CHAPTER – II

REVIEW OF THE RELATED LITERATURE

The preceding chapter discusses the researcher’s concern on the problem of ‘violent and repulsive ways of students’. He has shared his concern through this study. The solution to any problem can be sought in a variety of ways – by adhering to the institutions rules and regulations, following existing laws and by devising new ways and means as per the need of the hour. As far as the provisions of law related to teaching-learning fields are concerned, it is provided for that teachers and other authorities of schools will not take recourse to corporal punishment or any type of violence. Violation of these provisions provides for punishment to violators. They may be put behind the bars for punishing students in the traditional manner. So, legal provisions would have to be kept in mind. Effective ways would be found out. Laws do not provide solution to all cases especially in the matter of codes of conduct. Being intellectuals, men follow certain codes without anybody’s telling them to behave in a specific way. This being the case, it would be worthwhile to win students’ favour through the ways of peace, love and care remembering the old saying ‘love begets love and hate begets hate’. Intellectuals who have already worked on different types of problems, do have ideas to solves specific problems. Hence it would be worthwhile to approach their
works and draw upon them if their findings and suggestions have the strength of contributing to research studies going on at present.

Review of the related literature forms an integral part of any research problem. It enables the researcher to first understand the problem properly by studying the works preceding his study and then either add something new in keeping with his study or reaffirm, once again, in the present scenario, the validity and significance of what has already been said.

A careful review of the research journals, dissertation abstracts and other sources of the information, helps the researcher in understanding the problem to be investigated. It provides important clues for investigation with an effective planning about the steps to be taken in a phased manner.

**Von Dolen** says that a critical study of earlier research works reduces the probability of unnecessary repetitions and mistakes to a great extent. It helps in delimiting the study concentrating on a specific area.23

**John W Best and James** write that the reviews of expert researchers can be fruitful in providing helpful ideas and suggestions. They emphasize that ‘the search for related literature is one of the first steps in the research process’.

Some really important points and information lying in the subconscious domain come to surface during the course of study of

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23 Prof. Bhatnagar, R.P. quotas Von Dolen in ‘Shiksha Anusandhan’, p.50
related literature. This study has presented before the researcher mixed findings related to the phenomenon studied. This study has taken into consideration the following research works:

**STUDY IN INDIA**

**DISSERTATION ABSTRACTS**

- **Sheth, H., (1957), ‘Juvenile Delinquency in Bombay State’, Ph.D., Sociology, Bombay University** set the following objectives: (i) To examine the social background of the juvenile delinquents and (ii) To find out the causal relationship between the two. The field of investigation was confined to three urban areas only, namely Bombay, Ahmedabad and Poona, where the social organization and morals were influenced to some extent by the process of social change. The main findings were: (i) Juvenile delinquency was highly correlated with low income/poverty; (ii) crowded housing conditions; (iii) employment of women and slackening family control; (iv) Juvenile offenders connected with street trades which were open to danger; (v) A majority of them came from broken homes (vi) defective discipline; (vii) Demoralizing home environment; (viii) Gang delinquency, organized and otherwise, was not altogether absent; (ix) Absence of recreational facilities in home/locality and (x) Role of motion pictures in juvenile delinquent activities was significant. *(Third Survey, p.210)*
Singh, S.S., (1969), ‘Influence of Intellectual Development on the Aggressive Attitude’, Ph.D., RSU hypothesized: (i) A person of a higher level of intelligence would be less hostile than one of a lower level of intelligence. (ii) The students of grade VIII would manifest more hostility than grade X students and those of graduation classes would manifest more hostility than grade X students. (iii) Persons with more or less aggressive traits would have different personality traits. The findings of the study were: (i) The relationship between general mental ability and hostility score was found to be negatively significant at all the grade levels. (ii) General mental ability increased and mean hostility decreased at the next standard. (iii) Extreme upper and lower hostility groups did not differ at any level…(iv) Persons of high hostility and intelligence were not found to be consistently discriminative on the various traits at the three educational levels. The only factor that tended to distinguish between these two extreme groups was social desirability which was negatively related with hostility and also with intelligence at grade X and graduate levels. (Fourth Survey, p.441)

Mitra, S., Chatterji, S. and Mukherjee, M., (1970), ‘A Comparative Study of Some of the Environmental Conditions of Delinquent and School-going Children’, Psychometric Research and Service Unit, ISI, Calcutta conducted this study to find out the differences, if any, in the environmental conditions of the delinquent and the normal school-going children. In all,
seventy-five boys and fifty girls, between age range, 13 to 16 years, of the Detention Home located in Lillooah were included in the sample. A group of children, seventy-five boys and fifty girls, living in normal environmental conditions and studying in Class VIII was also selected from among the students in one boys’ and one girls’ school at Calcutta. The age range of this group was comparable to the former one. The findings of the study were: (i) Environmental conditions of the inmates of the detention home were completely different from those of the school-going children. (ii) The ideals, aspirations, etc. of the two groups of children also differed widely. (iii) Low income, unfavourable environment conditions, lack of parental love and care etc. were the reasons which encouraged children to get involved in the type of antisocial activities that branded them as delinquents. (Third Survey, p.158)

Giggo, P.N., (1976), ‘Gandhian Educational Philosophy and World Peace’, University News, 49 (20), May 16-22, 2011. This study had following aims: i) to interpret Gandhian philosophy in terms of education, ii) to find out the practicability of the Gandhian educational philosophy in educational institutions and iii) to interpret the practical usability of the Gandhian educational philosophy for establishment of peace in the world. The study revealed the following: Gandhian philosophy stressed on internationalism. It could result in school and colleges all round development of students by bringing the serious gaps in their wholesome development, the gaps bring the result of bookish
education. It gives a spiritual signal to all teachers that a student is a unity of physical body, intellect and spirit. Gandhian educational philosophy stresses on ‘service to humanity’ irrespective of caste, creed, colour, religion or nation. It emphasizes the promotion of everlasting world peace. It emphasizes spiritual unity which is based on a social order. This new social order will help to bring the gulf between ‘have’s and ‘have-nots’, by laying stress on equal distribution of wealth and necessities of life. It enlightens the ignorance of world people with supreme spiritual orderliness in this Universe. According to Gandhi ‘Truth is God’, ‘Truth is End’ and non-violence is the means to achieve the goal (God). The ultimate aim of Gandhian Educational philosophy peace can be established through the religion, human interaction, science, Nai-Talim, socialistic democracy and non-violence. (Third Survey, p.17)

- Siddiqui, M.M., 1976, ‘Social Psychological Study of Student Behaviour with Special Reference to Indiscipline’, Ph.D., Soc., Aligarh Muslim University undertook the study with the objective to study the psychological (emotional maturity, social maturity, ascendance-submission) security and aggression) and social factors (educational attainment, socio-economic status and rural or urban inhabitation) which affected students’ behavior in general and indiscipline in particular.

