

C H A P T E R V I

REVIEW DISCUSSION AND SUGGESTIONS

CHAPTER-VI

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6.1. REVIEW

The present day society is facing the problem of aggression and destructive hostility so much, that the very existence of human civilization is in danger. The researcher got interested in this phenomenon due to her own experiences as a student, as a member of the society and as a teacher where she witnessed lots of aggressive acts. These acts included violence verbal attack, defamation, calling names etc. Thus the canvas of the term aggression is very large. Why aggression, when aggression, where aggression, by whom and how aggression were certain questions that puzzled her and she wondered whether this variable had any relationship with certain other variables relevant in school context and whether it has been contributed by those variables.

Aggression is a broader term having many facets. It was viewed as a behaviour in context of society

group and individual. It was viewed differently by different psychologists. Some view it to be learnt behaviour while others believe it to be an in built personality trait and some of them believe that though it is an in built trait in personality its expression may be channelised. If it is true the aggressive urge can lead to better outcome if trained properly in such a way that it becomes a striving force for work and not a destructive hostility or violence. Thus aggression could be taken as a fire which could cook food for some and could burn the house of some other. So it is the use that gave it positive or negative meanings, that made it good or bad. In no other species the tendency to kill its own species is there as it is in case of homosapiens i.e. human beings and it is because of this tendency the danger of extinction of this race by its own members is increasing day by day. Escapegoat theory explains how intragroup aggression is diverted to intergroup aggression to maintain the integrity of the group.

Aggression may lead to high achievement in studies if an individual pursues his studies aggressively, competes in games with a 'killer instinct' or masters a task aggressively etc. Thus it was thought by the researcher to explore :

- (i) the causes of aggression,
- (ii) its manifestations and effects on individuals and
- (iii) its relationships with certain other variables viz. Self Concept Achievement Motivation and Performance (Academic and Non Academic) in school.

The reason why the researcher took this stage of life was, that this stage is a stage of turbulence and the individual redefines his self concept which may affect other related variables viz. achievement motivation and performance and they, in turn, may contribute singly or combinedly to the development and level of aggression and its manifestation.

The researches in this area are of recent origin. The vast literature on it could not solve the controversy of the term itself. Still the studies kept on being done in this field. The problems arose about the suitability of the tool and that problem could not be solved even now. In the meantime new theories kept coming up. America emerged as a one of the biggest contributor to the researches on aggression using different meanings of the term, different designs, methodology, different tools and in India this area is still in infancy. The researches show inconsistent results and in India the number of researches is meagre. So this study may provide the data on which the edifice of further researches in this area may be build up in future. This is a potential field of education and psychology because schooling has a very important role to play in the development of aggression in children as well as in adolescents.

Interestingly most of the studies in this area

were done on male subjects only. Hence the researcher became more interested to know the presence and the amount and manifestation of aggression in female subjects as well. She incorporated both males and females as subjects in her study. Thus the study was entitled as

"A STUDY OF AGGRESSION IN ADOLESCENT BOYS AND GIRLS IN RELATION TO THEIR SELF CONCEPT ACHIEVEMENT MOTIVATION AND PERFORMANCE".

In the present study the term "aggression" was defined as a behaviour represented by a continuum. It is a behaviour towards an object or behaviour, ranging from total submission (no aggression) going through assertion to violence (both verbal and physical). Destructive acts are the highest form of aggression. Achievement motivation was defined here as "a drive to achieve certain goals".

It is a need for achievement and defined as "a desire or tendency to do things as rapidly and independently as possible. To overcome obstacle and attain a high standard. To excel one's self to rivals and supercede others." Self concept in the present study was taken as "the cluster of the most personal meanings a person attributes to the self. It includes only those perceptions about the self which seem most vital or important to the individual himself. It is how the individual perceives himself." Performance was divided into two. The Academic Performance was "the performance shown by the student in the ^{school} subjects in terms of the marks obtained by them in a public examination". Non academic performance was taken as "how a student performs in the activities apart from scholastic activities". These activities included debate, elocution, speech dramas mimikry, songs, instrumental music, dance, essay competitions sports, games etc.

