CHAPTER-V

SUMMARY, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Mankind must evolve for all human conflict a method which rejects revenge, aggression and retaliation. The foundation of such a method is love.

Martin Luther King

5.1 SUMMARY

Aggression is usually defined as behavior intended to injure other (either physically or verbally). Psychologists distinguish it between Hostile aggression and Instrumental aggression. The hostile aggression’s sole aim is to inflict injury whereas; instrumental aggression’s intended to obtain rewards other than suffering. Aggression is a human characteristic necessary for survival in struggle for existence. So, aggression is often used as a defense against dangerous pleasures. Aggression is regarded as a primitive defense originating from ‘fight-flight’ response and is frequently deployed when more complex and mature defense fail. Aggression has been noted to have a capacity to bolster the self-esteem by creating an illusion of dominance, strength and control. So, Freud has mentioned, quite early in psychoanalytic literature about use of aggression for defensive purposes. Aggression, on the other hand is one of the two basic instincts. The energy of the death instinct builds with in organism until it is discharged, either outwardly through overt aggression or inwardly in form of self – destructive acts. The frustration–aggressive hypothesis assumes that thwarting a person’s efforts to reach a goal induces on aggressive drive which, in turn, motivates behaviour designed to injure the person which causing
frustration. Social learning theory supports the notion that aggression is also a learned response. This theory conceptualizing the motivational components of aggression. So, it emphasis on aversive experiences and incentive inducement for aggression. The researches told many factors which are responsible for the production of aggression.

Aggression has always been an important concern to mankind. Each day we learn of unsettling new instances of human cruelty and violence. Youth aggression and violence are major social problems that affect society as a whole. Various thinkers have defined aggression differently. Aggressive behaviour ranges from various forms of physical violence to malicious gossips and have in common the desire to injure or harm another person. What leads children to become aggressive and violent? There can be various factors responsible for the development of aggressive behaviour like individual characteristics, relationship with peers, school failure and exposure to media violence, community and societal factors etc. Aggressive children are in conflict with all forms of authority and are at war with teachers, classmates and with society at large. They do not do well in the class and are not responsive to the natural demands and the people around them. Researchers agree on the point that genes influence personality traits and disorders. There is various personality traits seem to be associated with aggressive behaviour (e.g. trait aggressiveness, trait irritability, emotional susceptibility, narcissism, type ‘A’ personality, dissipation-rumination, impulsivity etc.). Person having these characteristics are more likely to become aggressive. The effect of personality traits is greater when situational influences are weak than when they are strong. These are many genetic as well as environmental factors responsible for the aggressive behaviour. Anti social behaviour among adolescents is a significant clinical and social problem. For young children to outgrow their aggressive way, they need positive, nurturing discipline. They need to learn positive
problem-solving techniques. Parents and teachers need to place children in environment that offer a setting and support for learning positive social behaviours rather than aggressive, hostile, antisocial acts. Parents and caregivers who use patient, consistent, firm and loving guidance can learn to shape a child's ability to cope with his or her anger and aggression.

The concept of emotional competence comes from the understanding of emotions as being normal, useful aspects of human being. Effective management of emotions is an important aspect of human behaviour. Emotions being the most significant and influential component of personality plays an extremely important role on one’s well being. These are emotions, which help us to make important decisions of our life. Emotions facilitate, our attitude and behaviour towards the attainment of our goals for instance, joy at gaining ‘A’ grade in English subject. Therefore, it can be said that healthy emotions give clarity in perceptions, thinking and analyzing everyday life situations. Emotional competence is nothing but doing anything and doing it well. Emotional competence is a learned capability based on emotional intelligence. Emotional competence needs to be learned so as to use it to image one’s own feelings and behaviour and deal well with others. On the other hand emotions can negatively impact one’s behaviour if they are not dealt properly or they remain unfulfilled. Unfulfilled emotions tend to adversely affect the creativity and success of pupils and this can be leads to the person towards the aggression.

