

**AGGRESSIVE BEHAVIOUR OF ADOLESCENTS IN RELATION TO THEIR  
ACADEMIC STRESS**

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***Abstract***

*The present study was conducted to explore the relationship between aggressive behaviour and academic stress among adolescent school students. To achieve this goal, 400 students of class XI were selected as the sample from senior secondary schools of Pathankot district in Punjab state. The investigator used Aggression Scale developed and standardized by Pal and Naqvi (2000) and academic stress score was measured by using the self prepared Academic Stress scale by the investigator. Pearson Product Moment method was applied to find out the relation between the variables. The study revealed that there is a positive and statistically significant correlation between aggressive behaviour and academic stress of adolescent students. No significant difference was found between the aggressive behaviour of male and female adolescents.*

**Key Words:** *Adolescents, Aggressive behaviour, Academic stress.*

**Introduction**

Aggression may be defined as a harmful aspect of the personality of a child which is expressed through his behaviour. Any disturbing behaviour which adversely affects another person can be called as aggressive behaviour. It results in harming other individuals physically or emotionally. Aggressive people are often irritable, impulsive and restless etc. Moeller (2001) opines “Aggression and aggressive behaviour are generally used to refer negative emotions and behaviours respectively and are considered part of antisocial behaviour; morally, ethically or legally unacceptable.”

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Brown (1997) has defined aggression as the use of power by one or more people intentionally to harm or adversely affect the rights and needs of another or other” Similarly, Anderson (2002) defined aggression as a behaviour which causes intentional harm to another person. It can be concluded that human aggressive behaviour is anti-social and instrumental which is directed with intent of harming or injuring other living beings and property. It can be physical or psychological. As an act it displays the measure of aggression whereas aggressiveness is the propensity to display resentment. It is emotional exhibition which is frequently overt and varies from mild to brutal. It includes robbery, kidnapping, terrorism, stabbing, shooting, etc.

Behavioural problems of adolescents have become an issue of leading concerns for parents, teachers and the society. In day to day, life situations of adolescents are filled with a lot of negative emotions leading to behaviour problems. Fear, insecurity, threats, disappointments, frustrations, influence of media and unhealthy home environment are common problems in almost every society. Aggressive behaviour exposed by adolescent school children is a growing issue of concern (Bushman & Anderson, 2001) and which many studies in research on aggressive behaviour have recognized a grouping of various types of aggressive behaviour in terms of its form and behavior (Underwood, 2003).The nature of crimes committed by adolescents has been changing which is leading to many forceful crimes.

### **Factors of Aggressive Behaviour**

**(A) Biological factors:** There are many factors which are responsible for making the behaviour of an individual aggressive. Biological factors are responsible for the aggression but the studies on this issue are mostly not conclusive (Pinel, 1990). It includes home and school environment, negative pressure from parents and teachers who have autocratic or suppressive parenting and leadership styles. According to Shaffer (2002) the children who are out of control are brought up in persistent home environments. Peer influence is equally responsible for the aggressive behaviour which includes having friendship with unsociable peers, deviant peer groups having rebellious attitudes and behaviours. Media violence is responsible for developing the aggression among young people from childhood which include television, radio and internet. (Shaffer, 2002).

**(B) *Community and Social Factors:*** The children brought up in societies accepting aggression and violence likely to be violent and aggressive because aggressive behaviour is mostly learned and sustained other learned behaviours (Craig, 1980). “Aggression is socialized in three main ways-Firstly; parents play rougher with sons than with girls Secondly- parents discourage daughters’ aggression than sons’ aggression. Thirdly, physically rough play is part of the androgynous gender role” (Shaffer, 2002).

### **Academic stress**

The haunting devil that reins the lives of many students in academic institutions is academic stress. It is a mental pressure from being exposed to new learning situations, adjusting with new social settings etc. Academic stress can be defined as mental distress experienced by students with respect to expected disappointment associated with academic failure. The challenges faced by students are school tests, showing progress, fulfilling teachers’ and parents’ expectations, overcrowded classes, understanding the content imparted by the teacher, methods of teaching etc. These challenges are related to academic stress although modern educational system is based on child centered approach but in the present scenario students are being suffered by the stress in their academic life. According to Wilks (2008) “Academic stress is the product of a combination of academic-related demands that exceed the adaptive resources available to an individual”.

### **Causes of Academic Stress**

1. The exposure to new and difficult concepts during the intermediate period exposes the students to academic stress.
2. Students have to face stress of adjusting to a new environment while changing their schools due to some reasons.
3. Getting through entrance exams lead to great academic pressure on the students.
4. Exams are a source of tension, stress and anxiety for many students as they are highly pressurized by their parents and teachers to perform well in the exams.
5. The school environment itself can be a cause of stress on students.

- 6 Peer relationships can provide estruses or distress in regard to dress, behaviour, choice of friends and many other areas of life.
- 7 Academic Anxiety is one of the most common causes of academic stress is anxiety (Misra, 2000).
- 8 Social comparison by the parents is the issue that causes anxiety among the students to worry about their academic progress report (Rao, 2008).
- 9 Teachers' expectations from the students lead to failure and thereby this stressful schedule causes a lot of academic pressure.
- 10 Due to over scheduling students are often unable to shoulder the two tasks simultaneously and hence ending in failure.
- 11 Parents' expectations from their children regarding high scores, clearing competitive exams and being admitted to renowned institutions drives the students towards academic strains.

