching, but non-serious teacher behaviors like gadget use, tardiness, and monotonous teaching methods can trigger Aggression by disengaging students from the learning process.

**Item 4. Do your teachers have partial behaviour with you? If yes, then how?**



**Figure 4: Partial Behavior of Teachers**

Approximately **half** of the students said that their teachers are never partial in the classroom. Around **half** of the students agreed that their teachers do not give equal attention in the classroom. They give more attention to some intelligent students, even they do not give any punishment to intelligent students for their mistakes.

The findings of **Panchoo (2016)**; **Ugboko & Adediwura (2012)**; **Gutuza & Mapolisa (2015)** and **Edinyang (2017)** similar to the responses made by students about partial behaviour of their teachers. They found that absence of academic support from school, mainly from teachers, in the field of academic creates behaviour problems like Aggression, among students. Therefore, it can be deduced that student Aggression often arises when teachers exhibit partial or inappropriate behavior within the classroom.

**Item 5. What kind of activities get you appraisal from teachers?**

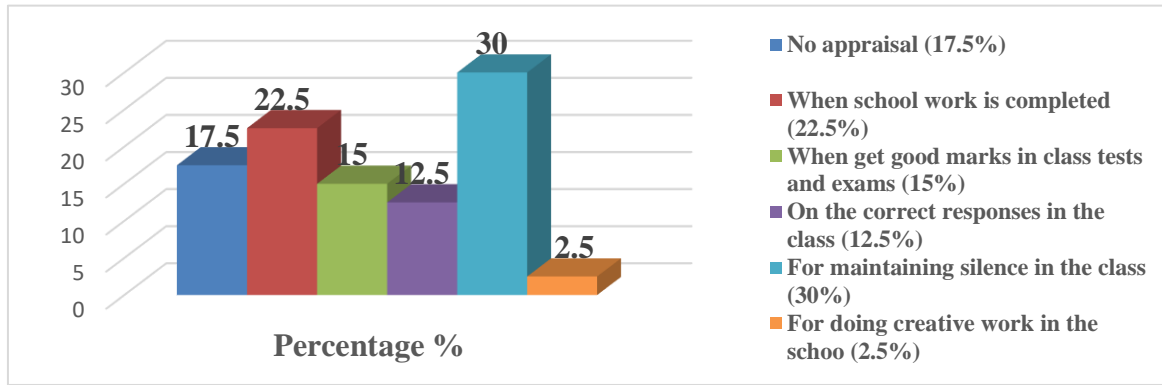


Figure 5: Appraisal from Teachers

About half the students receive teacher appreciation for completing their notebooks, giving correct answers, and achieving good test scores. Nearly 3/8th of students is commended for maintaining classroom silence and discipline. Meanwhile, 1/8th of students doesn't receive any teacher appreciation. It can be said that teacher appreciation plays a crucial role in students' lives, helping mitigate undesirable behaviors like Aggression. It's essential for teachers to acknowledge and praise students' efforts as it motivates them toward a brighter future.

**Item 6. How does school environment affect your level of Aggression?**

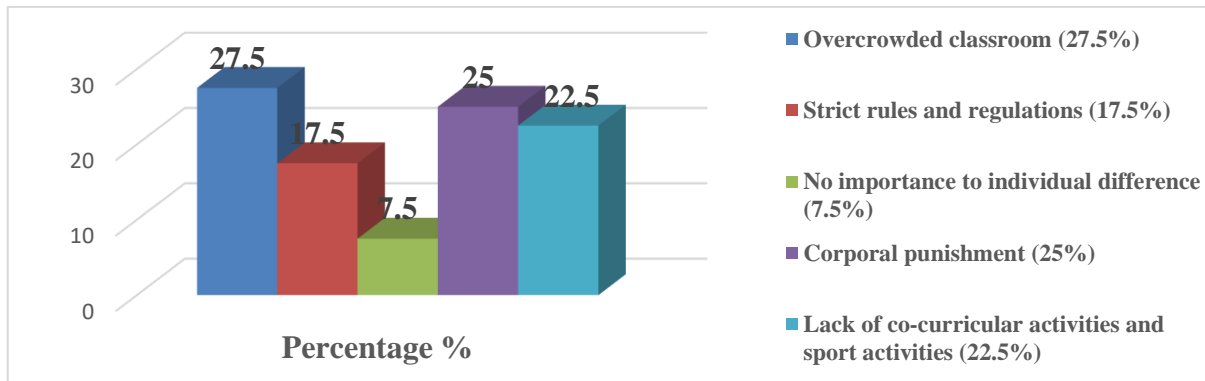


Figure 6: The Effect of the School Environment on the Aggression Levels of Students

