

C H A P T E R I

T H E P R O B L E M

CHAPTER-I

THE PROBLEM

1.1 INTRODUCTION

While reading the news papers, seeing the films, television or listening the news, local, national or international it seems that aggression and violence have become the order of the day. The researcher witnessed a number of violent and aggressive acts committed by the members of society. So she got interested to study this generally ignored but potential field of human behaviour.

What may be the educational implications of this phenomenon ? If the society is facing this problem, the schools cannot remain unaffected. The School is a part of society thus it influences and, in turn, is influenced by the society. Are the students becoming more aggressive ? Are they becoming the targets of societal aggression ? What is the cause of aggression of students ? What are its manifestation and what are its consequences ? Do the causes of aggression lie in successes and failures, satisfactions and frustrations in school life ? Does a person become more aggressive, more authoritative if he

is always successful because he thinks nothing can stop him from being successful ? Would a person be more aggressive if he has faced failures resulting in more frustrations ? Continuous satisfactions may lead to selfishness resulting in aggression :

It is seen that boys are commonly more aggressive than girls. What makes boys more aggressive ? Is it due to their superior position in the society ? Is it to prove their masculinity ? Since the reference group plays a significant role in building^{up} of self concept, would the self concept of an individual affect his/her aggressive behaviour ? What would be the case of girls ? Do the girls of lower self concept behave more aggressively or the girls of higher self concept (having boys as the reference group) behave more aggressively ? What could be the relationship between aggression and self concept in case of boys and in case of girls ? Is it the same or different ?

Similarly, the achievement motivation was assumed to have some bearing on aggression. Highly motivated individual

would be frustrated more if he fails to achieve his goal than lowly motivated individual, and in turn would behave more aggressively. Is it true ? Is there any relationship of achievement motivation of boys and girls with their aggressive behaviour ? Again, if there is any relationship between the achievement motivation and aggression, is it the same in case of boys and girls or it is different in different sexes ?

Performance in school subject is generally taken as the main criterion through which the success in school is judged. Does the performance in school disciplines influences aggressive behaviour ? Would the students behave more aggressively if they fail in school ? Or they would behave more aggressively to show their superiority if they achieve well in class ? Similar is the case with performance in cocurricular activity because their energies are channelised in situational aggression. Are better performers on play-ground more aggressive due to their feeling of superiority in games ? Or, the poor performers on play ground are more aggressive because of their frustration due to failures ?

Researches show that taking part in competitions enhances the chances of being easily aroused and behave more aggressively. Findings also show that better players are less aggressive outside the play ground. What is the phenomenon that influences aggression ?

To find out such relationships this study was planned. But before going any deep in the problem the very phenomenon of aggression was to be studied theoretically.

1.2 AGGRESSION AS A BEHAVIOUR

Aggression is a behaviour which may have a positive or a negative outcome. By most of the social psychologists, aggression is presented as a negative form of behaviour which should be reduced. According to Gillespie (1971) aggression is not "a fundamental irriducible element in the human constitution", rather it is "a way of doing things rather than an activity in its own right." (p.159) Even the manifestations may differ from individual to individual, carrying different meaning to its occurrence in different contexts.

1.2.1 Aggression as Social Characteristic :

Though the use of lethal weapons is the new development but violence was always there in the history of human beings. It was prevalent in our hunter and food-gathering ancestors. When human beings aggressed against each other by means of spears, bows and arrows or other primitive weapons, their results were quite destructive and produced much needless suffering and yet they were restricted to one locale and never threatened the existence of the entire race.

This is observed that more ferocious a species, less likely it is to become a ^htreat to its own species. Usually the other members of such species submit to the dominant member of the group and thus, the danger to the species is reduced because fighting takes place through symbol displaying only. But this is not the case of human being, because he is not provided with sharp nails, horns or teeth which can protect him or by which he can attack others and kill them, the inhibition of the tendency to aggress against

its own species is less in him. Thus the danger of the extinction of this race is increasing day by day.