The study was conducted in 1962. It was repeated in 1974 for verification. The samples of 1962 and 1974 studies consisted of 265
indisciplined and 341 disciplined students and 169 disciplined and 357 indisciplined students, respectively, selected on the basis of university records, and opinions of authorities and peers. The measure of emotional maturity, social maturity, ascendance-submission and social factors could be obtained from only fifty disciplined and fifty indisciplined students and those of aggression and security from ten extremely disciplined and ten extremely indisciplined students of the 1962 as well as 1974 study. Kolmogorov-Smirnov test and chi-square tests were used for determining the significance of difference between two independent groups. The major findings were: (i) The disciplined students were emotionally and socially more mature than the indisciplined ones. (ii) Differences between the disciplined and the indisciplined students were not significant on the personality dimension ascendance submission. (iii) The disciplined students felt more secure and were less aggressive than the indisciplined ones. (iv) The disciplined students had a higher average educational attainment than the indisciplined ones. (v) The disciplined students mainly belonged to lower and middle socio-economic groups and rural areas while the indisciplined students usually belonged to upper and middle socio-economic groups and urban areas. (Third Survey, p.212)

Singh, M.A., 1976, ‘Sociological Study of Problem Children in Indore City’, Ph.D., Indore University pursued the study with the following objectives: (i) To study the incidence of problem children
in the city. (ii) To study the social status of their families. (iii) To correlate the social factor with the problem of the child, and (iv) If possible, to suggest remedial measures for such problems. Important findings were: (i) The incidence of the problem was higher in the single traditional families. (ii) The main problem of the first born child were stealing, abusing, enuresis, stammering, obstinacy, lack of interest in studies and backwardness in the class. (iii) The education of family members was not the base to the behaviour problems of children (iv) The common problems of the age group 3 to 5 years were habit disorders, no anti-social act and psychomatic disorders in pre-school age. (v) Commonest problems in 11 to 17 years age group were related to education, parents mental and physical health, home atmosphere affecting their behaviour. (vi) In the lower-middle income group, the main problems were habit disorders. In the highest income group, anti-social problems were in less frequency than the lower and middle class. (vii) In the group of anti-social acts, there were no children from the professional group. (viii) Patterns of personality disorders in the children of various professions revealed that the personality disorders were highest in the children of businessman and teachers. Next were the children of executives and clerks. (ix) The most frequent reason for running away was resentment for the place and persons such as home or school. (x) Poverty was one of the leading contributory causes with a desire to possess loose social standards at home, desire for recognition. (xi) The most important reason for
the unhappiness of the children was emotional maladjustment. (Third Survey, p. 213)

Khattri, P.K., (1979), ‘Reduction of Abusive Behaviour as a Function of Types of Reinforcement and Awareness in Socially Disadvantaged Children’, Ph.D., Lucknow University undertook the study with the purpose (i) bring about a reduction in the abusive behavior as a function of types of reinforcement and awareness among socially disadvantaged children, (ii) to study the effects of caste and birth order, and (iii) to ascertain the transfer and maintenance of gains of modified behavior. The subjects of the study were 150 boys of Classes VI to VIII with age 13 to 16 years. The findings were: (i) significant differences in abusive word usage between the control and experimental groups were observed; (ii) Negative reinforcement was observed to be more effective than positive reinforcement for reducing the abusive word usage; (iii) abusive word usage was not a function of the caste; (iv) the non-scheduled caste subjects improved more than the scheduled caste under both types of reinforcement; (v) the first born improved more under the positive reinforcement whereas the last born improved more under negative reinforcement. (Third Survey, p.148)

Shanmugam, T.E., (1980), ‘Psychological Factors Underlying Juvenile Delinquency’, Madras University attempted to investigate a number of psychological and social factors associated with delinquency. The sample consisted of 150 institutionalized delinquents and 150 non-delinquents. The major findings were: (i)
the delinquents were low in intelligence and high in creativity as compared to non-delinquents. (ii) The delinquents gave different meanings to concepts like stealing, friends, police, gang, wandering, alcohol, future, mother, father, marriage, siblings, teacher etc. than non-delinquents. (iii) The educational status of father, strength of family, relationship with parents, underprivileged community background, estimate of parents’ concern and movie attendance were found to be significantly associated with delinquency. (iv) Parental handicap, income, cohesiveness of family and emotional ties with parents distinguished delinquent boys from non-delinquent boys whereas mother’s education, order of birth and affectionate siblings distinguished delinquent girls from non-delinquent girls. (v) The delinquents were found having unrealistic vocational ambition. (Third Survey, p.204)

Siddequi, R.R., (1980), ‘Social Dimensions of Student Unrest in India, Ph.D., Sociology’, Aligarh Muslim University examined the impact of the political, economic and socio-cultural factors on the student unrest in Aligarh Muslim University. The main conclusions of the study were: (i) Dissatisfaction with the 1972 Act which distorted the minority status of the university was the main cause of the student unrest. (ii) The economic status of the student’s family was not a contributing factor to the student unrest (iii) Non-fulfilment of student aspirations by his current education led to his restive behaviour. (iv) There was no significant relation between the students’ agitational behaviour and type of family he came from. (v)
Students’ rural background was an important factor in the student unrest. (vi) Some of the current evaluation practices like total internal assessment led to the restive behaviour of the students. (vii) Student participation in university affairs was an important factor in the student activism. *(Third Survey, p.212)*

Dubey, P., (1980), ‘The Study of Effects of Frustration on Personality Development’, Ph.D. Psychology, Kumaun University research work aimed at finding out (1) Statistical and scientifical description of frustration and conflict. (ii) A scientific discussion on frustration dynamics in personality development, and (iii) The relationship of frustration and some important aspects of personality structure, viz., intelligence, adjustment, attitude and motivational factors. It was an experimental study of effects of frustration and was based upon observations. A sample of 400 male children from Class IV of different schools in the age group 8 to 10 years was randomly chosen in a game situation and tension was created in the individuals to win the game. The two groups – successful (control group) and unsuccessful (experimental group) – were treated in the two tasks. The findings were: (i) The frustrated individuals took more time than the successful group to select an alternative for their drive to draw wooden square. A high degree of conflict existed. (ii) In the condition of frustration the level of motivation decreased. (iii) The frustrated individuals formed aggressive and other reactions against the game. (iv) The frustrated
wee more affected by suggestions. Suggestions helped them in decreasing the degree of conflict. (Third Survey, p.347)

Sumbali, K., (1981), ‘A Study of Aggression among Children and Adolescents’, Ph.D., Edu., Jammu University, undertook investigation with the objectives: (i) To identify aggressive and normal students, both boys and girls on the basis of operational definition, from the population of students of Class VIII and adolescents of colleges. (ii) To compare the quantum of aggression exhibited by aggressive boys and girls and aggressive children and adolescents, and (iii) To examine the degree of relationship between aggressive and normal students with regard to some selected variables. The identification of aggressive and normal student was based on the scores obtained by the respondents on the students’ identification questionnaire, the teachers’ identification questionnaire and four scoring factors of Rosenzweig P.F. study (Hindi version). The tests/questionnaires administered to 1,148 boys and 1,023 girls of Class VIII and 562 boys and 549 girls of TDC Part I, from various schools and colleges of Jammu city. The total weighted scores thus obtained comprised the composite aggression scores. The normal students comprised seventy-five boys and girls with composite scores immediately above the mean and an equal number below the mean. The aggressive subjects comprised boys and fifty girls with highest composite aggression. The normal and aggressive subjects thus selected were administered a group test for intelligence…The main findings were: (i) Boys were
more aggressive than girls. (ii) Children were more prone to aggressive behaviour than their senior counterparts. (iii) Aggressive subjects were less intelligent than the normal. (iv) Aggressive subjects possessed better health adjustments than the normal. (v) Aggressive subjects showed poor teacher-pupil relationship. (vi) Aggressive subjects had poor relations with their siblings as compared to the normal. (Third Survey, p.429)

