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AGGRESSIVE BEHAVIOUR OF THE STUDENTS AT STANDARD IX WITH RESPECT TO SOME INTERVENING VARIABLES

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Abstract:-The study focuses on Aggressive Behaviour of the students at standard IX with respect to some intervening variables. Objectives of the study: To find out the significant difference between the Aggressive Behaviour of the students with respect to Locality, Types of school, Residence, Medium of instruction, Family type, Family climate, Number of children, Birth order and Monthly income. Method of study: Normative survey method. Samples: One hundred and fifty seven students studying in standard IX. Tool: Researcher's self-made Aggressive Behaviour tool consisting of 35 items. Reliability of the tool: The reliability of the tool was calculated by split-half method and the calculated reliability value is 0.734. Procedure of the study: [i] The investigator got permission from the concerned school head masters by explaining about the importance of the investigation. [ii] The procedure of the response of the Aggressive Behaviour scale with personal data sheet was explained to the students clearly and the Aggressive Behaviour scale with personal data sheet was distributed to the students. [iii] The response sheet was taken back from the samples. Findings: [i] There is a significant difference between the Aggressive Behaviour of the students with respect to Locality, Types of school, Medium of instruction, Number of children, and Monthly income. [ii] There is no significant difference between the Aggressive Behaviour of the students with respect to Residence, Family type, Family climate and Birth order.

Keywords: Aggressive Behaviour , Intervening Variables , educational psychology .

INTRODUCTION :-

Aggression is one of the problems in educational psychology which affects the learning process. Aggression is related to those behaviours that are intended to inflict physical or psychological harm on others. An individual may be aggressive because he has been brought up in the environment where he frequently observed his parents, elders, teachers and peers, showing aggression towards him or towards others. Aggression does not occur just with live models; violence or Aggression shown on television or the cinema screen and described in the pages of magazines and novels may impel an individual towards Aggression. This provocation if reinforced, may lead him to adopt Aggression as a mode of his usual Behaviour. Aggressive Behaviour may represent a normal developmental stage or indicate a serious, ongoing mental health disorder that poses a safety concern. In this article, the Aggressive Behaviour of the students at standard IX with respect to some intervening variables was studied and it will help the teachers to enrich the students' Personality and also their Academic Achievements.

NEED FOR THE STUDY

From the review of various studies and theories of Aggressive Behaviour, the investigator understood that the Students are unable to perform well in their Academic activities because of Aggressive Behaviour. Students' Aggression has been blamed on many things, including learning difficulties, broken homes, poverty, racism, inequality, chemical imbalances in the brain, toy guns, TV violence, sexual repression, sexual freedom, overpopulation, alienation, bad genes and original sin. So far only few studies have been reported regarding the Aggressive Behaviour of the school students. So the investigator made an attempt to study the Aggressive Behaviour of the students with respect to some intervening variables. So this study would be an approach to enhance the students' Personality and also their Academic Achievements.

OBJECTIVES

To find out the difference between the Aggressive Behaviour of the students with respect to Locality, Types of school, Residence, Medium of instruction, Family type, Family climate, Number of children, Birth order and Monthly income.

HYPOTHESES

There is no significant difference between the Aggressive Behaviour of the students with respect to Locality, Types of school, Residence, Medium of instruction, Family type, Family climate, Number of children, Birth order and Monthly income.

Variables

Independent Variable	Intervening Variables
Aggressive Behaviour	Locality Types of school Residence Medium of instruction Family type Family climate Number of children Birth order Monthly income

DELIMITATIONS OF THE STUDY

- 1.The present study is limited to 9th standard students under Tamilnadu state board and Matriculation schools.
- 2.The study has been limited to Coimbatore District.
- 3.This study is confined to selected intervening variables.

METHODOLOGY

Method of study

Normative survey method was adopted in the study.

Samples

One hundred and fifty seven students studying in standard IX from 3 Government high schools and 3 Matriculation schools in Coimbatore District were selected as samples by simple random sampling technique.

Tool

Researcher's self made Aggressive Behaviour scale consisting of 35 items was used as a tool for the study.

Reliability and validity of tool

The reliability of the tool was found 0.734 at 0.01 significant level by split half method. The validity of the tool was established by juries' opinion. Hence the reliability and validity of the tool were established.

Procedure of the study

The personal data sheet and Aggressive Behaviour scale were made as a booklet. The investigator reasonably approached the sample subjects (9th standard students) after getting permission from the concerned head and explained briefly about the importance of the investigation. Then the tools were hand over the subjects and explained the response procedure. After the responses, the response sheet was taken back from the sample. Later all, the entire questionnaires were arranged properly and the incomplete questionnaires were reamed and completed questionnaires were tabulated.