### **Design of the study**

For the purpose of present investigation, descriptive survey method of research was employed.

### **Population and sample**

The population of the present study was the school adolescents of XI class of Pathankot District (Punjab). The investigator selected a sample of 400 students (200 male and 200 female) randomly from four Educational blocks of Pathankot district.

### **Tools and techniques used**

Aggression Scale developed by Pal and Naqvi (2000) was used to assess the aggressive behaviour of adolescents and the academic stress was measured by the scale developed by the investigator himself. The data was analyzed by using t-test and Product Moment correlation.

### **Objective of the study**

Following were the objectives of the present study:

1. To study the relationship between Aggressive Behaviour and Academic Stress of adolescents.
- (a) To study the relationship between Aggressive Behaviour and Academic Stress of male adolescents.

- (b) To study the relationship between Aggressive Behaviour and Academic Stress of female adolescents.
- 2. To study the difference between the aggressive behaviour of male and female adolescents

**Hypotheses of the study**

The following hypotheses were formulated for the present study:

- 1. There exists no significant relationship between Aggressive Behaviour and Academic Stress of the adolescents.
  - (a) There exists no significant relationship between Aggressive Behaviour and Academic Stress of male adolescents.
  - (b) There exists no significant relationship between Aggressive Behaviour and Academic Stress of female adolescents.
- 2. There exists no significant difference between the aggressive behaviour of male and female adolescents.

**Results and Discussion**

**Table 1: Relationship between Aggressive Behaviour and Academic Stress of adolescents**

Variables	N	r	Level of significance	Remarks
Aggressive Behaviour&Academic stress	400	.308**	0.01 level	Significant

*\*\*significant at 0.01 level*

Table 1 shows the Co-efficient of correlation (r) between Aggressive Behaviour and Academic Stress of adolescents (N=400) as .308 which is significant at 0.01 level showing that Aggressive Behaviour and Academic Stress are significantly correlated. The magnitude of correlation indicates that Aggressive behaviour and Academic Stress of adolescents bear a positive and significant correlation.

**Table 2: Relationship between Aggressive Behaviour and Academic Stress of Male Adolescents (N=200)**

Variables	N	R	Level of significance	Remarks
Aggressive Behaviour & Academic stress	200	.326**	0.01 level	Significant

*\*\*significant at 0.01 level*

Table 2 shows the Co-efficient of correlation (r) between Aggressive Behaviour and Academic Stress of Male adolescents as .326 which is significant at 0.01 level indicates that Aggressive Behaviour and Academic Stress are significantly correlated in case of male adolescents. The magnitude of correlation indicates that Aggressive behaviour and Academic Stress of male adolescents bear a positive and significant correlation.

**Table 3: Relationship between Aggressive Behaviour and Academic Stress of Female adolescents (N=200)**

Variables	N	R	Level of significance	Remarks
Aggressive Behaviour & Academic stress	200	.287**	0.01 level	Significant

*\*\*Significant at 0.01 level*

Table 3 represents the Co-efficient of Correlation (r) between Aggressive Behaviour and Academic Stress of Female adolescents i.e. .287 (significant at 0.01level) which shows that Aggressive Behaviour and Academic Stress are significantly and positively correlated in case of female adolescents.

Tables 2 and 3 show the correlation between Aggressive Behaviour and Academic Stress of male (N=200) and female (N=200) adolescents as .326 and .287 respectively. Both the correlation values .326 and .287 which are significant at 0.01 level indicate that there is positive and significant correlation between Aggressive Behaviour and Academic Stress of male and female adolescents.

**Table 4: Difference between Aggressive Behaviour of Adolescents**

Variable	Gender	N	Mean	S.D	SEM	SED	t-value	df	Sig.
Aggressive Behaviour	Male	200	84.785	17.969	.8985	1.2423	1.189	798	.235
	Female	200	83.308	17.158	.8579				

*\*Significant at 0.05 level*

Table 4 shows the Mean scores of Male (N=200) and Female (N=200) adolescents on Aggressive Behaviour. The Mean score of male and female adolescents on Aggressive Behaviour was found to be 84.785 and 83.308. S. D. for the same was found to be 17.9699 and 17.1579 relatively. The calculated t-value i.e. 1.189 which is less than 1.96 for df =798 at 0.05 level of significance, showing insignificant difference between the Aggressive Behaviour of adolescents with respect to gender. Thus, it is evident that there exists no significant difference between the Aggressive Behaviour of Male and Female adolescents.

### Conclusion

- There exists positive and significant correlation between the Aggressive behaviour and Academic Stress of adolescents.
- There exists positive and significant correlation between Aggressive behaviour and Academic Stress of male adolescents.
- There exists positive and significant correlation between Aggressive behaviour and Academic Stress of female adolescents.
- There exists no significant difference between the Aggressive behaviour of male and female adolescents.

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