The main aim of the study was to study the relationships of selected variables viz. Self concept, Achievement Motivation, Academic Performance and Non-Academic Performance with the main variable of the study viz. Aggression and also to explore the causes and effects and manifestations of low or high aggression by studying some cases in detail having low or high aggression according to Aggression score.

The sample for study was selected by stratified random sampling. The sample included male and female students of class XI and XII of Allahabad and Baroda Schools. The study was conducted on around 600 students of which 564 were included in the final analysis as others were non respondent on one or the other tests so their scores were not comparable

The tools used for the study were "Aggression scale" developed by the researcher, "who Am I" for self Concept scored on Sarabhai's (1976) scheme of scoring with slight modification and "Forced choice sentence completion test for n Ach. by B.N. Mukherjee.

For Academic Performance the marks obtained by the pupils on one or the other public examination were taken and for Non-Academic Performance marks based on the ratings given by the teacher/person-in-charge for cocurricular activities were taken as a measure.

6.2 DISCUSSION OF MAJOR FINDINGS

The analysis was done objectively.

6.2.1 The relationships of Aggression with selected variables viz. Self concept, Achievement Motivation and Performance (both Academic and Non-Academic) were assumed to be linear and the data were analysed using correlation coefficients (r). The ^{were nonsignificant.} Then non linear relationships were assumed and correlation ratios were calculated in the whole sample and then in sub-samples. In case of Baroda Boys and Allahabad girls the relationship between aggression and self concept showed some tendency to deviate from linearity but the deviation was very small.

In case of the relationship between aggression and achievement motivation the deviations from the linearity were too small to account for any true non-

linear relationship.

The same was the case in all the sub-samples in context with the relationship between aggression and academic performance.

In case of relationship between non academic performance and aggression against the Baroda boys and the Allahabad girls sub-samples showed some deviations, though the deviations were not too big. Further studies may explore some interesting phenomenon.

6.2.2. While comparing the results of the boys and girls samples it was interesting to note that the trend was similar in Baroda boys and in Allahabad girls. Some more detail and in depth study may explain any similarity between the two sub-samples.

6.2.3 According to the cities, the sub samples showed that the Baroda boys were similar to Allahabad girls in that the deviations from linearity in relationship

between self concept and aggression and non-academic performance and aggression were a little higher than those in any of the relationships in any of the sub samples. But the ^{non}linear relationship were also not significant.

6.2.4 While studying the effect of Self Concept and Achievement Motivation and their interactions on Aggression it was found that in all the three the effect was not significant. This substantiates the first finding that no relationship of linear nature was found to exist between Self Concept and Aggression and between Achievement Motivation and Aggression. The two variables did not influence even combinedly, the aggression scores of subjects.

6.2.5 Since no linear relationship was found to exist between Academic Performance and Aggression and between Non Academic Performance and Aggression that the significant effect by the two independently was not expected and was found true in ANOVA. Here again even the interaction of the two variables viz. Academic Performance and

Non Academic Performance did not show any significant influence. This simply means that those two variables did not contribute anything to Aggression either independently or combinedly.

6.2.6 The ANOVA of sex and cities showed significant value for the two variables independently but no significant value for combined effect. This simply meant that the two sexes were different on aggression score and that the two cities were different where aggression scores of the subjects in the two cities were concerned.

The two cities are different culturally. The nature of the two cities is different. Baroda is an industrial city and like in any industrial city the life becomes more competitive and individuals have to struggle for their existence and livelihood. Like any industrial city Baroda has a mixed culture and this gives rise to the identity crises for any cultural group. So this might be the reasons why Baroda sample showed higher aggression than those of Allahabad sample which is comparatively less crowded city having less competi-

-tion and life is lower as compared to ^{that of} Baroda.

Boys were higher on aggression scores than girls. This substantiates the previous findings (Gaeblerim, 1973, Quay 1965).