Approximately 1/4th of students found the pupil-teacher ratio inappropriate, leading to overcrowded classrooms affecting concentration and enabling mischievous behavior. 1/4th felt their school overly emphasized theoretical knowledge, neglecting co-curricular and sports activities, resulting in boredom and frustration. 1/4th considered school rules excessively strict, lacking consideration for individual differences. 1/4th of the students acknowledged the use of corporal punishment due to harsh treatment. These findings align with research by **Panchoo (2016)**, **Pascal (2015)** and **Edinyang (2017)**. These studies support students' concerns about factors such as crowded classrooms, strict discipline, limited student engagement, lack of extracurricular activities, controversial use of physical punishment, and insufficient academic support, all contributing to student misbehavior. Thus, it can be interpreted that harsh rules and regulations, various forms of punishment, a lack of co-curricular activities and too many students in one classroom encourage students to be aggressive.

**Item 7. Do you feel aggressive when basic necessities are not fulfilled during school hours? If yes, please specify.**

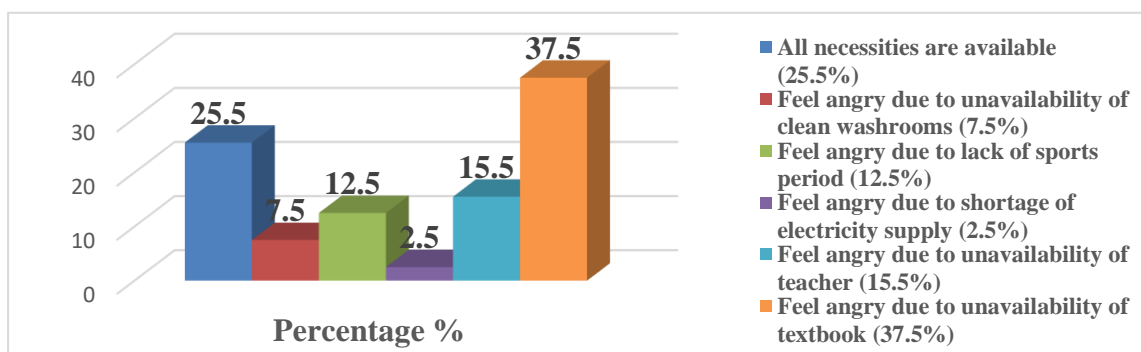
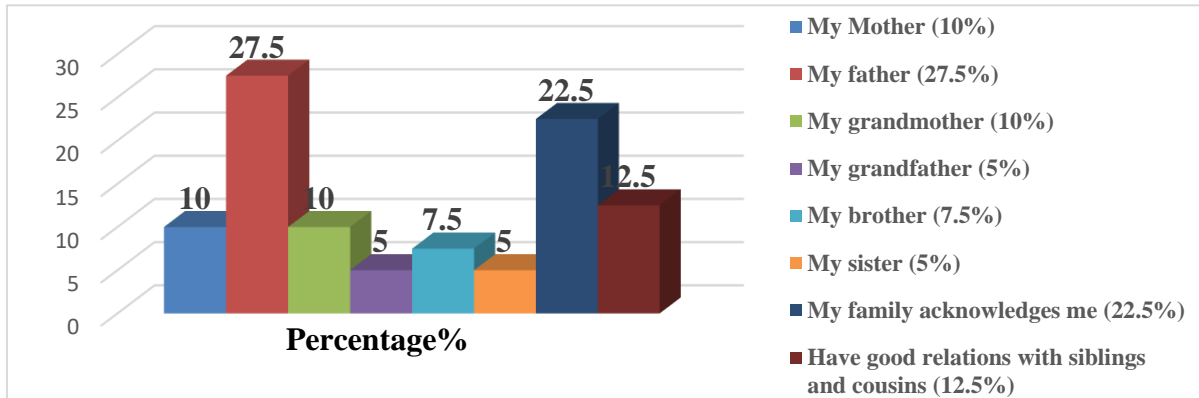


Figure 7: Aggression due to Unfulfilled Basic Necessities during School Hours

3/8<sup>th</sup> of the students said that they feel angry when text books are not given on time, neither by school nor by parents. Approximately 1/4<sup>th</sup> of the students responded that all of their necessities are fulfilled on time and they are satisfied. Around 1/8<sup>th</sup> of the students stated that they feel angry because the teacher is not available or is irregular. 1/8<sup>th</sup> of the students stated that they feel angry when sports period is not given every day. Nearly 1/8<sup>th</sup> of the students stated that they feel angry due to unavailability of clean washroom and shortage of electricity supply. The findings of **Amuda-Kannike Mariam. O. (2018)** sync with students' responses to basic necessities provided by schools. They stated that students behave aggressively if their requirements are not met in the school. Thus, it can be interpreted that basic needs are an important element of school life. Basic needs help students to feel comfortable in the teaching and learning environment. Students become irritated and become aggressive when basic needs such as textbooks, sports period, clean washrooms and so on are not met at school.