1.2.2 Aggression as a Group Behaviour :

As a group behaviour aggression can well be explained by scapegoat theory. This theory explains that intragroup aggression is diverted to inter group aggression due to prejudices which make the members of one group to see the members of the other group as less than a human being. This is generally done by the majority group to the minority group. This minority group cannot become a threat to the majority group and the possibility of retaliation is less by it, so the minority group plays the role of outgroup member, which takes up aggression, caused by any ingroup member. This is done in order to maintain the integrity of the group. In this complex society of the present, the exposures are many and a good number of them cause frustration in individual which in turn produces aggression as one of the responses to it.

1.2.3 Aggression as an individual Characteristic :

It may result from an inner void a person feels within himself. Thus he may feel a sense of deprivation and consequently insecurity which may result into over doing a task or finding fault with another person or loud manifestations of ^{the}self, leading to attention seeking behaviour e.g. putting on loud colour dress, talking loudly, undue assertion in one's diction etc. Some times, aggression may lead to achievement i.e. pursuing studies aggressively, competing in games with a 'killer instick' or mastering a task aggressively etc.

Aggression being such a phenomenon it would be interesting to explore :

1. The causes of aggression.
2. The manifestation of aggression in various ways and
3. Its relationship with certain other important variables in the field of education.

The equivocal use of the word aggression has created great confusion in the rich literature on this topic.

The term has been applied to the behaviour of a man defending his life against attack, to a robber killing his victim in order to obtain money, to a sadist torturing a prisoner for his own pleasure. The confusion goes even further, the term has been used for the sexual approach of a male to the female, to the forward driving impulses of a mountain climber or a salesman and to a person ploughing the earth and to a player playing to win. Thus the issue becomes paradoxical because the active striving for a goal is acceptable as it may result in some benefits while destructive hostility is undesirable for it harms and hinders the growth of society as well as individual.

1.3 AGRESSION VIEWED BY DIFFERENT DISCIPLINES

To understand the term aggression fully, it has to be seen in the light of different disciplines having some bearing on education. For that it has to be viewed by psychologists, sociologists and anthropologists and philosophers.

1.3.1 Aggression as Viewed by Psychology :

By psychologists aggression is viewed from different angles. Different schools of thoughts describe it differently. The questions arising are :

1. Why does aggression exist ?
2. Is it hard to control ? Why ?
3. Is it inevitable in human society ?
4. Can aggression occur in vacuum ?

There are two competing schools of psychologists. The psychoanalytical school accepts aggression as an innate response while behaviourists approach presents it as a learnt behaviour. Before going in detail about what these schools hold for aggression, first, it would be relevant to look into some definitions given by different psychologists.

1.3.1.1 Some definitions:

1. Fenichel (1945) defines aggression as "the surface manifestation of angry affect".
2. A dictionary of psychology defines aggression as

"an attack on another, usually not necessarily as a response to opposition in a special sense by the analytical schools as a manifestation either of the will to power over other people (Adler) or a projection of the death instinct (Freud). (Drever, 1952).

3. Lorenz (1966) describes aggression as "the fighting instinct in beasts and man which is directed towards the members of the same species.
4. According to some social psychologists "aggression is a behaviour which intend to hurt or injure someone" (Sears, Maccoby and Lewin 1957).
5. Some other social psychologists define aggression as "a behaviour that is designed to deliver negative outcomes (such as pain, sorrow or death) to another (Bandura 1973, Barow 1977).
6. Dollard et al. (1939) describe aggression as "a sequence of behaviour the goal of which is the

injury of the person toward whom it is directed".

The fact that the intensity of a response often influences its labelling as aggression, is often overlooked. Sometimes the mild response as ragging or gentle sarcasm are regarded as aggression.

7. Buss (1961) believes that "aggression is a response that delivers noxious stimuli to another object".

He maintains that destruction of an inanimate object if the object belongs to nobody (or the possession is in doubt) and the destructive act is not reinforced by another's loss or discomfort the act is not aggression (p.8) .

8. But according to Encyclopaedia Britanica (Vol.I) aggression refers in a psychological sense to "any manifestation of a self assertiveness".

So the destruction of any inanimate object will also come in aggression (Compare with, Buss).

