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## A STUDY ON AGGRESSION AND PEER RELATION OF HIGHER SECONDARY SCHOOL STUDENTS IN VELLORE DISTRICT

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### Abstract

*This study examined the relationship between Aggression and peer relation of higher secondary school students in vellore District. The study adopted survey method to collect the relevant data from the desired areas. The school selected for this study is divided into different strata, namely Government, Aided and Private schools. 300 Higher secondary school students were taken for the study. The research instrument used for data collection was: Aggression inventory constructed and standardized by Phillip paul, 2007 And Peer relations inventory constructed and standardized by Walter W. Hudson tested at 0.05 & 0.01 level of significance. The findings indicated that there is a positive relationship between Aggression and peer relation of higher secondary school students in vellore District. There exist significant difference between Aggression and peer relation with respect to Location, Type of Management, Medium of Instruction, Family Monthly Income, and it is also found the analysis that there exists a positive relationship between Aggression and Peer relation with respect to Gender.*

**Keywords:** *Aggression, Peer relation, Peer response, Aggressive behavior Location, Type of Management, Medium of Instruction, Family Monthly Income.*

### Introduction

According to Mahatma Gandhi, "Education is an all round drawing out of the best in the child and man - body, mind and spirit". However, for the purpose of educational statistics, education, according to UNESCO, "is understood to involve, organized and sustained communication designed to bring about learning". Here, the words organized, sustained, communication and learning need to be explained.

**Organized:** means planned in a pattern or sequence with explicit or implicit aims. It involves a providing agency (person or persons or body), which sets up the learning environment and a method of teaching through which the communication is organized. The method is typically the one that is engaged in communicating or releasing knowledge and skills with a view to bringing about learning. It can also be indirect or inanimate, e.g. a piece of computer software, a film or tape, etc. **Sustained:** means that the learning experience has the elements of duration and continuity. No minimum duration has been stipulated. The appropriate minima differ from course to course and program to program.

**Communication:** Communication is a relationship between two or more persons involving the transfer of information in the form of messages, ideas, knowledge, strategies, skills etc. Communication may be verbal or non-verbal, direct/face to face, or indirect/remote, and may involve a wide variety of channels and media.

### Aggression

A persistent pattern of behavior that causes or threatens harm to other people. Aggression inventory constructed and standardized by Phillip paul, 2007. There is little doubt that aggression was an adaptive behavior for many of our ancient ancestors who lived in small groups. Males used aggression to gain access to females, food, shelter, and other resources.

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Females used aggression to defend their offspring and gain resources for them. Thus, the most aggressive individuals in our evolutionary past were at one time the ones who were most likely to pass on their genes to subsequent generations. As humans became more social, however, aggression toward others in the social group on which one's survival depended became less adaptive and prosocial genes became common. Aggression today, in fact, seems maladaptive and destructive. Aggression breeds aggression, and seems to cause more problems than it solves. Even if it works in the short run, it fails in the long run. Most social psychologists today are interested in understanding why people become aggressive, what factors influence aggression, and how to reduce it.

**Peer Relation**

According to the view of the investigator the term family relation refers to the scores obtained from the Peer relations index contracted and standardized by **Walter W. Hudson**.

Peer relations refers to the impact of peer group satisfaction on the emotional functioning of the individual. Peer relationship is the relationship among the members in a group, in a classroom, more or less of the same age and the same sex. These are relations in which most members are of equal age and of similar social status. People of all age levels form peer relations of their own. However, here, peer relations among children and youth are considered. While the world of the very young child is largely that of the parents and the home, older children and youth live in the dual world of their peers and adults. While a child at the primary school level is strongly family-oriented, the high school student is much more influenced by his peer group. Boys are much more peer oriented than girls in the high school stage, and get free from the influence of their families, with regard to their opinions and attitudes. Peer group influences are encouraged by extracurricular activities, sports and other social influences. Peer groups develop certain status symbols which change from time to time.

**Statement of the Problem**

Formally stated the problem stands as follows.

A Study on Aggression and peer relation of higher secondary school students in vellore District.

**Objectives of the Study**

1. To find out significant difference between the Higher Secondary School students Aggression based on their Gender.
2. To find out significant difference between the Higher Secondary School students Peer Relation based on their Gender.
3. To find out significant difference between the Higher Secondary School students Aggression based on Rural and Urban area Student.
4. To find out significant difference between the Higher Secondary School students Peer Relation based on Rural and Urban area Students.
5. To find out significant difference among the Higher Secondary School students Aggression based on their Type of Management.

