

## Aggression and Frustration Level of High School Children in Relation to their Montessori and Traditional Method of Education



### Psychology

**KEYWORDS :** Aggression, Frustration, Montessori Education, Traditional Education

Muddanagouda Patil

Research Scholar, Department of Psychology, Karnatak University, Dharwad, Karnataka

### ABSTRACT

*The Montessori method of schooling that focuses on personal development rather than exams. The method of education produces more mature, creative and socially adept children compared to traditional method of education.*

*The present study aimed to assess the aggression and frustration of Montessori and traditional school children. It was hypothesized that the traditional method children have significantly higher aggression and frustration than the Montessori method children. In order to verify the above hypothesis a sample of 120 children were selected from schools which offer education with Montessori (N=60) and traditional methods (N=60). To measure aggression, the aggression scale developed by Pal and Naqvi; and to measure frustration, the frustration test developed by Chauhan & Tiwari, was administered individually to the subjects. The data were subjected to 't' analyses and the major findings of the study reveal that the children of traditional school has significantly higher level of aggression and frustration compared to children of traditional method of education.*

### Introduction

The Montessori method of schooling that focuses on personal development rather than exams produces more mature, creative and socially adept children, scientists have found. Psychologists in the US found that across a range of abilities, children at Montessori schools out-performed those given a traditional education. Some of the biggest differences were seen in social skills and behaviour. Montessori children displayed a greater sense of "justice and fairness", interacted in an "emotionally positive" way, and were less likely to engage in "rough play" during break times.

The Montessori method discourages traditional competitive measurements of achievement, such as grades and tests, and instead focuses on the individual progress and development of each child. The scientists concluded: "Montessori education fosters social and academic skills that are equal or superior to those fostered by a pool of other types of schools."

Montessori education is fundamentally a model of human development, and an educational approach based on that model. The model has two basic elements. First, children and developing adults engage in psychological self-construction by means of interaction with their environments. Second, children, especially under the age of six, have an innate path of psychological development. Based on her observations, Montessori believed that children at liberty to choose and act freely within an environment prepared according to her model would act spontaneously for optimal development.

Montessori's education method called for free activity within a "prepared environment", meaning an educational environment tailored to basic human characteristics and to the specific characteristics of children at different ages. The function of the environment is to allow the child to develop independence in all areas according to his or her inner psychological directives. In addition to offering access to the Montessori materials appropriate to the age of the children, the environment should exhibit the following characteristics:

### Aggression:

Aggression may be defined operationally in terms of rude answering to elder, irritation, feeling of unfairness, carrying grudges, frequent quarrelling, broken engagement, impulse to take revenge, and reactionary attitudes to traditions or beliefs (Chauhan & Tiwari, 1972). James Davies (1970) writes that aggressiveness implies a "predisposition, an attitude of mind, an underlying characteristic" whose likely product is a tendency for a violent action, injury, or damage. Leonard Berkowitz (1993) writes that aggression is "any form of behaviour that is intended to injure someone physically or psychologically". This term is

widely accepted and used in the majority of books that deal with human aggression.

### Frustration:

Freud developed the concept of frustration first time in human beings. According to Freud, "frustration occurs whenever pleasure seeking or pain-avoiding behaviour is blocked". He established a causal relationship between frustration and aggression.

Frustration refers to the blocking of behaviour that is directed towards a goal. Frustration is 'motivational or affective state resulting from being blocked, thwarted, disappointed or defeated' has a different mechanism of behaviour, lacking goal-orientation, having feeling of intensity, compulsiveness, appearing a product of need-deprivation (Chauhan & Tiwari, 1972).

### Frustration-Aggression Theory:

Freud emphasizes the study of aggression to understand human behaviour disorders. For Freud, aggression is one of the consequences of frustration. This suggestion of Freud widely accepted by Dollard et al., (1939), and formulated a theory and postulated that frustration results in aggression.

"Aggression has been defined as an act, whose goal response is injury to an organism or organism-surrogate" (Dollard et al., 1939). Aggression is defined as behavior intended to injure the person toward whom it is directed.