9. The unabridged edition of the Random House Dictionary of the English Language describes aggression as outwardly or inwardly directed overt or suppressed hostility either innate or resulting from continued frustration".
10. A modern psychologist Kevell (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 gratification 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).

11. Carroll E. Izards (1977) differentiates between hostility and aggression as former being an attitude and latter a behaviour. According to him, hostility is a complex motivational condition consisting of affective experience (emotions, feelings) and affective cognitive - orientations. Aggression is the suggested behaviour of hostility and consists of action intended to harm.

1.3.1.2 Psychoanalytic School on Aggression:

This school of thought believes that aggressive energy is constantly generated by our bodily processes. Aggressive urges like sexual urges must be released, that is, be expressed directly or indirectly either through socially acceptable action (e.g. debate, sports, etc.) or in less socially desirable ways (e.g. insults, fighting, etc.).

Freud believed that man is born with two basic instincts - Eros (life instinct) and Thanatos (death instinct). Aggressive instinct aims at destruction. The co-operation and opposition of these two forces produce the phenomena of life to which death puts an end. Thus death instinct can never be absent in any vital process. Freud explains aggression towards others in the words "It would be seen that aggression when it is impeded entails serious injury and that we have to destroy other things and other people in order not to destroy ourselves in order to protect ourselves from the tendency to self destruction" (P.137 Billing 1976) . Geza Roheim, Melanie Klein and Maninger accept the presence of death instinct (Billing 1976).

Neofreudians deny the reality of death instinct and urge for the existence of a distinct, aggressive drive analogous to sexual drive. According to a neofreudian Brener (1971) "We cannot say whether aggression and sexuality are separate at birth and

gradually mix or fuse in course of development or whether the two differentiate gradually from a common matrix ".

According to Storr (1968) aggression is a basic human instinct which is an inherent constant, of which, we cannot rid ourselves and which is necessary for survival. Any attempt to eliminate aggression is undesirable.

Neofraudians feel that aggressive drives are healthy and they are adaptations to the realities of the environment of every human being. It is the aggressive instinct that ensures the children achieve emotional independence and that is also at the root of all creative endeavours.

Thus according to psycho-analytic school of thought, aggression has an active striving as well as destructive hostility as its positive and negative sides and it is desirable to release the positive side of aggression and curtail its negative effects.

1.3.1.3 Behaviourists Viewing Aggression :

This school of psychology believes that men learn to behave aggressively because it pays. They aggress to get reward or to avoid punishment. Aggression is neither instinctual nor innate but learned through interaction with salient figures in one's interpersonal environmental social context and pattern of social interactions, influence the intensity of aggressive impulse and its expression, social reality gives meaning and definition to what is and what is not aggression (Israel and Tajfel 1972). So whether aggression is a specific behaviour or style of behaviour, a consequence of behaviour or a behaviour intended to hurt or injure another person, we cannot ignore the fact that it is manifestly social and may be regarded fundamental to the regulation of social relation.

Malinowski (1971) believes that "aggression like charity begins at home". It has been seen that the amount of aggression can be decreased if it did not serve any function and if other options were more

rewarding.

The notions advanced to explain the social components of aggression either emphasise (1) motivational components associated with frustration (Dollard, Doob, Miller, Mowrer and Seers 1939) experienced in terms of punitive restrictive and rejecting emotional encounters or (2) specific opportunity of learning through observation of aggressive models (Bandura 1965a) or (3) experienced reinforcement or encouragement for the performance of aggressive behaviour (Bandura and Walters 1959; Sears Maccoby and Lewin 1957). These notions explain the three aspects of parent child relationships leading to the development of aggression in children in different ways. Berkowitz (1974) formulation which takes into account the one properties of the situation as determiners of aggression suggests that anger creates the "need" to be aggressive and the situational stimuli facilitate the behaviour through either direct elicitation or reduction of fear, guilt or other inhibitors.

Behaviourists criticise ethilogist Lorenz's theory of human aggression. The behaviourism concerns only in the ways a man behaves and not in what he feels. The subject is the behaviour and not the behaving man. Aggression may be learnt through a number of agents as:

- (1) Authority-punishing authority may serve as a model for children.
- (2) Mass Media-may suggest ways and means of aggression and also present models for aggression.
- (3) Cultural Norms - masculinity is linked with aggression thus ^{it}/makes men become more aggressive as they are trained by the society to be so.