- Punetha, D., (1982), ‘Socialization of Aggression in Children in a Tribal Society’, Ph.D., Allahabad University set the following hypotheses (i) The Bhotia socialization agents would exercise more control over children’s aggression in a consistent manner and their children would exhibit low aggression in comparison to the Branhim and Dom children. (ii) The Branhim parents would be strict and often more liberal in controlling children’s aggression and their children would express more aggression than the Bhotia children. (iii) The Dom parents would be most permissive and liberal in dealing with their children’s aggression and children would manifest aggression in greater degree. The sample consisted of 96 children belonging to three groups of Pithoragarh district. There were 38 Bhotia (20 boys, 18 girls), 30 (Brahmin (19 boys and 11 girls) and 28 Dom (18 boys, 10 girls) children. Most of these children were school-going. Their mean age and the average income per month of their parents ranged from 10 to 20 years and Rs. 200 to Rs. 597 respectively. The method of participant observation was used to identify different forms of aggression both ordinary and specific
settings. Apart from this, mothers were interviewed regarding the method they commonly employed for dealing with aggression in their children. The data were analyzed with the help of the Wald Walfowitz Run Test. The findings were: (i) Bhotia, Brahmin and Dom children invariably displayed some forms of aggression that were common e.g. temper tantrum, physical and verbal aggression, disobedience, damage to property, negativism, self-directed aggression, jealousy and competition. (ii) The degree of aggression in Dom children was highest, in Bhotia children least and the Brahmin children fell in between these two extremes. (iii) Bhotia boys and girls manifested equal amounts of aggression, whereas the Brahmin girls displayed less than the boys. The Dom girls behaved more aggressively than their male counterparts. (iv) Mothers utilized three kinds of techniques for handling aggression: punitive, positive and inaction. In positive handling technique different kinds of positive incentives were utilized for motivating the children to give up aggression. Sometimes children were neither punished nor rewarded to inhibit aggressive behaviour, but it was believed that by permitting expression to aggression, children got rid of their tension. (v) Bhotia mothers used positive incentives more frequently, punitive and inaction techniques moderately. The punitive technique was employed in greater degree by Brahmin mothers, positive technique moderately and inaction in less degree. The Dom mothers were more permissive and were much lower in frequency
so far as negative incentives were concerned. (Fourth Survey, p.419)

- Pareek, A., (1984), ‘A Study of the Problematic Behaviour of Adolescents with special reference to Their Self and Other Acceptance and Attitude towards Freedom’, Ph.D., Agra University, hypothesized: (i) Problematic adolescents do not accept themselves as well as others. (ii) Problematic adolescents have a distorted attitude towards their freedom. (iii) The attitude of adolescents mostly depends on their home environment. (iv) The college atmosphere is usually a contributing factor in the development of the behaviour problem. The sample consisted of 240 girls belonging to undergraduate levels studying in colleges situated in Kota district of Rajasthan. They represented different SES levels. The attitude towards freedom of children test originally developed by Koch Dysort and Streit was adapted by the investigator. The test-retest reliability was 0.68. The acceptance of Self and Others Scale developed by Berger was used in this study. The split-half reliability was 0.89. An adjustment Inventory was developed by the investigator. The split-half, and test-retest reliability coefficients were 0.80 and 0.97 respectively. Data were analyzed with the help of chi-square technique and correlation. The findings were: (i) Problematic adolescents did accept themselves as well as others. (ii) The attitude of adolescents did not entirely depend upon on their home environment. (iii) The attitude towards
freedom of children was negative in the case of adolescents. (iv) Environment played an important role in the building of personality. (Fourth Survey, p.411)

Bhattacharya, B., (1985), ‘The Needs, Frustration, Frustration-intolerance and Mental Health of Adolescent Girls Reading in Certain Urban Secondary Schools in West Bengal’, Ph.D. Edu., Kal. University. Five schools of three urban areas of Nadia and 24 Parganas were selected and 804 (Class VIII, IX and X) girls were drawn. An Adolescent Girls’ Needs, Frustration and Frustration-intolerance Questionnaire, An Adolescent Girls’ Needs Frustration and Frustration Intolerance Picture Projection Test, Sen’s Neurotic Questionnaire (F-Test), Roy’s Social Intelligence Test and Kuppuswamy’s SES Scale were used. Some of the major conclusions were: (i) Materialistic, sexual relationship, security and independence needs were high. Not only this but the extent of frustration in regard to these needs was also high. (ii) Extent of Frustration-intolerance of these five needs was high. (iii) Idealistic and altruistic needs were low. (iv) Incidence of mental ill-health was high. (v) There was high positive relationship between materialistic, sexual relationship, security and independence needs and mental ill-health. (vi) There was a high positive correlation between idealistic and altruistic needs and mental ill health. (vii) There was negative relation between idealistic and altruistic needs and mental ill-health. (viii) The less the frustration of idealistic and altruistic need, the more the mental health and vice versa. (ix) There was a negative
relationship between mental ill-health and frustration-intoleration of the idealistic and altruistic need. (Fourth Survey, p.348)

- Parwal, S., (1987), ‘Disciplined Vs. Indisciplined Students: Their Personality and Mental Abilities’, Ph.D., Education, Kumaun University outlined the following objectives as– to know if disciplined and indisciplined students differ in introversion-extraversion, and mental abilities in terms of verbal reasoning, space relations, numerical ability, clerical speed and accuracy, and language usage. Three hundred and twenty disciplined and 320 indisciplined students, identified through ‘Pro-forma for Disciplined/Indisciplined Students (Form A and B) belonging to age group 12 – 15 years in Classes IX and X constituted the sample, chosen by random sampling. The tools used included Pro-forma for Disciplined/Indiscilined Students (Form A for class teachers), Pro-forma for indisciplined Students (Form B for Principals), Socio-economic Status Scale of Uniyal and Bisht, Introversion-Extraversion Inventory (Hindi Version) of Aziz and Agnohotry, and Differential Aptitude Test (Hindi Version) of Ojha. The collected data were used with mean, SD and ‘t’ test. Major findings were: (i) Disciplined students were found to be more introvert than indisciplined students, irrespective of gender, achievement level, and parental income. (2) Disciplined students showed superiority over indisciplined students in verbal reasoning, mechanical reasoning, abstract reasoning, space relations, numerical ability,
clerical speed and accuracy, and language usage. (Fifth Survey, p.918)

Srivastava, N., (1988), ‘A Study of Aggression in Adolescent Boys and Girls in relation to their Self-concept, Achievement Motivation and Performance’, Ph.D., Education, The Maharaja Sayajirao University of Baroda. The objectives were: (i) To find out the relationship of aggression with selected variables viz. self-concept, achievement, motivation and academic and non-academic performance separately. (ii) To compare male subjects with female subjects on self-concept, achievement and performance. (iii) To study the effect of achievement-motivation and self-concept and their interaction on aggression, and (iv) To study the effect of academic and non-academic performances and their interaction on aggression. The sample consisted of 564 male and female students of Classes XI and XII of higher secondary schools of Allahabad and Baroda, selected by stratified random sampling. The tools used included “Who am I?” test to measure self-concept and A Forced Choice Type Sentence Completion Test. Major findings were: (i) There was no correlation of aggression with self-concept, achievement-motivation and performance (both academic and non-academic performance. However, there was a curvilinear relationship of aggression with self-concept and academic and non-academic performance, but no correlation of this sort was found between aggression and achievement-motivation. (ii) The girls showed a curvilinear relationship between achievement-motivation
and aggression while the boys showed no relationship between these two variables. (iii) Both academic and non-academic performance did not contribute anything to aggression either independently or in combination. (iv) Boys were higher on aggression scores than girls. (v) More high aggression subjects had more frustration. (Fifth Survey, p.935)