**Item 8. Do you feel rejected by any of the family member listed below: -**

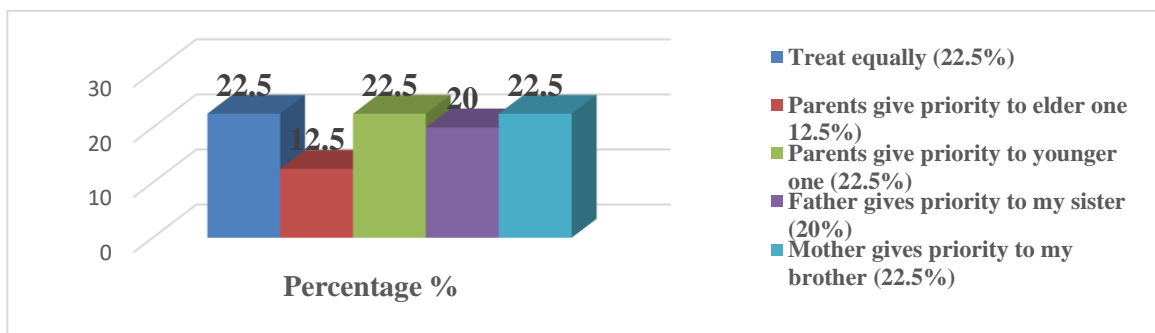
**(a) Mother (b) Father (c) Grandmother (d) Grandfather (e) Brother (f) Sister (g) Other**



**Figure 8: Feel Rejected by any of the Family Member**

Nearly 3/8<sup>th</sup> of the students accepted that they feel rejected by their parents as their behaviour is authoritative and strict towards them. Nearly 1/8<sup>th</sup> of the students said that their grandparents taunt them every time. 1/8<sup>th</sup> of the students feel rejected by their siblings because, as elders, they feel superior whereas, nearly 3/8<sup>th</sup> of the students agreed that their families acknowledge them and they have good relations with their siblings and cousins. Findings from **Magwa and Ngara (2014)**, and **Seegopaul (2016)** parallel students' responses concerning their family relationships. These studies emphasize that parental neglect adversely affects adolescents' behavior, contributing to student Aggression. Therefore, it can be concluded that children often experience frustration due to authoritarian parenting and aggressive family members. Conversely, they find solace and an outlet for self-expression in their relationships with siblings and cousins.

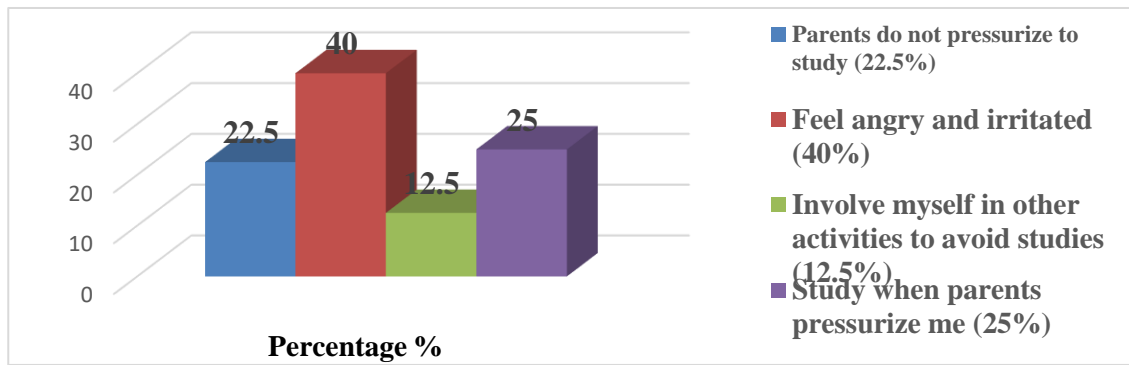
**Item 9. How do your parents treat you and your siblings?**



**Figure 9 Treatment of Parents with Students and Their Siblings**

Nearly 3/10<sup>th</sup> of the students stated that their parents treat them the same as their siblings whereas, approximately 3/10<sup>th</sup> of the students responded that their parents give priority to older or younger siblings. 3/10<sup>th</sup> of the students accepted that their parents are biased toward whether their siblings are male or female. Hence, it can be inferred that students might exhibit Aggression when they perceive unequal treatment from their parents, particularly in favoring siblings based on gender or age, leading to feelings of anger and frustration.