1.3.1.4 An attempt to Reconciliation :

There is another option to Lorenz and Skinner (neobehaviourist). Though Erich Fromm (1973) himself is a psychoanalyst, he has tried to synthesize the two

views. He is different from psycho-analysts in traditional sense. He believes that men have two different kinds of aggression. The first which is common to all animals is a phylogenetically programmed impulse to attack (or to flee) when vital interests are threatened. This defensive benign aggression is in service of the survival of the individual and the species and ceases when the threat is ceased to exist. The second type, the malignant aggression i.e. cruelty and destructiveness is specific to the human species and virtually absent in most of the mammals. The two types of aggression may be differentiated by clarifying the difference between drives, rooted in physiological needs and passion, rooted in character which is man's second nature. The instincts are the answers to the physiological needs of man, his character, conditioned passions are the answers to his existential needs and are specifically humane. Although not serving directly the physical survival the human passions are as strong and often even stronger than instincts. They

form the basis for man's interest in life, his enthusiasm, his excitement which makes the life worth living.

Leaving the extreme views, we find in the history of psychology the instances where an idea or hypothesis is isolated and put to rigorous testing. Initial insights derived from the psycho-analytic tradition are translated into the language and procedures of behavioural tradition. Dollard et al. (1939) are the example of this. They tried to combine Freudian hypothesis linking frustration to aggression with concepts derived from learning theory. They hoped that they would provide a conceptual whole which could then be tested empirically primarily but not exclusively by the methodology of experimental psychology. They suggested the innate link between frustration and aggression but later on reformulated their hypothesis by saying that frustration produces instigations to a number of different types of responses only one of which is aggression. Berkowitz (1969) believes in revised hypothesis.

Human beings are of course one species of the animals. But this animal is highly evolved and advanced. More advanced the species the less its behaviour relies on innate determinants and greater is the role of learning. Very few human actions are unaffected by learning (Barnetto 1979). Thus human beings may have the innate tendencies to aggress but these innate physiological processes may best be interpreted as the readiness to respond (Magargee and Hokson 1970). These processes interact with the situation and the environment to produce behaviour. Berkowitz (1969) does not rule out the innate tendencies to aggress. Rather he believes that learning and innate determinant can co-exist in man (p.4). This means that learning may alter or modify the built in patterns of behaviour so that each plays a role.

1.3.2 Aggression as viewed by Sociology and Anthropology :

Anthropologists take aggression as biologically adaptive evolution of developed impulse that serves the survival of the individual and the species.

Washburns (1957) claims that many people enjoy killing and cruelty, is true as far as it goes but all it means is that there are sadistic individuals and sadistic cultures but there are others that are not sadistic.

The idea that hunting produces pleasure in torture is an unsubstantiated and most implausible statement. Hunters as a rule do not enjoy the suffering of the animal and in fact a sadist who enjoy torture would make a poor hunter. The motivation of hunter is not pleasure in killing but learning and optimal performance of various skills i.e. development of man himself. A considerable amount of literature is available about still existing primitive hunters and food gatherers to demonstrate that hunting is not conducive to destructiveness and cruelty and that primitive hunters are relatively unaggressive when compared to their civilised brothers.

One of the anthropologist Sahlins (1968) does not accept the frame of reference and value judgements of present day society as necessary^{ly} valid. He shows

the extent to which the distorted picture of societies is presented by social scientists under their observation. They judge them from what seems to be the nature of economics just as they come to conclusions about the nature of man for the data, if not of modern man , at least, of man as we know him through most of his civilized history.

Although defensive aggression, destructiveness and cruelty are not ordinarily the causes of war these impulses manifest themselves in wars. Some primitive societies (existing even at present times) do not emphasise militarism as there are no permanent or professional warriors. Every man was a potential warrior always armed and ready to defend his rights but was also an individualist who preferred to fight independently. The range of circumstances was in fact so limited that men knew and could employ the most effective techniques without hesitation. There was in any case, little reason for all out warfare between communities. Small scale wars between /tribes occurred seldom but differed only in degree

from intratribal and even intracommunity fights.

