CHAPTER- 1

INTRODUCTION

1.1 OVERVIEW

The present age is full of completion and advance technology. Advance technology has its own features. Its creates completion and resulted as stressful life, Human being as become machine and his emotions, motivations are neglected. In this situation individual wants to achieve maximum achievements. In it academic achievement is one part. In this scenario human being may be victimized by the addiction, lack of comfort and cross the optimum level of tolerance. Aggression is the result of this situation. In the current thesis an attempt is made to analyse the aggression and school accomplishment of college students. The Kolhapur is a major district of western Maharashtra. It is famous for wrestling, boxing as well as entertainment addiction. But now days there are some incidences to place as to attack of college student. One incidence to place in Vivekananda College were college students round the fire in college. This type of behavior is not limited to urban region. But the adjacent area of Kolhapur also infected for this incidence. Bhogawati is a rural area and there is found one pistol and some armories in the bag of college student. These are the representative events. But overall the trends aggressive behavior is increasing and number of students are involved in such activities. Behind this so many reasons. Like advance media exposure, increasing addiction tendency in youths. Party culture etc.

As a pattern of behavior, aggression is a very common thing in the life of human being. Aggression can be considered as a natural system when it is placed in social, political and religious context. Most of the time people show aggressive behavior for predominant each others.
In the family it is very as usual matter. It can be witnessed in the clashes between husband-wife and father-son where one person dominates to other. Such a familial and social relations focus on aggression as a biological and social basis. The reasons for the aggressive behavior may be threat, attack and defense where individual tries to maintain his superiority. Moreover, some environmental factors associated with the cause of aggression like crowding, noise and density.

Aggression is negative behavioral pattern of individual. It is harmful for health life. The in attendance study intends to compare, inspect and assess the aggression behavior and educational success of students from rural and urban first year art's commerce and science College students of Kolhapur district.

A different studies showed that poor academics predicted bad behavior, which hampered academic progress (Chen et al., 2010) found a sturdy association among academic disappointment and aggression. The present study aims to compare, examine and measure the Aggression level of urban college students with rural college students. It is also tries to find out the comparison between Academic achievement scores i.e. urban college students with rural college students and any relationship between aggression and academic achievement.

In this direction, as a teacher of psychology, the researcher is curious to know the actual behavioural patterns of college students, he choose concerned topic for research.

1.2 DELINEATION OF CONCEPTS

This section explains important terms and concepts included in this study. It presents the theoretical understanding of Aggression and Academic Achievement of Urban and Rural College Students. It will
also detail the concept of correlation among Aggression and Academic Achievement of students Urban and Rural College Students.

### 1.2.1 AGGRESSION

This section covers a brief description of Aggression. Let us first have a look at the basic principles of Aggression and Academic Achievement and Urban and Rural area we go about finding out the relation between them in the context of students.

There are many possible ways of defining and interpreting “Aggression”, dependent on which method is used. Baron claims that “hostility is a form of behavior with the intention of destruction or injuring an additional source of revenue organism who is moved to steer clear of such behaviour”. Aggression may be looked as a form of behavior; hence, in the daily life of human being aggressive behavior is a common thing. As a result, aggression emerges naturally in the social, political and religious context. Generally, to predominate each other people behave aggressively. Aggressive behavior has become a research and public policy priority, owing to its consequences for children as well as youth’s development and academic performance and outcomes.

An aggression behaviour is usually learned much like other forms of social behavior. It means, there is no inborn aggressiveness in human beings, but the aggressive responses of human being are acquired similar to other complex forms of social behavior. Bandura rightly points out this phenomenon when he claims that aggressive behaviours are learned either directly or by observing the behavior of others in the society. Berkowitz puts forth aggression as act with intention directed to harm others. Conceptualizing aggression in such terms helps to capture effectively its essence, even though it is not
possible to present this form in precise manner in real contexts. Dollard and his mates claim that any aggressive behavior aims towards the injury of the person against whom he is motivated. They believe that aggression is the action which has definite aim that inflict others rather than being noxious stimuli. However, one cannot find similarity in the exact nature of this response from one occasion to the next. Anticipations of penalty can be provoked to the indirect forms of aggression and can never think of direct attack on the target. According to the researchers, many aggressive forms were theoretically interchangeable.

In some cases such as an accidental harms, these are not aggressive behaviours as they are not purposeful actions. Likewise, the pain aroused in sexual acts cannot provoke to inact for the pleasure like the dental procedure. In the same way, Baumeister claims that “the soreness manage in sexual masochism is not hostile since the casualty is not enthused to keep away from it – undeniably; the pain is energetically importune in the overhaul of a superior objective” (1989). Violent acts of aggression are intended to do extreme harm which may also result in death. All violent actions can be categorized as the results of aggression, but all aggressive behaviours are not necessarily to be violent.

The simplest definition of “aggression,” and the one favored by those with a learning theory or behaviorist approach, is that it is any behavior that hurts others.

R. A. Baron and D. Byrne have suggested that aggression behaviors motivated out of good always try to avoid harm or injury to another living being. Aggression behaviours are expressed in terms of anger, jealousy, hated etc. and the person motivated with such patterns wishes to injure others. The aggressive behaviors are directed to
humiliate, dominate or put another person down instead of expressing one’s honest emotions or thoughts.

Aggression distinction of two types antisocial aggression and prosocial aggression. Many aggressive acts are actually dictated by social norms and are therefore described as pro-social. These pro-social behaviours are acts of law enforcement, correct parental control, and following the orders of commanders in wartime. Unprovoked criminal acts that hurt others violate social norms and thus are antisocial acts.

Some aggressive acts that fall between pro-social and antisocial right be labeled sanctioned aggression. These actions are not needed in society, but they are bound in their limits; and they can never go beyond accepted moral standards. It can be witnessed in a disobedient player who is trained by a coach with specific disciplines by benching him or her.

Socio-biologists like Buss, and Buss & Kenrick argue that evolution can be seen in the aspects of social behavior. They go a step further and include aggression also in the category of evolution. Because aggression aids males in obtaining desirable mates and aids females in protecting their young, principles of natural selection should operate over time to favor certain forms of aggression.

The Nature of Human aggression

Most of us are familiar with acts of aggression, either through personal experience or through the mass media. A report in the July 11, 1973, New York Times indicated that 34 percent of adult women in one congressional district of New York city were the victims of serious crimes in 1972.
• In order to begin the journey toward the examination of the diverse behaviors called aggression.

• Social psychologists have analyzed three primary ideas about aggressions root cause.

• There is an inborn aggressive drive.

• Aggression is a natural response to frustrating experiences, and

• Aggressive behavior like other social behaviors is learned. Because different kinds of aggression (for example hostile and instrumental) may well have different causes, a combination of these major ideas about the nature of aggression could well be valid.

According to culture females are less aggressive than males. Adults are more aggressive than other. Aggression as a Drive Response to frustration (e.g. Bandura & Walters, 1963, Berkowitz 1969) frustration aggression hypothesis as originally formulated, was oversimplified and required modification (e.g. Bandura & Walters 1963; Berkowitz, 1969) changes had to be made for two main response (1) while aggression often may follow frustration. (2) It has been shown that aggressive reactions can occur without prior frustration for ex:- un frustrated preschool children observed an adult model physically, aggress against a Baba doll.

AGGRESSIVE BEHAVIOR:

Any disturbing behavior which adversely affects another person can be called as aggressive behavior. Such aggressive behaviours are the acts like giving a penname to other or verbal taunting. Aggressive behaviour know how to be both shortest behaviour which include the
acts like yelling, destroying personal property, insulting, or indirect behaviour such as gossiping, ignoring, spreading false rumours.

In his interview for CNN, Doug Lowen-stein, president of the Interactive Digital Software Association, believes that people, especially politicians, have overblown and overstated widely the issues of aggressive behaviour who does not even know the industry very well. According to him, violent video games never motivate the children to behave aggressively. He also claims that there is no evidence of aggressive behavior resulted out of video games.

Learning to be Aggressive: A main mechanism that determines human aggressive behavior is past learning (Miles & Carey, 1997). A newborn infant expresses aggressive feelings quite impulsively. Whenever it is the least bit frustrated, whenever it is denied anything it wants, it cries in outrage, flails its arms, and strikes out at anything within range. By the time the individual is an adult, however, these angry impulses and aggressive reactions are under control most of the time. This development is primarily due to learning. We learn habits of behaving aggressively in some situations and suppressing anger in others, of aggressing against some kinds of people (such as police officers), and of responding to some kinds of frustration and not to others. These habits are crucial to our control of our own aggressive behavior.

Imitation: A form of learning involving thinking, feeling, or behaving in a way that matches the thoughts, feelings and behaviors of another person.

Albert Bandura and his coworkers illustrated imitative learning of aggressive behaviors. They did an experiment on children who watched an adult while playing with Tinker toys and a Bobo doll, a 5-foot-tall
inflated plastic doll. They watched the scene in which the adult began to assemble the Tinker toys for about a minute and then turned his attention to the doll. He picked up the doll, punched it, sat on it, hit it with a mallet, tossed it in the air, and kicked it about the room. His shouting and dialogues showed his violence and aggression. He intends to give shock, hit it as well as pow it. The scenario continued for the next 9 minutes, with the child watching. In the next situation, the adult worked quietly with the Tinkertoys and ignored the doll. Sometime later, each child was frustrated mildly and then left alone for 20 minutes with a numbers of toys, including a 3-foot-tall Babo doll. They tended to imitate many of the actions of the adult. They punched, kicked, and hammered the doll and uttered aggressive comments similar to those expressed by the aggressive adult. The children who had witnessed the adult working quietly on the Tinker toys play less aggressively.