Yale group hypothesis of 'frustration-aggression' defined aggressive behaviour as logical and expected consequence of frustration. They state that when our efforts relate to the goal-directed behaviour suffers interference; our first reaction is often one of attacking and attempting to remove the obstacle (Dollard et al., 1939) Yale group theory of 'frustration-aggression' asserts, the occurrence of aggression always presupposes the existence of frustration and contrariwise, that the existence of frustration always leads to some forms of aggression. According to revised model of the frustration-aggression hypothesis (Berkowitz, 1989), frustrations lead to aggression to the extent that frustrations produce anger or other types of negative emotions such as sadness, disappointment, threats to identity, physical pain etc., (Berkowitz, 1983, 1989). The frustration-aggression hypothesis has many implications for individual and social behaviour. It implies, for example, that adolescent aggression is caused by the increased frustrations of that stage of life. A large body of research on aggression indicates that frustration often produces aggression but this relationship is always not true. It is influenced by situations and by individual differences in personality factors.

### Literature Review

Dollard et al., (1939) studied frustration and aggression in adolescence. The last important phase of maturation in the life of the individual and the last period of intensified socialization occurs at pubescence. It has been generally recognized that this period of adjustment is an especially critical one that produces many conflicts and typical behaviour patterns as a result of the efforts of adolescents to make adjustments to new physiological instigations and to learn the new habit patterns demanded by society. This interference with the redirection of drive-instigated behaviour is presumed to be frustrating and hence an increase of aggression at this time is to be anticipated. The authors examined in their article some of the facts of pubescence, to attempt to analyze the main frustrating situations, and to describe some of the resulting aggressive behaviour.

Bateson and Gregory (1941) studied the frustration-aggression hypothesis and culture. The necessity is pointed out for assuming that the frustration-aggression hypothesis refers simply to sequences of culturally modified acts. Two cultures are contrasted, the Iatmul of New Guinea, and the Balinese. The hypothesis fits the former perfectly, with the added modification that they have invested aggression with pleasure and convert all their cognitive efforts into imaginary aggressions. But the Balinese show no aggression reaction what so ever to interruptions of their acts. Only the children show signs of frustration and temper tantrums. They lose these later as a result of the unique relations in play between mother and child which discourage any goal-expectancy set.

Miller (1941) studied the frustration-aggression hypothesis. A previous statement in the book Frustration and aggression that "the occurrence of aggression always presupposes the existence of frustration and contrariwise frustration always leads to some form of aggression" is misleading in the latter half. A suggested reformulation is that "frustration produces instigations to a number of different types of response, one of which is instigation to some form of aggression." The determination of the presence of such instigation, when the overt behaviour is prevented, can be made by observing indirect or less overt acts. 4 chief lines of investigation suggested by the hypothesis are outlined.

Seashore and Bavelas (1942) studied frustration in children. 18 children, 9 of whom were cases of a child guidance clinic, repeatedly drew men for the Good enough test, under the observation of the experimenter and an assistant. After each performance the experimenter expressed implied criticism by asking the child to draw another "better" one, until the child had drawn 15 or refused to do more. 10 cases showed deterioration of performance, some drawings being unsociable. Changes in attitude, as shown by time spent on drawings and conversation, were marked. The implications of the findings are discussed and some of the protocols included.

Roger (1943) studied regression mode of frustration. The relation between regression and development is of special interest and significance. The indirect way of studying the dynamics of development by studying regression may prove to be fruitful for the whole problem of development. This chapter begins by describing the behaviour and state of the person corresponding to different developmental levels. Next, it reports an attempt to create regression in children by frustration. It can be viewed from two angles: (a) it is an attempt to clarify the nature of regression and the conditions leading to it by testing certain theoretical assumptions about regression. (b) It can be viewed as a contribution to the study of frustration.

Berkowitz and Leonard (1989) studied frustration-aggression hypothesis. The original formulation's main proposition is limited to interference with an expected attainment of a desired goal

on hostile (emotional) aggression. Although some studies have yielded negative results, others support the core proposition. Frustrations can create aggressive inclinations even when they are not arbitrary or aimed at the subject personally. Interpretations and attributions can be understood partly in terms of the original analysis but they can also influence the unpleasantness of the thwarting. A proposed revision of the 1939 model holds that frustrations generate aggressive inclinations to the degree that they arouse negative effect.

