Summary
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The objective of the present research was aimed to study "Home and School environment as determinants of aggression and self-concept of advantaged and disadvantaged school children". Keeping in view the objective of the study, empirical investigation was carried out and thereafter the data was tabulated and analysis was done with the help of pearson's coefficient of correlation, t-test, and step-wise multiple regression analysis for obtaining the results.

The thesis comprises of five chapters. Chapter one gives the introduction about all the variables. It explains about all of the four variables, which are home environment, school environment, aggression and self-concept.

Adolescence is one of the important phases in the life-span of an individual. The literal meaning of adolescence is to "grow-up". There are number of bodily changes going on in them during this stage of their life. Many hormonal changes going on in them also affect them psychologically. They are continuously changing mentally, physically and psychologically (Santrock, 2004). So, adolescence is a critical period of development. They are learning more about the "real world and trying to strive for both independence from parents and inclusion in social groups" (Santrock & Yussen, 1984). Adolescents wants to be perceived as adults with capable decision-making skills, but also want to remain members of a larger peer group and additionally these young people desire support and structure from their parents, though they project an indifferent demeanor and challenge the supportive measures of their parents (Cripps & Zyromski, 2009). So, it's a very crucial phase of life which requires the support from family so that it can help them to pass through this phase. It is also the time of life when children spend a lot of time outside their family shadow too, and are greatly influenced by outside world, and one such arena is school, beside
the most important task of school being academic development, it also effect and touches a huge part of the child life like his physical and mental health, his social development, helping him to become a civilized individual. So, home and school environment plays a very critical role in overall development of the child.

During the past few decades home environment had been identified as being a contributing factor in a child's development, whether it is emotional, physical, social or cognitive development.

Crow and Crow (1965) describes that home is the primary societal unit. Family relationships play an important role in an individual's life pattern from early childhood through adulthood. Much of an individual's personality patterning originates at home. Not only does the child inherit certain family potentialities, but during his developing years, his attitudes, beliefs, ideals and overt behavior reflects the influences on him of home experiences (Parveen, 2009). Researchers typically separate elements of the home environment into two major categories: social and physical (Casey, Bradley, Nelson & Whaley, 1988; Wachs, 1989). So, the home environment is a broad term which includes the relationship the child share with parents, parent-child communication, parenting styles, relationships between parents, education of parents, socio-economic status, architecture of the home, parental ways of discipline, authority and control on their children, family size. The relationship, the bond that child share with his family plays a very important role in shaping his future.

Close parent/adolescent relationships, good parenting skills, shared family activities and positive parent role modeling all have well-documented effects on adolescent health and development (Hair et.al, 2005; Parker & Benson, 2005; Resnick et.al, 2004). Parental monitoring along with parent support is found to be linked with
higher adolescent self-esteem, greater academic success (Parker & Benson, 2004; Mounts, 2001).

Another crucial variable which affects the child beside family is school environment. Many researchers have referred school environment as “school ethos”, “school climate”, “school culture” or the tone of the school (Jindal, 1984; Maehr, 1991). School climate refers to the atmosphere, milieu or feel of a school. According to Cohen, McCabe, Michelli and Pickeral (2009) school climate refers to the “quality and character of school life”. While there is not one universal definition, most researchers, believe that it is a multidimensional concept that include four essential elements: relationships, safety, teaching and learning and the institutional environment (Cohen, 2006). After definitive review of literature Anderson (1982) revealed a problematic field of research endeavor viz., School environment which is posed with diverging definitions, conceptualizations, methodologies and instrumentation. But still, though there are so many profound issues, a large volume of school environment researches was conducted in the 1960s and 1970s especially in USA. Researches has been conducted in recent years by Vail (2005), Loukas and Murphy (2007), Kelley et al, (2005) which highlighted the continued importance of school environment. It has been documented that student perceptions of the school environment predicted student’s affective, cognitive, and behavioral engagement and that engagement directly and indirectly impacted academic achievement (Wang and Holcombe, 2010). Another variable which was studied in the present research was aggression. Now a day’s we can frequently see the news of aggressive acts in schools, shoot-out at school, and the rate of aggression is increasing day by day in children. So, seeing the present scenario, it was considered important to study aggression and see what are those factor’s, which are related with aggression.
The scientific study of aggressive behavior was hampered for years because of
different understandings of the word “aggression”. In social psychology, the term
aggression is generally defined as any behavior that is intended to harm another
person who does not want to be harmed (e.g., Baron & Richardson, 1994). The word
aggression is derived from latin word “aggredere” which held a variety of meanings
that include to approach, to advance, to assail and to attempt. Dollard et.al., (1939)
defined aggressive behavior as any sequence of behavior the good response of which
is the injury of the other person towards when it is directed. According to Bandura
(1973) an adequate definition of aggression must include both injuries, behavior of
the predator and the social judgment of the victim.