The key theoretical notion in these experiments is that children learn specific aggressive responses by observing others perform them. Such vicarious learning is likely to increase when the adult’s behavior is reinforced and when the situation promotes identification with the adult model. As predicted, in the Bandura experiments, more imitative aggression occurred when (a) the model was rewarded, (b) the model was of the same sex as the child, and (c) the model had had a previous nurturant relationship with the child, such as being a friend or a teacher of the child (Bandura, Ross, & Ross, 1963).

Would the children in this situation, who learned to attack a certain type of doll, also attack the same kind of doll in a different situation – and perhaps a different kind of doll as well? Just how far this imitative learning would extend – Would they also punch their siblings?.....is not clear; however, that with repeated exposure to aggression, these children might be more likely to react aggressively than was true previously.
It is noted that a child never imitate another person without any intention; and therefore it is logical that they imitate some people more than others. The child always imitates the person who is more important, powerful, successful, and liked the other people. It is also observed that a child imitates a person who is more likely to be in their company or to whom they always see. Obviously, parents are one who are always near to them, hence they are the primary model for a child during the early years.

**Reinforcement:** A second mechanism by which aggression is learned is reinforcement. It is the tendency of human being that when he finds a particular behavior which is rewarded, he is more likely to repeat that performance in the upcoming years; when it is punished, he is less likely to repeat it. For example, a boy comes home in tears after being knocked down by another boy at school. His father chastises him for not hitting the boy back. The next time the boy is attacked, he does fight back, and even though he comes home with a bloody nose, his father praises him. This is one way that children learn the use of retaliatory aggression. In one study, the participants were orally motivated to shock a confederate. Other participants in a control group shocked than did the non-reinforced participants. Aggressive acts are, to a major extent, learned responses, and reinforcement is a major facilitator of aggression.

Because parents are both the major source of reinforcement and the chief object of imitation, a child's future aggressive behavior depends greatly how the parents treat the child and on how the parents themselves behave. This joint dependence on parents for reinforcement and imitation produces an interesting consequence. Punishing a child for acting aggressively might be considered an effective method of teaching the child not to be aggressive, but it often produces the opposite effect. A child who is punished for fighting does tend to be less
aggressive – at home. Home is where the risk of punishment is greatest and therefore where the threat of punishment has the strongest inhibiting effect. Unfortunately, the situation is usually quite different when this child is out of the home. A child who is punished severely toward him for being aggressive at home tends to be more aggressive outside the home.

The explanation for this effect is that the child imitates the parents’ aggressive behavior. When he is in a situation in which he has the upper hand, he acts the way his parents do toward him. They are aggressive and so is he. The punishment teaches him not to be aggressive at home, but it also teaches him that aggression is acceptable if he can get away with it. Regardless of what parents hope, children will continue to imitate the actions of their parents; and even try to follow their advice.

**Aggression Perspectives:-**

The present discussion will examine aggression primarily from a social perspective. Aggression will be viewed as a form of social behavior involving direct or indirect interaction between two or more persons. This will be the case for two important reasons. As will become increasingly apparent in succeeding chapters, the most important determinants of aggression have generally proved to be social in nature. Aggression, at least in the case of human beings, stems primarily from the words, deeds, presence, and even appearance of other persons (Latane & Richardson, 1992). Full understanding of such behavior, then, requires knowledge of the social situations and factors that both facilitate and inhibit its occurrence. This is not to say, of course, that other factors play no part in its occurrence. On the contrary, many additional, nonsocial variables (e.g., changes in hormonal balance) seem to exert important effects upon aggression. However,
according to the definition, the human aggressive behavior develops within social interaction. For this reason, then, it seems both appropriate and useful to examine it primarily from this general perspective.

In the view of the present authors, the social perspective on human aggression also has proved to be more fruitful and informative than other approaches in providing us with an understanding of what we might call “normal aggression.” While investigations conducted from a clinical or psychiatric perspective have yielded much information concerning aggression by seriously disturbed individuals, they have generally told us little about the conditions under which seemingly “normal” persons will engage in dangerous assaults against others. Baron. Robert A.(1994)

Theories of aggression

(1) Instinct Theory :- Freud the pioneering psychoanalyst, speculated that human aggression springs from our redirecting in relation to another persons energy which is our primitive “death instinct”. Another observer of animal behaviour, Lorenz, believe that aggression is an adaptive rather than a self destructive motivation. However, he supported to the thesis that aggressive energy is instinctual. It builds up until it explodes or is “released” by an appropriate stimulus, much as mouse releases the pent-up energy of a mousetrap. Although Lorenz has also argued that we have innate mechanisms for inhibiting aggression (such as making onself defenseless), he fears the implications of our having armed our “fighting instinct” without comparably arming our inhibitions.

This idea that aggressive energy instinctively wells up from within quite apart from one’s encounter with the environment has been sharply criticized by social psychologists. Among animals, aggression is more
modifiable than the instinct theory suggests. Among humans, aggressiveness varies widely, from the gentle Philippine Tasaday tribe, which has no word for war, to the warring yanomamo Indians of south America (Nance 1975: Eibi Eibesfeldt 1979) from the peaceful Iroquois Indians (before the white invaders) to the Iroquois warriors (after the white invasion Harnstein, 1976). According to Lorenz, morris, and Ardrey, human has innate aggressive behavior and his aggression can be increased if one considers all animal are aggressive by birth.

According to Lorenz, aggressive behaviour develops out of inherited fighting nature with which human beings are born which is very much similar to different kinds of animal. As each animal evolved in the course of time, the aggressive behavior has also been developed in the period of evolution.

**Biological Theory**

Although the human propensity to aggression may not qualify as an instinct, aggression is biologically influenced. Because aggression is a complex behavior, we cannot expect it to be controlled by any single, precise spot in the brain. But in both animals and humans, researchers have found complex neural systems that facilitate aggression. When these areas in the brain’s inner core are activated, hostility increase; when activity in them is blocked, hostility decrease. After receiving electrical stimulation in her amygdale, one women interlocked her guitar against the wall, which barely misses her psychiatrist’s head.

The individual member of any species very in the sensitivity of their neural system controlling aggression. One source of differing sensitivity is heredity. Animals of many species have been bred for gangrenes.
Blood chemistry is another influence upon the neural system sensitivity to aggressive stimulations. Laboratory experiments as well as police data showed that when people are motivated, alcohol can diminish restraints on aggression. Alcohol is now known to enhance aggressive behaviours of the people by diminishing their self-awareness and ability to think through the potentials negative consequences of acting on their urges.

There are other biochemical influences, too low blood sugar can boost aggressiveness, And in males, aggressiveness can be influenced by the injections of the male sex hormone, testosterone (Moyer, 1983) coincidentally after age twenty five androgens and rates of violent crime both decrease.

Delgado has been able to control the aggressive behavior of his research subjects by activating various parts of the limbic system, particularly the hypothalamus. Health has reported a similar ability to control aggression in humans.

So, although aggression is no longer regarded as an instinct, the biological influences of heredity, biochemistry, and disease can be significant. Another feature of aggressive behavior is to do the possible worst to create a hell like situation. This aspect is very significant in terms of popularity as it concentrates on a close relationship between aggressive and sexual behavior that is the XYZ syndrome.

**Drive Theories :-**

An alternative view concerning the nature of aggression, and that continues to enjoy more support among psychologists, suggests that such behavior springs from outwardly extraction force to hurt or damage others. This approach is reproduced in quite a lot of dissimilar drive presumptions of aggression of the theorists such as Breakowitz and
Freshbach. These philosophical endeavours project that outward conditions such as frustration, loss of face arouse etc. However, on the other hand, this aggressive drive forces to assault others. The theory presents the phenomenon that frustration provokes to arouse a constrain whose chief endeavour is destroying other human being or entity. This drive, in turn, leads to attacks against various targets – especially the source of frustration. Berkowitz Delgado (1989) has recently offered a sophisticated revision of this hypothesis, we'll consider it in detail in a later section.

The peripheral circumstances are crucial in the arousal of aggression rather than the innate tendencies, drive theories seem somewhat more optimistic about the possibility of preventing such behavior than instinct theories. Since being frustrated or thwarted in various way is a common aspect of in the life of an individual. In the same way, drive theories also place an individual in a situation where he is facing continuous – and often unavoidable – sources of aggressive impulses.

**Frustration-Aggression theories:-**

The earlier theory of aggression in psychology is the frustration-aggression theory in which John Dollard and several of his Yale colleagues (1939) went so far as to propose that “aggression always leads to some form of aggression” one cannot arise without the other.

Frustration is anything (such as the malfunctioning vending machine) the blocks one’s attaining a goal. Frustration is especially pronounced when one’s motivation to achieve a goal is very strong and the blocking is complete. If this experience is repeated the aggressive drive builds, until released.
Frustration leads an individual to behave aggressively. Aggressing against the source of one’s frustration, which is resulted out of fear of punishment or disapproval, may cause the aggression drive to be displaced against some other target of even redirected against oneself. Aggression as a reaction to aversive events.

**Aggression as learned social behavior:**

Yet another important perspective on aggression the social learning view, is more of a general framework than a fully developed theory. This approach (Bandura 1973; Baron & Richardson 1994) emphasizes the fact that similar to other social behavioral patterns, aggression is also learned. The phenomenon puts forth the perspective that human beings are born without a big collection of aggressive responses at their disposal. Instead, they should learn aggression as a behavior similar to the many previous set hurdles types of performance in society that is through shortest experience or by imitating the behavior of others that is models in society. Thus, the previous experiences of the people lead them to attack others in contrasting ways – by means of kung fu, blowguns, machetes, or revolvers, which is of course based on the difference in cultures. But this is not all this is learned where aggression is concerned. Individuals also learn by their direct experiences (1) the type of people who may act aggressive, (2) the nature of actions that are necessary for violent revenge, and (3) the type of situations appropriate or inappropriate to the particular aggression.

