SUMMARY AND CONCLUSION
Aggression in the present study is treated as that "form of human behaviour which is desirable, antisocial, instrumental and directed with an intention of harming or injuring other living beings or/and property". Further, aggression was treated as a learned response, specially facilitated and integrated in the personality configuration of the aggressor. Individual learns aggressive mode of behaviour first in the informal groups than in the formal groups. It was assumed that when aggressive behaviour was associated with actual or perceived positive consequences only then individual would use such mode of behaviour. It is implicit in this assumption that aggression is dependent on a number of life situations.

The present study had the following three main objectives: (i) to measure aggression and identify aggressive and non-aggressive children among the school going children in the age group of 6-8 years, (ii) to quantify the differences, if any, among the aggressive and non-aggressive children on three measures of intelligence, and (iii) to find out the social correlates of aggression i.e. the factors associated with aggression among children.

To identify the aggressive children from the general population a scale called as 'A Scale of Aggression among School going Children' was developed which was administered to 458 students (242 males and 216
females) studying in class I and II in two schools, one with English medium and other with Hindi medium as instructions of training.

With the help of self-appraisal, peer rating and teachers' evaluation 106 students (75 boys and 31 girls) i.e. 23% of the total sample were identified as aggressives. Such an exercise brought out two facts: (i) more boys than girls were found to be aggressive and (ii) there was no difference in the percentage of aggressives in both types of schools. The findings support the hypothesis that more boys than girls are aggressive.

The aggressive children in both the schools were matched with non-aggressive children keeping in view of their age, sex, class and schooling. In this way, the final subjects for the present study were 31 aggressive and 31 non-aggressive children and their mothers. Out of these, 12 aggressive children were from Hindi medium and 19 were from English medium including 3 female students.

To find out the differential levels of intelligence among the aggressive and non-aggressive children, Malin's Intelligence Scale for Indian Children, Gesell's Drawing Test and Vineland Social Maturity Scale were administered to assess the verbal intelligence, performance intelligence and social quotient respectively. Though the difference
between the two groups was not found to be statistically significant, however, mean I.Q. on all the tests was always found to be higher in the non-aggressive group when compared with the aggressive group. Thus, intelligence wise the two groups were found to be somewhat comparable. The results of the study partially support the hypothesis that low I.Q. is associated with aggression and conversely, high I.Q. is associated with non-aggression which means that aggressive children will score low on intelligence than non-aggressive children.

The present study was based on ex-post-facto research design in which aggression was treated as dependent variable and socio-psychological variables influencing child development as independent variables. To attain the last objective of the study i.e. to find out the social correlates of aggression, the background variables of both the groups were probed with the help of an interview schedule for which the mothers were made the second unit of study.

In the present study it was assumed that aggression is transmitted from one generation to the other through the process of child-rearing practices i.e. aggression breeds aggression. For the said purpose it was, further, assumed that parents who have received physical punishment from grand parents would have not only aggressive spousal relationships but also have aggressive parent-child relationships. It was noticed
that more than 80% of the respondents were punished by the grand parents. The results support the general contention that punishment to children is considered as a normal way of upbringing the younger generation. Further, it was noticed that out of 62 respondents only 8 (7 were the mothers of aggressive children) were faced spousal aggression. Hence, the results do not support the hypothesis that the aggressive parents will not only have an incongenial childhood but will also have aggressive spousal relationships. The findings of the study, on the other hand, highlight a different picture. Women were not only victims of their parental aggression but were also the victims of their husbands' aggression depicting social dependency of the women. The instigators for husband-wife aggression were: (i) frustration due to poverty, (ii) improper child-rearing, and (iii) interference by the in-laws. The consumption of liquor was not associated with spousal aggression. Hence, the present study does not support the "Drunkun-Bum" theory.

With regard to parent-child aggression, 80% of the respondents admitted that they used physical punishment as a mode of child-rearing, thus, re-establishing the fact that child beating was quite common, desirable and approved method of socialization. The results do not support the general assumption that victims of husband's beating are more likely to beat their children i.e. the aggressive spouses will have aggressive children.
When authority pattern in the family was probed it was noticed that those parents who opined in favour of single parent enjoying absolute authority had more aggressive children whereas those who were in favour of democratization had non-aggressive children. In short, there is a greater possibility that authority will be misused or abused if it is vested in one of the parent. In other words, authoritarianism gives rise to aggression and democratization goes with non-aggression.

