

Study of Aggression and Family Climate Among Senior Secondary Students



Education

KEYWORDS : Family Climate, Aggression,
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ABSTRACT

This research was conducted to study Aggression and family climate among senior secondary students. Sample consisted 200 senior secondary students belonging to Ludhiana district and taken through random sampling method. Aggression Scale by Km. Roma Pal & Mrs. Tasneem Naqvi (1986) and Family Climate Scale by Beena Shah (1990). Mean, S.D. and t-ratio computed and found that there is insignificant difference of aggression between government and private male and female senior secondary students. It was found that there is insignificant difference of family climate between general and scheduled category and government and private senior secondary students. But significant difference of family climate was found between male and female students.

INTRODUCTION

Aggression, in the antisocial sense, is violent and destructive behavior that is purposely directed against other people or the environment. According to social psychologists aggressive action is behavior aimed at causing either physical or psychological pain. In the context of psychology, aggression is the act of behaving in a hostile fashion with the likely result of physical harm or emotional hurt. The family climate possesses the certain consistency so that the impact of the same basic values, individual, materials and objects is felt over and over. The first interaction of the child is with his mother then other family members, the society and school.

The development of a child's behavior is strongly influenced by how well his or her family climate. Children who become successful in life are almost always related to those families or homes where parents attitude towards them is favorable and when a whole life relationship existed within the family. Such relationships which are between child and parents produce a happy, self confident and friendly child, who is always free from anxieties.

JUSTIFICATION OF THE STUDY

The world is changing rapidly. Every change demands on our ability to adjust and also skill in dealing with aggression, frustration and conflicts. When a person feels much pressurized under these ever increasing materialistic wants, he tries to cope up with such pressures with the help of necessary guidance services. Therefore family, school and society shows the path to get along successfully with other people as well as meet the demands of changing life styles. A well adjusted person is adjudged as a symbol of progress as he develops social usefulness in himself as well as others. The family has direct effect on the children. In a family, children receive support, come to feel loved, valued and competent. In family especially parents, play a fundamental role in forming the values of children. The ability to cope with and adjust to life problems and demands is based upon the psychological foundations of early family experiences. It is most influential primary agency investing in the cognitive, emotional and non -cognitive development of the children, adolescents and youngsters etc.

With global industrial and technological development, there comes the aggression as integral component of personality and because of this, the so called modern man is hampering the development of society as a whole. Hence, there arises the strongly felt need to check it at the earliest. The purpose of the present study is to study the aggression and family climate of senior secondary students.

OBJECTIVES OF THE STUDY

1. To study the difference of aggression between general category and scheduled category among senior secondary students.
2. To study the difference of aggression between government and private schools among senior secondary students.
3. To study the difference of aggression between male and female among senior secondary students.
4. To study the difference of family climate between general category and scheduled category among senior secondary students.
5. To study the difference of family climate between govt. and private schools among senior secondary students.
6. To study the difference of family climate between male and female among senior secondary students.

HYPOTHESES OF THE STUDY

1. There exists no significant difference of aggression between general category and scheduled category among senior secondary students.
2. There exists no significant difference of aggression between government and private among senior secondary students.
3. There exists no significant difference of aggression between male and female among senior secondary students.
4. There exists no significant difference of family climate between general category and scheduled category among senior secondary students.
5. There exists no significant difference of family climate government and private among senior secondary students.
6. There exists no significant difference of family climate between male and female among senior secondary students.

SAMPLE OF THE STUDY

Sample of the present study consisted 200 senior secondary students from Ludhiana district taken through Random Sampling.

TOOLS USED

- Aggression Scale by Km. Roma Pal & Mrs. Tasneem Naqvi (1986)
- Family Climate Scale by Beena Shah (1990)

STATISTICAL TECHNIQUES USED

The following statistical techniques were used to analyze the data.

- Descriptive statistical techniques namely- mean and S.D, S.E_D, were computed.
- 't' - test.

DATA ANALYSIS AND DISCUSSION OF RESULTS

Hypothesis 1 There exists no significant difference of aggression between general category and scheduled category among senior secondary students.

Category	N	Mean	S.D.	S.E _D	t-value	Level of significance
General category students	100	71.7	9.3	1.41	1.20	Insignificant
Scheduled category Students	100	73.4	10.65			

Table 1 shows that there is insignificant difference in the mean scores of aggression between general category and scheduled category among senior secondary students. The calculated t-value is 1.20, the tabulated t-values at 0.01 level and 0.05 levels are 2.58 and 1.96 respectively. Since the calculated value is less than the tabulated value. Hence, hypothesis 1 there is insignificant mean difference between general category and scheduled category among senior secondary students has been accepted.