Thus, social learning theory offers a view where a persons aggressive behavior rests upon many different factors in a given situation. These factors may depend upon the past experience of persons, the current reinforcements associated resulted out of aggression, and different thoughts and perceptions concerning the
appropriateness and potential effects. Though not all, many of these aspects may alter, the social learning theory is quite positive with respect to the possibility of preventing or controlling overt aggression. Indeed, it is more encouraging in this respect than any of the other views we have considered.

According to the theorists, social psychology of aggressive behavior cannot be understood without placing it in a developmental circumstance of differing social cognitive procedures at diverse ages. Adults and children, both may behave aggressively, however, manifestations may differ from one another. The measurement of the relations between adulthood and childhood aggression is an important task in understanding the social psychology of aggression. Social motives such as ambition, loyalty, conscientiousness, and patriotism can be seen also as developing through social learning.

**Excitation Transfer theory**

This framework begins by noting that though physiological arousal is produced, it dissipates in the course of time. Its results may lead, some segment of such stimulation may keep it up as a person switches between different incidents. In above cited example, the arousal you experienced as a result of a near miss in traffic may still be present as you approach the security gate in the airport terminal. Now, when you encounter minor annoyance, such arousal intensifies your emotional reactions to it. The result: You become enraged rather than just mildly irritated. Excitation transfer theory offers two related answers. First, when the person involved in the acts are unaware of their residual arousal, in such a cases an aggressive behavior may arouse – an everyday situations in which incidents have small altitudes in arousal are hard to detect. Second, such effects are mostly visible when the
persons engaged recognize the presence of such stimulation but feature it to actions happening in the current situation.

Interestingly, recent findings suggest that excitation transfer effects are mainly probable to arise when persons understanding a state known as de individuation – one in which they experience reduced self-awareness and reduced awareness of social norms in a given situation (e.g., Prentiss-Dunn & Rogers, 1982).

**Evolutionary theory**

According to evolutionists, this theory is an extension of the evolutionary animal series (Cavanagh 2005:1-2; Hawley 1997:213-214). Concerning aggression in subhuman animal species, it is believed that animal are genetically predisposed for protection against any invasion. Animals are naturally inclined to aggressive behaviour even though they had never been given any prior or explicit training to fight. That is, their aggressive behaviour is self-induced, for example, fierce fighting among rats (Hawley 1997:113). Cavanagh (2005:1) also observed that once isolated, the animals would engage in fierce, compulsive and repetitive fighting until they are exhausted.

Fromm (2000) observed that man is a primate that is least equipped with instinct, yet with a maximum brain development. During experimentation with rats with skeptical lesions, they performed impulsively and poorly on a delayed schedule of reinforcement. Individuals who are exposed to external cues of impulsivity are also likely to act impulsively. Appropriate inhibition to impulsive behaviour would be detached from their general behaviour. Stated differently, the diminishing social controls and the emergence of impulsivity in organisms’ environment results in biochemical-genetic diathesis for impulsive behaviour (Biancoli 2000:227).
Therefore evolutionists believe that as far as evolution is concerned, aggression is passed on from humanid to humanoid to homo sapiens, as stated by Biancoli (2000:228). These theorists believe that humans were also inspired, like animals, to discharge their aggressive instincts through the rapidity of technological development such that they are able to express their aggression by participating in sports and other harmless competitive activities.

**Types of Aggression**

Aggression seems to be a number of more specific types of behavior, and hence, it is a complex phenomenon. Moyer has proposed seven significant types of diverse forms of aggression. These seven forms are as follows:

1. Predatory aggression is the type of aggression where killer attacks on quarry.

2. In Inter-male aggression, a competition is found among people belonged to the same category in order to access the resources like women, power, position etc.

3. Another type of aggression is fear that brings to front the attempts of an individual to run away from a hazard.

4. Irritable aggression projects the irritation and is aroused in opposition to an existing target.

5. Territorial aggression is a protection of a permanent region against intruders, normally co-specifics.

6. Maternal aggression is related to the feelings of women who try to defend their progeny from a danger affectionate aggression.
7. Instrumental aggression is aimed at obtaining some goal well thought-out which is acquired in particular circumstance.

Presently we can find an agreement in the 2 extensive categories of aggressive performance. In the first category, the behavioural patterns such as hostile, affective, or retaliatory aggression are included, whereas in the second category, the patterns such as instrumental, predatory or goal-oriented aggression are included.

This type of aggression is called hostile aggression and is used when a person wants to hurt someone or acts against something. Violence is supposed as a hostile aggression which is found in most of the serious cases. However, everything that is aggressive cannot be called as hostile. In many cases, people are seem to be aggressive, but their aim is not to hurt others. For example, some children will push others to became first. In such a situations, their intension is not at all to hurt other children, but only to be first in the line. Such aggressive behaviours can be termed as instrumental aggression because it is used only when somebody intends to achieve something. His intensions are directed to a thing or attention, where there are less possibilities of hurting others. (Berkowitz, 1984). Instrumental and hostile aggression can also be called direct aggression because they directly hurt other individuals and things. There are also indirect aggressions, which are seen most of the times in gossips of the people, and directed to mislead the friends which may also results in breakup of friendships. Symbolic or relational aggression are also termed as indirect aggressions. Generally, girls are likely to be more indirect in response to aggression than boys do, and boys more direct aggression than girls. (Tremblay, Hartup & Archer, 2005). According to this definition, a bungled assassination is an act of aggression; its involve intended to harm that the target surely would wish to harm. defines that any intentional behavior designed to hurt physically or psychologically to
another individual or group. (Reeve & Smith, 2005). In Physical Aggression men are much more probably engaged. In Verbal Aggression men and women are uniformly seem to be entangled. One can notice dissimilarities in the aggressive behaviours of men and women. Women are often aggressive when they have no control over themselves, or when the experience excessive stress. When the question of dominance is raised or when the challenges is posed, in such cases, male are always seem to be very aggressive. Most of the time, men suppose their aggressive actions as the acts of construction, which can also be summarized as instrumental aggression. In contrast to men, the feeling of guilt and anxiety is greater in women, when they experience violence. Researches in Finland showed adolescent girls prefer to be more indirect in aggressive behavior than adolescent boys. It is, therefore, necessary to compare and contrast the conceptions of gender and aggression in order to comprehend the disparity between them. Gender is defined as biological or physiological distinction coupled with either men or women of a class in general. Aggression is termed as a behavior among the people of same class that is probably causes pain or harm to others that takes a diversity of forms. Therefore, aggression can be of different types such as mental, physical, or verbal. These definitions enables clearly point out the difference between gender and aggression. Fresh researches of children’s aggression proposed difference between physical aggression in overt form, got more usually amongst males than females, and – relational aggression such as aggression in society which is also called indirect aggression, where playing types of children which are found especially in girls are excluded. Gender differences in aggression is especially a physical aggression that males show, which is necessarily more than females. On the other hand, Rachel Simmons in his book discovered the events of nuisance between girls and suggests that girls are not essentially less aggressive, but they use different ways other than physical
aggression. They seem to use, from beginning to end, non-physical ways like handling, exclusion, and hearsay. Such aggressions are termed as relational aggression. In relational aggression, harm is done to another person through exploitation, social enclosure or barring, and damaging relations with others. Relational aggressions are of two types: proactive and reactive. When behaviors are a source for attaining a goal is termed as proactive relational aggression. The behaviour in response to aggravation is form of aggression appeared and is termed as reactive relational aggression, with the intent to retaliate. The past researches have investigated that females exhibit their conduct more pro social and less anti-social. Therefore, such aggressions tend to be more close and less conflictual in terms of relationships with their teachers.

**Aggression and Gender Differences:**

So many studies have focused on the comparative prospective where they have concentrated on the quantity of aggression between males and females. The observations showed that males do more aggressive behavior than the females. The deep investigation makes the picture regarding gender differences in the tendency to aggress becomes more intricate. On the contrary, both males and females wish to carry out destructive behaviour and to tender away as the objective used for such actions. Further, this disparity appears to carry on right the way through the existence, phenomenon even between individuals in their seventies and eighties.

First, differences between gender in violent behaviour are much superior in the lack of irritation than in its attendance. It means that men behave more aggressively than women. In circumstances in which provocation is present, and particularly when it is influential, such differentiation be tending to disappear.
Second the size – and even direction – of sexual category differences in aggression appears to differ very much through the category of belligerence in enquiry. Researchers demonstrated with the intention of boys may involve in diverse types of direct aggression than girls. Direct aggressions are the acts intended to harm others and which are clearly arose on behalf of aggressor.

On the other hand, women seems to be involed in indirect aggression in which acts which allow the attacker to cover up his or her uniqueness from the injured one. In certain situations, it can also make complications for the victim to know that they are charged for international crimes. The behaviours that can be categorized as international harm doing are different buzzes about the person who is targeted, spreading rumours in the absence of targeted person, deserting and alienating him from the friend circle, anyhow bring him in trouble with bad news etc. This is especially true for individuals who combine aggression with high levels of actions meant to enhance relationships (e.g., high social skills, high levels of extraversion). Such people described by Hawley and others as bistategic controllers, combine high levels of aggression with prosocial, relationship-boosting actions. As a result, they are often successful in gaining access to valued rewards (e.g., high status, approval from others) and become popular with their peers. This pattern – which Hawley and others describe as “the bright side of bad behavior” – is occasional among females and males, and this fact suggests, too, than sexual dissimilarities in aggressive behaviour have been overstated in the past.