The term self-esteem comes from Greek word meaning ‘reverence for self’. The ‘self’ part of self-esteem pertains to values, beliefs and attitudes that use hold about ourselves. The ‘Esteem’ part of self-esteem describes the value and worth that one gives oneself. Simplistically self-esteem is acceptance of ourselves for whom and what we are at any given time in our
lives. In the words of Gary Kathy Miller “Self-esteem is as necessary for life as water.” We act in accordance with our self-esteem; our desires, our emotions and our behavior depend entirely on our self-esteem. There is evidence that high esteem is associated with a variety of positive attributes. For example it has frequently been noted that acceptance of self is directly associated with acceptance of others. Self-esteem is the feeling or affective part of our picture of ourselves. It refers to the evaluation a person makes and customarily maintains with regard to him or herself. Self-esteem express an attitude of approval or disapproval and indicates the extent to which a person believes him or herself capable, significant, successful and worthy. A person's self-esteem is judgment of worthiness that is expressed by the attitudes he or she holds towards the self. It is the subjective experience conveyed to others by verbal reports and other overt expressive behavior.

Presently the unhealthy competition among the students is creating various problems in schools, home and in the society. The increasing cases of riots, suicides, violent attacks on teachers and students, abusing, antisocial behaviour, rape cases, agitations and acid attacks on females etc. they all show rising anger and frustration and hence the signs of increasing aggressive behaviour in our adolescents. Due to rapid changes in the all over behaviour of adolescents in the development of traits like thinking power, logical thinking, sympathy, courage, truthfulness etc. but at the same time these changes create problems for the adolescents whether they are physical or other like adjustment, understanding, shyness, day dreaming, isolation, anger, smoking, antisocial behaviour etc. There is urgent need to study such behaviour and devise ways and means to tackle to the situations of aggression in our school as well as in the society. So, the present investigation of aggression among students in relation to different levels of emotional competence and self-esteem will be of immense help for teachers, parents, administrators and
researchers. The present study was focus on the relationship between aggression with emotional competence and self-esteem of senior secondary school students. The results of this study will help education planners and educational counselors for making a provision for student’s physical, intellectual, emotional, social, moral and spiritual development.

**STATEMENT OF THE PROBLEM**

The statement of the problem is as below:

“AGGRESSION AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR EMOTIONAL COMPETENCE, SELF-ESTEEM AND CERTAIN DEMOGRAPHIC VARIABLES”

**OBJECTIVES OF THE STUDY**

The present study was conducted to achieve the following objectives:

1. To study the emotional competence level of senior secondary school students.
2. To study the self-esteem level of senior secondary school students.
3. To study the gender-wise difference in aggressive behaviour of senior secondary school students.
4. To study the aggressive behaviour of senior secondary school students at different levels of their emotional competence.
5. To study the interaction between gender and level of emotional competence with regard to their combined influence on aggressive behaviour of senior secondary school students.
6. To study the aggressive behaviour of senior secondary school students at different levels of self-esteem.
7. To study the interaction between gender and level of self-esteem with regard to their combined influence on aggressive behaviour of senior secondary school students.

8. To study the family-wise difference in aggressive behaviour of senior secondary school students.

9. To study the interaction of family type and level of emotional competence with regard to their combined influence on aggressive behaviour of senior secondary school students.

10. To study the interaction of family type and level of self-esteem with regard to their combined influence on aggressive behaviour of senior secondary school students.

11. To study the stream-wise difference in aggressive behaviour of senior secondary school students.

12. To study the interaction between stream and level of emotional competence with regard of their combined influence on aggressive behaviour senior secondary school students.

13. To study the interaction between stream and level of self-esteem with regard of their combined influence on aggressive behaviour of senior secondary school students.

14. To study the institution-wise difference in aggressive behaviour of senior secondary school students.

15. To study the interaction between institution type and level of emotional competence with regard of their combined influence on aggressive behaviour senior secondary school students.

16. To study the interaction between institution type and level of self-esteem with regard of their combined influence on aggressive behaviour of senior secondary school students.
HYPOTHESES OF THE STUDY

Following hypotheses were formulated in the present study:

1. There will be significant gender-wise difference in aggressive behaviour of senior secondary school students.

2. There will be significant difference in aggressive behaviour of senior secondary school students at different levels of their emotional competence.

3. Gender and level of emotional competence will interact significantly with regard to their combined influence on aggressive behaviour of senior secondary school students.