Analysis

Hypothesis :

There is no significant difference between the Aggressive Behaviours with respect to Locality, Types of school, Residence, Medium of instruction, Family type, Family climate, Number of children, Birth order and Monthly income.

Table 1:
Difference Between the Aggressive Behaviours with respect to Intervening Variables

Variables	Groups	Samples	Mean	SD	t-value	Sig.
Locality	Rural	79	65.24	10.986	4.510	P<0.05
	Urban	78	57.77	9.742		
Types of school	State Board	94	64.51	10.386	4.373	P<0.05
	Matriculation	63	57.08	10.472		
Residence	Hostel	11	57.91	8.893	1.373	P>0.05
	Days scholar	146	61.80	11.132		
Medium of instruction	Tamil	94	64.51	10.386	4.373	P<0.05
	English	63	57.08	10.472		
Family type	Congenial	120	60.78	11.621	1.812	P>0.05
	Disturbed	37	63.95	8.433		
Family climate	Joint	37	64.73	13.289	1.767	P>0.05
	Nuclear	120	60.54	10.067		
Number of children	3 and below	140	60.53	10.481	3.008	P<0.05
	Above 3	17	69.76	12.122		
Birth order	Below 3	145	61.25	11.083	1.257	P>0.05
	3 and above	12	65	9.853		
Monthly income	5000 and below	94	63.99	10.501	3.525	P<0.05
	Above 5000	63	57.86	10.806		

The above table shows that the calculated t-values of Aggressive Behaviour of the student with respect to Locality, Types of school, Medium of instruction, Number of children, and Monthly income are 4.510, 4.373, 4.37, 3.008 and 3.525, which are greater than the tabulated t-value 1.984 for df(155). It indicates that there is a significant difference between the Aggressive Behaviours of the students with respect to Locality, Types of school, Medium of instruction, Number of children, and Monthly income. Hence, the null hypothesis, "There is no significant difference between the Aggressive Behaviours of the students with respect to Locality, Types of school, Medium of instruction, Number of children, and Monthly income" is rejected.

And also, the above table shows that the calculated t-values of Aggressive Behaviour of the student with respect to Residence, Family type, Family climate and Birth order are 1.373, 1.812, 1.767 and 1.257 which are less than the tabulated t-value 1.984 for df(155). It indicates that there is no significant difference between the Aggressive Behaviours of the students with respect to Residence, Family type, Family climate and Birth order. Hence, the null hypothesis, "There is no significant difference between the Aggressive Behaviours of the students with respect to Residence, Family type, Family climate and Birth order" is accepted.

It is also observed from the mean score of the variables that, Rural students are relatively high Aggressive than the Urban students, State board students are relatively high Aggressive than the Matriculation students. Days scholar students are relatively high Aggressive than the Hostel students, Tamil medium students are relatively high Aggressive than the English medium students, Disturbed family students are relatively high Aggressive than the congenial family students, Joint family students are relatively high Aggressive than the Nuclear family students, Student in "Above 3" children family are relatively high Aggressive than the students in "3 and below" children family, Students whose birth order is "3 and above" are relatively high Aggressive than the students whose birth order is "Below 3" and Students whose monthly income of family is "5000 and below" are relatively high Aggressive than the students whose monthly income of family is "Above 5000".

FINDINGS

· There is a significant difference between the Aggressive Behaviour of the students with respect to Locality, Types of school, Medium of instruction, Number of children, and Monthly income.

· There is no significant difference between the Aggressive Behaviour of the students with respect to Residence, Family type, Family climate and Birth order.

SUGGESTIONS

The results show that the students were negatively affected by their Aggressive Behaviour. To reduce the Aggressive Behaviour of the students, the teachers may follow the following suggestions.

1. Make it clear that Aggressive Behaviour is unacceptable.
2. Be assertive in breaking up a fight.
3. Respond calmly but firmly to the student.
4. After the child cools down, talk with him privately.
5. Seek parental support.
6. Have the student apologize.
7. Teach your students conflict-resolution skills.
8. Require students involved in a conflict to fill out a behaviour form.
9. Send the student to a "cooling-off" place.
10. Have the student engage in activities that make Aggressive Behaviour less likely.
11. Appeal to the student's desire to gain the approval of his peers.
12. Connect with the student.
13. Obtain in-school counseling for the student.
14. Assign the student community service.
15. Consider requesting an evaluation to determine special education eligibility.

Further Research

1. Continuous researches are needed to know the other factors influencing the Aggressive Behaviour.
2. A study on large samples will give more light on Aggressive Behaviour and Academic Achievements.

CONCLUSION

The result of the study reveals that the students at standard IX are affected by Aggressive Behaviour. The Aggressive Behaviour may cause to low Academic Achievement. Hence, it is important to the teachers to handle the students having Aggressive Behaviour and steps have to be taken to reduce the Aggressive behaviour of the students to improve their Academic Achievements.

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