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# The Aggressive Behaviour Of Adolescents In School: An Empirical Study Of Selected Youths

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## **ABSTRACT:**

Aggression is an important emotion in human being. It plays a great role in human life. Mainly the youth has less controlled on their aggression. The purpose of this study is to knowing the unique and various kind of reasons behind the aggressive behaviour of adolescence that reflects in their actions in school environment. This study also try to provide awareness among the parents of the students along with the teachers and the students. Then the researcher experiments some activities to minimize the aggressive behaviour of the students. With the help of those activities, teachers can help the students to develop themselves in a proper way.

**KEY WORDS:** Aggression, Students, Teachers.

## **1.0 INTRODUCTION**

Anger is an emotion of living beings. Being human, we all have this emotion. The actions due to anger may leads to unpleasant results, such as violence, aggression, threats, attacks, assaults, fights, etc. If we notice the news then we would realise how we are affected by aggression. Most of them are about violence, aggression, threats, attacks, assaults, fights, etc.

"The term "aggression" refers to a range of behaviors that can results in both physical and psychological harm to yourself, others or objects in the environment. Aggression centers on hurting another person either physically or mentally. While we all may feel aggressive on occasion, when aggression becomes pervasive or extreme, it may be a sign of an underlying mental health condition, a substance use disorder, or another medical issue. "

Today's youths have faced conflicts because of their aggressive behaviour, which may be developed directly or indirectly from different sources such as family, friends, news, social media etc. If they can't differentiate the right and wrong, they slowly adopt such actions and grow aggressive behaviour in themselves. Aggressive behavior is unwanted harmfulness done by others. It indicates the verbal, relational, nonverbal actions. Teacher plays an important role in the society. He is the anticipator of the potential problems, manager of a classroom as well as school. Students are the strengths for the nation, therefore it is necessary to mould the student's behavior in a proper way.

Teachers are the ideal for the students. So that teacher should take this responsibility very much seriously.

Adolescence period is very crucial period in human life. The upbringing environment, education, conversation, situations, incidence that they experienced in this phase of life is played main role in developing the youths as a person. So it is very necessary to carefully understand those things by teacher as well as parents and other adults as well. Parents and other family members are the first witnesses of aggressive behavior that developed in ones character from childhood. At any age or any phases if someone is noticed performing any kind of aggressive behaviour one should take it seriously. There are some warning signs, such as frequent loss of temper or blow-ups, intense anger, extreme impulsiveness, extreme irritability, frequent frustration, etc. These signs can help the adults to identify the aggression in actions. For managing those actions the knowledge of mental health can help the teachers and parents to lead their child

## **2.0 RATIONALE/ BACKGROUND OF THE STUDY**

Aggression is the acts of ones that perpetrated upon others, which have negative impacts or effects in their lives as well. The causes, intensity may vary from person to person. Aggression has its effect on the mental health of the person. This study was undertaken to determine the extent of aggressive behavior of class VII to X students. While mentioning about aggressiveness it refers some factors like home as well as school environment. For an effective teaching-learning process a balanced classroom with positive environment is considered as one of the most important components. It is necessary to do study on this topic as these kind of behaviour can bring imbalance to the classroom.

## **3.0 LITERATURE REVIEW:**

Gupta, Radhika.(2012) conducted a study on “Adolescents emotional autonomy in the context of parents and peer relationship”. The aim of the research was "to study the adolescent’s emotional autonomy in the context of parents and peer relationship. The study reveals that girls and boys do not differ from each other regarding their development of emotional autonomy from parents. But they significantly differ on the individuation dimension of emotional autonomy. The researcher also found that results reveal that peer pressure on adolescents for the engagement in peer group activities facilitates the development of emotional autonomy. Involvement in the activities of peer group provides opportunity to the adolescents to experiment with their newly gained skills and potentials and to try out variety of roles autonomously."