Robin Fox (1977) believes that there are rules that govern the fighting heavily. It is very rare to find a fight which is random, disorderly, totally unstructured. In animals the fighting takes place in the form of some ritual display of symbols. But man has not evolved special organs for the purpose of ritualisation of fights, instead he has that remarkable organ 'culture' to do this ritual work for him. Nature has its way of coping with fighting among conspecifics, the fighting is ritualised in man so that status competition can take place without anyone getting too badly hurt (although with animals as with humans it does not always work). There is one tendency that, as long as you have a 'steady state', in which nobody particularly wants or has any reason to change things very much, there will be violence and it will be ritualised. This does not mean that nobody gets killed, it merely means that killing is reduced to a minimum. It does not work

when the weapons of war outstrip the ritualisation of it.

Ivor Morrish (1972) the famous sociologist believes that making love requires as much regulation as making war, for a balanced and stable society and this affective state of love is capable of destroying just as assuredly as war and aggression can, if it is entirely unregulated. Social educationist should assist the child to divert his aggressiveness away from destruction and towards creativity and innovation.

Social philosopher Durkheim (1952) believes that suicide, the inward directed aggression is much more urban than a rural phenomenon. Indian Society, being in a transitional stage in the present time can be said to be characterised by anomie. In such a transitional developing society there is a weakening of the collective social order and disturbance of the social equilibrium. This anomic stage leads to a high rate of crimes, as well as, of suicide. If the two are correlated, it can be said, that they are born out of

the same state of the society. Three kinds of crime were spelt out viz. (1) general crime, (2) crime against person (2.1) Homicide and (2.2) rape and (3) crime against property. Inverse relationship between homicide and suicide was assumed by Chauhan (1984) as the former is crime against the otherself and the latter is a crime against the self. Rape can be considered as an attenuated form of homicide. In his study Chauhan (1984) found out a high and significant positive correlation between literacy rate and rate of suicide corroborating the hypothesis that suicide is more urban than rural phenomenon. He also found that women kill themselves one and half time less than men and confirmed Durkheim hypothesis that women less likely kill themselves as they less involved in collective existence. Study also found inverse correlation between suicide and homicide.

1.3.3 Aggression as viewed by Philosophy and Religion:

When an individual does not have integrity in his personality, he tries to consume himself. When he

feels a vacuum inside, he aggresses. The aggression may be self directed or may be directed to others. A person feels himself lower than what he thinks he should be, and To bridge the gap, to compensate the lacks and shortcomings he may overdo a task. Many establishes his superiority by dominant behaviour, as well as, by mastering a task, the two approaches are different. The former, being a negative manifestation, should be discouraged, while the latter, being a positive outlet of aggression, may be encouraged.

According to Erich Fromm (1976) there are two approaches of seeing the purpose of life. Some people believe in being state. They enjoy the things, objects, person's phenomena as they are. But the other kind of individuals believe in having a thing, object, person or phenomenon. In doing so they kill the enjoyment and try their best to possess it. It is the second type of individuals who indulge in aggression against anything. These believe in consumatory acts and aggression is an act of consumption.

Durkheim (1962) lays down a hypothesis that there exists an inverse correlation between the social integration and the rate of suicide. Suicide is an aggressive act where aggression is directed on the self. Durkheim puts forward the two postulates viz. the social integration and moral regulation which are the interdependent causes of suicide. On ~~the~~ the basis of these two postulates he categorises all the suicides into three types viz., the altruistic, the egoistic and the anomic. According to him the former two are caused by malintegration (over or under integration) of individuals with the group life whereas the anomic suicide results by the lack of regulation of individuals by social groups. He explains " Egoistic suicide results from man's no longer finding a basis for existence in life, altruistic suicide because this basis for existence appears to man situated beyond this life". The third type" results from man's activities, lacking regulation and his consequent sufferings (1952, 258). These two variables of social integration and moral regulation seem to be derived from, what Durkheim calls, the collective conscience. He observed that "the more weakened

the group to which he (the individual) belongs, the less he depends upon them, the more he consequently depends upon and recognises no other rules of conduct than what are founded on his private interests" (1952, 209).

