

# AGGRESSION AMONG ADOLESCENTS IN RELATION TO THEIR HOME ENVIRONMENT

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## ABSTRACT

*The aim of present research was to study of Aggression among Adolescents in Relation to Their Home Environment of Ludhiana District. The population of the study was 200 students (100 boys and 100 girls of 10<sup>th</sup> class) belonging to government/private schools of Ludhiana. For data collection Manifest Aggression Scale (Singh, 1986) and Home Environment Inventory (Misra, 1983) were used by the investigator. There exists a significant relationship between aggression and dimensions of home environment i.e. control, reward and permissiveness of adolescents and no significant relationship between aggression and other dimensions of home environment of adolescents.*

**Keywords:** Aggression, Home environment and Adolescents.

The individual should be at peace with himself, only then, he can be at peace with others. The training of emotions is most dominantly influenced by the environment at one's home. Adolescents who have a good relationship with their parents are less likely to engage in various risk behaviours, such as smoking, drinking, fighting, and/or unprotected sexual intercourse. Such risk behaviours lead to aggression and violence; that are two widespread problems in our present society.

Aggression is deliberate, it is not accidental injury. The two general goals of aggressive behaviour are to make the victims suffer and to get something the victim has. Aggression can either be directed outwardly at another person. Hostile aggression springs from anger and includes attack, insult or annoyance whereas instrumental aggression is aimed at obtaining rewards other than the victim's sufferings. Aggression has been considered as a defense mechanism in 'abnormal psychology', whereas, in general, aggression is abnormal behaviour and in daily life, we see the aggressive behaviour in all type of individuals.

Coie and Dodge (2000) explained the term aggression a wide spectrum of behaviours, in the psychological literature; it is defined as any behaviour intended to harm another individual who is motivated to avoid being harmed.

Home is a social institution through which our social heritage is transmitted. Much of what we use to call heredity is actually the influence of home in interpreting people, customs, attitudes and associating them individual and group reactions, way of thinking, way of doing, and way of acting. So the home environment stands for all these circumstances which are asserting their influence on the child since conception till death. The physiological and psychological conditions that determine the growth and development of child consists socio-economic status of the home, number of facilities available in family and attitude of parents. All these constitute home environment. The motivations given by home members help the child to achieve their goals by overcoming all their weaknesses. Aggression in adolescents in present times also makes one ponder over as to what all had changed, may be our value system or our bonds with family members.

Every change in the life demands to adjust in each situation and also skills to dealing with aggression, frustration and conflicts. When a person feels more under pressure due to increasing materialistic wants, he/she tries to cope up with these pressures with the help of essential guidance services. Therefore, home, school and society provided the way to adjust with these situations in an effective way along with this successfully adjust with other

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people as well as meet the demands of changing lifestyles. A well-adjusted person is a person who adjusts in the society as per the situations and in the way as he develops social usefulness in himself as well as others. For this purpose home environment is the foremost conditions where individual learn adjust in the life. Parents control the child's experiences of frustration and gratification, determine whether individual is reinforced for aggressive and non-aggressive behaviour, and serve as model for the child to imitate. Good and positive home environment may help to protect the children from developing aggressive behavior. Home environment is one of the most important risk factors in childhood and adolescence leading to the development of aggression. The present study will be of vast help to parents, teachers and educational administrators to control over aggressive behavior of the individual. It will lead them to make arrangements for better environment for enhancing their personality. In this context, it becomes necessary to devote special attention towards the field of aggression and home environment of adolescents. Hence, the investigator felt the need for such a study.

### Objectives of the Study

1. To study the relationship between aggression of adolescents and their home environment (Dimension wise).

### Hypotheses of the Study

1. There will be significant relationship between aggression among adolescents and their home environment (dimension wise).

### Method

The method applied in the present study is essentially descriptive and of survey type. Coefficient of correlation was employed to find the relationship between aggression and Home environment (favourable and unfavourable) of boys and girls.