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6. To find out significant difference among the Higher Secondary School students Peer Relation based on their Type of Management.
7. To find out significant difference between the Higher Secondary School students Aggression based on Tamil and English medium Student.
8. To find out significant difference between the Higher Secondary School students Peer Relation based on Tamil and English medium Students.
9. To find out significant difference between the Higher Secondary School students Aggression based on Family monthly income.
10. To find out significant difference between the Higher Secondary School students Peer Relation based on Family monthly income.
11. To find out significant relationship between the Aggression and Peer Relation of Higher Secondary School students.
12. To find out significant relationship between the Male and Female Higher Secondary School students based on Peer Relation.
13. To find out significant relationship between the Male and Female Higher Secondary School students based on Aggression.

**Hypothesis of the Study**

1. There is no significant difference between the Higher Secondary School students Aggression based on their Gender.
2. There is no significant difference between the Higher Secondary School students Peer Relation based on their Gender.
3. There is no significant difference between the Higher Secondary School students Aggression based on Rural and Urban area Student.
4. There is no significant difference between the Higher Secondary School students Peer Relation based on Rural and Urban area Students.
5. There is no significant difference among the Higher Secondary School students Aggression based on their Type of Management.
6. There is no significant difference among the Higher Secondary School students Peer Relation based on their Type of Management.
7. There is no significant difference between the Higher Secondary School students Aggression based on Tamil and English medium Student.
8. There is no significant difference between the Higher Secondary School students Peer Relation based on Tamil and English medium Students.
9. There is no significant difference between the Higher Secondary School students Aggression based on Family monthly income.
10. There is no significant difference between the Higher Secondary School students Peer Relation based on Family monthly income.
11. There is no significant relationship between the Aggression and Peer Relation of Higher Secondary School students.
12. There is no significant relationship between the Male and Female Higher Secondary School students based on Peer Relation.

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13. There is no significant relationship between the Male and Female Higher Secondary School students based on Aggression.

**Research Design****Methodology**

The researcher adopted the survey method to collect the relevant data from the desired areas. It is most suitable for the present study.

**Sample**

A stratified random sampling technique was adopted for the selection of sample 300 Higher secondary school students were taken for the study.

**Research Tools**

The following tools were selected and used in this study:

1. Aggression inventory constructed and standardized by **Phillip paul, 2007.**
2. Peer relations inventory constructed and standardized by **Walter W. Hudson.**

**Statistical Techniques**

Suitable descriptive and inferential statistical techniques were used in the interpretation of the data to draw more meaningful pictures of results from the collected data. In the present study the following statistical techniques were used.

- Mean.
- Standard Deviation.
- Critical Ratio.
- Analysis of Variance.
- Correlation Coefficient.

**Major Findings**

1. It is found from the analysis that there exists significant difference between the Higher Secondary School students Aggression based on their Gender.
2. It is found from the analysis that there exists no significant difference between the Higher Secondary School students Peer Relation based on their Gender.
3. It is found from the analysis that there exists significant difference between the Higher Secondary School students Aggression based on Rural and Urban area Student.
4. It is found from the analysis that there exists significant difference between the Higher Secondary School students Peer Relation based on Rural and Urban area Students.
5. It is found that there exists significant difference in the Aggression of Higher Secondary School students with respect to Government Vs Aided schools, Government Vs Private Schools and Aided Vs Private School On their Aggression.
6. It is found that there is significant difference in the Peer Relation of Higher Secondary School students with respect to Government Vs Private Schools and Aided Vs Private School On their Peer Relation.

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7. There is a significant difference between the Higher Secondary School students Aggression based on Tamil and English medium Student.
8. There is no significant difference between the Higher Secondary School students Peer Relation based on Tamil and English medium Students.
9. It is found that there exists significant difference between the Higher Secondary School students Aggression based on Family monthly income.
10. It is found that there exists significant difference between the Higher Secondary School students Peer Relation based on Family monthly income.
11. There is a positive relationship between Peer Relation and Aggression of Higher Secondary School students.
12. It is found that there exists a Positive relationship between Male and Female Higher Secondary School students based on Peer Relation.
13. It is found that there exists a Positive relationship between Male and Female Higher Secondary School students based on Aggression.