- 6.2.7 The data were content analysed and the analysis showed some interesting findings.
- 6.2.7.1 Birth Order was important in the development of high aggression in HAS but not of any importance in case of LAS. More HASs were first in the birth order than middle or youngest one ($p < .05$).
- 6.2.7.2 Sibling size was the cause of low aggression but was not important in case of HAS. More LASs were from the average sibling size (having 4 or 4 siblings) than from small (having 2 or less) and large (having 5 or more) sibling size ($p < .01$).
- 6.2.7.3 Responsibilities for family people caused the development of high aggression in HASs but not in LASs. Significantly more HASs were having the responsibilities for the family than no responsibility ($p < .02$).

- 6.2.7.4 Childhood also played important role in the development of low aggression in LASSs but had no effect on HASSs. More LASSs had very comfortable childhood (p .05).
- 6.2.7.5 More HASSs had some goal in their life but it did not cause the development of high aggression in them but absence of any life goal did cause the development of low aggression in LASSs. Less LASSs were having any goal in life than those having no goal (p .02).
- 6.2.7.6 Feelings for sibling did cause the development of high and low aggression in both HASSs and LASSs. Interestingly more HASSs were attached to their siblings than those not attached (p. 02) and more LASSs were not attached to their siblings than those who were attached (p .05). Highly emotional individuals might be reacting more in situations than those with low emotionality. Moreover it was hypothesised by Gupta and Srivastava (1977) that loved ones were more likely to give frustration to the persons who love them and since in this case the subjects could not

retaliate against the one whom they love because of the family, their aggression was diverted outward.

- 6.2.7.7 Parental expectations also caused the development of high or low aggression in HASs and LASs. More HASs were held high in parental expectation than those held average or low (p. 02) and more LASs were held average in expectation by their parents than those held high or low (p .01).
- 6.2.7.8 Father's temperament showed significant effect on the development of low aggression in LASs. More LASs had father with balanced temperament than those having short tempered father (p .02).
- 6.2.7.9 More High Aggression subjects (HAS) reported to have frustrations than low aggression subjects (LAS). This is in accordance with frustration aggression hypothesis (Dollard et al. 1944) that frustration is one of the causes for aggression to occur.

6.2.8.1 Content analysis also shows that ~~on~~ being irritable more parents of HASs reported their child to be irritable than those of LASs. The same was true in case of teachers and also peer. This validated the perception of the researcher about the HASs she selected for case studies. Since irritability is not a socially desirable characteristic the HASs did not accept that they were irritable as it might shatter their ego.

6.2.8.2 On being extrovert or introvert, peer and the subject themselves validated each others' reports and more HASs were reported to be introvert than LASs both by themselves and their peers.

6.2.8.3 On being ~~sensitive~~ sensitive the reports of the teachers, peer and the subjects themselves were similar and more HASs were reported to be sensitive than LASs and in ~~agreement~~ agreement with each other though the parent of HASs did not find them to be more sensitive than LASs.

On other manifestations the chi-square distribution did not show any significant difference between

the perception of HASs and LASs by their parents, teachers, peers or themselves. In other words we can say that the HASs and LASs were not perceived differentially by the four categories of respondents on the other trade listed in the table 5.6.

In the light of the above discussion concerning the major findings it could be seen that too low aggression is also undesirable as too high aggression. It is seen that very low aggressive subjects do not have clear goals in their life. Since the subject were school going normal children, no extreme deviations were found. Wherever aggressive tendencies were found, they were within the limits. But the highly aggressive tendencies may lead to deviations if not checked in time. This, all the more, supports the researcher's view regarding the role a school/college could play in diverting aggressive tendencies in constructive ways and channelising the aggression in productive outcomes, also in making low aggressive students aware of their lack in decision that prevents them having clear meaning and specific goals in their life and reaching them.

A time has come when the educators have to think of aggression as a latent and manifest tendency in all aspects of human life e.g. aggression in business leads to better business. Aggression in war may lead to victory but aggression on the rights of others or individual's liberty may hamper the individual's progress. Present day political pressure on manifestation on aggression among countries or within the country lead to disastrous results.