### Sample

In the present study investigator selected 200 students (100 boys and 100 girls of 10<sup>th</sup> class)

belonging to government/private schools of Ludhiana. The schools were randomly selected but availability of students, favourable attitude of the principal, students and convenience of investigator were also taken in consideration while selecting schools.

### Measures

**Manifest Aggression Scale (Mas) (Singh, 1986):** This scale is prepared by Dr. Ram Ashis Singh. The administration of this scale is very simple. It can be administered either individual or in group. There was no time limit but respondents were asked to complete it at the earliest possible. The scoring procedure of the present scale is very simple. Each statement has two alternative answer Yes or No. If the subject mark, (") 'Yes' in his response (except item no.34, 42 and 45) give him 2 marks and for the 'No' marked' 1 marks, (except item no. 34, 42 and 45). This system will be reversed for the item no. 34, 42, and 45 (for 'No' response 2 marks and 1 mark for responses for marking 'Yes'). All the scores will be added and this total will be aggression score of the subject. The correlation coefficient was 0.84 which show that scale is highly reliable. The validity-coefficient was 0.81 which clearly indicates that the present scale is valid for the measurement of manifestation of the aggression.

**Home Environment Inventory (Misra, 1983):** Home Environment Inventory has 100 items belonging to ten dimensions of home environment. There is no time-limit for this tool. For scoring the five cells belong to five responses namely, 'Mostly' 'often', 'sometimes', 'least', and 'never',. The dimension to which a particular item belongs has been indicated by alphabets near the serial number of the items. Assign 4 marks to 'mostly', 3 marks to 'often', 2 marks to 'sometimes', 1 mark to 'least', and 0 marks to 'never' responses, Count -the marks assigned to A, B, C, D, E, F, G, H, I and J dimension-Statements on every page and then add the dimension-scores awarded to statements given on the five pages so as to get ten scores for the ten dimensions of HEI.

### Results and Discussions

**Coefficient of Correlation:** As the present

study is intended to find out the relationship between aggression and home environment of adolescents, Pearson's Product Moment correlation technique was employed.

**Table 1: Coefficient of Correlation between Aggression and Home Environment of Adolescents (N=200)**

Dimensions of Home Environment	N	r
Dimension 1 (control)	200	-.286**
Dimension 2 (protectiveness)	200	-.076
Dimension 3 (punishment)	200	-.172*
Dimension 4 (conformity)	200	-.107
Dimension 5 (social isolation)	200	-.049
Dimension 6 (reward)	200	-.162*
Dimension 7 (deprivation of privileges)	200	.065
Dimension 8 (nurturance)	200	-.002
Dimension 9 (rejection)	200	.082
Dimension 10 (permissiveness)	200	-.148*

**Table 1** shows that

- The coefficient of correlation between aggression and dimension 1 (control) of home environment of adolescents as -0.286 which is significant at.01 level of confidence which shows that there exists a significant relationship between aggression and dimension 1 (control) of home environment of adolescents. Therefore the hypothesis **1** stating that there will be significant relationship between aggression and dimension 1 (control) of home environment of adolescents stands accepted.

- The coefficient of correlation between aggression and dimension 2 (protectiveness) of home environment of adolescents as -0.076 which is not significant at.05 level of confidence which shows that there exists no significant relationship between aggression and dimension 2 (protectiveness) of home environment of adolescents. Therefore the hypothesis **1** stating that there will be significant relationship between aggression and dimension 2 (protectiveness) of home environment of adolescents stands rejected.

- The coefficient of correlation between aggression and dimension 3 (punishment) of home environment of adolescents as -0.172 which is not

significant at.05 level of confidence which shows that there exists no significant relationship between aggression and dimension 3 (punishment) of home environment of adolescents. Therefore the hypothesis **1** stating that there will be significant relationship between aggression and dimension 3 (punishment) of home environment of adolescents stands rejected.

- The coefficient of correlation between aggression and dimension 4 (conformity) of home environment of adolescents as -0.107 which is not significant at.05 level of confidence which shows that there exists no significant relationship between aggression and dimension 4 (conformity) of home environment of adolescents. Therefore the hypothesis **1** stating that there will be significant relationship between aggression and dimension 4 (conformity) of home environment of adolescents stands rejected.