The discussion leads to conclude that gender dissimilarity in relation to aggressive behaviour exists and can be experienced in some circumstances. However, such types of differences are generally both too smaller in scale and too much complicate in temperament than widespread sense puts forward.
Gender difference has an important function in both human being as well as animal violent behaviour. Men usually behave more aggressively than women and reliable behavioral sex differences. Different age groups and cultures demonstrates that man is more aggressive than woman to express his aggression physically. On the other hand, according to few researchers women are also equally aggressive but they choose less physical ways to demonstrate aggression. It can be observed in oral and relational aggression like social rejection used by women.

Here a stereotype – that males behave more aggressively – is confirmed with evidence ranging from anthropology to social psychology. Anthropologists have found socials where both men and women are characteristically hostile and aggressive or gentle and warm. Such findings indicate that cultural variations in aggression are at least as great as gender differences but all societies have some division of labor between men and women, and inevitably hunting and fighting respectively the men’s a role (Murdock, 1935)

In the United States, men admit to much more hostility and aggression than women and they express more support for violence as a social control tactic. One analysis of 258 violence-related question asked in national surveys (Concerning military action, capital punishment, school speaking, and so forth) revealed that 9 times out of 10 the male respondents were more supportive of using force or violence (Smith, 1984). Alice Eagle and Valerie Stiffens (in press) report that in 50 out of 56 studies comparing male and female aggression, male behaved at least slightly more aggression (Such as electric shocks) than psychological aggression (such as insults) and when the aggressive behavior might have endangered the aggressors or left them feeling agility and anxious. Compared to the common but modest aggression
difference found in psychological studies, the difference is more dramatically apparent in statistics concerning real-life.

Although the trends we’ve described hold for both boys and girls, data from more than 100 countries around the world reveal that boy and men are more physically and more verbally aggressive, on average, than are girls and women. (Harris, 1992; Maccoby & Jacklin, 1974). As we noted that boys’ higher levels of male sex hormones…namely testosterone…may contribute to sex differences in aggression. Yet recent studies reveal that very more aggressive than girls (Hay, Castle, & Davies, 2000).

What social influences might conspire to make boys more aggressive than girls? For one, parents play rougher with boy than with girls and react more negatively to the aggressive behaviors of daughters than to those of sons (Mills & Rubin, 1990). Furthermore, the guns, tanks, missile launchers, and other symbolic implements of destruction that boys often receive encourage the enactment of aggressive themes – and actually promote aggressive actions. Children come to view aggression as a male attribute in their gender schemas in their early childhood period; and by middle childhood, boys expect aggressive acts to provide them with more tangible benefits and to elicit less disapproval from either parents or peers than girls do (Hertzberger & Hall, 1993; Perry, perry, & Weiss, 1989). So even though biological factors may contribute, it is clear that sex differences in aggression depend to no small extent on gender-typing and gender differences in social learning.

Influences upon Aggression Aversive Incidents

Pain: Researchers diverse the cause of pain. It is realised that astonishments resulted from assault, but even the keenness can
surprises, which may be termed as “psychological pain.” The instances of such pain can be cited in the form of pigeons, who are hungry. They were educated to anticipate ageing incentive after pecking ate disk pain intensify belligerence in humans. According to Breakawitz, any unambiguously aversive incident, in which a dashed expectation, a personal insult, or a physical pain, can provoke an emotionally break open. Even the anguish of a disheartened state can amplify the likelihood of antagonistic aggressiveness.

Heat : - Most studies have been concentrated to the nuisances of heat. William Griffitt investigated that, comported to Kansas state University undergraduates who gave answers to questions in a room with a regular temperature; on the other hand the students who answered in a uncomfortable room admitted experiencing more tireness and angered by an experiment while in a not room, Colorado state University men retaliated with more negative recommendations concerning reemployment of the experimenter than did those who suffered the same provocation in a comfortable room.

Attacks :- Another form of aggression is attacks by another. The research held at Kent state University by Stuart Taylor (Taylor or piano, 1971) at Washington state university by Harold danger ink (Danger ink Myers, 1977) Confirm that attacks breed retaliatory attacks, especially when the victim perceives the attack as international. On the whole, these experimentation showed that one person contend with another in a response time competition. At the end of the test trial, the conqueror decides how much shock to give the loser.

A group of men from the university of Minnesota were aroused by an injection of adrenaline, producing feelings of body flushing, heat palpitation and more rapid breathing. This discovery given a state of
bodily arousal can be steered into an experience of one sentiment or another.

Younger and hood predicted that those who had expected the pill to be arousing would attribute their arousal to the pill to be arousing would attribute their arousal to the pills hence they would be blither very angry nor aggressive social violence. In the United States, for example, men are arrested for violent crimes eight times more often that women (I B I 1985).

**The Biological Perspective:** According to Sigmund Freud, a strong death wish (thanatos) inherited by all people arouse the aggression. He claims that this sense is primarily directed to self-devastation but is shortly transmited externaly towards others. In this relation another theorist Konrad Lorenz, projected the theory of violent behaviour in which he claimed that aggression grows out of inborn fighting impulse, which confirms that only the strongest males will obtain mates and exceed their genetic material on to the subsequently age bracket.

**The Social Perspective:** Until recently, most social psychologists rejected such ideas. Among the many reasons for their objections to the view that human aggression is genetically programmed were these: 1) men aggressively behave against others in variety of ways – everything from ignoring them to performing overt acts of violence. How can such a huge range of behaviors all be determined by genetic factors? (2) The regularity of violent behaviour varies enormously across human societies, so that it seems to be transpire in some than in others. However, the view is undermined by social psychologists, who oppose the notion that aggressive behavior can be determined by genetic factors if such huge differences exist.
Evolutionary perspective: With the development of the evolutionary perspective in psychology, most social psychologists rejected the notion that human aggression originates from inherent factors; on the other hand some believe in the possibility that hereditary factors play some role in aggressive behaviour of human being. For instance, consider the following reasoning based on an evolutionary perspective. In the past (and even at present to some extent), male looking for expected mates found it essential to struggle with other males. In contrast, men would not be expected to possess a similar tendencies might be discouraged because females would tend to reject as mates males who are aggressive toward them. As a result, males may have weaker tendencies to aggress against females, which is often contrastive to their behavior to males. On the other hand, females may behave aggressively to both males and females in equal manner or even more regularly in opposition to men than other women. Research findings provide some evidence consistent with this reasoning—men desire to be more aggressive toward other men than toward women, while similar differences do not exist (or are weaker) among females (e.g., Hilton, Harris, & Rice, 2000) As we'll note in this chapter, though, gender differences in aggression are not nearly as large as many people seem to believe (Hawley, Card, & Little, 2007).

In any case, findings such as these have led some social psychologists to conclude that organic or genetic factors play a vital role in human aggression, although the size of this role continues to be the subject of spirited discussion. It is indeed a possible for appealing in such behavior, and is developed through biological factors.

Drive Theories: The Motive to Harm Others:

Social psychologists have proposed their own theoretical perspectives in contrast to the philosophical endeavors of Freud and
Lorenz. According to them, the view the hostility shoot primarily since an superficially obtained constrain, where the intension is totally to hurt others. This particular theory is proposed by the men such as Berkowitz, Feshbach. According to these theorists external situations – especially frustration – leads to a strong motive to hurt another individual. On the contrary, the pattern is directed to obvious aggressive behaviour.

Drive Theories of aggressive behaviour project aggressive behavior as short of drives to harm or injure others. These drives, in turn, stem from external events, such as frustration. Such theories are no longer accepted as valid by most social psychologists, but one such view—the famous frustration aggression hypothesis—continues to influence modern research and many people’s beliefs about the causes of aggression.

The frustration-aggression hypothesis is one of those popular theories which states that disturbance leads to the stimulation of a drive whose prime purpose to harm some person or object – first and foremost the apparent cause of aggravation. More than that aggressive behaviour arouses from different causes others than frustration. However, social psychologists opposed this notion, and therefore it still enjoys extensive reception exterior the field, and you sometimes hear your friends refer to it in such statements as: “He was so frustrated that he finally blew up,” or “she was feeling frustrated, so she took it out on her roommate.”

**The General Aggression Model and Social Learning Theory:**

Social learning perspective projects a sensible thought that human beings have never large collection of aggressive responses at his birth. Aggression must be acquired directly or imitating others,
similar to other intricate patterns of social behavior. Most of the time, they follow social models, their lives, the models represented in television, cinema or movie, or yet in video games who perform uncompromisingly. Thus depending on their past experience and the cultures in which they live, individuals learn (1) a variety of ways of looking to harm others (see Figure 10.3), (2) the persons or groups are suitable targets for aggressive behaviour, (3) the acts by another person which can be justified in retaliation or retribution on their part, and (4) the state of affairs or contexts be ones in which violent behaviour be legalized otherwise even approved.

Building on the social learning perspective, a newer framework known as the general aggression model (GAM) provides an even more complete account of the foundations of human aggression. According to this presumption, a procession of proceedings that can eventually direct to explicit hostility may be commenced by two chief categories of input variables. Variables falling into the first category to other people are resulted out of many provocations like insults, frustrations, and exposure to other person acting aggressively, and almost anything that leads individuals to realize uneasiness – all from awkwardly soaring temperatures to a dentist’s apparatus or yet an enormously uninteresting address. Variables in the subsequently set include qualities that influence some persons toward aggression such as high irritability, certain approaches and beliefs about aggression like acting that it is suitable and proper, a wish to follow the antagonism embedded in others’ behavior, and definite skills connected to aggressive behaviours.