4. There will be significant difference in aggressive behaviour of senior secondary school students at different levels of their self-esteem.

5. Gender and level of self-esteem will interact significantly with regard to their combined influence on aggressive behaviour of senior secondary school students.

6. There will be significant family wise difference in the aggressive behaviour of senior secondary school students.

7. Family and level of emotional competence will interact significantly with regard to their combined influence on aggressive behaviour of senior secondary school students.

8. Family and level of self-esteem will interact significantly with regard to their combined influence on aggressive behaviour of senior secondary school students.

9. There will be significant stream-wise difference in the aggressive behaviour of senior secondary school students.
10. Stream and level of emotional competence will interact significantly with regard to their combined influence on aggressive behaviour of senior secondary school students.

11. Stream and level of self-esteem will interact significantly with regard to their combined influence on aggressive behaviour of senior secondary school students.

12. There will be significant institution-wise difference in the aggressive behaviour of senior secondary school students.

13. Type of institution and level of emotional competence will interact significantly with regard to their combined influence on aggressive behaviour of senior secondary school students.

14. Type of institution and level of self-esteem will interact significantly with regard to their combined influence on aggressive behaviour of senior secondary school students.

**DELIMITATIONS OF THE STUDY**

The present study was delimited in its scope to the following aspects:

1. The sample included only 10+2 class students who were studying in government and private senior secondary schools of Himachal Pradesh.

2. The study was delimited only to a sample of 2000 students.

3. The study was restricted to Kangra, Mandi and Solan Districts of Himachal Pradesh only.

4. The study was also delimited with reference to tools. Aggression Scale (by Dr. Guru Pyari Mathur and Dr. Raj Kumari Bhatnagar), Emotional Competence Scale (by Dr. Harish Sharma and Dr. Rajiv Lochan Bhardwaj and Self-Esteem Inventory (by M.S.Prasad and G.P.Gupta) were used for data collection.
5. The study was delimited in terms of statistical analysis technique also. Two-way-analysis of variance was used to analyze the obtained data.

**OPERATIONAL DEFINITIONS OF TERMS USED**

Following terms have been used in the present study:

**Aggression:** Aggression is behaviour, intended to hurt or injure someone. Baron and others are of the view that aggression is a behaviour, which is designed to deliver negative outcomes.

**Emotional Competence:** Emotional competence is a set of interrelated skills which comprised the ability to perceive accurately, appraise and express emotions, the ability to access or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge and the ability to regulate emotions to promote emotional and intellectual growth.

**Self-esteem:** Self-esteem is a concept that a person has regarding his own self which consists of any evaluation that makes of himself/herself. Infect what a person thinks about himself/herself comprises the attitude and feeling that has about himself. Self esteem is not self absorption, but it is self-respect that leads to behaving responsibly towards others.

**Secondary School Students:** Students studying in 10+2 class of government and private senior secondary schools of Himachal Pradesh.

**Demographic Variables:** In the present study demographic variables refers to students gender, stream of study, family type and type of institution in which they are studying.
RESEARCH METHOD USED

For conducting the present investigation, descriptive survey method of research was used. Descriptive research studies are to obtain pertinent and precise information concerning the current status of phenomena. They collect and provide the type of information of what exists with respect to variables or conditions in a situation.

SAMPLING

In the present investigation, a representative sample of 2000 students studying in class 10+2 was drawn randomly by using multistage random sampling techniques from Mandi, Kangra and Solan districts of Himachal Pradesh.

TOOLS USED

Keeping in view the requirements of effective research tools and for the assessment of aggression, emotional competence and self-esteem of senior secondary school students following research tools were employed by the researcher to conduct his study.

1. Aggression scale developed by Dr. G.P. Mathur and Dr. Raj Kumari Bhatnagar.
2. Emotional Competence Scale developed by Dr. H. C. Sharma and Dr. R.L. Bhardwaj.