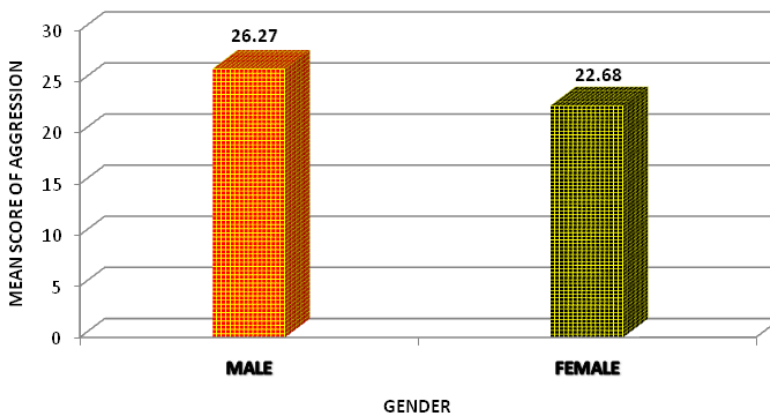
**Table 1 Table shows the Significant Difference between the Higher Secondary school Students Aggression based on their Gender Using Mean Scores.**

Variable	Gender	N	Mean	SD	t - Value	L.S
Aggression	Male	150	26.27	13.518	2.663	0.01
	Female	150	22.68	9.452		

**Table 2 Table shows the Significant Difference between the Higher Secondary School Students Peer Relation Based on their Gender using Mean Scores**

Variable	Gender	N	Mean	SD	t - value	L.S
Peer Relation	Male	150	88.77	20.328	1.251	NS
	Female	150	85.94	18.768		

**Figure 1 Figure showing difference between the higher secondary school students aggression based on their gender using mean scores**



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From the above findings we can come to an end by recommending some ideas to solve the problem which exists in the study. They are

- Aggression can be decreased by involving students in extracurricular activities like – NCC, NSS, JRC, SCOUT etc.
- Schools can teach basic psychology to the students to decrease their aggression level.
- Teachers may spot the person with high aggression level and they should give some leadership activity to think more on certain things.
- Peer Relation can be develop by conducting extracurricular activities like project work, research work, sports and games.
- Higher secondary school students can increase their relationship by participating NSS, NCC, Educational tour etc.
- Schools must play a lead role by giving importance to the religious and moral related practice to the students to increase their relationship with their peer.
- Higher secondary school students can develop their Peer relation on the Society by developing mental health, awareness programme etc.
- Peer relation among school students can be increased by giving some group Project work to the student on the basis of the living places.
- Parents must help their children by attending their family and their friends house functions.
- Both peer relation and aggression is a parallel path, that can be developed by the schools. The schools must develop their quality in education and must allow students to participate in several functions to increase their leadership skill.

These recommendations may be helpful in improving the peer relation and aggression of Higher secondary school students.

**Conclusion**

Over the last decades, much research on peer learning practices has been conducted. Quantitative, experimental designs focusing on problems of cause and effect dominate. Consequently, effects on achievement are well documented, as is the influence of different conditions on the effect rate. In spite of the general acknowledgment of the importance of peer learning and a large amount of research on collective learning practices, questions regarding the quality of peer interaction, and how peer relations influence learning, are not well elaborated. This paper complements the discussion on effect focusing on the processes of interaction between peers, and relates these to theoretical perspectives on learning as fundamentally social. Inspired by meta-ethnography an integrative analysis across seven qualitative studies was accomplished. The approach enabled an investigation of peer interactions in different educational settings. The analysis elaborates on how instructional designs and students' relational knowledge mediate interaction in peer learning. Aggression should not be confused with assertiveness. Although assertiveness can occasionally turn into aggression if, for example, someone is trying to impose their ideas, opinions or interest on others too strongly; they are two quite separate things. This study clearly reveals that teacher

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and parent were the first person to know the students aggression level and they should deal them with psychological route. Since these students are the future of our nation we should teach them the importance if the peers in society and the problem raised due to uncontrollable aggression level. Good society can always avoid the unacceptable behaviors' and hence this study may really help the teachers, parents and educationist to change the curriculum on this basis.

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