**The General Aggression Model**

According to Good theoretical research, the introduction to violent video games may lead to the aggressive actions. It brings to notice the
fact that performance of aggressive behaviour is rested upon knowledge structures which includes scripts or schemas, developed by social acquisition procedures.

The General Aggression Model claims that the conditional as well as personal variables forces to overt aggression with their effects on three fundamental procedures. Arousal, which can lead to physiological stimulation or anticipation; affective states which may lead to hostile feelings and external symbols like angry facial expressions; and cognitions which deals with the individuals who think aggressive thoughts or may project thoughts as well as approaches about aggression to mind. On the basis of human beings analysis of the present circumstances and preventive factors such as the presence of police or the threatening nature of the intended target person, they then engage either in thoughtful action, which can lead to overt aggressive actions occur.

Thus, at the end, the General Aggression Model presents a multidimensional procedures through which two types of input variables direct to violent or non-violent actions. In the following figure no. 1 an attempt is made to show a basic description of the single-episode segment of General Aggression Model. Both personological such as trait aggression and situational such as recent playing aggressive video game variables are effective actions which are influencing the individuals current states governed through cognitive, affective, and stimulation variables. Aggression may be influenced through violent video game play by means of the cognitive course. It can be exemplified when it gives previlage to aggressive beliefs or scripts, directing to aggressive discernment, expectation, and attributional prejudices. There is an interrelations between these three concepts which is pointed out with the dashed lines connecting them. The instances of such aggressive behaviors may heighten the feelings of anger and a wish to
vengeance when the individual is motivated. In the situations like this, the cognitive effect is supposed as the basic transmit of effect and the affective effect as a derivative way of collision.

The current inner situation affects on the way an individual considers situations, analyzes them and understands, and accordingly selects related behaviours. Any type of action, the person initiates such as violent or non-violent influences the contemporary social encounter. It creates a background to further way of the interface cycle in society.
Fig. 1. single episode cycle

Anderson and Bushman (e.g. 2002) have expanded this theory to explain why individuals, who experience aggression at a larger scale, in the acts of another person, or in the personalities depicted in movies or video-games, may tend to become increasingly aggressive themselves. Repeated exposure to such stimuli, serves to strengthen knowledge structures related to aggression – beliefs, attitudes, schemas, and scripts relevant to aggression. As these knowledge structures related to aggression grow stronger, it is easier for these to be activated by situational or personal variables. It’s outcomes are reflected in the people whose questions are truly primed for aggression.

The General Aggression Model is certainly more complex than earlier theories of aggression. More than that it fully reflects recent progress in the field, it seems to offer a correct model of the nature of violent behaviour of human beings than these earlier theories---and that, of course is what scientific progress is all about!

Cultural Perspective: While aggression is often triggered by the words or deeds of other people, it can also stem from cultural factors---beliefs, norms and expectations in a given culture suggesting that aggression is appropriate or perhaps even required under certain circumstances. Social psychologists have taken careful note of this fact in recent research on what is known as civilizations of honor – the cultures where one found sturdy regulations demonstrating aggressive behaviour as a correct reaction to abuse one’s honor. In north India, where this type of culture is visible, events of honor killings/
punishment are in general. In such culture, usually the young woman and infrequently the both either be castigate or killed by the family members or community for developing intercaste relationship. This is also seen in many Chinese films that preset epic battles between warriors who possess seemingly magical powers. Why did such norms develop? Cohen and Nisbett (1994). suggest that they may be traced to the fact that in some geographic areas, wealth was once concentrated mainly in assets that could readily be stolen (e.g., cattle and dady, slaves). For this reason, it became important for individual to demonstrate that they would not tolerate such thefts or any other affront to their honor. The result? Norms condoning violence in reaction to swearing to one's honor emerged along with were widely accepted.

Recent findings indicate that such norms are definitely not a thing of the past; on the contrary; they are alive and well in many parts of the world(e.g. Vandello & Cohen 2003). For instance, in one recent study, Caucasian baseball pitchers seemed to hit batters in circumstances in which their honor had been, in a sense, insulted: after another batter had hit batter had hit a homerun or after one of their own teammates had been hit by a pitched ball (Timmerman, 2007). While cultural beliefs condoning or even requiring aggression in response to affronts to one’s honor opfierate in many different contexts, their impact is u apparent with respect to sexual jealousy.

**Sexual Jealousy**: Infidelity---real or imagined---occurs in every society; even in ones that greatly restrict informal contact between women and men. In cultures of honor, such behavior by women is viewed as especially threatening to male honor (e.g., Baker, Gregware & Cassidy, 1999), and can result in drastic responses---severe punishment for both the women and men involved in such contacts.
Even in cultures of honor where such actions are not condoned (e.g. cultures in South America, in parts of India), crimes of passion, in which husband’s murder their wives or their wives’ lovers, are condoned, at least to a degree. In these cultures, sexual infidelity by a wife or lover is viewed as the ultimate insult to a male’s honor, so when men take action to restore their honor, it is viewed not merely as justified, but perhaps as actually required. As one saying from such a culture puts it: “Only blood can restore lost honor.” Such tendency point out the cat that jealously will be a powerful determinant of aggression as it demands the culture of honesty – more powerful than it is in other cultures.

To test these ideas, the researchers conducted several kinds of studies, but among these, perhaps the most interesting is one in which participants witnessed an interaction between a couple (both were assistants of the researchers) in which the female stated that she was planning to visit her ex-boyfriend’s house. The male in the couple indicated that he did not want her to do that, and the exchange between them became increasingly heated until the male grabbed the woman’s car keys and pushed her roughly against the wall. Then he left. At this point, the female turned to the participant, who had been present during this scene, and either expressed contrition, explaining that “my fiancé really cares about me, and I guess that’s just how he shows it,” or anger “That was my fiancé. He gets so jealous sometimes . . . I’m getting so damn tired of this, you know?”

Overall, the finding reported by Vandello and Cohen (2003) and others (Puente & Cohen 2003) indicate that jealousy is indeed a powerful cause of aggression, and that moreover, violence stemming from it----or from other factors that threaten a man’s honor—are excused or condoned, at least to a degree, in cultures of honor. Aggressive, Clearly then, cultural factors engage in recreation an
important position both in the occurrence of aggression and in how it is perceived and evaluated.

Human being has been created with unique features and everyone has its own personality in societies. Interaction of different individuals with different personality is essential to survive within a social life. The terrain of gender disparity in aggression has frequently displayed, mostly in physical aggressive behavior where men exhibit greater aggression than women. There are many problems in homes and schools that are very common in children who are suffering from many learning problems. Emotional problems are commonly visible in aggressive behavior that may obstructs even in intelligence to extent and education may suffer because of concentration and keenness in adopting. The study proves worthwhile to sort out the degree of prevalence of aggression along with academic performance among gender.

Hinshaw's (1992) another suggestion is focuses on the barriers that obstructs in academic achievements. Violence as well as diverse externalizing actions have direct effect on appointment and attainment. For instance, aggressive students use so much time in misbehaviour or learning manners that causes to spend time in vain which can be utilized in academic work.

This study looked into the difference found between the aggression and achievements. With few exceptions there existed difference between the aggression between boys and girls students. One can find no dissimilarity in achievements among sexual category. The view is bring to front by the gender disparity studies in aggression especially in physical aggression male show evidence of greater aggression than female. Generally, males bring into play more direct aggression than women. Different earlier research works have proved
that girls conducts are more pro social, which is not against social
pattern, as well as they have proximity which is not conflicting in
relationships with their teachers. Many researchers found that there
existed relationship of aggression and performance in terms of
accomplishments. Few theoreticians point out that there is no
association between students ‘academic performance and emotional
instability. The study concludes with the findings that students at
adolescent level did not predict the change in achievements due to the
emotional instability.
1.2.2 Academic Achievement:

Education plays a vital role in building a society. A modern society cannot achieve its aims of without fully harnessing the talents of its citizens. Educationists thus strive to develop fully the intellectual potential of the students and make efforts to see that their potentialities are fully realized and channelized for the benefit of the individuals and that of the society.

The scientists like Stanley Ross, Frumar and Frumar and Frazen feel that the over-achievement phenomenon is, logically spurious and meaningless, since no one can operate above one’s potentiality level, from which quite often the standard of one’s expected performance is derived. However they assert that under-achievement is indicative of one’s ability. On accept the verdict and the theoretical definition of the under-achievement concept which is proportionate to one’s actual performance, we are justified to ask from which level the expected performance comes.

Taylor states that the value the student places upon his own worth effects his academic achievement. Very low level of expectation tends to make a pupil accept very low standard of achievement, very high expectations lead to discouragement and diminished effort because he feels he cannot live upto what is required of him. To be practical, the level of expectation lead to discouragement and diminished effort because he feels he cannot live up to what is required of him. To be practical, the level of expectation needs to be geared to suit each individual capability.

Several transforms are being observed in association, curriculum, education schemes etc. It is significant to search for
organized and up to date information on the noteworthy associates of a scholar attainment.

The most significant result of any instructive set-up is the accomplishment for the undergraduates. Based on the stage of accomplishment, human beings are considered as high, average and low achievers. Efficiency of some enlightening organization is estimate by the amount the scholar concerned inside the organization attain, whether it be in cognitive, conative or psychomotor area. In all-purpose conditions accomplishment refers to the educational or educational attainment of the scholar at the end of an instructive programme. To make the most of the accomplishment inside a agreed set-up of educationist. Many studies in different samples point towards, the educational accomplishment is reliant on variables like set-up of instructive organization, its association, social and economic position of students, their well-adjusted behaviours.