Saul Rosenzweig (2006) studied aggressive behaviour through and the Rosenzweig Picture-frustration study. Aggressive verbal behaviour in response to frustration at the developmental levels of the child, the adolescent and the adult, is described. Conceived as generically or essentially self-assertive, aggression can be viewed as affirmative or negative, constructive or destructive in effect. Six categories, three under *direction* and three under *type*, have been conceptualized to define the modes of aggressive response. These interrelated categories combine into nine scoring factors. Norms at the various age levels have been established, and the reliability and validity of the instrument have been determined. Pragmatic validity has the current status of the Rosenzweig Picture-Frustration Study; a measure has been shown in the investigation of behaviour disorders, psychosomatic conditions, delinquency, school adjustment, and a large variety of vocational and social problems. The P-F has been adapted and standardized world-wide.

The present study is important because Montessori method of education focuses on over all development of the children other than academic, the present study assumed that the personality development of these children would be complete and holistic hence their aggression and frustration level should be lower compared to children of traditional method of education. The Montessori method of education is one of the important components is emotional, and social skills development to make the children better adjusted in their society.

### Research Methodology

#### Objective

To study the aggression and frustration level of the high school students in relation to their Montessori and traditional method of education.

#### Hypotheses:

Children of traditional school have significantly higher level of aggression than children of Montessori school.

Children of traditional school have significantly higher level of frustration than children of Montessori school.

#### Sample:

The study was conducted on 120 high school children consisting of both male and female. Characteristics of the sub groups are as below:

#### 1. Children of Montessori Method of Education:

For the above group 60 children studying in 8<sup>th</sup> and 9<sup>th</sup> standard were selected from Montessori method of education school i.e.; Chandana High School, Sirasi, Karnataka state. This school caters to the needs of students from 1<sup>st</sup> standard to 10<sup>th</sup> standard with Montessori method of education. In where the children get a lot of exposure for extracurricular activities other than academic. Montessori method of education is, hence, different from traditional education.

#### 2. Children of Traditional Method of Education:

The sample for the above group selected from Karnataka University Public School located in Dharwad, Karnataka state. This consisted of 60 samples (30 male and 30 female). The school pri-

marily focuses on academic activities and little focus on extra-curricular activities.

## Tools:

### 1. The Aggression Scale:

Though frustration test provides the scores for measurement of aggression, a separate scale with more items was used in order to verify the significance of the results. The scale developed by Pal and Naqvi (1986) was administered for the subjects. The scale has 30 items measuring various aggressive behaviour ranging from rude answering to violent attacking on other individuals etc.

### 2. Frustration Test:

Frustration test (Chauhan & Tiwari, 1999) used in the present research has 40 items with 4 dimensions. Each dimension has 10 items. Each of the 40 items has five answers graded on 5 point scale. The four modes of frustration are as below:

**Fixation:** Fixation is noted as that behaviour appears to be repeated over and over again without variations and shows a degree of resistance to change.

**Regression:** Regression represents a backward step in development, a returning to older modes of thought, feeling and behaviour. This behaviour is characterized by feeling lacking in self-control, wish to be again, homesick when away from home, cries easily, speech defective, excessively daydreaming etc.

**Resignation:** Resignation is an emotionally tinged attitude shown by cessation of active response to a situation. The resigned behaviour possesses of limitations of all needs, no plans, withdrawal from social contacts, frequent and serious consideration of committing suicide, longing for loneliness, retreatism, returning within one's self, lacks interest in surroundings etc.

**Aggression:** Aggression may be defined operationally in terms of rude answering to elders, irritation, feeling of unfairness, carrying grudges, frequent quarrelling, broken engagement, impulses to take revenge and reactionary attitudes to tradition and beliefs.

### Statistical Techniques:

After scoring the data, the raw scores were converted into standard scores using 16.0 version of SPSS, subsequently the mean and SD were calculated. The data was subjected to independent sample 't' analysis to find the significant difference between the Montessori and traditional school children

## Results and Discussion

Table 01: Means, standard deviations and 't' value of the children of Montessori school and traditional school on aggression

Aggression	Sample Group (N=120)		
	Children of Montessori School (N=60)	Children of Traditional School (N=60)	't' value
Mean	45.65	54.45	5.41**
SD	08.99	08.98	

\*\* Significant at 0.01 level

The table 1 depicts means, standard deviations and 't' value of the children of Montessori school and traditional school on aggression. The mean and standard deviation scores of the children of Montessori school are 45.65 and 8.99 respectively. Whereas the mean and standard deviation scores of the children of traditional school are 54.45 and 8.98 respectively. The 't' score obtained for the mean difference is 5.41, which is highly significant at 0.01 level. This clearly implicate that the children of tra-

ditional school have significantly higher level of aggression than children of Montessori school.