With regard to methods to be used for socializing the younger children the mothers of the aggressive children were more in favour of using both the positive and negative means of child-rearing practices i.e. making the child understand with love and persuasion as well as using reprimand and physical punishment. On the other hand, more mothers of the non-aggressive children were in favour of using love and persuasion as well as providing better facilities as modes of upbringing. When their actual behaviour pattern was probed it was again noticed that more mothers of the aggressive children were making use of both the punitive and non-punitive methods of upbringing whereas among those who were using non-punitive methods majority of them were the mothers of the non-aggressive children. This was, further, supported by their differential attitudes in favour of giving punishment to the children. These results support the hypothesis that greater the frequency of punishment used as a child-rearing higher
the possibility of child becoming aggressive.

It was assumed that those parents who associate positive consequences of punishment would not only use punishment with greater frequency as child-rearing technique but would also make their children aggressive. The results of the study revealed the mothers of the aggressive children were over represented among those who associated positive consequences of punishment. On the other hand, among those who associated negative consequences to punishment the mothers of the non-aggressive children were over represented. The findings support the hypothesis that parents associating positive consequences to punishment are more likely to use it as a mode of upbringing which, in turn, make the child aggressive.

In addition to probing the methods used by the parents for upbringing their children the quality of sibling network of relationship was also proved. The findings of the study revealed that those children who received physical punishment from their parents had higher frequency of sibling aggression. Though majority of the children were found to be fighting with their siblings it was noticed that those who often received physical punishment from their parents were over represented.

The educational institutions were found to be reinforcing punishment as a mode of training the younger children. The mothers of both the groups not only gave
authority to the teachers to punish the wrong doers, hence, no difference was worked out among the parents of the aggressive and non-aggressive children with regard to prevalence of punishment as a mode of training in the schools. In other words, child's first experience with aggression was in the family in the shape of punishment received from the parents which was reinforced in sibling fights as well as in schools. The findings of the present study support the hypothesis that aggression breeds aggression. In other words, the results of the present study support the basic assumption with which the present study was undertaken i.e. aggression is a learned behaviour which is learned first in the informal institutions and secondly, through the formal institutions.

When social factors of aggression were analysed it was noticed that caste and religion play very insignificant role in moulding the behaviour pattern of the children. The findings do not support the hypothesis that children of the lower castes are more aggressive in comparison with children of the higher castes. Keeping in view the results of the study the hypothesis can be reframed as aggression transgresses the caste boundaries.

The association between family composition in the shape of number of persons and aggression was also analysed. It was noticed that family composition per se has no bearing on aggression among the children, however,
number of persons in a family were found to be associated with aggression i.e. larger size of the family higher the frequency of aggression.

When the demographic variables were related with aggression on the part of children it was noticed that younger parents had more aggressive children in comparison with older mothers. Hence, the results support the hypothesis that younger parents will have more aggressive children.

An attempt was also made to find out the association between the socio-economic status i.e. education, occupation and income and aggression. It was noticed that the present study partially supported the hypothesis that lower the socio-economic status higher the frequency of aggression. Though more aggressive children belonged to the families where parents had low education and income and were engaged in blue collar jobs yet aggression transgressed the boundaries of class i.e. aggressive children were found in all the classes.

Keeping in view the results of the study the following hypotheses were not proved:

i) Aggressive parent will not only have incongenial childhood but will also have aggressive spousal relations.

ii) The aggressive spouses will have aggressive children.
iii) More children of lower castes are likely to exhibit aggressive behaviour than those of higher castes.

The hypotheses noted below were partially proved:

i) Low I.Q. is associated with aggression and conversely, high I.Q. is associated with non-aggression i.e. aggressive children will score low on intelligence.

ii) Lower the SES higher the frequency of aggression.

The following hypotheses were proved:

i) More male children will be aggressive than the female children.

ii) Parents associating positive consequences of punishment also use physical punishment as a mode of upbringing.

iii) Greater the frequency and severity of punishment used as a mode of child-rearing, higher the possibility of a child becoming aggressive.

iv) Larger the size of the family greater will be the expression of aggression.

v) Younger parents will have more aggressive children.
CONCLUSIONS

In the light of the findings of the present study it can be concluded that children are made aggressive by their parents who not only associate positive meanings to physical punishment but also use it as a mode of child-rearing. The size of the family was also found to be associated with behaviour pattern of the children i.e., larger size of the family was found to be more conducive in making the children aggressive. Hence, a child learns to be aggressive and parents play an important role in making the child aggressive. The study, further, revealed that aggressive behaviour pattern is not confined to lower castes but transgresses the boundaries of caste and class though more aggressive children were found in the families where parents had low education and income and were engaged in blue collar jobs.

Concluding remarks

The results of the present study can not be used to rule out completely the theory that personal factors are related to aggression, because it was found that social factors in the shape of child-rearing practices are related to aggression in children. It can be argued with conviction that personal counselling will never be enough to treat or prevent aggression in children. Even if the 'psychological health' of the
child is 'restored' or 'cured' the cure would have no effect if the child is sent back to the same social mourning which influenced them to be aggressive in the first place.