Arunima, (1989), ‘Aggression among children: A socio-psychological appraisal’, Ph.D. Psychology, Panjab University. The following objectives were set: (i) To measure aggression, and identify aggressive and non-aggressive children among the school-going children in the age-group 6-8 years. (ii) To quantify the difference, if any between the aggressive and non-aggressive children on three measures of intelligence, and (iii) To find out certain social-correlates of aggression. The sample of 31 aggressive and 31 non-aggressive children of Classes I and II, and their mothers, served as subjects. The tools used included a Scale of Aggression among School-going Children developed by the investigator, the Gessell’s Drawing Test of Verma, Pershad and Kaushal, Malin’s Intelligence Scale for Indian Children (verbal only), the Indian Adaptation of Wechsler Intelligence Scale for Children of Malin, and Vineland Social Maturity Scale and an Interview Schedule pertaining to factors affecting aggression among children, prepared by the investigator. Mean, S.D, Chi-square and ‘t’ test were used to analyze the date. Major findings were (i) Uncongenial childhood and aggressive spousal relations were not
found to be associated with aggressive parents. (ii) Aggression in children was not related to aggression in parents. (iii) The aggressive behaviour pattern was not confined to the lower castes but transgressed the boundaries of caste and class. (iv) Aggressive children scored lower on intelligence than non-aggressive children. (v) More aggressive children were found in the families where parents had low education and income and were engaged in blue-collar jobs. (vi) Aggression was found to be more more in boys than in girls. (vii) Parents played an important role in making the child (viii) Large family children were more aggressive (ix) Younger parents children were found more aggressive than those of older parents. (Fifth Survey, p.865)

Biswa, P.C., (1989), ‘Reaction to Frustration in School Children’, Ph.D., Education, University of Kalyani pursued the study with the objective to explore the relationship of organismic variables (sex and growth) and environmental variables (residence, socio-economic climate, etc..) reaction to frustration. Boys and girls of Grades VI, VIII and X formed the population. Stratified sampling for a normative study covering 904 subjects and a survey study covering 700 subjects was resorted to. A Family Questionnaire, the Socio-economic Status Scale of Sarkar, the School Organization Climate of Sharma, and a Semi-projective type Reaction to Frustration Test were used. The scores were trichotomised using quartile deviation chi-square and ‘t’ test. Major findings of the study were: (i) The effects of organismic variables
(age and sex) and ecological variables (five in all) on frustration reaction patterns of secondary school children have been studied. (ii) It has been found that sex had little differential effect, age had significant differential effect and the family structure and tension had significant effect, whereas rural urban, SES and School climate had little differential effect on frustration reaction patterns. (Fifth Survey,p.874)

- Bhatt, D.B., (1990), ‘A Comparative study of some Personality Traits of Problematic and Non-problematic School-going Children’, Ph.D., South Gujarat University. This study aimed at comparing the personality traits of problematic school-going and non-problematic school-going children. The objectives were: (i) To find out whether there is any difference between a normal child and a problematic child. (ii) To find out the causes that make some children problematic. The sample of the study included problematic and non-problematic children studying in class VIII, whose age ranged between 12 – 14 years selected from the Gujarat State. Tools used to collect the date were Junior / Senior high school personality questionnaire and E test. The collected data were treated with ANOVA and Wilcoxon Mann-Whitney U-test. Major findings of the study were: (i) Non-problematic male group was found more intelligent than the problematic group. Further the same picture emerged on their ego strength too. (ii) The female non-problematic group was found more intelligent and had higher ego strength than the female problematic group. (iii) Male rural non-
problematic group had more general capacity and insight than male rural problematic group. (iv) Male urban non-problematic group was more intelligent than male urban problematic group. (v) Female urban non-problematic group was found socially precise, possessed more will power than female urban problematic group. (Fifth Survey, p. 871)

Malhotra, M. M., and Menon, P.N., (1991), ‘Factors Contributing to Students’ Indiscipline in the Polytechnics of Haryana State’. Independent study, Chandigarh Technical Teacher’s Training Institute. This study attempts to identify the types of indiscipline – ragging, breaking furniture, wandering about the time the class was in progress, pulling out wire from switchboard and not bring the necessary material to the class, thus creating nuisance in the institution. (Sixth Survey, p. 14)

Sharma and Pareek, (1995) looked into the managerial, disciplinary, financial, personal and academic problems faced by students. (Sixth Survey, p. 14)


Mukhopadhyay, M. K., (1999), ‘A comparative study between delinquent and non-delinquent adolescents with respect to selected personality characteristics and motor fitness’. (Sixth Survey, p.121)

Manral, B., (2001), ‘The Impact of Psychology Variables on Indisciplined Behaviour among University Students’ Journal of Educational Research and Extension, Vol. 38, No.1. The objective was to study the correlates and set up regression equation to predict the general indisciplined behaviour tendency, using total score on prolonged deprivation, total emotional maturity score and academic achievement as independent variables. Descriptive survey method as well as quantitative approaches were used in the study. A sample of 472 students from postgraduate classes in different faculties of two colleges in Almora and Nainital, using probability sampling method was taken for the study.

Joshi, Anita’s (2005), ‘Shanti isthapna hetu shaikshik prayas – Shanti Shiksha’ brought out in ‘Bhartiya Adhunik Shiksha’ April, 2005 issue of NCERT reads that both types of elements –those which help promote peace and those which work against it are always present in the society. The elements which promote peace
overpower those which retard peace. From each angle and at all levels efforts should be made to promote the spirit of peace and non violence. Whatever discipline one may be pursuing, one’s moral development is a must. One must remember the inhumanely acts of others not with an intent of revenge/avenge but to discourage their recurrence. One must ensure one’s positive role for the well-being of society. Peace education prepares one for such a role.


Family violence is an influential variable effecting reaction to aggression of the subjects. Children who lack verbal skills, have to resort to physical aggression such as hitting, kicking, biting and shoving. The study also discusses the types of families –small family, family of businessmen, servicemen also and its impact on children. Further research work can be taken up considering urban, rural, social and economic variables.

Domestic violence is seen in the form of depriving other family members of equal rights, liberties and interface with optimal development and freedom of choice. It includes physical abuse, sexual abuse and psychological abuse. Exposure to domestic violence has devastating impact on women and their children. Subjects belonging to high degree of domestic violence take more time in making decisions as compared to the subject of low and moderate degree of violence. Further subjects of low domestic violence take less time in decision making than high and moderate domestic violence subjects.


Abstract — Over the last two decades, society has expressed concern that violence video game may play some role in youth violence. To answer this question, the present study was conducted on class IX students to find out the potential effect of violence games on aggression. The findings revealed a significant increase in aggression among students who played violent video games in comparison to those students who played non-violent video game.

Alok Gardia and Pushpesh Pathak write under the title ‘Shanti Shiksha Avam Vidyalayo Mein Shanti Sanskriti Ki Avdharna – Kuchh Vicharniya Bindu’ (Abstract) in NCERT “Bhatiya Adhunik Shiksha” April, 2010 issue about the vast treasure of knowledge provided by globalization and modern technology. At the same time modern society also reflects the trend of non-forbearance, fundamentalism, disputes, struggles and terrorism. The
paper discusses the significance of peaceful behaviour, coordination among group members, the will to talk and dispense justice, sense of respect for human rights and universal human values etc., which promote the culture of peace. A variety of cultural programmes involving all students followed by due appreciation to best performers have the potential to groom the students to environment and culture of peace.


Master, Pravinchandra R (2011), ‘Peace Education Activity based Teaching’, Edutracks, Vol. 11, No.1, September, 2011 suggests, “let us live in a world free from hatred, and violence; a world united in mutual trust, harmony and friendship. Let us make this world a place free from struggle against poverty, illiteracy, disease, injustice and hunger. School education should make a sincere effort where the learners can learn how to live together in peace.”