There are two broad categories of aggression. These include hostile, affective
or retaliatory aggression and instrumental, predatory or goal-oriented aggression
(Berkowitz, 1993; McEllisken et.al. 2004). In instrumental aggression aggressive
behavior is used as a means of achieving a goal that is, the individual want privilege
or space and, in trying to get it, shout at or otherwise attack a person who is in the
way.

The other type hostile aggression can be of three types:

1. Physical aggression: harming others through physical injury for example
   pushing, hitting or punching others or destroying another’s property.

2. Verbal aggression: harm others through threats of physical aggression, name
calling, verbal teasing.

3. Relational aggression: damages another’s peer relationships through social
   exclusion, malicious gossip or friendship manipulation. It is also called as
   covert, indirect, psychological aggression.
There are various theories that tries to explain aggression like evolutionary theory, drive theory, social information processing theory and social learning theory. There are various factors that are linked with sustenance of aggression in children like impact of mass media, Experimental and longitudinal studies supports a causal relationship between watching television violence and acting aggressively (Coie & Dodge, 1998; Geen, 1994), effect of school and peer. Peer rejection in childhood is also strongly associated with poor school performance, absenteeism, dropout, substance use, antisocial behavior and delinquency in adolescence and with criminality in emergency adulthood (Bagwell, Newcomb & Bukowski, 1998; Parker & Asher, 1987). Also some of the personal factors and home environment are also found to be crucial factors affecting aggression.

Negative parent-child relationships may set the stage for prolonged, destructive sibling’s conflicts, in which children imitate their parent’s hostile behavior. These coercive family processes may foster aggressive tendencies that are carried over to peer relations (Mackinnon-Lewis et al., 1997).

The last variable which was studied in the present study was self-concept. The following text briefly explains self-concept.

The notion of self-concept is evident from the writing of William James in “Principle of psychology”. James (1890) divided the self in to empirical “me” and the known “I”, thus providing the duplex of self as both the source and object of thought.

Raimy (1943) who first defined self-concept said of it: “The self-concept is more or less organized perceptual object resulting from present and past self-observation..(it is) what a person believes about himself. The self-concept is the map which each person consults in order to understand oneself, especially during moments of crises or choices”. He showed, how the self-concept serves as an executive in that
it represents for the individual a way to make a variety of decision with some consistency.

Lowe (1961) referred self-concept as one's attitude towards self, and Pedersen (1965) contends it as organized configuration of perception, beliefs, feelings, attitude and values which the individual views as a part of his/her characteristics. Coopersmith (1967) viewed self-concept as being personal judgment of worthiness that is expressed in the attitudes of the individual who holds toward him/herself as capable, significant, worthy or successful. Schiffman et al. (2001) described that self-concept consist of four components, actual self-concept, ideal self-concept, social self-concept and ideal social self-concept. Within his framework, actual self-concept refers to the present way in which individual perceive themselves (reality), whereas, the ideal self-concept refers to the manner in which they would like to perceive themselves. Social self-concept refers to the way individual believes others perceive them, while ideal social self-concept represents the way the individual desires to be perceived by others. Adolescent's starts building their own self-concepts through observing the reactions directed toward them by vital individuals in their life (Gibson & Jefferson, 2006). Personal experiences that evolve from the parent-adolescent relationship are the initial source that set in motion the cycle how adolescent will self-evaluate and interact with others. In other words the type of relationship they experience with their parents is thought to foreshadow their attitudes towards themselves and the quality of relationships they will have with their peers (Gecas, 1971; Wilkinson, 2004).

