

A CO-RELATIONAL STUDY OF AGGRESSION, PERSONALITY & ACADEMIC ACHIEVEMENT OF KASHMIRI ADOLESCENT STUDENTS OF DISTRICT KUPWARA

Dr. Imtiyaz Ahmad Ahangar* & Dr. Sharafat Ali Khan**

ABSTRACT

An attempt has been made to study the relationship between aggression, personality, & academic achievement of kashmiri adolescent students of district kupwara. A sample of 300 adolescent students was selected from various govt higher secondary schools of district kupwara through simple random sampling technique. Aggression scale developed by Bhardawaj (2005), and Dimensional personality inventory (DPI) developed by Bhargava (2003) were used to collect the data. Statistical techniques like mean, S.D. and Pearson's correlation method were used to collect, analyze, & interpret the data. The result of the study reveals that aggression has a great impact on various personality dimensions as well as academic achievement of kashmiri adolescent students. i.e higher the aggression level, lower the academic achievement, and personality development.

Keywords: Aggression, Personality, Academic Achievement, Secondary school students.

Introduction

Aggression in its broadcast sense is behaviour, or a disposition towards behaviour that is force full, hostile, or attacking. It may occur either in relation without provocation. Aggression is one of the most important problems among adolescents. Aggressive behaviour may be direct or indirect and may be internally or externally directed in nature. Aggression has theoretically been explained from several angles. From the psychoanalytic perspective, aggression results from an instinctive drive. Ethological approach explains aggression as a self-perpetuating instinct. The frustration aggression hypothesis links aggression to frustration. It has also been explained through the social learning model, being learnt directly or vicariously from acts of aggression by others (Kalra, 2008).

Previous research studies conducted on aggression have shown that aggressive behaviours contribute significantly to school failure, delinquency, peer rejection, and substance abuse. Rana (2007) found that boys were not only physically and verbally aggressive but they were more aggressive than girls. Similarly, Devi (2012) and Kumar and Kumar (2012) studied aggression and found gender to be playing an important role in determining aggression. Rehman and Nahar (2013) found that regardless of

gender, boys expressed more aggression than girls. Similarly, regardless of academic achievement, students with high academic grades will show more aggressive behavior than low academic grade students. Finally, students of urban areas will not show significantly more aggressive behavior than students in rural areas. Thus the differential treatment in gender, academic achievement and residential background provides a new dimension in understanding aggression in rural and urban boys and girls. Sangwan (2011) conducted a study on aggression, life satisfaction, academic achievement, & well being in rural and urban teenage boys and found that urban boys are significantly higher on aggression as compared to rural boys. Kumar and Malik (2012) found that the level of aggression among adolescent boys was higher than the adolescent girls. There was no significant difference between the academic achievement of highly aggressive boys and girls as well as low aggressive boys and girls. Display of aggression has now become a crucial concern and certainly deserves careful attention of both layman and social scientists, as people who suffer and are victimized may lose their right path and may distract themselves from mental and physical effectiveness. So in this concern the researcher in the present study tries his best to find out the

* Assistant Professor in Teacher Education Deptt University of Kashmir (North Campus).

** Assistant Professor in Govt Degree College Tangdhar

consequences of aggression on personality academic achievement of adolescent students.

Justification of the Study

Nowadays aggressive behaviour has become an issue of vital importance and a major concern in most societies. The whole world seems to be under the pressure of aggressive acts of various forms. Violence can be seen in most parts of the world and it is undoubtedly disturbing the world's peace and harmony. Aggressive behaviour leads to disturbances in family relations and it causes difficulties in achieving educational achievements. There are various determinants of family climate like family composition, parental occupation, child rearing attitudes practices, abusive family structure, demographic and personal factors etc. Adolescence is a period of stress strife. It creates problems of adjustment, shyness, and isolation. Due to aggression among adolescents, their academic performance is decreasing day by day.

Some psychologists view it as a destructive force, resulting in violence and others as a constructive energy which helps in achieving new heights, so there arise various questions. Is aggressive behaviour a positive trait or negative one? Does aggression really affect the personality and academic achievement of the students? To get the answer to these questions the present study has focused on studying the relation and impact of aggression on the academic achievement of adolescents and finding out the ways to give the right education to adolescents so they can utilize their abundant energy as motivating force in daily lives.

Objectives of the Study

- To study the correlation in aggression and personality of adolescent students.
- To study the correlation in aggression and academic achievement of adolescent students.
- To study the correlation in personality and academic achievement of adolescent students.

Hypothesis of the Study

- There is no significant correlation in aggression and personality of adolescent students.
- There is no significant correlation in aggression

and academic achievement of adolescent students.

- There is no significant correlation in personality and academic achievement of adolescent students.