Some philosophers accept the necessity for the existence of aggression. This is the only way the oppressed ones can rebel against the oppressors and get their rights and can show that they are also human beings. According to the philosophers also, aggression is a must to get what is a just. The retaliation against unjustly governed rule is a desirable and beneficial phenomenon.

Most of the religions also believe in aggression. In almost all the religions the aggression is recognised as a means to the victory of truth over untruth, just over unjust, good over evil. But this aggression may be different from violence or sadism. They have not advocated torture or violence but of course killing of the

individuals who becomes nuisance for the well being of the society and ^{that} human beings is unlikely to be changed, has been accepted. In such a case that living individual becomes a symbol of evil and to finish the evil to give way to the good is always prescribed.

If aggression is taken too broadly, then, the issues arising from such a situation are :

What is the status of penance in the eyes of philosophers ? Is it an act of aggression ? If yes, then what is the direction of aggression ? Is it the self, by denying all the worldly pleasures of the society to the self, that, it has given to the persons or the Supreme being by denying the comforts of life, with the implicit challenge that the Supreme being (if Supreme truly) should not inflict any further pain on the penitent, but should reward him and if it is not fulfilled the penitent has the right to censure him.

1.4.1 NEED FOR THE PRESENT STUDY

A review of literature shows that several researches were done on aggression in foreign countries but a very

few in India. Moreover, the researches sometimes show inconclusive results.

The causes of aggression may be many and in adolescents this particular state itself may be one of the reason. This period of human development is a period of greater emotional turmoil because of a number of physical and mental changes. At this stage the individual starts looking himself^{as} some thing different from what he believed he was. It was hypothesised in a study by Sinha (1976) that high aggression group subjects would have significantly lower self-esteem and more disintegrated self concept as compared to low aggression group subjects. The findings told that high aggression group (HAG) subjects had significantly lower Private Self (PS) and^{Social} self (SS) scores as compared to low aggression group (LAG) subjects and it was also observed that PS dominated the self concept of HAG, subjects against the dominance of subjects of LAG. But level of integration of self concept was found to be similar in both HAG and LAG. The subject of HAG were over as^{per} as against LAG

subjects who underaspired as indicated by their Goal Discrepancy score (GD) Score). The discrepancy scores (D score) of self concept indicated that both the groups felt themselves as being misunderstood. This also creates conflict, frustration and a number of the other complexes which in turn lead to neuroticism and maladjustment. Thus some relationship between the level of aggression and self concept was expected in present study.

Researches on achievement motivation show non - conclusive findings. Mehta (1971) Chowdhary (1972) Rao (1975) Parikh (1975) and Phutela (1976) show that girls on the average have significantly higher achievement motivation as compared to their male counterparts. Researches on aggression show that girls are significantly lower in aggression than boys (Bem 1974), Gaebeleim 1973: Quay 1965) . Researches by Desai and Trivedi (1972) and Chokshi (1973) show that boys are higher in need achievement than girls. Researchers on tribals show that they are higher in achievement motivation than non tribals (Lyngdoh 1975, Gokulnathan and Mehta 1972) and

sociological and anthropological studies suggest that tribals are less aggressive as compared to their civilized brothers. Thus some findings suggest positive correlation between aggression and achievement motivation while the others suggest negative correlation between the two variables in question. There may be some other relationship between the two variables which is different from the linear relationships. (So the non linear relationship was assumed in the present study.).

Performance in the curricular activities and also the co-curricular activities (for fuller development) are the main thrust of educational institutions. It is useful to find out any relationship if exists between the level of aggression and performance. The more aggressive pupils may be good in sports and other co-curricular activities but may not be very good in curricular activities as they may not be getting more time to spend on studies. Moreover, they may be exhausting their energies, in co-curricular activities

more than in curricular activities. The possibility of more aggressive pupils being good in curricular and co-curricular activities is not ruled out, as more efforts may be put in the tasks undertaken by more aggressive pupils. Thus the present study may explore some new dimension in the study of aggression and some correlates of its, relevant in the area of education. The effects of aggression may open the area of new educational strategies. Nowadays the pressure on educational institutions is greater than any other time in the past because these institutions have to cope up ^{with} the problems arising from the complexities of societies as well as the relevance of education.

