

A B S T R A C T

INTRODUCTION

Very few researches were done in India in the area of aggression. Mostly the term 'aggression' carried the negative connotation. But some modern psychologists take a different view. Kovel (1970) suggests that aggression is best conceived as "a raw striving, relatively undifferentiated, able to undergo any number of transmutations and able to direct itself to any number of objects.....aggression is in the most basic sense of an impulsion to act upon an object and to alter the object of its activity". Thus the range of expression extends from a healthy sense of mastery to the most unbridled and seemingly gratituiton aim of destruction seen in this light aggression loses its connotation of badness and becomes, instead, a basis to act upon the world what is "bad i.e. destruction is reserved to a particular outcome of aggression, one all too universal to be sure but not so much a biological, given as it is, the consequence of human situation" (1970, p. 257-258).

In the present study the term "aggression" was defined as a behaviour represented by a continuum. It is a behaviour towards an object or behaviour ranging from total submission (no aggression) going through assertion

to violence (both verbal and physical). Destructive acts are the highest form of aggression.

Other variables selected were self concept achievement motivation and performance on curricular and cocurricular activities.

AIMS AND OBJECTIVES

The main aim of the study was to study the relationships of selected variables viz. Self concept, Achievement Motivation, Academic Performance and Non-academic Performance with the main variable of the study viz. Aggression and also to explore the causes and effects and manifestations of low or high aggression by studying some cases in detail having low or high aggression according to the Aggression Score.

STATEMENT OF THE PROBLEM

The present study was thus entitled as
A STUDY OF AGGRESSION IN ADOLESCENT BOYS AND GIRLS
IN RELATION TO THEIR SELF CONCEPT ACHIEVEMENT MOTIVATION
AND PERFORMANCE.

SAMPLE

Multistaged stratified random sample of 564 subjects from class XI and XII of Government aided Schools from Allahabad and Baroda.

TOOLS

- i) Aggression Scale- Prepared by the Researcher.
- ii) Who Am I- Scored on Sarabhai's scheme with slight modification.
- iii) Forced Choice sentence completion test for n. Ach. by B.N. Mukherjee.
- iv) Marks obtained by the subjects in percentage in any of the public examinations.
- v) Teacher's quantitative ranking for performance on cocurricular activities.

METHOD AND PROCEDURE

Aggression scale was prepared and then all the tools were administered on about 600 subjects out of which 564 were taken for analysis leaving the non-respondents.

ANALYSIS

ANOVA showed that boys were more aggressive than girls and Baroda sample was more aggressive than Allahabad sample. These differences might be due to the culture. Society trains boys to be more aggressive as it is taken as the sign of masculinity. Baroda is an industrial city and more struggle and competition is there, so Baroda sample might have been trained to be more aggressive.

CASE STUDY-Case studies found out some causes for high and low aggression. For this five cases each with high and low aggression in both the cities were studied in detail.

High and low aggression 1 S.D. above and 1 S.D. below the mean aggression score of each of Allahabad and Baroda cities respectively. Data were then content analysed for causes, effects and manifestations of aggression.

MAJOR FINDINGS AND CONCLUSIONS

Baroda boys and Allahabad girls showed some tendency to deviate from linear relationship between self concept and aggression and between non-academic performance and aggression. But the deviations were not too big to account for any true deviation. Other results were non-significant.

Content analysis showed that birth order and responsibilities for family members had the significant role in the development of high aggression but not the low aggression. More HAS's were first in birth order than middle or youngest one ($p .05$), and more HASs felt responsibilities for family members than no responsibility for them ($p .02$).

For the development of low aggression average sibling size ($p .01$), comfortable childhood ($p .05$), absence of any life goal ($p .05$), father with balanced temperament ($p .02$) were having some role.

Other causes found to be significant in the development of both high and low aggression were attachment

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for siblings and parental expectations. More HASSs were attached to their siblings than those not attached (p .02) and more LASSs were not attached to their siblings than those who were attached (p .05). More HASSs were held high in expectations than those average or low (p .02) and more LASSs were held average in expectation than those held high or low (p.01).

More HASSs were having frustrations than LASSs thus substantiating the frustration aggression hypothesis.

In most of the manifestations the four categories of respondents did not differ in their opinion about the subjects. HASSs were reported to be irritable by parent, teacher and peer but not by themselves. More HASSs were reported to be introvert than LASSs by themselves and their peers. By teacher, peer and subjects more HASSs were reported to be sensitive than LASSs.

SUGGESTIONS

- i) School clinics to be established to cater to the needs of very high and very low aggression pupils.
- ii) Psychological testing to be done to diagnose very high and very low aggressive students.
- iii) State/College tournaments in sports etc. to be conducted by state college school.
- iv) More exhaustive study of aggression is needed.
- v) Refinement of aggression scale could be done.
