

STUDY OF AGGRESSIVE BEHAVIOUR OF ADOLESCENT STUDENTS OF HIGHER SECONDARY SCHOOL AND THEIR ADJUSTMENT ON THE BASIS OF RURAL AND URBAN STUDENTS

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ABSTRACT

This research explores the aggressive behavior of adolescent students in higher secondary schools and its relationship with their adjustment. The study examines whether aggression levels impact students' ability to adapt socially, emotionally, and academically. Using a quantitative approach, the findings reveal no significant difference in aggression levels between male and female students, with the t-ratio (1.82) closely aligning with the critical value (1.75). The results suggest that while adolescence is a critical period marked by heightened aggression, students develop coping mechanisms over time that aid their adjustment. The study underscores the need for early interventions and structured support systems to help adolescents manage aggression effectively, ensuring smoother social and academic integration. The findings have implications for educators, counselors, and policymakers in designing programs that promote emotional regulation and positive behavioral development among students.

Keywords: Aggressive, Behavior, Adolescent, Adjustment, School.

I. INTRODUCTION

Aggressive behavior among adolescents remains a significant concern within educational research, as it directly impacts students' social development, academic performance, and overall well-being. As a complex and multidimensional phenomenon, aggressive behavior can be influenced by various factors, including individual temperament, family environment, peer relationships, and school climate. While extensive research has explored the causes and consequences of aggression in adolescence, relatively few studies have examined how aggressive behavior affects students' ability to adjust within the school environment, particularly at the higher secondary level. Adolescence is a crucial developmental stage characterized by heightened emotional intensity, identity formation, and social experimentation, making it essential to understand how aggressive tendencies interact with students' capacity for adjustment. Early studies suggest that aggressive adolescents often face challenges in academic achievement, peer interactions, and teacher relationships, potentially leading to long-term social and emotional difficulties. However, the extent to which aggression influences different dimensions of adjustment—such as emotional stability, social adaptability, and academic engagement—remains an area requiring further investigation. Additionally, factors such as gender, family background, and school support systems may play a role in shaping both aggressive behaviors and students' adjustment capabilities.

This study aims to bridge this gap by examining the aggressive behavior of higher secondary school students and its relationship with their adjustment patterns. By focusing on this critical educational stage, the research seeks to determine the extent to which aggression influences students' academic, social, and emotional adaptation within the school setting. Specifically, the study explores whether variations exist in adjustment levels among aggressive and non-aggressive students and identifies the factors that contribute to these differences. In doing so, this research aspires to enhance the understanding of aggression and adjustment in adolescence, offering valuable insights for educators, counselors, and policymakers to develop targeted interventions that foster a more supportive and conducive learning environment.

II. REVIEW OF LITERATURE

1. Sharma (2021) Study

Aggression and Academic Performance: The study found a negative correlation between aggressive behavior and academic achievement. Students with higher levels of aggression struggled with concentration and had lower academic scores.

Social Adjustment: Aggressive students exhibited difficulties in peer relationships, often engaging in conflicts and experiencing social isolation

Family Influence: A lack of parental supervision and exposure to domestic conflicts contributed significantly to aggressive tendencies in adolescent.

The study highlights the adverse effects of aggression on students' academic performance and social adjustment. It emphasizes the need for parental guidance and school-based intervention programs to help aggressive students develop positive coping strategies and improve their adjustment.

2. M. Gupta and R. Mehta (2022) Study

Gender Differences in Aggression: Male students exhibited higher levels of physical aggression, while female students displayed more relational aggression (e.g., exclusion and gossiping). Impact on Emotional Adjustment: Aggressive students, regardless of gender, showed higher levels of emotional instability, anxiety, and difficulty in managing stress.

School Climate Influence: Schools with strict disciplinary policies had lower levels of reported aggression, while those with a more lenient environment experienced frequent behavioral issues

The study suggests that aggression manifests differently across genders and significantly affects emotional adjustment. Schools must implement balanced disciplinary measures and provide emotional regulation programs to help students manage aggression effectively.

3. Singh and Varma (2023) Study

Parental Attachment and Aggression: Adolescents with weak parental attachment were more prone to aggressive behavior. A lack of emotional support from parents led to frustration, which manifested as verbal and physical aggression. Peer Influence: Peer groups played a critical role in reinforcing aggressive behaviors, particularly among students who sought validation through dominance or group loyalty. Academic Adjustment: Aggressive students displayed higher rates of absenteeism and disengagement from classroom activities, affecting their overall learning experience.