Cleare Mary Jane, (2001), ‘Effects of Social Cognitive Skills Training with Angry, Aggressive Adolescent Females’. This study introduced the aggression replacement training (ART) programme of Goldstein and Glick (1994) into a residential school for troubled adolescents in an attempt to determine whether or not maladaptive social behaviours could be influenced in a positive way by the ART training. Assessments were done six weeks prior to ART and three additional times, over four months, following ART. Measures were the External Scales from the Achenbach Child Behaviour Checklist and Teacher Report Form and the Behaviour Incident Report (BIR) designed by Goldstein and Glick. Results using the Achenbach scales suggested that ART had no effect on delinquent behaviour, and little effect on aggressive behaviour. Results using the BIR showed a significant increase in positive behaviours across the time of the study, but no significant decrease in negative behaviours. There was a significant interaction between age and negative behaviour [DAI Vol.61 (9-B): p.5015, April 2001]
Forte, Thomas C. (2003), ‘Identifying Predictors of Aggression in Children’, Psychology, John’s University (New York). Aggressive children appear to consistently display three deficit domains that contribute to their maladaptive behaviour. Specifically, children who are aggressive tend to have low social problem-solving. The study included 144 eleven and 12 year old students. Teacher ratings on the participant’s level of aggression were also obtained. A primary predictor was unable to be identified. Future researcher may want to examine a clinically aggressive population. Implications from these results are that preventive measures that improve student’s ability to accurately perceive situations and resolve problems appropriately can reduce aggressive behaviour. (DAI Vol.67, No.2, Aug.05, p.1136-B)

Michael, Scherz, (2005), ‘Organizational Health: A Qualitative Study of Administrators’ and Teachers’ perceptions regarding School Violence’, Ph.D., Saybrook Graduate School and Research Centre explores administrators’ and teachers’ perceptions regarding student violence, in order to determine whether differences exist between and within these groups. It was also intended to learn how perceptions are influenced in order to ultimately evaluate the efficacy of existing prevention efforts. Findings indicated that the three administrators and three teachers perceived contributing factors to student violence differently. Administrators emphasized the external factors while teachers focused on the internal factors as more influential. The findings
yield potentially helpful information about existing violence prevention programming and how it may not be entirely congruent with teacher beliefs about effective prevention. Furthermore, the study raises an important question about the motivation for current prevention efforts. (DAI Vol.66, No.6, Feb.05, p. 4525-B)

Tassione, Dina D., (2005), ‘Adolescent Connectedness, the Student Bystander, and Targeted School Violence’, Ph.D., Texas University. More than ever in the past decade, targeted school violence has captured the attention of American society and created a heightened awareness of school safety. It has been revealed that more often than not perpetrators of targeted school violence have shared information about their intentions of violence with other students in the school, and yet, those students have repeatedly chosen not to inform a parent or a teacher of the perceived threat. When students are randomly exposed to such knowledge, however unwittingly, they become bystanders to an impending violent crime. As such, the student bystander becomes integral to the process of identifying risk, and thus initiating prevention of targeted school violence. The study found that adolescent connectedness to family and school did indicate likeliness to report. Additionally, as connectedness scores of family and school increased, so did likeliness or reporting. (DAI Vol.66, No.9, Mar.05, p.5144-B)

Hernandez, A., Dr. P.H., (2005), ‘Social Welfare and their Effects on Adolescent Violence Injecting Drug Use, and Negative
Health Behaviours’, Ph.D., Loma Linda University. The study concerned youth and young adults who were injection drug users (IDU’s). The results of the study suggested that negative health behaviour of IDU young adults are positively associated with different forms of past institutionalization and several forms of social networks. Foster care and juvenile hall incarcerations seem to pose similar risk of performing negative health behaviour among IDU-involved youth. Statistical interactions on gender indicate that over females were protected from perpetuating and being victimized by violence, except when past histories of child abuse were experienced. Gender interactions indicated that social networks appear to influence male negative behaviour more than females. Males and females appear to be influenced by different predictor variables relating to drug abuse and people with whom they associate with on the streets. Implications based on these results may guide health educators and policy makers to improve existing institutionalization services such as foster care of juvenile hall where rehabilitative or developmental care may be lacking. (DAI Vol.66, No.4, Oct.05, p.2008-B)

Kim, Kenneth H., (2005), ‘An Exploratory Study of Disordered Thinking with Aggressive Children in Foster Care’, Psy. D., The Wright Institute. This exploratory study examines the prevalence of disordered thinking in a sample of aggressive children in foster care between the ages 6 through 12 using the Rorschach Inkblot Method. Current literature shows that in the spectrum of aggressive
behaviour manifested by children in foster care, those who display more serious aggression show aggressive behaviours that are overt, constant and have psychotic or psychopathic elements. The frequencies of the Rorschach scores (SCZ1 and PT1 and measured by the Special Scores X-%, M-responses and S-responses) were examined by the categories of overt aggressive behaviour and the type of placement. The results were compared to normative samples and data of impatient children and adolescents. Results from this study indicate that appropriately one third of the sample exhibited a significant level of disordered thinking similar to impatient samples. Study suggests that future research examine specific variables and qualitative studies to help address issues of placement stability and provision of mental health services. (DAI Vol.66, No.9, Mar.06, p.5093-B

Atkins, Jana H., (2005), ‘Media Influence on Adolescent Aggressive Behaviour, Positive Expectancies, and Co-occurrence of Substance Use’, Ph.D., York University. An abundance of support in the literature suggests that not only is there an increase of aggressive behaviour after being exposed to violent media sources (e.g., Anderson, 1997; Anderson & Bushman, 2001; Anderson & Dill, 2000; Bandura, Ross, and Ross, 1963a; Berk vitz, 1993; Dron, 1963; Geen, 1990; Huesmann, 1956), but there is also a link between aggressive behaviour (e.g. bullying) and substance use in adolescence (e.g. Friedman; 1998; Pepler, Graig, Connolly, & Henderson, 2002; Wagner, 1996). Students in grade 7 through 9
(N=1303) participated in a longitudinal study on aggressive and bullying behaviour, positive, bullying outcome expectancies (BOEs); media preferences and substance use. It was hypothesized that adolescents who reported viewing violent media would hold positive expectations regarding bullying, and those expectancies in turn would mediate a change in aggressive behaviour. Additionally, it was hypothesized that adolescents who reported engaging in aggressive behaviours would also report a high level of substance use (e.g. alcohol, marijuana and tobacco). Structural equation modeling (SEM) was used to examine relationships among the different variables and to determine whether positive expectations regarding the outcomes of bullying mediated a change in the levels of aggressive behaviour. Results indicated that exposure to violent media was related to positive BOEs, and BOEs from both year 1 and Year 2 were found to predict a change in self-reported aggressive and bullying behaviour. The findings suggest that proximal influences (e.g. media) help to influence the formation of positive expectations regarding bullying behaviour, which in turn mediate changes in aggressive behaviour.  

(DAI Vol.67, No.12, Jun.06, p.7359-B)

- Kind, John T., (2005), ‘A Difficult Dialogue: Educating Citizens in a Divided Society’, Ph.D., University of Washington. Peace within pluralistic societies requires citizens committed to engaging non-violently in conflict that will invariably arise due to differences in the interests, values and commitments of diverse individuals and
groups. Citizenship and peace educators suggest that this capacity can be cultivated by engaging students in a process of intergroup dialogue. In this qualitative case study, the researcher investigated how a group of twenty-two Protestant and Catholic students in Northern Ireland participated in a series of dialogues concerning questions of national and cultural identity, collected data by means of participant observation, interviews with students and staff, and document analysis. The study presents a discussion on how dialogue can be employed to educate citizens capable of and committed to promoting peace and democracy in pluralistic societies.