Aggression in School pupils have two dimensions; a) some students are aggressive in games and studies which works in a constructive way toward their development whereas some students let out their aggression in quarrels and other destructive tendencies. The latter ones require counselling for diverting their aggression in positive direction.

Also, there are certain students who are least aggressive. In this category also there are two types. Low aggression students show no interest in study etc. whereas some others ^{show} deviant behaviour such as late coming. Both this category require sympathy

help and guidance . Thus if/^{it is}not given, they may lose interest in life, same day.

The following are the suggestions that could be thought of for improving ^{educational} ~~educational~~ scheme and for further studies.

6.3 SUGGESTIONS

6.3.1 For School/College/Social agencies

- (a) High or low aggression does hamper the day-to-day activities of school. High aggression is manifested in different socially undesirable activities while very low aggression allows the institution to stagnate and in a fast growing world of today, stagnation means going back in life. So very low aggression, is undesirable. Since aggression is a potential behaviour to be utilized in school activities, it becomes necessary for these educational institutions to have psychological testing centres where this

could be measured and diagnosed in time with the help of trained psychologists.

- (b) After diagnosis the question of proper utilisation of aggression and reconstruction of it arises. As it is seen the aggression is somewhat related to Performance it is possible for institutions to organise activities which may use up the aggressive energies in curricular and cocurricular activities.

For curricular activities enrichment courses could be provided, extra library periods could be allotted and group tasks within the class room could be organised.

For cocurricular activities more emphasis on sports and game could be given and tournaments etc. could be organised. Drama, debate, elocution etc. also provide a healthy outlet of aggressive behaviour so these could be provided to the students to divert their aggression. Other group activities like projects, educational tools etc. could be given their proper place in the school activities. Debate, speeches etc.

give opportunities for aggression release in terms of assertiveness.

- (c) Educational institutions should have school clinics to facilitate the needs of highly or lowly aggressive students. The clinics could have the programmes for individual guidance or group guidance wherever necessary. Through the counselling and guidance, need for aggression could be diverted in a positive direction and instead of causing disturbances, aggression could reconstruct the world around (including the school/College etc.). As suggested by content analysis highly emotional students may turn to be highly aggressive individuals, the schools could have clinics to help them release their emotions in the form of fantasies, role playing etc.

- (d) It was seen that too low aggression in the form of inactivity too hampers the growth. The lowly aggressive students could be given therapy and counselling to let them come out of their shells and participate more in life in terms of goals and achievement. More encouragement and incentives

should be given to pull up the low aggression students.

- (e) At district level also the psychological testing centres and guidance and counselling centres could be established to cater to the needs of the students, as well as, their parents/guardians, where they are the source of high or low aggression among students.
- (f) Training colleges could give more importance to this behaviour in training the teachers to deal with it at 'first aid' level before referring the case to the clinician, therapist or counsellor. They may have a short term programme for such training so that the very high or very low aggression if discovered in some is not unnoticed and uncared for.
- (g) The teachers/administrators could be trained in a way that if aggression hampers the climate of the educational institutions in the form of strike, gherao, stone throwing etc. they could control it or at least check it at this level only before they

call for other agencies like police etc. for controlling. In that way the spread could be checked at school/colleges only.

- (h) District level tournaments could be organised by district authorities, so that, excessive aggressive tendencies are used up there only, and the climate of institutions remain unperturbed.

6.3.2 For further studies :

On the basis of the discussion above the following studies could be suggested.

1. To study the level of aggression among school going and also not school going children.
2. To study different manifestations of aggression and their effects on society human beings or individual himself.
3. To study the level of aggression in pathological cases including those who are the patients in mental hospitals.

4. To study the correlation of aggression with the variables taken in this study using more exhaustive sample.
5. To refine the tool developed to measure aggression.
6. To conduct case study of very highly aggressive subjects who are deviants.
7. To survey families of such deviant cases to know the family influences on the subjects in the development of very high or very low aggression in children.