Motivational concerns would be addressed in terms of academic achievements stipulation we be to request, for illustration, why a number of undergraduate absolute everyday jobs regardless of mammoth complicatedness, at the same time as others give up at the smallest amount irritation, or why a quantity of apprentice set such romantically far above the ground goals for themselves so as to breakdown is bound to occur.

Academic achievement is related to the acquisition of principles and generalizations and the capacity to work with full potentials, assured manipulations of objects, signs and thoughts. Evaluation of educational performance has been largely confirmed to the evaluation in terms of information, knowledge and understanding. It is universally accepted that the acquisition of factual data is not an end in itself but an individual who has received education should show evidence of having
understood them. But for obvious reasons the examinations are largely confirmed to the measurement of the amount of information which students have acquired.

“educational accomplishment is normally deliberate by assessment or nonstop evaluation but readily obtainable is no universal traditionalism on how it is most excellent experienced or which characteristic is for the most part important bureaucratic acquaintance such as skill or declarative in sequence such as evidence.” (Annie Wardt). Educational accomplishment is examination mark of students. Generally, it is seen that human behavior is always impact on academic achievement. A different studies showed that poor academics predicted bad behavior, which hampered academic progress.

Social cognitive theory deals with the different arenas of functioning of human being as choosing profession, managerial performance, games, psychological and physical health. Social cognitive theory is widely used by the proponents who takes interests in perceptions of classroom motivation, learning, and achievement.

According to Pintrich and Zusho (2002), academic motivation refers to interior progressions that bring about and maintain actions designed at attaining explicit studious goals.

These studies suggest that academic engagement may not only predict students' academic learning, school grades, and standardized achievement test scores in the short term, but it also gives outline of school attendance of students, maintenance commencement, and educational flexibility in the long term. Indeed, the extent to which adolescents succeed in school and academics has important implications for their ultimate educational and occupational success (Bouchey, Shoulberg, Jodl, & Eccles, 2010). Adolescence seems to
finish their schooling with higher levels of achievement and also wishes to attend and complete college as compared to their classmates who have lower levels of achievement. Second, the high school examination results show after 8 achievement in the global world’s market in terms of higher wages. In the end, the bottom stages of education and skills are related with inferior levels of financial accomplishment, which covers living in deficiency and receiving administrative help. It means that adolescents’ educational accomplishment is significant because it provokes their success in later life. Therefore, it is crucial to know the educational accomplishments of adolescents, and the elements influencing their academic achievement.

The term academic underachievement is being used to indicate educational presentation which be under normative era height. Therefore, discrepant as of one’s universal cognitive capability cannot be used in the assessment of education disabilities. So many behavioural patterns have been linked to academic under-attainment. The instances of this can be seen in the explorations that have constantly exposed that violent behaviour and former structure of inconsiderate behavior show contrary relationships with educational accomplishment.

learning of externalizing effort encompass future so as to aggression in early years be based on the underachievement chiefly as of their relations by way of concentration trouble.

Several factors can affect the educational accomplishment of adolescents, including cultural familiarity with the educational system, linguistic proficiency, socioeconomic resources, parental involvement in education, parental opportunities and objectives for their kids instruction, parental autonomy support, family obligation, academic self-concept, academic motivation, and teacher autonomy support. Among
the variables that affect the achievement, the last three variables viz. academic self-concept, academic motivation, and teacher autonomy support appears to be the most probable in directing influence by the regular classroom teacher.

To sum up, adolescents' educational accomplishment is significant because it motivates their afterwards success in life. Hence, it is imperative to become conscious the university realization of adolescents, in addition to the elements that influence their academic accomplishment.

**Academic Motivation Theory**

Clark Hull’s drives theory of motivation (Hull, 1943, 1951). Although this conception no longer has great impact in psychology, it was one of the prominent perspectives in the decades from 1940 to 1960. In its simplest form, the theory states that behavior is a function of drive multiplied by habit $B = f(DxH)$. Thus two constructs, drive and habit, are linked in a clearly specified mathematical manner (multiplicative). Furthermore, drive is determined by factors like hours of deprivation of a commodity necessary for survival, and habit by the number of times a response has been rewarded in a particular situation. Described in this very incomplete manner, drive theory meets some of the criteria necessary for a conception to be labeled as a theory—multiple concepts, linked in a definitive manner, and identified with observable indicators.

There are other differences between a theory and a specific explanation in addition to the number of constructs involved and the preciseness of their postulated interrelations. A “good” theory should be able to explain diverse phenomena across a range of disparate situations. That is, a scientific theory entails general laws that transcend
particular instances. For example, when a layperson explains why one is drinking water, he or she may state that the person is thirsty. A motivational engineer with the goal of inducing subsequent drinking behavior may deprive the person of water, offer this individual some salty peanuts, and the like. These motivational manipulations will surely “work,” i.e. increase the behavior that is desired. In a similar manner, when a person accounts for why another is eating, he or she is likely to explain that the person is hungry; motivational engineers with the goal of increasing food consumption at a point in time surely will be able to establish conditions that heighten eating behavior, such as food deprivation, filling the room with a tantalizing odor, and so forth. But a motivational theorist, unlike the layperson or engineer, would attempt to use the same constructs and theory of action to interpret instances of both water intake and food consumption. The theorist might postulate, for example, that behavior is directly related to the amount of deprivation (whether water or food) and the level of arousal (whether induced by the eating of peanuts or by the aroma of food). Thus, the same concepts are applied to disparate motivational domains, and the analysis shifts from concrete instances to abstract issues involving the presence of any need. One of the goals of science is the development of such general explanatory principles. The objective is to develop a language, an explanatory system, a conceptual representation, or what is more commonly termed a theory, that is applicable across many domains of behavior and provides insights into (accurate predictions about) why behavior in initiated, maintained, directed, and so forth. The more abstract the language and the greater the generality, the “better” is the theory. However, the further one departs from the specific instance under consideration, the less applicable is the theory to a specific context. For example, stating that behavior is a function of amount of deprivation and level of arousal does not provide the teacher with a clear set of engineering tools to alter performance in the
classroom. It may indeed be the case, as the motivational psychologist Kurt Lewin (1936) stated, that “nothing is as practical as a good theory.” But in the short run, and when the science is as nascent as the field of motivation, then this epigram is not correct. In fact, there may be little as impractical as a theory, and nothing as practical as a good, concrete rule with little generality beyond the issue being considered. Surely, for example, making a task interesting will be a better step toward increasing classroom motivation than postulating that behavior is a function of drive x habit.

Furthermore, theories have goals and benefits other than the possibility of application. The aim of theoretical understanding is to be able to incorporate disparate phenomena in as parsimonious a manner as possible. Such conceptual systems are of value with or without practical implications; and they allow for a more complete understanding of human behavior by grasping the core aspects of motivated action.

Clark Hull and Kenneth Spence, the moving force behind drive theory. This foundation was far removed from issues in the classroom. Indeed, motivational theorists thought that human behavior was too complex to study directly and therefore not readily amenable to experimental manipulation, which at that point in history connoted deprivation of something necessary for survival.

Adolescent Aggression:

It is widely believed that the period of adolescent period is difficult and critical period in the life of an individual. It is fair as there may be so many qualitative alterations that may take place during this period. Therefore, this period is crucial to presume the character of a fundamental break with the earlier properties, interests, and the
relationships of the child. More than that the amalgamation that take place are always go together with, but at other side, by the demonstration in the adolescent him/herself of important personal difficulties of different orders.

Adolescence implies the period of developmental sequence during which the individual is making a transition from childhood of full-fledged adulthood. It is difficult and erroneous to assign definite years to it because they will differ from country to country and from individual to individual. Survey conducted on the age of maturity. Children getting nutrition food mature earlier than others. The age of maturity also varies from individual to individual. Some children mature earlier than the others called ‘early maturers’. There are others who mature obviously late than the average population and are popularly labeled ‘late maturers’. However, a rough estimate is usually placed at eleven years of age to the early twenties. During this period the individual completes the process of maturity and achieves the status of a mature adult member of his society. Maturity, as the term is used here, does not mean mere physical maturity, it also implies mental, emotional and social maturity. Adolescence is the period when it is expected that the individual will show at least average intelligence, expected of an adult, as measured with intelligence tests. It is also expected that instead of giving immature uninhibited emotional responses an adolescent should be able to give mature and socially acceptable responses to emotional situations. He is also expected to respond to social situations in a way expected of adult maturity.

As the adolescent is going through this stage of development the rate and the type of changes which take place become conspicuous. The adolescent achieves physical maturity, which means changes in his body; from the child physique he acquires an adult appearance. With the physical maturity comes the sexual maturity and the obvious
physical changes accompanying it viz. the growth of breasts in the female and the appearance of the hair on the face of male. Because of the changes along so many dimensions and at a conspicuously rapid rate, adolescence has been labeled by the older psychologists and educationists as a ‘period of stress and strain’. Hall has emphasized and so have other American and European psychologists that adolescence is inevitably and necessarily a period of tremendous rapid change. Change at such a speed that it involves a great strain for the adolescent to go through this stage. Because of this emphasis, the period of adolescence used to be given expressive names like ‘rebirth’ or ‘renaissance’ of which strain and stress form a prominent component.