Dole, Kathryn, (2005), ‘The Effect of the Balance Program on Aggression in the Classroom’, Ed.D., University of San Francisco. This research project focused on assessing the effectiveness of a violence reduction program called the Balance Program. The theoretical foundations of the program are based on the developmental tasks of Ingersoll (2003). The research was carried out in a California continuation high school where 90% of the student body were minority adolescents. The treatment group met three times a week for approximately one hour per session. The pretest and posttest measures given to both the control and treatment groups were the Children’s Inventory of Anger and the Student Academic, Attendance, Behaviour Inventory. The main findings were that there were no significant difference between the control and treatment groups on the following dependant variables of
aggression: authority elations, frustration, physical aggression, peer relationship, argues with teachers, intense anger with discipline refuses teacher’s directives, speaks out of turn in class, wears gang colour openly/hidden, has cell phone taken away, caught smoking at school, angry outbursts with other students, bullies other students and inappropriate sexual behaviour. Although there were no overall significant differences between the two groups in aggressive behaviour, treatment group participants scored significantly higher than the control group participants on the associated non-aggressive behaviour of attending Anytime School. (DAI Vol.67, No.2, Aug.06, p.1180-B)

Dorrez, Ronald L., (2005), ‘The Ontological Status of Bullies and Victims’, Ph.D., Michigan State University. The study utilized an empirical approach to explore whether or not unique groups of students exist in a population based on involvement with bullying and victimization experiences. Nearly 90% of upper elementary students (N=268) in an urban elementary school located in the America Southeast completed the bullying and victimization questionnaire used for analysis. Each addressed six types of bullying behaviour and asked for rates of involvement over the past week. Split-sample hierarchical cluster of children based on bullying and victimization levels was accompanied by a finding that 63% of the students said they had committed at least one act of bullying during the past week while 81% reported being victimized. The results of this study challenge the prevalent view that small
number of children are involved with bullying and raise concerns with several standard practices of bullying research. (DAI Vol.67, No.2, Aug.06, p.1180-B)

- McCarthy, Catherine., (2005), ‘Implementing an In-school Therapeutic Program Treating Reported Exposure to Violence: A Great Proposal of The Chicago School of Professional Psychology’. This proposal requested funds from the United States Department of Education Title IV 21st century school grant. The Title IV 21st century school grant was created in an effort to provide teaching institutions with the funds necessary to harbor safe learning environments…Information presented during in school therapeutic programs has the potential to greatly influence participants’ use of drugs violence and other maladaptive behaviours. Education on the effects of substance use and violence combined with social skills training and other coping skills is a sizable deterrent to future deviant behaviour. (DAI Vol.67, No.4, Oct.06, p.2209-B)

- Staszko, Greg, (2005), ‘A Model for a Violence Preventive Program Incorporating Hip-Hop Music as an Intervention Strategy’, Psy.D., The Chicago School of Professional Psychology. Hip hop music is a viable and powerful means of expression for many urban minority youth. It has the potential to be used as both a socially transformative and a coping mechanism, but has been grossly under-utilized as a clinical tool. The program described in this dissertation integrates the psychological
components of the Anger Coping Program with pre-selected hip hop songs designed to illustrate concepts and provide material alternative pro-social behaviours. A thorough therapeutic foundation and a detailed plan for the evaluation of the proposed program are included within. It is hypothesized that the new program will be more effective in reducing disciplinary infractions for the participants than the standard Anger Coping Program. It is also hypothesized that the new program will result in more pro-social behaviour in the participants and be more engaging for them overall. (DAI Vol.67, No.4, Oct.06, p.2246-B)

Gunderson, Jennifer R., (2006), ‘Impact of Real-life and Media Violence: Relationships between violence exposure, aggression, hostility, and empathy among high school students and detained adolescents’, Ph.D., The University of Toledo. This study explored the effects of real life and media violence exposure on two populations. 216 high school students (100 girls) and 96 adolescents (13 girls) detained in a juvenile detention center. Participants completed seven self-report instruments measuring exposure to real life and media violence, psychopathology, hostile attributions, aggression, empathy and social desirability. Consistent with the hypothesis and the General Aggression Model, real life and media violence exposure was significantly associated with and significantly predicted increased aggression, increased hostile attributions, and decreased empathy for the high school student sample. Additionally, psychopathology was a significant mediating
variable for the relationship between real life violence and aggression. For the detained adolescents, exposure to real life violence was positively associated with aggression and psychopathology, but was not significantly associated with aggression, hostile attributions, or empathy. These results are not consistent with the hypothesis and may reflect desensitization process or differences in aggression practices among this high risk sample. Results suggested further work in the above direction. 
(DAI Vol.67, No.12, Jun.06, p.7373-B)

- Lutze, Lynne M., (2006), ‘Comparison of Teacher and Self-assessment on Adolescent Aggression’, Ph.D., Capella University. The increase of school violence in American schools is a vital concern. Something must be done to prevent a further increase of school violence; however, the cause of this violence must be evaluated first. The most obvious individuals to look to for answers would be the students who express bullying behaviour and teachers who educate them on a daily basis. Bullying behaviour is a way to express aggression, however, is it possible an adolescent can perceive his or her own destructive tendencies. To add, are the teachers inclined to identify the individual who is expressing aggression? This archival research examined the relationship between teacher and self-assessments on adolescents’ aggressive behaviour. A group of 70 middle and late adolescent girls and boys who completed Youth Self Reports (YSR: Achenbach, 2001) accompanied by Teacher Report Forms (TRF: Achenback, 2001)
from 2004 to 2005 were examined. Measures on the DSM-Oriented scales: Attention Deficit Hyperactivity Problems, Oppositional Defiant Problems, and Conduct problems revealed a correlation between teacher and adolescent perceptions. (Vol.67, No.4, Oct.06, p.2209-B)

Clabough, Peter R., (2006), ‘The Relationship between Principal Leadership Style, School Climate and Violence in Middle School’, Ed.D., Aurora University. This study included three school districts comprised of 14 middle schools located in a large suburban area. The “School Climate and School Leadership Survey” was administered to the professional staff of each participating school during staff meetings in the fall semester of the 2005-2006 school year. T-tests were used to measure difference between perception of male and female staff regarding both principal leadership style and school climate. Analysis of variance was used to measure differences between categories of experienced and less experienced staff regarding perceptions of both principal leadership style and school climate. Correlation analysis was also used. The findings of the study indicated males and females perceptions of principal leadership style and school climate are very similar, differing only in the amount of individual support each group perceived as coming from their principals. Results indicated that first year staff perceptions of both principal leadership style and school climate differ from those of the experienced staff. Findings revealed a significant correlation in regard to the relationship
between principal leadership style and school climate. Findings regarding the number of violence-related occurrences indicated no statistically significant correlation to either transformational principal leadership or positive school climate. (DAI Vol.67, No.8, Feb.07, p.2826-A)

Susan Elaine, (2006), ‘Peer Aggression Among Adolescents: Characteristics of the Victims’, Ph.D., Texas A&M University. This study explores how certain personality traits, behaviours, and social status may be predictors for those who are targeted as victims of peer aggression. Students in three middle schools and one junior high school from three different schools districts in Texas were asked to participate in this study. The sample consisted of 233 students. Students were both males and females who were attending 6th, 7th, and 8th grade and were between the age of 12 to 15. Data was aggregated for each participating students from demographic information collected from the Cover Sheet, with participant demographics, Bullying/Victimization Scale (BVS), Behaviour Assessment System for Children – Self-Report (BASC-SRP), and Social Support Scale for Children and Adolescents (Social Support –CFS). The data obtained supported the expectation that adolescents who presented with symptoms of depression, anxiety, low self-esteem, high external locus of control, how self-reliance, and high sense of inadequacy/show sign of social stress are more likely to become victims of peer aggression than adolescents who are more socially competent, more psychologically well-adjusted
and who have a higher internal locus of control. Identification of potential victims and assistance with development of their social skills may aid them in avoiding acts of peer aggression. (Vol.67, No.8, Feb.07, p.2877-A)