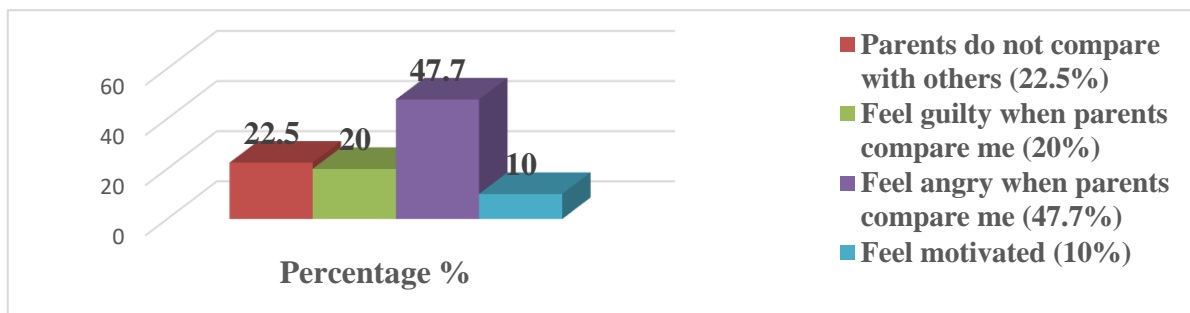
**Item 10. How do you respond to parental pressure to studying?**



**Figure 10 Response to Parental Pressure to Studying**

1/4<sup>th</sup> of the students responded that they studied only when parents pressed them to study. 1/4<sup>th</sup> of the students responded that their parents do not pressurize them to study because they study themselves. 1/8<sup>th</sup> of the students agreed that they want to avoid studying, so they involve themselves in other activities when parents pressurize them to study. Nearly 3/8<sup>th</sup> of the students accepted that they feel angry and irritated when their parents pressurize them to study. Thus, it can be interpreted that most of the students take their studies seriously and don't need their parents' pressure. While some students need their parents' pressure to make them study, whereas some students believe that pressure of their parents makes them become irritated and aggressive.

**Item 11. How do you feel when your parents compare you with others?**



**Figure 11 Aggression when Parents Compare with Others**

Around half of the students feel angry when parents compare them with others. Due to this comparison, students feel irritated and become aggressive. Nearly 1/5<sup>th</sup> of the students responded that their parents do not compare them with others. 1/5<sup>th</sup> of the students feels guilty when parents compare them with others whereas, 1/10<sup>th</sup> of the students said that they feel motivated because it helps in deciding their goal. Thus, it can be interpreted that most of the students feel aggressive when their parents compare them with others, but sometimes they also feel guilty. While some students also reported that their parents do not make comparison and feel motivated by comparison.

**Findings of the Study**

It was found that students feel angry when their family resorts to physical and mental violence of different kinds. Students become aggressive when parents and other family members insult, criticize, compare with others and pressurize to study. Students also accepted that they tolerate partial behaviour of parents. They accepted that they feel angry due to authoritative and partial behaviour of teachers in the classroom and use ineffective teaching methods to create a monotonous environment of the classroom. Unpleasant elements of school environments like strict rules and regulations, corporal punishment, overcrowded classrooms, ignorance of individual differences, a lack of textbooks, a lack of physical activities etc. make students feel angry.

**Conclusion**

In light of the findings, it is imperative for educational institutions and families to make efforts toward fostering supportive, inclusive, and engaging learning environments that promote positive family dynamics, effective teaching practices, and healthy peer interactions. The present study can be helpful for parents, teachers, and the community to know that a holistic approach is essential for reducing aggressive behavior among students. By collectively working to create a culture of respect, empathy, and understanding, the impacts of Aggression can be mitigated and pave the way for a more positive and productive educational experience. Parenting workshops and counseling services can help families avoid resorting to physical or mental violence, insults, criticism, and excessive academic pressure. Teachers should employ diverse and engaging teaching strategies to prevent classroom monotony. This could include interactive lessons, hands-on activities, and multimedia resources to cater to different learning styles. Schools should encourage better communication and teamwork between parents and teachers. Teachers should be trained to use positive reinforcement, provide constructive feedback, and avoid authoritative or partial behavior. Schools must ensure a supportive and inclusive atmosphere and must involves revising strict rules, eliminating corporal punishment, accommodating individual learning needs, and ensuring the availability of essential learning resources like textbooks. This study provides valuable insights for educators and policymakers to develop targeted interventions by promoting a healthier and more harmonious school environment.

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