Researches are done in other countries and not in India. Moreover, the studies took only negative connection of aggression so it was felt that the researches in this area of aggression are needed in India taking into consideration the new dimensions of manifestation in context with Indian culture.

Since a number of studies are not available in this field, this study may provide a base on which the edifice of other researches on aggression may be built up. This study may explore the new area and open new possibilities in this area of research in India.

Schooling has a very important role to play in the development of aggression in children as well as in adolescents. Thus , Aggression needs to be studied in relation to Achievement Motivation, and self concepts as both these variables are psychic in nature . It should also be studied with the outcome, that is, performance both academic and non-academic . Some theories believe that aggression is a learnt behaviour , some believe it to be the in - built trait in the personality but its expression can be channelised . If both the views are true, the aggressive urge can lead to better outcome . Thus we assume that aggression can be educated in such a way that it becomes a striving force for work and not the destructive hostility. Schools provide the platform for interaction among children of different

socio-economic status and then social training of one SES may interact with that of another SES and may redefine aggression.

1.4.2(5) In the light of the above stated facts the problem for the present study is stated as :-

A STUDY OF AGGRESSION IN ADOLESCENT BOYS
AND GIRLS IN RELATION TO THEIR SELF CONCEPT,
ACHIEVEMENT MOTIVATION AND PERFORMANCE.

1.5 OBJECTIVES

The problem was to be studied for following objectives:

1. To study the relationship of Aggression with self concept, Achievement Motivation, Academic Performance and Non-academic Performance separately for whole sample, males, females, Allahabad sample and Baroda sample.
2. To study the effect of self concept, Achievement Motivation and their interaction on Aggression.

3. To study the effect of academic performance, Non academic performance and their interation on aggression.
4. To study the effect of ^{a particular} place of residence, sex and their interaction on aggression.
5. To study in detail some cases on both the extremes on aggression scale.

1.6 HYPOTHESES

Some studies showed some relationship between aggression and some of the selected variables while other studies showed ~~the~~ another picture.

Since not many studies were done of this nature in this area and the few ^{done} showed inconsistant results, it was th~~ough~~ought proper to formulate null hypotheses for the present study. It could provide an unbiased view .

H1 The mean aggression score of male sample does

not differ significantly from those of female sample.

- H₂. The mean aggression scores of Allahabad sample does not differ significantly from those of Baroda sample.
- H₃ There is no significant influence of Self Concept on Aggression.
- H₄. There is no significant influence of Achievement Motivation on Aggression.
- H₅. There is no significant influence of interaction of Achievement Motivation and Self Concept on Aggression.
- H₆. There is no significant influence of Academic Performance on Aggression.
- H₇. There is no significant effect of Non Academic Performance on Aggression.
- H₈. There is no significant effect of interaction of Academic and Non Academic Performance on Aggression .
- H₉ There is no significant effect of sex on aggression.

H₁₀. There is no significant effect of a particular city (Baroda or Alld) on Aggression.

H₁₁. There is no significant effect of interaction of sex and the particular city on Aggression.

1.7 DELIMITATIONS :

- i) The selected sample is not a proportionate sample.
- ii) The two cities taken are not the representatives of the culture of the two states to which they belong.
- iii) Not many researches are available to substantiate the findings.
- iv) Each case is a unique case and therefore the investigator intended to have case studies for finding out probable causes and manifestations of aggression. The findings of case studies are not generalisable as each case is an individual, still these cases might give some indications and further researches may be done based on these indications.

18 scope :

The study perports to find out the mean score of aggression of boys and girls of secondary school of Allahabad and Baroda.

This is just a begining but the idea of the investigator is to study the relationships of aggression with achievement motivation self concept and performance.

The investigator intends to find out the causes (family etc) of highly aggressive and lowly aggressive students through case studies of the subjects falling on both the ends of aggression scale.