Gibson, Daniel, (2006), ‘The Association of Students’ Academic Efficacy, Achievement Goal Orientation, and Teacher Rapport with Disruptive Behaviour in the Classroom’, Psy.D., St. John’s University (New York). Disruptive classroom is a significant concern of teachers because it interferes with the learning environment in the classroom and often with the students’ academic achievements. A majority of empirical evidence reports an inverse relationship that academic achievement has with the disruptive behaviour. The researcher investigated the relationship that three correlating variables of academic achievement have with disruptive behaviour. A path model was hypothesized to explain the relationship of these variables in predicting disruptive behaviour in the classroom. The three variables are: (1) achievement motivation goal theory, (2) math efficacy, and (3) teacher-student rapport as measured by teacher efficacy and support. The hypothesized path model was partially supported with results indicating that academic efficacy and mastery-approach achievement orientation were able to directly predict disruptive behaviour. The teacher rapport variables were able to directly predict other support variables of mastery orientations and math efficacy, but they were unable to directly predict disruptive behaviour. The remaining achievement
orientations were not able to directly predict any of the examined variables. The relationship that these variables have with disruptive behaviour and academic achievement suggests that the dichotomous model of viewing these behaviours as separate domains may be inappropriate in a classroom setting. (DAI Vol.67, No.8, Feb.07, p.2879-A)

Brooks Barbara H, (2006), ‘Educating for a Culture of Peace through Holistic Education: A case study of the Robert Muller School of Fairview, Texas’, Ph.D., McGill University (Canada). The study explores how segmentation and reduction in atomistic thinking has had a huge impact on the way that we educate. This increasingly questioned worldview encourages fragmentation, isolation and feelings of alienation and powerlessness, believed to contribute to anger, depression, substance abuse aggression, violence and at times suicide among our youth. There is urgent need to find and implement solutions. A new emerging paradigm in education, referred to as holistic education, is surfacing as a possible solution. This dissertation is based on qualitative research study of a soul-centred, holistically oriented private elementary school in Texas –The Robert Muller School of Fairview, Texas. The focus of inquiry is on the holistic nature of the World Core Curriculum for Global Education Synthesis, a framework that emphasizes both peace and global education. (DAI Vol. 68, No.3, September, 2007, p924-A)
Walker, Callie Elizabeth, (2007) ‘Teaching Students to be Peacemakers: Implementing a Conflict Resolution and Peer Mediation Training in a Minneapolis K-6 Charter School’, Ph.D., University of Minnesota. This study examines the effectiveness of conflict resolution intervention in a discipline-oriented urban elementary school. The researcher implemented the TEACHING STUDENTS TO BE PEACEMAKERS PROGRAM to further support the school’s mission statement. “To empower, enable instruct African-American students to achieve superior academic and social development.” The peacemaker programme is the only research-based programme that yields positive and consistent results. Students and staff who received Peacemaker training positively changed their attitudes towards conflict. In addition, teachers and students who received training recalled more of the Peacemaker negotiation steps than did students who did not receive training and students trained in the Peacemaker programme were more likely to indicate that they would use the steps than students who did not receive the training. Because the trained students could not recall all of the steps, if more training time had been allotted for the students to learn more about the strategies, effects may well have been stronger. Finally, the study found variation in the effectiveness of the Peacemaker programme by grade level. (DAI VOL.68, No.2, August, 2007, p.471-A)

Noflin George, (2007), ‘Do Common factors exist among Students carrying Weapons to School in Mississippi?’, Ph.D.,
Mississippi State University. Findings indicated that the school accreditation level and the principal’s demographic information have little bearing on students bringing a weapon to school in Mississippi. In Mississippi, during 2001-2004, significantly more male students than female students, more African-American students than Caucasian students, more elementary school students than middle high school or attendance centres students brought weapons. Overall from 2001 to 2004, there was a decline in the number of weapons brought to school by students. The preventive measures included a written crisis management plan for types of violent issues, using different practices that prevent possible school violence, practicing drills that prepare students defence, and establishing consequences for students that bring weapons to school. (DAI Vol.68, No.3, Sep.07, p.1915-B)

☑ McKinley, Lourdes Velasco, (2007), ‘Conflict and Peacemaking in an early Childhood Classroom: A Grounded Theory Approach’, Ph.D., Southern Illinois University at Carbondale. The study used an inductive grounded theory method to analyze data on types of conflict, types of conflict resolution, and forms of peacemaking behaviour in an early childhood classroom. Data on pre-kindergarten children were collected through field observation of 39 children aged 4 to 5 in a rural classroom setting. The fieldwork occurred over a period of 30 weeks, and the researcher filled the observer role during the field observations. The dissertation spells out the implications of the results for practice,
suggesting that an increase in the children’s ability to use caring language in the classroom could minimize the occurrence of conflicts and foster a culture of peace. (Vol. 68, No. 5, November, 2007, p1797-A)

Paradise, Angela, (2007), ‘Trait Aggression and Style of Video Game Play: The Effect of Violent Video Game Play on Aggressive Thoughts’, Ph.D. Using data obtained by measuring participants’ playing style during –while playing 24: The Game, the results reveal that individuals do, indeed, tend to play video games, at least violent video games, in relatively different ways; in fact, the number of in-game violent acts committed by players varied substantially (from a low of 57 acts to a high of 255 acts). Subsequent analyses indicated that participants’ level of trait aggression did not influence the style of video game play used (more aggressive versus less aggressive). However, results also indicated that a more aggressive playing style did, in fact, predict aggressive thoughts. Drawing on the theories of neo-associationism and GAM, this study offers an innovative approach to gaming research by considering one’s in-game aggressive playing style as well as individual difference variables (i.e. trait aggressiveness) in investigating the aggressive outcomes of violent video game play. (DAI Vol.68, No.7, January , p.2711-A)

Clanton, Nancy Rebecca, (2007), ‘Psychological Correlates of Aggressive Behaviour in Children: An Examination of
Differences between Recovery Responses’, Ph.D., The University of Alabama concluded that aggression research has not addressed the need to assess aggressive children’s reactions to, and most importantly their ability to recover, after experiencing a provocation. Eighty-one males and females between the ages 9-11 played a computer pinball game and were provoked in competition against an unknown peer. Inter-beat interval (IBI) and Skin conductance (SCL) were measured continuously and cortisol was measured at Laseline, immediately after playing the game, and 20 minutes after the game. Aggressive response by the participant, teacher and patient ratings of aggression, parent ratings of anxiety, and self-reports of anger and anxiety were collected. Results indicated that children with reactive aggressive behaviour tended to have a higher SCL and higher Cortisol levels following provocation. Males evidenced a profile of heightened arousal across teacher, parent, and observations of aggression during the recovery period. Caucasians and participants with household, income tended to display lower arousal during the recovery period if they were rated as aggressive by teachers, parents, self, and observations. African Americans and participants with low household income who displayed higher arousal during the recovery period tended to be rated as aggressive across these measures. No significant findings emerged when detailed analysis measuring individual peaks of reactivity and recovery within the pinball period and the recovery period were examined. The implications for understanding how these processes
may relate to emotion regulation are very important and have direct application to prevention and intervention research with aggressive children. (DAI Vol.68, No.10, Apr.08, p.6955-B)