DATA ANALYSIS

In order to study the distribution of sample according to the level of emotional competence and self-esteem percentage analysis was used. For analysis and interpretation of the obtained data ‘Analysis of Variance’, (2 x 3 factorial design) involving two levels of
gender i.e. male and female/two levels of stream i.e. science and arts/two levels of family type i.e. nuclear and joint/two levels of institution type i.e. government and private and three levels of emotional competence i.e. competent, average and incompetent/three levels of self-esteem i.e. positive-self, negative-self and balanced-self was used by the investigator. The obtained values of ‘F’ ratios were interpreted by comparing them with the ‘F’ tables at 0.05 and 0.01 levels of significance. Before employing these techniques, the groups were made equal in terms of number of students by using ‘Random Numbers Table’.

5.2 CONCLUSIONS OF THE STUDY

1. There is no significant difference in mean aggression scores of senior secondary school students at different levels of their emotional competence. Senior secondary school students having competent, average and incompetent emotional competence posses more or less the same level of aggression.

2. There is no significant difference in mean aggression scores of senior secondary school students at different levels of their self-esteem. Senior secondary school students having positive, negative and balanced self-esteem posses more or less the same level of aggression.

3. There is significant gender-wise difference in aggression among senior secondary school students. Female senior secondary school students have significantly higher means of aggression scores (195.43) than their male counterpart (190.57).

4. Level of emotional competence and gender did not interect significantly with regard to their combined influence on aggression among senior secondary school students.
5. Level of self-esteem and gender did not interact significantly with regard to their combined influence on aggression among senior secondary school students.

6. There is significant stream of study-wise difference in aggression among senior secondary school students. Senior secondary school students studying in science stream have significantly higher means of aggression score (198.07) than students studying in arts stream (191.00).

7. Level of emotional competence and stream did not interact significantly with regard to their combined influence on aggression among senior secondary school students.

8. Level of self-esteem and stream of study did not interact significantly with regard to their combined influence on aggression among senior secondary school students.

9. There is no significant family-wise difference in aggression among senior secondary school students.

10. Level of emotional competence and family type did not interact significantly with regard to their combined influence on aggression among senior secondary school students.

11. Level of self-esteem and type of family did not interact significantly with regard to their combined influence on aggression among senior secondary school students.

12. There is significant institution-wise difference in aggression among senior secondary school students. Senior secondary school students studying in private institutions have significantly higher means of aggression scores (208.32) as compared to the students studying in government institutions (195.54).
13. Level of emotional competence and institution type did not interact significantly with regard to their combined influence on aggression among senior secondary school students.

14. Level of self-esteem and institution type did not interact significantly with regard to their combined influence on aggression among secondary school students.

**5.3 EDUCATIONAL IMPLICATIONS**

Every scientific research study bears some educational implications. The present research study applied in nature has some important educational implications. The study has revealed the relationship between aggression and emotional competence and relationship between aggression and self-esteem of secondary school students. Findings of the study are significant for the class teachers, sociologists, economists, psychologists, philosophers and educational planners. The study is likely to through light upon the emotional competence; self-esteem and aggression. The teacher can find the cause of hostile aggression by observing the behaviour of the child. The study is also helpful in the personality development of the students by bringing to light self-esteem and aggression. This study will helpful in molding the personality of the students by giving them positive direction, making them realize the importance of positive self-esteem and ill effect of aggressive behaviour at their age. Also this study will help the teachers, psychologists and educational planners in building and adopting special educational measures for rectification of unwanted behaviour in school students and motive them towards their goal in life. The following are the educational implications of the study:

1. The results of the present study pointed out that female senior secondary school student have significantly higher mean of aggression score than male senior secondary school students.
The decline of the values in our society may be responsible for increasing aggression among female students. Also the increasing acid attacks and rape cases may be one reason for behaving female in an aggressive way as they feel insecure away from the home.

2. The results of the present study indicated that senior secondary school students studying in science stream have significantly higher mean of aggression score than students of arts stream. There should be no compulsion and pressure on students from parents and teachers regarding their selection of stream of studies. Students should not be compared unnecessarily by teachers in class with their peers. Rather, the teachers should compare children’s marks in order to motivate them for further learning. Their mistakes should be deal properly and remedies should be given at appropriate time. Students should not be made to engage themselves in the blind race of excelling others.

3. Science teachers should provide more time and efforts for developing not just cognitive skills but also affective and psychomotor skills for the development of balanced personality. There should be provision of co-curricular and extra-curricular activities such as games, discussions, debates, scouting, dramas, educational exhibition etc. for proper development of students.