Kaur, Dhanwinder and Niwas, Dr. Ram (2017), conducted a study on “Aggressive behaviour of secondary school students in relation to school environment”. The main purpose of this study was to study- "the Aggression of secondary school students, the difference in aggression of secondary school students with respect to Gender,

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Residential Background, Type of School, students across high, average and low level of School Environment, the relationship between Aggression and School Environment of secondary school students. The study discloses that Average Aggression was found among Secondary School Students. There exists no significant difference in aggression of Male and Female secondary school students, Urban and Rural secondary school students, Private Secondary School students are more aggressive than that of Government secondary school students, Higher levels of school environment results in low aggression. A significant negative relationship was found between Aggression of secondary School Students and School Environment."

Marina Fedorenko, Marina Belousova, Tatiana Chetyrchinskaya (2019), conduct a study on "Emotional Intelligence, Anxiety and Aggression as Predictors of Destructive Behaviour and Offences of Teenagers." The main purpose of the research is "to studying the level of emotional intelligence level and comparison of aggression with anxiety between teenagers under suspended sentence and low abiding teenagers." This study shows that emotional intelligence begins in the family environment from childhood. The maturation is depends on home environment. Immaturity in family environment can lead maladjustment and various kind of negative experiences can takes place. This study has also confirmed significant correlation of parameters of emotional intelligence, anxiety and aggression.

#### **4.0 OBJECTIVE OF THE STUDY**

- To find out the reason behind aggressive behaviours.
- To find out the solutions for the Aggressive behaviour of the subjects.

#### **5.0 METHODOLOGY**

##### **RESEARCH CONTEXT**

The research is conducted in Harhi Model High School Lakhimpur which is located at Harhi Gaon that is in Dhakuakhana. The location of these schools are near the main streets. It makes the situation of teaching and learning process run well because the environment is conducive and comfortable and the access to the school is not difficult. The subjects of the research are the seven to ten grade students of Harhi Model High School. It involves four classes consisting of 420 students.

##### **TARGET GROUP**

All the students of class VII to X of Harhi Model High School are the population for the present study. But for the limited time period and for the convenience and purpose of the study, the researcher would take only 200(two hundred) students of the class as

sample by using purposive sampling strategy. With the help of these samples the data for the study will be collected.

## RESEARCH METHOD

For the present study descriptive research approach will be used. The main purpose of this research is to take some positive actions to mould the teenager's behaviour, and help the teacher to provide awareness regarding mental health to the students as well as their parents. The present study will be based on primary data source. The researcher would use Participatory Observation, Questionnaire and interview as the method of collecting data from the intended sample for studying the problem.

### 6.0 TOOLS OF DATA COLLECTION

For the collection of necessary information the following tools are used.

- **Questionnaire:** The researcher used a self-developed questionnaire to collect the information about the range of the subject's aggression, the trigger points, reasons behind their aggression behaviours.
- **Observation:** The researcher observe the subjects minutely during their school time, and collect information regarding their behaviours.
- **Interview:** The researcher conducted interview with the parents of the subjects. Asking them about the home environment, behaviour of the subjects in home environment and the changes in their behaviour after conducting the actions.

### 7.0 Findings:

7.1. To find out the reason behind aggressive behaviours.

**Table: 1**

GROUPS	NUMBERS	PERCENTAGE
Total	200	100%
Male	84	42%
Female	116	58%

Table 1 shows that the number of respondents within the age group of 13-15 years. Among them 42% are male and 58% are female respondents.

After conducting an interview it seems that there are various reasons behind the aggressive behaviour of the students. Those are shown in the table 2.