Strengthening parent-child relationships and fostering positive peer interactions can help mitigate aggression in adolescents. The study recommends that schools involve parents in student behavior management strategies and encourage peer mentoring programs to support social adjustment.

4. K. Das (2024) Study

Role of Emotional Intelligence: Students with higher emotional intelligence exhibited lower levels of aggression and better coping mechanisms in stressful situations.

Teacher-Student Relationship: A supportive teacher-student relationship helped reduce aggressive behaviors, as students felt more understood and valued in the school environment. Impact on Mental Health: Aggressive students were at a higher risk of experiencing depressive symptoms, anger issues, and low self-esteem, which further hindered their adjustment.

The study emphasizes the importance of emotional intelligence development in reducing aggression and improving student adjustment. Schools should integrate emotional intelligence training into the curriculum and promote positive teacher-student interactions to create a supportive learning atmosphere.

5. Rahman, Walia, and Bose (2024) Study

Effectiveness of Intervention Programs: The study assessed various school-based intervention programs aimed at reducing aggression. Cognitive-behavioral therapy (CBT) and conflict resolution training were the most effective in helping students control aggressive impulses. Group vs. Individual Interventions: Group interventions, such as peer support groups, were more effective in promoting social adjustment, while individual therapy benefited students with severe aggression issues..

Structured intervention programs play a crucial role in managing adolescent aggression and enhancing their overall adjustment. Schools should incorporate conflict resolution strategies and mental health support systems to create a positive educational environment for all students.

III. RESEARCH METHOD

A descriptive research method is adopted to explore the relationship There is no significant differences between teaching effectiveness of senior secondary school teachers Study of aggressive behavior of adolescent students of higher secondary school and their adjustment. on the basis of Rural and urban Students. The use of a three-point rating scale questionnaire and normative survey techniques is explained in detail, along with the sampling strategy and data analysis procedures. Ethical considerations and limitations of the study are also addressed. The nature of this study is descriptive and the normative survey technique has been followed in the present study.

VARIABLES:

Independent Variable: Aggressive behavior of adolescent students of higher secondary school (measured in terms of physical aggression, verbal aggression, anger, and hostility).

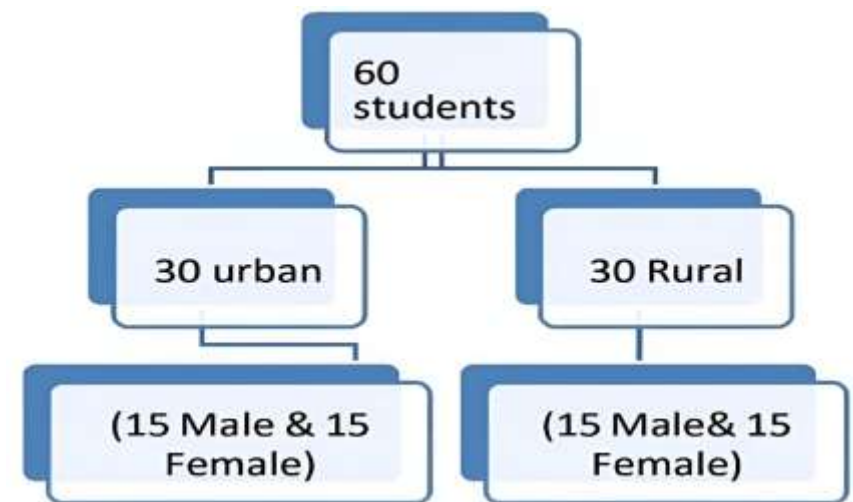
(2) Dependent Variable: Adjustment (including emotional, social, and academic adjustment)..

POPULATION AND POPULATION:

The entire group of individuals or items that the researcher is interested in studying and sample is a subset of the population that is selected for study, which is meant to represent the larger population.

Population: 60 Senior secondary school students .

Sample:-Population sample 60 Senior secondary school students .(30 male 30 female).