Chapter II has been devoted to review of literature in relation to the variables of the proposed research study. Researches on home environment showed that children who experience good, caring environment at home they were found to be high in adjustment, mental health, self-esteem and were found to be low in
aggression. Schools having good climate, a healthy teacher-student relationship and communication were found to be high in self-concept, low in aggressive and delinquent behavior. Several studies also showed that family, school, peer were the factors that affected the self-concept and aggression in children.

Researches have shown that there exists significant difference between the self-esteem of students belonging to high and low family interaction group (Singh and Bhatia, 2012). Research has also revealed a relationship between school climate and student self-concept (L.G Cairns, 1987, K.H.Heal 1978, Reynolds et.al, 1980). The school environment may hinder or support children's development and achievement motivation (Esposito, 1999; Goodenow, 1993).

Review have indicated that Love withdrawal, power assertion, negative comments and emotions, physical punishment and inconsistent discipline are linked to antisocial behavior from early childhood through adolescence, in children of both sexes and in many cultures (Capaldi et.al, 2002). Literature has also indicated that a family environment characterized by weak parent-child involvement in shared activities and positive interactions is an important risk factor (Pagani et al., 2004). Thus, problems of communication or the inadequate expression of acceptance and understanding, the lack of affective cohesion and parental support, have been identified as relevant influential factors associated with subsequent behavioral problems in children (Barrera & Li, 1996; Berkowitz, 1989; Demaray & Malecki, 2002; Musitu, Estévez & Emler, 2007). Also the transmission of values about aggression is a risk factor: parents who use harsh child-rearing techniques are more at risk of being assaulted in comparison to those who use non-aggressive techniques (Strauss, Gelles, & Steinmetz, 1980). From the readily available literature it was found that that a significant positive relationship between perceived teacher support,
interest, encouragement, expectations and participation with their students influenced the adolescent’s family, school and health self-concepts (Mboya, 1995).

Chapter III deals with the method and procedure opted for the investigation. The sample for the study consisted of 300 students of class X, who were taken from advantaged and disadvantaged schools. The reason for selecting class 10th students was that these children are at their peak of adolescence and are undergoing lot of changes with lot of focus on their self’s and at this stage family and school plays a crucial role. Student’s age ranged between 15-16 years. Purposive random sampling technique was used to select the sample. Students were selected from different schools of Aligarh district. The schools were studied over a period of time and were categorized as advantaged and disadvantaged school. Disadvantaged schools were the one which lacked proper infrastructure, had inadequate educational resources, there was lack of proper teaching system, no new technologies that could benefit the students in today’s advanced, ever changing world. The school building was poorly built, there was absence of proper sitting arrangements, no proper hygiene facilities, lack of proper playgrounds, over crowded and pathetic conditions of classrooms and other school areas and usually the service of these schools are accessed by marginalized families, who due to lack of monetary strength, cannot afford the time and energy to be part of their child’s educational life. On the other hand advantaged schools were characterized by good learning environment. New technologies were installed for making learning a better experience. Such schools also maintain that teachers have thorough knowledge of their subjects and know the best way to make student learn and understand things and also encourage and teach them the importance of learning and collecting knowledge throughout their life. The academic result of these schools also comes good. Fees structure of these schools was high, so they
usually have students who belong to high socio-economic status. The school infrastructure was well built, classrooms well lighted and ventilated and focus was also given on extra co-curricular activities.