Hypothesis 2 There exists no significant difference of aggression between government and private among senior secondary students.

School	N	Mean	S.D.	S.E _D	t-value	Level of significance
Govt. School students	100	72.7	9.03	14.2	0.05	Insignificant
Private school students	100	71.9	11.01			

Table 2 shows that there is insignificant difference in the mean scores of aggression between govt. school students and private school students among senior secondary students. The calculated t-value is 0.05, the tabulated t-values at 0.01 level and 0.05 levels are 2.58 and 1.96 respectively. Since the calculated value is less than the tabulated value. So hypothesis there is insignificant mean difference govt. school students and private school students among senior secondary students has been accepted.

Hypothesis 3 There exists no significant difference of aggression between male and female among senior secondary students.

Group	N	Mean	S.D.	S.E _D	t-value	Level of significance
Male Students	100	73.7	10	1.45	1.24	Insignificant
Female students	100	71.9	10.5			

Table 3 shows that there is insignificant difference in the mean scores of aggression between general category and scheduled category among senior secondary students. The calculated t-value is 1.24, the tabulated t-values at 0.01 level and 0.05 levels are 2.58 and 1.96 respectively. Since the calculated value is less than the tabulated value at both the levels of significance. Therefore hypothesis 3 there is insignificant mean difference between male students and female students among senior secondary students has been accepted.

Hypothesis 4 There exists no significance difference of family climate between general category and scheduled category among senior secondary students.

Category	N	Mean	S.D.	S.E _D	t-value	Level of significance
General category	100	102.2	69.5	7.06	0.25	Insignificant
Scheduled category	100	100.4	12.33			

Table 4 shows that there is insignificant difference in the mean scores of family climate between general category and scheduled category among senior secondary students. It can be seen from table 1 that the mean score of general category students is 102.2 and scheduled category students is 100.4. The S.D. of both categories is 69.5 and 12.33 respectively.

The calculated t-value is 0.25, the tabulated t-values at 0.01 level and 0.05 levels are 2.58 and 1.96 respectively. Since the calculated value is less than the tabulated value. So hypothesis that there is insignificant mean difference between general category and scheduled category among senior secondary students has been accepted.

Hypothesis 5 There exists no significant difference of family climate government and private among senior secondary students.

School	N	Mean	S.D.	S.E _D	t-value	Level of significance
Govt. School students	100	101.7	18.2	2.16	0.65	Insignificant
Private school students	100	100.3	11.7			

Table 5 shows that there is insignificant difference in the mean scores of family climate between govt. and private among senior secondary students. It can be seen from table 2 that the mean score of Govt. School students and Private school students are 101.7 and 100.3. The S.D. of both categories is 18.2 and 11.7 respectively.

The calculated t-value is 0.65, the tabulated t-values at 0.01 level and 0.05 levels are 2.58 and 1.96 respectively. Since the calculated value is less than the tabulated value at both the levels of significance. This indicates that hypothesis 5 there is insignificant mean difference between Govt. School students and Private school students among senior secondary students has been accepted.

Hypothesis 6 There exists no significant difference of family climate between male and female among senior secondary students.

Group	N	Mean	S.D.	S.E _D	t-value	Level of significance
Male Students	100	98.7	13.7	2.29	2.01	Significant
Female students	100	103.3	18.3			

It can be seen from table 6 that the mean score of male and female students 98.7 and 103.3 are respectively. The S.D. of both male and female students 13.7 and 18.3 respectively.

The calculated t-value is 2.01; the tabulated t-values at 0.01 level and 0.05 level are 2.58 and 1.96 respectively. Since the calculated value is more than the tabulated value at 0.05 level of significance. So hypothesis has been rejected.

MAJOR FINDINGS

1. There was insignificant difference of aggression between general category and scheduled category among senior secondary students.
2. There was insignificant difference of aggression between government and private among senior secondary students.
3. There was insignificant difference of aggression between male and female among senior secondary students.
4. There was insignificant difference of family climate between general category and scheduled category among senior secondary students.
5. There was insignificant difference of family climate government and private among senior secondary students.
6. There was significant difference of family climate between male and female among senior secondary students.

EDUCATIONAL IMPLICATIONS

1. Parents and teachers should teach emotional defense to the children.
2. Teachers should deal patiently with their students. Educating children takes time, but once they have learned, the les-

son will stick. Teachers should repeat their lessons over and over in a consistent manner and be sure to live what you preach.

3. Parents should try their best to understand the needs, motives and urges of their children and help them to channelize their energy in position actions.
4. Knowledge about the family climate of adolescents will help to develop proper environment for their upbringing, so that they develop as a well balanced human beings.

Findings of the present study will help the parents, teachers, administrators and guidance workers to prepare themselves to meet the needs of the students.

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