HYPOTHESIS:

2. There is no significant differences between teaching effectiveness of senior secondary school teachers Study of aggressive behavior of adolescent students of higher secondary school and their adjustment. on the basis of Rural and urban Students

TABLE-2

Group	N	Mean	Diff. of Mean	S.D.	T-Ratio	Sign. Level	Result
1.Female	30	28.5	0.1	2.4	1.8	0.05	Hypothesis is Accepted
2.Male	30	28.06		2.5			

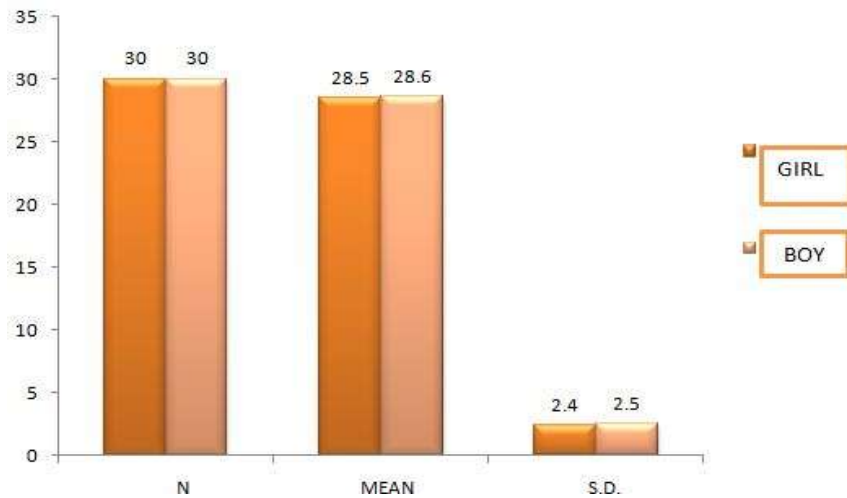
DEGREE OF FREEDOM=N1+N2

=(30+30)-2

=60-2

=58

SIGNIFICANT LEVEL OF 0.05= 2.048



IV. ANALYSIS INTERPRETATION

In above mentioned table mean score of 30 Female senior secondary level teachers is 28.5 and 30 Male senior secondary school teachers have 28.6 mean respectively, whose difference is 0.1 and the standard deviation are 2.152 and 2.053 respectively for Female and Male senior secondary school teachers. Since the difference is 0.1 which is negligible.

V. DISCUSSION

After analyzing and describing each fact of above table where $t=1.8$ which is similar to significant level of 0.05 which is 2.048 that shows the null hypothesis is accepted..

Educational Implications

1. Focus on Individualized Behavioral Interventions:

Since aggression in adolescents can stem from various personal, social, and environmental factors, educational institutions should implement individualized support strategies. Identifying the underlying causes of aggression and tailoring interventions accordingly can help students manage their emotions and develop healthier coping mechanisms.

2. Investment in Social-Emotional Learning (SEL) Programs:

Schools should integrate structured SEL programs into the curriculum to teach students essential skills such as self-awareness, empathy, conflict resolution, and emotional regulation. These programs can reduce aggressive tendencies and improve overall student adjustment, fostering a positive school environment.

3. Creating a Supportive School Culture:

A school culture that promotes inclusivity, respect, and positive peer relationships can help mitigate aggressive behavior. Encouraging open communication between students, teachers, and counselors can provide adolescents with the emotional support needed to navigate challenges effectively.

4. Equal Emphasis on Counseling and Guidance Services:

Schools should strengthen counseling services to provide timely intervention for aggressive students. Professional counselors can help students understand their emotions, address behavioral issues, and develop strategies for better social and academic adjustment. Peer mentoring programs can also be effective in reducing aggression through positive role modeling.

5. Developing Fair and Consistent Disciplinary Policies:

School policies should focus on constructive disciplinary measures rather than punitive actions. Implementing behavior management strategies such as restorative justice, peer mediation, and conflict resolution workshops can help students learn from their mistakes while maintaining a positive learning environment.

VI. CONCLUSION

The study indicates that aggressive behavior in adolescent students significantly impacts their social and academic adjustment. Schools should shift their focus from punishment to proactive intervention, emphasizing emotional regulation, supportive counseling, and skill-based programs. By fostering a structured and positive environment, educational institutions can help adolescents develop self-control, resilience, and healthy interpersonal relationships, ultimately improving both their behavior and overall adjustment.

VII. REFERENCES

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