In more recent times, however, psychologists and educators have been trying to gather experimental evidence in favour of the above beliefs. Objective research in this line has brought out the fact that adolescence does not necessarily and inevitably have to be the period of strain and subsequent frustration. Contrary to the origin all belief, it could be proved that the stress is not a natural part of adolescence instead it is the result of inhibitions, restrictions and limitations imposed by the culture on its adolescent members. Work of sociologists and anthropologists has pointed out that in cultures which impose comparatively fewer restriction and taboos the adolescents find it easier to achieve adult status and can successfully avoid the strains considered to be natural with these restrictions. (Pruthi R.K. (2004)

Most adolescents have acquired many ways of making a verbal aggression “attack” such as name-calling, belittling and sarcastic remarks. One method of verbal attack is to call attention to the desirable qualities of someone else. Other methods include gossip, tattling, slander.
Teasing: Teasing is a common device for expressing hostility. It can be developed into such a fine art that the blame for a quarrel is placed not on the teaser but on the one who is teased when at last he loses his temper and strikes back.

Swearing: Swearing is another obvious way of giving vent to anger. Some boys do not begin to swear in earnest until they reach adolescence, even though swearing is a rather childish thing. Youngsters who have scruples against profanity often builds a vocabulary of polite swear words. Due to social taboos against swearing by women, girls often weep in situations where boys use profanity.

In the developmental agenda described for children and adolescents in the whole world, schools plays a vital role (Rogoff, 1990; Sameroff, 1987). Children’s experiences in school have the capacity to promote developmental competencies associated with learning and achievement motivation, emotional functioning, and social relationships, and in some instances can potentiate difficulties in these aspects of functioning. School as a central context of development, can shape both academic and mental health outcomes in children. Rogoff, B. (1990).

For students to realize their academic potential, they must be motivated to work hard on their studies. Young people who do well in school are interested in learning, they feel good about receiving high marks and they see a clear relationship between achieving in school and realizing such long range goals as getting into college or qualifying for a particular kind of job.

In studies comparing equally bright high-achieving and low achieving high school students, the achievers were consistently found to show strong educational motivation and to place a higher value on school and work (Morrow, 1970). By contrast, younger people who were
not oriented towards intellectual values and academic goals lacked motivation to apply themselves in school. Typically, they disliked school and did not expect any inner satisfaction or external rewards to come from doing well. Academically unmotivated underachievers were unlikely to later or as helping them attain long-range objectives (Hummell & Sorinthall, 1965; Schaefer, 1977).

Presently, the inclusion of the motives-as-goals tradition in achievement goal theory is an important development in the aggressive behaviour theory. The primary intention of the achievement goal theory is based on the indigenius principles, achievement aims diversly influence educate deed using difference in the superiority of cognitive self-regulation development. Cognitive self-regulation is related with the scholars who are actively busy in their hold erudition, which ncluds examining the prospect of educate job planning intended for and realizing their resources to fulfil these strain, and governing their growth towards completion of coursework.

Such negative expectation do little to build academic motivation in minority youngsters. Research studies indicate that the more teachers praise and reward children for their academic work, the more the children will expect to succeed and the harder they will try Conversely, fewer rewards lead to lower expectations, fewer achievement attempts and lower grades(Brookover, 1978).

**Psychological factors:** These aspects contribute to young people failing to realize their academic potential include developmental and psychopathological states that have no specific relationship to learning but handcap academic efforts and maladaptive patterns of family interaction that produce a specific and primary non-achievement syndrome referred to as passive-aggressive underachievement.
These findings indicate that resentment of parental control among passive-aggressive underachievers does not represent a high level of parental authoritarianism. Instead it comes from a disparity between what these youngsters perceive their parents’ attitude to be and what they would like them to be. Thus underachievers use poor academic performance as an indirect way of venting their anger and retaliating against their parents.

Several aspect of cognitive, physical and emotional immaturity can impair scholastic performance. These developmental delays occur primarily in adolescence. Agarwal S.K. (1977).

The expression of aggression is acceptable only till certain level. When it exceeds the limit it may cause various problems. This is specially true in case of adolescent who is undergoing rapid physical as well as psychological changes, as at this state, he is really in a dilemma when he is sometimes treated like a child and sometimes expected to behave like an adult. This may cause confusion in him which may prove to be a hurdle in the process of satisfying his needs. Under such circumstances, he may become frustrated and his levels of aggression may exceed the tolerable level. So this problem of aggression which is more common among adolescents should be tackled tactfully.

Many factors like gender, age, academic achievement are likely to influence the aggressive behavior of individual.

Mellon, Schmitt and Bylenga (1980) studies suggested that the academic accomplishment can be more assumable for women than men. Dornbusch et al. (1987) reported that girl students tended to get higher grades than boys.

Penner and Paret (2008) admitted that there is no prominent difference between male and female in educational accomplishments.
Steinmayr and Spinath (2008) found that sex differences are consistent in high school and college students’ achievement. Freudenthaler, Spinath and Neubauer (2008) in their results demonstrated that women admitted a higher level of school accomplishment than boys. Barkatsa, Kasimatis and Gialamas (2009) Naderi et al. (2009) demonstrate with the intention of convenient is negative important divergence flanked by educational triumph and sexual category.

1.2.3 NATURE OF AREA OF RESIDENCE :-

Nature of Rural Area:-

“Rural area is a place where human relationship is primarily in the rural impact and environment” (Bertain Alvin L. 1958).

“Rural people are very frank, open-minded, and genuine; the score the artificiality of many phases of city urban life” (Bogardus 1929).

“The Prime objective of rural sociology should be to make a scientific, systematic and comprehensive study of the rural social organization of its structure, functions and objective tendencies of development and on the basis of such study to discover the laws of its development ” (Desai A.R. 80)

The term village is applied to the common residential place of farmers. According to Bertain Alvin L.1958. Rural area is a place where human relationships are primarily on the basis & rural impact and environment. The people in rural areas are very frank, open, minded, genuine, and simple; they scorn the artificiality, found in city life. They immediately depend on agriculture. Their needs and desires are limited, resulting in having more adjustment level and less aggression level. Desai A.R. 1973 they indicate that village people are very peaceful,
secure, and co-operative. Agriculture and the collecting enterprises are the bases of the rural economy. Farmer and countrymen are almost synonymous terms.

Besides these features, the villagers also demonstrate a homogeneity of population due to which they do not frequently come into conflict with each other and maintain mutual intimacy and harmony characteristics of villages as follows. The village satisfies all their needs in the villages.

Elements influencing village community in less population village in establishment of markets increase in the number of shops, where new commodities are available, the opening of school and college, increase in the number of those belonging to the middle class, and the arrangement of police and other security measures. The social and economic life in a village where persons are predominantly agriculturists differs from the social and economic life of a village inhabited by weavers. Their economic life is more static. Their social life is more organized and they attach much importance to religion in India. In Indian villages where social organization is based upon the caste system are easily distinguishable from the villages inhabited by tribes whose social organization is bottom on top of the combined relations organization. Dormitories are a special feature of the tribal villages based on joint family system. In these people there is more intense community feeling. The head of the biggest joint family is the ruler of the village.

**Nature of Urban area :**

“The city......encourages impersonal rather than personal relationship” (Gist and Helbert). Life of urban people is artificial, secondary and heterogeneous. Because of increasing industrialization,
there is so much heat in environment, which affects their aggression.

Usually city is much larger place where no longer know each other. “cities are people, churches, banks, politics, building, traffic and sewage. There are everything we are the newest cities are old in human experience and oldest are constantly rehabilitated” (Mitchell 45).

Urban community is different from rural community by the help of rural community we consider the urban community some of the traits of urban community as bellows:-

**More population:** - It is the most important trait of urban community. Urban population is more and so large than rural one. In cities, people are not in touch to each other and so they cannot make relations. It results in lack of residency increasing number of dirty areas, lack of good health, and child-crime etc.

**Social heterogeneity:**- It is another important trait of urban community, social heterogeneity means that there are people of different castes, religions, colors, and sects, with many views, approaches, and customs and traditions. It results in differentiation among those urban people.

**Secondary Relationship:** Because of the vastness of population urban people give importance to secondary relations. They have less familiarity.

**Individualism:** Urban people are more individualistic than are more individualistic than rural people since they give importance to individual or personal values, needs, and desires.

**Competition:** Due to increasing population, urban people face the problem of competition in every sphere of life. So they become more and more aggressive and less and less adjustable.
Control of Secondary Groups: - Urban people cannot be controlled by family, school or such groups, such as police, courts, and prisons.

Social Mobility: - It is another important trait of urban community. Urban people have an extreme social mobility due to their attachment and devotion to work they do rather than to their religious beliefs, social order, colour.

Voluntary Association: - People in urban areas are largely of voluntary nature. They participate in about all the social programmers, and are ready to do something better for their societies. So there develops voluntary association among them, and they become more less adjustable than rural people.

Complexity of life: - Their life is very complex because of differentiation in their casts, religions and sets. There is no any impact of these factors on them. These we find only complexities in their life.

Artificiality: - life of urban people is largely artificial, unlike rural people. They lack natural surrounding and environment, which result in artificiality of everyday life.

Psychic conflicts: - In city areas, there is availability of everything but with differentiation. In this case, poor people become more jealous and aggressive towards rich people because rich people possess these facilities, which they (poor) don’t. It results in psychic conflicts and rebellion among poor people, especially slum-area people. Thus poor people are more aggressive and less adjustable than rich people. So such people are unstable.

Nuclear family: - In cities, mostly nuclear or divided families are found. Boys and girls in such families don’t have any kind of control by
their elders. So they become aggressive.

Finally, students of urban areas will not show significantly more aggressive behavior than students belonged to rural background. The diverse treatment in sexual category, educational accomplishment and residential background provides a new dimension in understanding aggression in rural and urban boys and girls.