In the present study researcher used various tools in order to measure home environment, school environment, aggression and self-concept of children. Home environment inventory (1989) developed by Dr. Karuna Shankar Misra was used to measure the variable home environment. The inventory has 100 items. It has ten dimensions namely control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection and permissiveness. This inventory can be administered in individual or group settings. Each item in the inventory is to be answered with the help of 5 point scale ranging from 4 to 0, marked as mostly, often, sometimes, least and never respectively. Split half reliability coefficient for ten components of home environment inventory range from .73 to .95. Home environment inventory has been found to have content validity as measured with the help of views expressed by judges. The school environment inventory (2000) developed by Dr. Karuna Shankar Misra was used to measure the variable school environment (SEI). It consisted of 70 items related to the six dimensions of school environment: creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control. The instrument requires pupils to tell the frequency with which a particular teacher-pupil interaction behavior is expressed in his or her school occurs as- “Always”, “Often”, “Sometimes”, “Rarely” and “Never”. The split half reliability for various dimensions of school environment inventory is Creative stimulation: .919, Cognitive encouragement: .797, Acceptance: .823, Permissiveness: .781, Rejection: .781, Control: .762. School environment inventory has found to possess content validity as measured with the help of views expressed by judges.
To measure aggression, Buss and Perry aggression questionnaire (1992) was used. This questionnaire consisted of 29-items, and it is a five point scale ranging from 1 (extremely unsatisfactory of me) to 5 (extremely satisfactory of me). Test-retest reliability for the scale was found to be .80. In order to measure self-concept Dr. Raj Kumar Saraswat Self-concept questionnaire (1984) was used. Reliability of the inventory was found by test-retest method, and it was found to be .91 for the total self-concept measure. Expert’s opinion was obtained to establish the validity of the inventory. Thus the content and construct validity were established. The maximum obtained score is 240 and minimum is 40. High score on this inventory means high self-concept and low score means low self-concept.

A Demographic information sheet giving information about name, age, gender, type of family and area of living was also used along with questionnaires. The data collected was analyzed statistically by using SPSS package. Tests of correlation, t-test and Regression analysis were used.

Chapter IV and V are devoted to result and discussion. The results were obtained for the whole sample and also for the sub-samples (advantaged and disadvantaged schools). The correlation analysis was applied to see the relation between demographic and psychological variable. The result showed that gender was found to be negatively and significantly related with school environment, self-concept and aggression. The results also highlighted that home and school environment were found to be positively and significantly correlated and school environment was also found to be significantly and positively correlated with self-concept and negatively and significantly correlated with aggression.

t-test was also applied in order to see the mean-difference between boys and girls on self-concept and aggression. Results indicated that boys and girls significantly
differed on self-concept and aggression, beside for the whole sample the analysis was also applied on the sub-sample that is for advantaged and disadvantaged schools. Result of the t-test indicated that in advantaged schools boys and girls significantly differed on self-concept while in disadvantaged schools boys and girls differed on aggression. An elaborate explanation for these results has been described in the chapter V of discussion.

The results of Regression analysis showed that home and school environment along with their dimensions emerged as significant predictors of aggression and self-concept for the whole sample as well as for the sub-sample of advantaged and disadvantaged schools. The dimensions of home environment which emerged as significant predictor for aggression were “rejection”, “permissiveness” and “control” for whole sample while for sub-sample (advantaged and disadvantaged schools) “nurturance” and “control” emerged as significant predictors for aggression respectively. Some of the dimensions of home environment which emerged as significant predictors of self-concept were “nurturance”, “permissiveness”, and “control” for whole sample (advantaged schools and disadvantaged schools) and for sub sample of advantaged schools “rejection” while for disadvantaged schools “nurturance” and “control” respectively emerged as significant predictors. “Acceptance” one of the dimension of school environment emerged as significant predictor for aggression for overall sample as well as for advantaged schools. Though in case of disadvantaged schools none of the dimensions of school environment emerged as significant predictor for aggression, this may be because of the fact that there may be certain other factors in disadvantaged schools that affects the aggression in children, which may not be the part of the questionnaire that was used for carrying out the present study. While for self-concept certain dimensions of school
environment which emerged as significant predictors were: "school environment" as a whole and "cognitive encouragement" for the overall sample while for advantaged and disadvantaged schools "cognitive encouragement" and "creative stimulation" emerged as significant predictors for self-concept respectively.