**Table 2: Means, standard deviations and 't' value of the children of Montessori school and traditional school on frustration**

Frustration Children of Montessori School (N=60)		Sample Group (N=120)		
		Children of Traditional School (N=60)	't' values	
Regression	Mean	47.91	52.09	2.32*
	SD	08.60	10.90	
Fixation	Mean	49.62	50.39	0.42
	SD	08.41	11.44	
Resignation	Mean	47.55	52.47	2.76**
	SD	10.05	09.39	
Aggression	Mean	46.70	53.31	3.81**
	SD	09.57	09.38	
Total Frustration	Mean	47.52	52.48	2.79**
	SD	08.32	10.95	

\* Significant at 0.05 level, \*\* = Significant at 0.01 level

The table 2 shows means, standard deviations and 't' values of the children of Montessori school and traditional school on frustration. On the first dimension regression the children of traditional school have higher mean score of 52.09 than the children of Montessori school (M = 47.91). The obtained 't' value is 2.32, which is highly significant at 0.05 level. This shows that the children of traditional school have significantly higher level of regression mode of frustration than children of Montessori school.

On the fixation mode of frustration there is no significant difference between the children of Montessori school and traditional school. The obtained mean scores are 49.62 and 52.39 respectively. The 't' value obtained for the mean difference is 0.42, which is not significant.

On the resignation mode of frustration the children of traditional school have higher mean score of 52.47 than the children of Montessori school (M = 47.55). The obtained 't' value is 2.76, which is highly significant at 0.01 level. This shows that the children of traditional school have higher resignation mode of frustration than children of Montessori school.

On the aggression mode of frustration, the children of traditional school have higher mean score of 53.31 than the children of Montessori school (M = 46.70). The obtained 't' value is 3.81, which is highly significant at 0.01 level. This shows that the children of traditional school have higher aggression mode of frustration than the children of Montessori school.

On the total frustration the children of traditional school have higher mean score of 52.48 than the children of Montessori school (M = 47.52). The obtained 't' value is 2.79, which is highly significant at 0.01 level. This shows that the children of traditional school have higher frustration than children of Montessori school.

## Summary and Conclusions:

The present study is an attempt to know the level of aggression and frustration of the high school students in relation to their Montessori and traditional method of education. The major finding of the study reveals that the children of traditional school have significantly higher aggression and frustration than the children of Montessori school.

There is significant difference in aggression between the Montessori and the traditional method school children.

Among 4 dimensions in frustration scale the children from Montessori Method of education has found significantly lower level of frustration in 3 dimensions except fixation dimension. In dimension like resignation, aggression and in frustration scale the significance level of difference is at 0.01 levels and in dimension regression the significance is at 0.05 levels.

The present study suggests that Montessori Method of education have a potential to support the student to meet the abilities and reduces the failure attempt. The method of education make student to accept the faults and learn in positive way.

## REFERENCE

- Bateson, and Gregory. (1941). The frustration and aggression hypothesis and culture. *Psychological Review*, 48 (4), 350-355. Berkowitz, L. (1989). Frustration-aggression hypothesis: Examination and reformulation. *Psychological Bulletin*, 106 (1), 59-73. Berkowitz, L. (1993). Aggression – Its Causes, Consequences, and Control. New York. Chauhan and Tiwari. (1999). Frustration test. *Agra Psychological Research Cell*. Agra. Davies. J. C. 1970. Violence and Aggression: Innate or Not? *The Western Political Development*. 51, No. 4. p. 943-963. Dollard, J., Doob, L. W., Miller, N. E., Mowrer, O. H., & Sears, R. R. (1939). Frustration and aggression. New Haven, CT: Yale University Press. Lagerspetz, J., Bjorkqvist, K., Berts, M., and King, E. (1993). Group aggression among school children in their school. *Scandinavia Journal of Psychology*, 23(1), 45-52. Miller, N. E. (1941). The frustration and aggression hypothesis. *Psychological Review*, 48(4), 337-342. Pal R and Naqvi T. (1986). Manual for aggression scale. Agra: Agra Psychological Research Cell. Saul Rosenzweig (2006). Aggressive behavior and the rosenzweig picture-frustration study. NewYork. Volume 6(2) Seashore & Bavelar. (1942). A study of frustration in children. *Genetic psychology*, 61, 279-314