McCormick (1932) found that the urban/rural background had no bearing on grades. Sander, Osborn and Green (1955) observed that urban students were found better than rural student. Nicholas and Davis (1961) have found that achievers tend to come from urban background than rural background. Edington and Martellaro (1984) revealed no gap between rural and urban students. Ward and Murray (1985) found that student in rural area performed as well as those in urban area. Monk and Haller (1986) found that students from rural area achieved as well as students from urban area. Edington and Khoehler (1987) reported that the rural students are achieving more inspire of greater obstacles. Young (1998) found that rural students were disadvantaged in terms of their achievement. Roscigno and Crowley (2001) reported that the academic performance of rural children typically lags behind that of urban children. Howley (2002) reported readily accessible is no distinction stuck between pastoral and municipal teaching. Sex and Academic achievement:

Various revise encompass exist behaviour in order in the direction of scrutinize the relationship among men and women sexes as well as educational accomplishment in India. The following available research evidence showed that sex has an impact on academic achievement of the pupils: Sahai (1985) showed that there is sex difference in academic achievement. Raghawan (1986) reported that males were established to have considerably superior educational accomplishment
than females 243. Chakrabarti (1988) 244 claimed that gender difference cannot be observed in academic achievement. Deve (1990) 245 found that girls had a significantly higher academic achievement than boys. Tinku and Biswas (1994) 247 found that girls are more involved in their studies than boys and get more marks. Suneeta and Mayuri (2000) 248 revealed negative noteworthy dissimilarity was experiential among young man and young woman in school reaching. Meena (2000) 249 indicated significant difference between males and females. Begum and Phukan (2001) 250 in their studies showed the differences in correlation between men and women in academic achievement. Nagaraju et al (2003) 251 found that women were a significantly higher educational accomplishment than men. Panigrahi (2005) 252 maintains that there is no prominent dissimilarity between men and women with relation to educational accomplishments. Varte, Zokaitluangi and Lalhunlawma believed that in academic achievement, there is no gender dissimilarities.

**Area of residence and Academic Achievement:**

Educational research has examined rural/urban differences in academic achievement in India and some of these studies are: Lalithama (1975)257 reported that the achievement of the pupils from urban area was better than the achievement of the rural area. Pandey (1981) has reported that urban atmosphere was more conducive to achievement than rural environment258. Mishra (1986)259 reported that the achievement of the pupils from urban areas was better than the achievement of pupils from rural areas. Joshi (1988) found that there become visible to be a linear bond stuck between IQ as well as scholastic routine which held well designed for both rural and urban students260 Garg, Chaturvedi and Seema (1992)261 found that there appeared to be a linear relationship between IQ and academic performance which held good for both rural and urban students. Ganga
and Nagaraju et al (2003) reported that the achievement of the pupils from urban areas was better than the achievement of pupils from rural areas. Usha (2007) revealed that urban pupils were found superior to rural pupils in their achievement. Sangeeta and Surekha (2008) found that achievement of the pupils from urban areas were better than the achievement of pupils from rural areas. Pushpalata, Dhanda and Singh (2009) found that urban area surpassed children from rural area in intelligence. Shobhna Joshi and Rekha Srivastava (2009) reported that the achievement of the pupils from urban areas was better than the achievement of pupils from rural areas.

1.3. Connection Among Aggression and Academic Realization

The revise be demeanour to discover destructive performance in men and women as related to their educational accomplishment. In spite of the gender differences, it was found that boys are much aggressive than girls. Likewise, in spites of educational accomplishments, the intellectual students who have high grades in academics are more aggressive in their behaviour than the students who earn minimum grades. This difference is also found in the students belonged to rural area who are more aggressive than the students of urban areas. Thus, the diverse treatment in terms of sexual category, educational accomplishment and residential background provides a new dimension in understanding aggression in rural and urban boys and girls.

During the years, the researchers and philosophers have concentrated to the unfavourable influences of early proneness to aggressive behaviours on following educational development and interpersonal associations. It is reasonable that childhood aggressive behaviour draws substantial concentration as of its troublesome as well
as harmful influences, over and above threats. It motivation bring
greater than to presently lifetime through smooth more treacherous
penalty, as withnessed in fresh fatal educate shooting. Evidence that it
will bear over to later years with even more hazardous aftereffects as
realized recently in lethal school shootings. Early aggression, as it is
proved, is comparatively steady overtime adds to the concern.

Researcher examination of the link between reputation and
educational rendezvous also included a focal point on probable
arbitrator create. In this stare, they be mainly involved in the function of
aggression. hostility and reputation be converted into with time added
entangled over the itinerary of teenage years, though the relatives
appear to be strongest designed for relational subtypes of violent
performance.

Researcher as a evaluate to a taster of 8863 city 6th through 8th
grader, 22.8% of whom account attainment keen on a scrap. The tempo
of combating (13.55%) be considerably inferior in the here
representation. Though there is a difference in the consistency of urban
and rural students who demonstrate aggressive behavior, it is observed
that few risk factors are pointed out of the earlier studies of non-rural
youth who seem to exhibit aggressiveness. In rural students the
aggressive patterns about gender, peer violence, educational
presentation and substance use are predominantly observed.

The study originate that undergraduate who reputable violent
behavior were considerably a smaller quantity underprivileged rationally
than persons with concentration struggle. The score of destructive
undergraduate be in the rear persons scholar by way of refusal behavior
exertion: 2 point junior in math and 3 points low-grade in appraisal. The
student who countenance in cooperation trouble so as to is
attentiveness in addition to hostility scored approximately as low down
as folks student who only had concentration trouble. The explanation of all luggage direct the researchers to finish that the socio-economic grade, competition and sexual category influence much on the anger. Additional, the enquiry did not transport to perceive whichever unconstructive test-score possessions on the colleagues of undergraduate who behave insistently. on the other hand, Brooks-Gunn as well tutor to do not close the eyes to the destructive exertion. According to her, numerous researchers maintain that early on and continuous violent behaviour can direct to supplementary behavior struggle and enlarged duty of adolescent unlawful behavior, teenager pregnancy along with towering discipline failure up the queue.

Research has shown that there is a relationship between negative or disruptive behaviors and reading and math achievement. Investigating unhelpful or troublemaking behaviors amongst undergraduate is significant since these behaviors be capable of act as blockade to classroom tuition and later affect scholastic product.

youth who were at jeopardy for struggle through educate authorities be additional possible to encompass display near the beginning demeanour teething troubles such as oppositional or a-social performance. As a product, these childhood be supplementary expected to have connection through inconsiderate landed gentry, as well as thus, summary pledge to didactic triumph. to hand are numerous feature with the intention of influence hostile behaviours in discipline. Poor college accomplishment have be establish to be linked to low downstairs self-esteem, gloominess, desperation and desperate ideation, and short potential meant for accomplishment.

Pierce (1952) revealed that high achieving students are less aggressive, possessing more leadership ability whereas low achieving students are more aggressive, possessing more leadership ability.
1.4 OBJECTIVES OF THE STUDY

According to previous literature and authentic suppositions, the present study addressed following research objectives:-

(1) To settle on the connection stuck between the anger and educational success scores of rural and urban scholar in Kolhapur district. In this context researcher want to analyze that the aggression is either the good predictor of academic achievement or not.

(2) To compare aggressive tendency and academic achievement scores of rural and urban area of Kolhapur district.

(3) To examine the gender differences in aggression and academic achievement scores.

(4) To investigate the causes & effect of aggression and academic achievement scores on rural and urban area of Kolhapur district.

1.5 HYPOTHESES OF THE STUDY

For the present study, main hypotheses have been prepared, which are as follows:

(1) Readily available would be significant connection stuck between hostility and scholastic reaching scores of rural and urban college students. Aggression affects academic achievement.

(2) Rural college students would be less aggressive than urban college students.

(3) Rural college students would be better academic achievement score than urban college students.
(4) Aggression of urban boys would be significantly more than rural boys.

(5) Academic achievement score of urban boys would be significantly less than rural boys.

(6) There would be significant differences in aggression of girls according to their residence. Urban girls would be more aggressive than rural girls.

(7) Academic achievement score of urban girls would be significantly more than rural girls.

(8) Girls would have significantly less aggressive tendency than boys.

(9) Girls would have better achievements in their academics than boys.

(10) There would be major association amid living status and violent behaviour of college students.

(11) There would be noteworthy affiliation connecting gender and antagonism of college students.

(12) There would be major rapport linking living status and academic achievement of college students.

(13) There would be important connection among gender and academic achievement of college students.

1.6 CONSEQUENCE OF THE LEARNING

Researcher is very keen about the mental processes of the human behavior. He has been confronted some incidents of suicides in
his living and service area. Nowadays, the behavioral patterns of students have changed dramatically. They become impatient. Due to small and casual events they become aggressive. Researcher has consider that this type of behavior certainly affect on their academic achievement. Keeping this view in mind, he has select this subject for investigation.

1.7 STATEMENT OF RESEARCH PROBLEM

According to theoretical background and based on the previous research the following statement of problem has been stated.

To Study the Academic Achievements and Aggressive Behaviour of Students from Rural and Urban Area of Kolhapur District

1.8 SUMMARY

The present chapter defines important psychological concepts studied in present research namely Aggression and Academic Achievement among urban and rural college students. This chapter gave a thorough description of Aggression, Academic Achievement concepts and theories, perspective and the correlates. Following this the two factors Aggression associated with Academic Achievement of urban and rural college students in the study are briefly discussed. The chapter briefly reviews research on measuring Aggression and Academic Achievement of urban and rural college students

We also describe influences of Aggression associated with Academic Achievement of urban and rural college students are discussed. Correlation among the two domains i.e. Aggression and Academic Achievement of urban and rural college students is discussed in the end of the chapter. The objectives of the study have
been stated. The chapter concluded with the objectives and hypothesis and significance of this study.