4. The results of the present study pointed out that senior secondary school students studying in private institutions have significantly higher mean of aggression score than students of government senior secondary schools. Private schools must provide suitable emotional, intellectual and physical environment in which a child may have the ‘feeling of security’ and the ‘feeling of belongingness’. He/She should feel that his/her personality is given its due recognition. Goals set before
the students should be achievable by them. Too high goals may lead to frustration. While expecting achievement level from the students their aptitudes and interests along with their limitations and strengths should be taken into consideration.

5. As, it has been revealed in the present study that emotional competence and agression are not interacted. So, it is essential that efforts in right direction should be made to enhance the emotional competence of the pupils. It can be enhanced by developing self-analysis mechanism in individuals, by identifying the causes for different responses like anger and fear and by increasing optimism factor in them. So, emotional competence can be inculcate in pupils through co-operative learning, transformational learning, and by developing programmes as mastering emotional intelligence programme, emotional training programme and customized leadership programmes.

6. A healthy brain will be a valuable all in the inner attention work involved in emotional competence. Teacher can make the healthy brain of the student by introducing the extra co-curricular activities, by reducing the boredom pattern of teaching learning process and by introducing the creative skills and use of ICT’s in the classrooms.

7. Model can be used in classroom teaching. Model can highlights the importance of teachers’ social and emotional competence (SEC) and well-being in the development and maintenance of supportive teacher–student relationships, effective classroom management, and successful social and emotional learning programmes. Because these factors contribute to creating a classroom climate that is more conducive to learning and that promotes positive developmental outcomes among students.
8. Assertiveness training involves learning a range of ways to handle any situation so that a person is able to choose a way which seems appropriate for them on each occasion. So teachers and parents should try to handling the situation calmly by accepting their feelings.

9. Teachers and parents must show recognition, affection, protection and devotion in hearing the child. They should help the pupils to have regularity of habits. These aspects may help the child to develop a positive attitude towards self and building the emotional competence.

10. Teacher should try to know which emotions students are feeling and why? He should realize the link between their feelings and what they think and try to recognize how their feelings affects their performance.

11. In-service teacher training programmes can prove to be beneficial in this regard where teacher can be imparted training in different ways and means of dealing with the cases of aggression. The content and methodology of teacher training programme must include such components that are related to strategies of enhancing mental health and handling psychologically with the cases of high aggression.

12. Teaching strategies and behavioral styles of teachers are also potential sources of stress and strain if they do not respond adequately and effectively to the needs of the children. It particularly happens with children and adolescents, who cannot clarify their difficulties and problems and hence, they require guidance from their parents, teachers and other adult members. So, different type of guidance and counseling programmes should be run in schools.
13. Teachers and parents must show recognition, affection, protection and devotion in hearing the child. They should help the pupils to have regularity of habits. These aspects may help the child to develop a positive attitude towards self.

14. Parents should pay attention and should provide loveable and affectionate environment to their child to keep them free from mental ailments.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

In the light of the results of the present study and keeping in view the delimitations of the study, it is necessary to have more research work in this area, following suggestions for undertaking further research studies may be laid in the continuity of the present study.

1. The present study was conducted on school students of Mandi, Kangra and Solan districts of Himachal Pradesh only and the same study may be conducted in other districts of Himachal Pradesh also.

2. A comparative study may be conducted to study and compare the aggression among students at different levels of education and in different type of institutions.

3. Studies may be taken to find out the effect of different social and psychological factors on emotional competence and aggression among students.

4. A study can be undertaken to find out the impact of family related factors on aggression and mental health of students.

5. Research may be undertaken to study the aggression as a function of behaviour pattern and personality profile of the individuals.
6. A study may be carried out to find the impact of social skills and economic conditions on the aggression level of the students.

7. A study can be conducted on aggressive behaviour of students in different streams like Arts, Medical, Non-Medical and Commerce.

8. An evaluative study may be conducted to see the effect of co-curricular and curricular programmes on the aggression level of secondary school students.

9. A study may be carried out to find the impact of home and school environment on aggression levels of the students.

10. A research may be carried out to study the aggression among students in relation to their mental health.