**Table 2:**

<b>Issues</b>	<b>No of Students</b>	<b>Percentage of the Students</b>
<b>Physical health issues</b>	<b>195</b>	<b>97.5%</b>
<b>Mental health issues</b>	<b>200</b>	<b>100%</b>
<b>Issues with family</b>	<b>150</b>	<b>75%</b>
<b>Issues with friends</b>	<b>180</b>	<b>90%</b>
<b>Personal problems</b>	<b>200</b>	<b>100%</b>
<b>Grief</b>	<b>100</b>	<b>50%</b>
<b>Ego hurting</b>	<b>200</b>	<b>100%</b>

- Here physical health issues indicates any kind of illness in body, such as fever, weaknesses, periods, etc. The respondents mentioned that when they didn't feel physically fit, they get angry easily. Among the respondents 97.50% respondents are mentioned about it.
- In the case of mental health issues, the respondents mentioned about stress, tensions, depression that affect their mental condition. Mood swings is also one reasons that aggravations emerge. When they feel mentally weak, if there is any kind of stress and all they get angry easily. All the respondents, i.e., 100% respondents are mentioned about it.
- Regarding issues with family members the respondents indicate the relationship with parents and other members of their family. And also, if they had experienced any kind of fights among the family members, between parents, these kind of incidents also affect their mental health, and it can provoked them easily. Among the respondents 75% are mentioned about it.
- By mentioning issues with friends the 90% respondents said that in the school as well as in the classroom their relationship with friends or classmates also has impact on their aggression. The responding ways, behaviour towards them, backbiting, arguments, and jealousy among them are mainly responsible for the aggressive behaviour of the students.
- All the 100% respondents also mentioned about some personal problems which has increased aggression in them. Because of these problems it may increases the stress level, tensions, panics and so on, which may lead aggression in their behaviour.
- According to the 50% respondents sometimes they faced problem to control their aggression while they feel grief. It's not easy to adjust ourselves without our nearest one. During those time they get angry easily.
- One more reason that mentioned by the respondents is ego hurting. The 100% respondents are mentioned that while they feel that their urge is not fulfilled, they didn't get what they want for these reasons also they get angry easily.

**7.2.** To find out the ways to minimize the aggressive behaviour of the students.

Teacher has a vital role in minimizing the aggressive behaviour of the students. The researcher doing some experiments on the selected sample, so that a teacher can use them in regular classroom and help the students in controlling their aggression and can develop good habits.

**7.2.1 Activity-I (Interactive session):** First of all, the researcher has observed the subject's behavior and developed rapport with the students. Then a co-curricular activity has been organized where the students have sit in a place and then they will have to tell about their friends, their positive and negative sides. When some of the students get angry for the activity as they do not take the critics positively, the researcher had handled the situation calmly and tactfully. Then the researcher had told them to walk casually around the place and direct them to give a hug with a smiling face to each other during the walking time.

**7.2.1.1 Observation:** During this period, the researcher has observed the responding ways of the subjects. Researcher has observed that the extend of control on their emotions varies from subject to subject. Interestingly, significant effects of hugs has been observed-the connections among themselves are developed, all were playing together. The subjects were then interested to know the ways of developing and enhancing the control capacity of emotion within them.

**7.2.2 Activity-II (Story making):** The Researcher had asked the students to sit in round, and create an environment for meditation and then asked them to close their eyes and lead a meditational activity with them. After that she had divided the subjects into 5 groups, 60 subjects in each group and provided topics regarding anger issues, and ask them to develop a story from it. Each of the groups is asked to develop two stories that can reflect positive and negative effects of anger separately. After developing the stories, the students are requested to share the experience during construction of the stories.

**7.2.2.1 Observation:** The researcher has observed the behaviour and rate of involvement of all the students during all the cooperative activities. It has been observed that the stories based on the negative impact of aggressive behaviour are being constructed very easily by the students. But while trying to create the stories showing the positive impact of aggressive behaviour, the respondents had faced difficulties, which is understandable as they did not find such kind of positive impact of aggressive behaviour.

**7.2.2.2 Reflection:** After observe the situation the researcher comes to the conclusion that the respondents have developed positive mind set among them. The main aim of the researcher to realise the students that the aggressive behaviour has no such kind of positive impact in our life, and it was clearly achieved.