- The coefficient of correlation between aggression and dimension 5 (social isolation) of home environment of adolescents as -0.049 which is not significant at.05 level of confidence which shows that there exists no significant relationship between aggression and dimension 5 (social isolation) of home environment of adolescents. Therefore the hypothesis **1** stating that there will be significant relationship between aggression and dimension 5 (social isolation) of home environment of adolescents stands rejected.

- The coefficient of correlation between aggression and dimension 6 (reward) of home environment of adolescents as -0.162 which is significant at.05 level of confidence which shows that there exists a significant relationship between aggression and dimension 6 (reward) of home environment of adolescents. Therefore the hypothesis **1** stating that there will be significant relationship between aggression and dimension 6 (reward) of home environment of adolescents stands accepted.

- The coefficient of correlation between aggression and dimension 7 (deprivation of privileges) of home environment of adolescents as

0.065 which is not significant at .05 level of confidence which shows that there exists no significant relationship between aggression and dimension 7 (deprivation of privileges) of home environment of adolescents. Therefore the hypothesis 1 stating that there will be significant relationship between aggression and dimension 7 (deprivation of privileges) of home environment of adolescents stands rejected.

- The coefficient of correlation between aggression and dimension 8 (nurturance) of home environment of adolescents as -0.002 which is not significant at .05 level of confidence which shows that there exists no significant relationship between aggression and dimension 8 (nurturance) of home environment of adolescents. Therefore the hypothesis 1 stating that there will be significant relationship between aggression and dimension 8 (nurturance) of home environment of adolescents stands rejected.

- The coefficient of correlation between aggression and dimension 9 (rejection) of home environment of adolescents as 0.082 which is not significant at .05 level of confidence which shows that there exists no significant relationship between aggression and dimension 9 (rejection) of home environment of adolescents. Therefore the hypothesis 1 stating that there will be significant relationship between aggression and dimension 9 (rejection) of home environment of adolescents stands rejected.

- The coefficient of correlation between aggression and dimension 10 (permissiveness) of home environment of adolescents as -0.148 which is significant at .05 level of confidence which shows that there exists a significant relationship between aggression and dimension 10 (permissiveness) of home environment of adolescents. Therefore the hypothesis 1 stating that there will be significant relationship between aggression and dimension 10 (permissiveness) of home environment of adolescents stands accepted.

Therefore the hypothesis 1 stating that there will be significant relationship between aggression

and home environment of adolescents stand partially rejected.

### Conclusions

The following conclusions can be drawn from the above analysis:

- There exists a significant relationship between aggression and dimension 1 (control), dimension 6 (reward) and dimension 10 (permissiveness) of home environment of adolescents.
- There exists no significant relationship between aggression and dimension 2 (protectiveness), dimension 3 (punishment), dimension 4 (conformity), dimension 5 (social isolation), dimension 7 (deprivation of privileges), dimension 8 (nurturance) and dimension 9 (rejection) of home environment of adolescents.

### Educational Implications

The findings of the present study will encourage literate media. It will help to read emotionally literate books to our children. Further, it will take them to emotionally literate films and plays and avoid stories containing lot of violence and cruelty. Findings of the present study will help teachers to deal patiently with their students. As educating children takes time, but once they have learned, the lesson will stick. Teachers should repeat their lessons over and over in a consistent manner and be sure to live what you preach. Acknowledging the results of the present study parents should try their best to understand the needs, motives and urges of their children and help them to channelize their energy in positive actions. Further the study of these variables assumes special significance in view of their implication in respect of day to day curriculum planning on the part of classroom teacher. Thus it can be helpful to parents, teachers, school administrators and guidance workers. Results of the present study may be discussed in seminars, workshops, refresher courses organized for teachers, parent and administrators for further reforms. Findings of the present study will help the parents, teachers, administrators and guidance workers to prepare themselves to meet the needs of the students.

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