Gabel, Elizabeth Perry, (2007), ‘The Prevalence and Impact of Bullying Behaviours on Middle and High School Students: Grade, Gender, and Ethnic Differences’, Psy.D., The Chicago School of Professional Psychology. Often, bullying is collapsed into broader topics such as school violence. It can have dramatic psychological, social and academic effects. More must be done to understand bullying and effects on bullies, victims, and observers. The present cross sectional study sought to explore the prevalence and impact of bullying. 5,592 students in 6th through 12th grades completed the Manners Matrix Survey, a self-report survey to assess school climate and the extent and effect of bullying behaviours. Results of the current study indicate girls are bullied equally by both sexes and boys are bullied more often by other boys. Females who engage in bullying behaviours use relational techniques, while boys use both relational and physical techniques. Implications for future research and interventions are noted. (DAI Vol.68, No.10, Apr.08, p.6961-B)

problems represent a critical risk factor that can contribute to an unsuccessful experience for children in elementary school. Schools in kindergarten through fifth-grade public school classrooms exhibiting highly disruptive behaviour problems have the potential to impede their own learning and the learning of their classmates. The study concluded saying that it would be wise for elementary site administrators to re-examine the layers of interventions currently available for their students with highly disruptive behaviour, ensure that all members of the school community are familiar with their purpose and process for implementation, in addition to examining alternative interventions for mediation on these students’ behalf. (DAI Vol.68, No. 12, Jun.08, p. 4985-A)

Vandiver, Marcus Elliott, (2007), ‘Current practice and training in School Violence Prevention and Crisis Response Procedures: Perceptions of Alabama Middle School Principals and Counselors’, Ed.D., Alabama State University. Based on the findings of this research, education organizations should develop a model for the training of school administrations in the processes involved with preventing school violence and responding to critical incidents. Secondly, counselors should be apprised of basic safety planning and management issues and concerns regarding school violence prevention and crisis response. The information from this study should be used to assist in the development of a basic school safety curriculum that can be utilized in preparation programs to better inform principals and counselors of the safety issues they face
as school administrators. Several studies also should be done in the future to assist in the development of prevention strategies and response procedures. (DAI Vol.69, No.1, July’10, p.62-A)

Berger, Christian, (2008), ‘Influence of Peer group norms on Agression in Early Adolescence’, Ph.D., University of Illinois at Urbana Champaign. Results showed that group affiliates’ reports were more sensitive to assess individual variation and group influences on individual aggression. Hierarchical Linear Modeling showed that both individual aggression and popularity positively predicted later individual aggression. Group norms on aggression and popularity mediated the effects of popularity and aggression (respectively) on later individual aggression. Children who kept stable group affiliations were influenced by both departing and final group characteristics (prospective and attractive influence) but children who changed their affiliations were affected only by later group characteristics (attractive influence). (DAI Vol.69, No.5, Nov.08, p.1666-A)

Valencia, Ruben Joseph, (2008), ‘Violent Thought and Behaviour among Juvenile Populations: Football Players, Video Game Players, and Gang Members’, Psy.D., Alliant International University, Fresno. The present dissertation studied the relationship between frequency of violent thought and frequency of violent behaviour, as well as the similarities and differences among these variables between high school football players, video
game players, and gang members. Self-report data was collected from 61 rural high school students, and correlational analyses demonstrated a strong positive relationship among the frequency of violent thought and violent behaviour among the students. The implication of this finding is explored in the present study. The researcher was ultimately limited in his ability to analyze the relationship between the study groups due to a restricted sample population. An analysis of variance produced one significant finding that video game players have significantly greater frequencies of violent thoughts than the control group. Theoretical basis for this dynamic, as well as possible explanations for the lack of significance found on other measures are also explored in this study. The findings in the present research have implications for the fields of violence assessment and social psychology. (DAI Vol.69, No.5, Nov., p.1915-B)

Curtner, Karen Joan, (2009), ‘An Analysis of the Existence and Response to Disruptive or Violent Behaviour in Arkansas Alternative School’, Ed.D., Arkansas State University. Concern about disruptive and violent behaviour has become the focus of the public schools today because of the number of incidents of violence that occurred in the past few years across the country. The Federal and State of Arkansas legislation have focused on making schools safer by creating rules and guidelines that address policies and practices for public schools to the increasing number of students who have problems that disrupt their own and others’ educational
opportunities and academic performance. The purpose of this study was to examine the safety of alternative learning environments in Arkansas school districts. A Survey of alternative school administrators was conducted to determine the types and levels of disruptive or violent behaviour, what disciplinary actions were taken, what curriculum and prevention services were provided, what nature of collaboration of community agencies existed and what types of security measures were used to prevent such behaviours.

(Vol.70, No.11, May.10, p.4130-A)

CONTRIBUTION OF STUDIES IN INDIA (A)

As stated earlier, the study of related literature enlightens the study maker on a variety of points. As such, the various research studies in India have discussed a variety of factors / variables which are of concern to the present study on ‘violent and repulsive ways’ of students.

The most common factors affecting the behavioural patterns students, as discussed in various research abstracts are –income of the family, poverty, mental ability, environment of detention homes, Gandhian values like ‘service to humanity’, reinforcement, family relationship, political, economic and socio-cultural factors, aggressiveness of boys and girls, attitudes of parents in dealing with children, home environment, mental health, relationships, frustration, uncongenial childhood and rift between parents, orgasmic and ecological variables, types of disruption, victimization, family violence, corporal punishment, self-esteem, self-concept, media violence, globalization, technological advancement and social responsibility. All these factors need to be understood for their proper management
as the violent and repulsive ways of a particular students may or may not be affected by the above variables. The cause of undesirable ways may lie beyond the domain of variables discussed in earlier studies. To get at the proper cause of the problem, exhaustive attempts have to be made.

The various variables discussed in studies in India have been reflected in the following figures:

(Figure 11)
CONTRIBUTION OF STUDIES ABROAD (B)

The literature pertaining to studies abroad also throws light on a variety of factors/variables affecting the behaviour of children. It also establishes that similar concerns are shared by foreign educationists and administrators active in the field of education. The advancement of technology and better economic conditions and the status of being advanced have caused serious problems to school managers of developed nations also. Students come to school with weapons. Besides the general habit of smoking, tobacco chewing and consuming alcohol, cases of drug injection are highlighted in research studies abroad. It would not be wrong to say that conditions are far worse in foreign schools.

The various variables as highlighted in research studies abroad are – friendship experience, social cognitive skills training, three deficit domains, organizational health, violence by sharing views on it and environment, institutionalization and social network, frustration, media-violence, inter-group dialogues, authority, elation, peer groups, bullying, taking drugs by injection, psychopathology and hostile attribution, school climate, stress, self-esteem, anxiety, alienation and powerlessness, attend schools with weapons, group affiliation, culture of games and sports, guide and counselling services, training to administrators and video-games.
The different variables as discussed in research abroad have been reflected in the following figure:

(Figure 12)
Some studies have discussed the above variables with respect to their role in deteriorating the situation as against some studies which have discussed how to manage the situation. The knowledge and understanding as to the manageability of the situation has greatly helped the researcher in developing the contents of the present study. The contents have the strength of generating students’ interest in school activities. The contents form the ground for creating environment for teaching-learning endeavours in the classroom. It has its merits for developing the contents, the themes and the strategic planning to facilitate learning. In tune with the discussion up to this point, the various methods and procedures to be used in this study have been determined. The chapter to follow discusses all the methods and procedures of this research study.