Research Design of the Study

The present study has been completed by adopting a descriptive survey method of research. The population for the investigation was the students studying in secondary schools of district Kupwara Kashmir. The investigator selected 300 adolescent students from different secondary schools of district Kupwara by simple random sampling technique. Aggression of the students was assessed by aggression scale developed and standardized by Bhardawaj (2005), and Dimensional Personality Inventory by Bhargava (2003) for assessing personality dimensions was administered to collect data. Academic achievement of the students was assessed by obtaining the annual marks of the last examination passed by the students. For analyzing the data mean, S.D, 't'-test and product moment correlation were used as the statistical techniques in the present study.

Data Analysis and Findings

Ho 1: There is no significant correlation in aggression and personality of adolescent students.

Table 1- Coefficient of correlation between aggression and personality of adolescent students

Variables X: Aggression Y: Personality	
r = -0.03	Level of Significance
	Not significant

For df 298, the table value of 'r' at 0.05 level is.113 & at 0.01 level is.148. The calculated value of 'r' is -0.03, which is less than the table value of 'r' at both the levels. Hence the null hypothesis stated above is accepted. This shows that there is no significant correlation in aggression & personality of adolescent students. It clearly shows that the correlation in aggression & personality is very low degree i.e no correlation is seen in between aggression & personality.

Ho 2: *There is no significant correlation in aggression & academic achievement of adolescent students.*

Table 2-Coefficient of correlation between aggression and academic achievement of adolescent students

Variables <i>X: Aggression Y: Academic Achievement</i>	
r = 0.24	Level of significance
	Significant

The above table represents the correlation in aggression & academic achievement of adolescent students. For df 298, the table value of 'r' at 0.05 level is.113 & at 0.01 level is.148. The calculated value of 'r' is 0.24, which is greater than the table value of 'r' at both the levels. It is found that the adolescent students who are more aggressive are also lacking behind in their academic achievement. Hence the null hypothesis stated above is rejected. This shows that the area of aggression & academic achievement of adolescent students are significantly correlated.

Ho 3: *There is no significant correlation in personality & academic achievement of adolescent students.*

Table 3- Coefficient of correlation between personality and academic achievement of adolescent students

Variables <i>X: Personality Y: Academic achievement</i>	
r = 0.34	Level of Significance
	Significant

The above table represents the correlation in personality & academic achievement of adolescent students. For df 298, the table value of 'r' at 0.05 level is.113 & at 0.01 level is.148. The calculated value of 'r' is 0.34, which is greater than the table value of 'r' at both the levels. Hence the null hypothesis stated above is rejected. It shows that the personality & academic achievement of adolescent students are significantly correlated.

Interpretation

Negative relationship found between aggression & academic achievement of adolescent students. It indicated that students with high

academic achievement have low aggression level and students with low academic achievement have high aggression level. The low aggression level students are superior and ahead in academic achievement. They are ahead in their study, attend their class, do their classwork and other study work, and excel in their examination as compared to high aggression level counterparts. The result of the study shows that low aggression level students are active, non-depressive, and emotionally stable and have sound personalities as compared to their high aggression level counterparts.

Conclusion

To conclude the results of the study show that Kashmiri adolescent boys & girls are not similar in their aggression level, boys are found to be more aggressive as compared to girls. The development of adolescent anti-social behaviour is often considered to be the result of a set of family & personal factors. It has been seen that children with different temperaments & early behavioural problems are at great risk. Later, adolescent aggression & conduct problems, poor parenting is mainly responsible for that. Therefore parents have to play an important role in their social & emotional development, because if it is not done, they can be indulged in illegal pattern of behaviour. The informal development of the personality takes place through his/her family, neighborhood, and the condition of work etc. The social aspect of his personality is developed in the communal life of the school, social customs, traditions, the social contact, & cultural elements etc and also plays an important part in grooming their personality.

Suggestions

- Parents should participate in intervention programs when their adolescents display significant aggressive behaviour. The objective of the programme is to prevent the development of anti social-behaviour among aggressive teenagers.
- Teachers as well as parents should increase ongoing communications between themselves and the adolescents. School organizations should always encourage their academic

- performance and their positive behaviour.
- Society can also play a significant role by valuing his or her positive ideas and encouraging positive independent thinking & decision making power. Counseling facility should be provided to them to reduce stress frustration.
- In addition to this the other fact revealed that if aggression is controlled among adolescent boys & girls, their academic achievement will be enhanced.
- The students can be provided guidance & counseling on the basis of their psychological behaviour.

The above-mentioned findings of this study as well as other findings of this present investigation will be helpful to the educationists, educational planners, policy makers, teachers, parents to make strategies to overcome the problems of boys & girls, who are displaying aggressive behaviour.

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