**7.2.3 Activity-III:** The researcher has organized an activity where the students have to write their own strengths and weaknesses on two different papers. After that the

researcher collect the only papers where their weakness were mentioned and let the papers with positive points be with the students. The researcher has manipulated their emotions and directed them to imagine that the negativity among them has faded away and only the positive things and strengths are stayed among them. They are requested to carry the papers with them and to practice the good things always.

**7.2.3.1 Observation:** The researcher had observed the changes of the behaviour of the students. The reactions, the reflection of the activity within them were also be observed. It has been sensed that the respondents had developed the self-image. After the activity while the respondents were asked to express their feelings, they voluntarily told that they get positive vibes.

**7.2.4 Activity-IV:** The researcher had organized a discussion program, where the students have to talk about their experience as well as knowledge regarding anger, in brief. The researcher has noted some of the most crucial problems/situations they experienced which are arisen from the aggressive behaviour of self or others. Then the researcher had discussed with them that anger is a part of our life, and hence it should be controlled through practice. The researcher had told them the ways to identify own behaviour and emotions, techniques to control them.

**7.2.4.1 Observation:** The researcher had examine the behaviour of the respondents time to time and it was witnessed that the respondents had tried to control their aggression. The researcher had tried to develop the mind set of accepting own flaws, especially anger, among the respondents. In later time it was shown in the behaviour of the respondents, in home environment as well, it was came into know from the interview that was conducted with the parents of the respondents. The respondents had developed the capacity of anger management.

**7.2.5 Activity-V:** The researcher had organized a parents-teacher interactive program after ten days which includes an interview with the parents, asking them about the changes that they observe in the behaviour of their children at home. She has told them about the ways of controlling the emotions, providing a healthy environment at home. The head teacher of the school deliver a fruitful speech on the duties of the parents towards constructing good attitude of their children. The parents also have shared their views on different matters.

## **8.0 Results:**

Adolescence is a period of human life where it is very important to make sure that the youth has got the opportunity to mould their behaviour in such a way so that they can develop themselves for the nation. For become a good citizen of a nation it is a very important factor. After doing these experiments it reflects some ways to minimize the aggressive behaviour of the youths. In the school, teachers can played an important role in minimizing the aggressive behaviour and maximizing the positive behaviour among

the students. This research has found some techniques, by following those the teacher can manage emotions of the students in a positive manner.

Teacher has a vital role in the process of minimizing the anger issues in students. From the experiments that conducted by the researcher it shows that to do some unique and playful techniques can help the students to control their aggression.

- With the help of building rapport and understand the feeling of the students ones can help the students to minimize the aggressive behaviour of the students.
- Story making, story-telling, various kind of games- these are some ways to lead the students thoughts/anger in a positive way.
- Teacher can encourage the students to accept themselves and others as they or the person are and develop their self-image.
- Teacher can help the students to learn the techniques of managing own problems.
- Developing brotherhood within the students can help him/her to control their emotions.
- Teacher can develop various strategies to help the youths to manage their emotions.
- Teacher can help the students to increase the ability to accept own flaws.
- Teacher should always use positive reinforcement while interact with the students.
- Teacher always should try to make them realized by themselves how our behaviour can affect others, how painful and unacceptable behaviour it is.
- Teacher should always ready to manage any kind of incidents regarding imbalance emotions.

## **9.0. CONCLUSION:**

Based on the findings, the researcher can conclude that Aggression is a normal emotions of human being, the adolescence are not exceptional. There are some unique reasons behind the aggressive behaviour of the students. It may vary from one another. It's not a big deal that students have anger issues, and it reflects in their behaviour. But here, the teacher has some responsibility of direct the students in a proper way. For this purpose the researcher conducts some activities to see the effect of those activities on student's aggressive behaviours. The result of these activities has shown that with the help of proper guidance the teacher can minimize the aggressive behaviour of students in school as well as in the classroom. The researcher also involve parents of the students to make them aware of aggression issues.

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