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Research Journal

*Indian Streams
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A STUDY OF AGGRESSION AMONG ADOLESCENTS OF WORKING AND NON-WORKING MOTHERS BELONGING TO DISTRICT RAMBAN

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ABSTRACT

The word "Aggression" means the change of behaviour under different conditions having different effects upon the environment and having involving a host of different motor qualities. The present study was likely to throw light on the ideational and behavioural aggressive among adolescents studying in 9th & 10th class students. In the proposed study an attempt was made by researcher to study the effect of sex i.e., boys and girls; profession of mother i.e. working and non-working on "Aggressive Behaviour". The objective of present study were to study the significance differences between girls of working mothers and girls of non-working mothers, boys of working mother and boys of non working mother, boys of working mother and girls of working mother and boys of non working mother and girls of non working mother. In order to achieve the above stated objectives the null hypotheses were framed. Descriptive survey method was used. A sample of 200 secondary school students was taken for the present investigation. The data was collected with the help of Aggression scale prepared by Km. Roma Pal and (Smt.) Tasneem Naqvi. The C.R. statistical technique was used to analyse the data. The main findings of the study were girls of working and non-working mothers did not differ in their level of aggression, boys of working and non-working mothers differ in their level of aggression, girls and boys of working mothers did not differ in their level of aggression and girls and boys of non-working mothers differ in their level of aggression. The findings of the study were helpful for the teachers, policy maker, counselor, and parents also.

KEYWORDS :Aggression, Adolescents, working mothers



and non working mothers.

INTRODUCTION:

The most difficult and challenging area in the sphere of aggression among individuals is that of aggression among adolescents. The pervasive question of why adolescents are aggressive is reflected in contemporary concern with anti-social and delinquent behaviour strikes, indiscipline, gang robbery, aggressive behaviour in defense of self and national interest etc. the whole world seems to be under strain of aggressive act of various forms

The present study is likely to throw light on the ideational and behavioural aggressive among adolescents studying in 9th & 10th class students. In the proposed study an attempt was made by researcher to

study the effect of sex i.e., boys and girls; profession of mother i.e. working and non-working on "Aggressive Behaviour".

MEANING AND CONCEPT OF AGGRESSION

The word "Aggression" means the change of behaviour under different conditions having different effects upon the environment and having involving a host of different motor qualities. Though it is not possible to make uniform predictions about all the form of human activities to which the term applies. Because some terms of aggression are controlled by physiological and other are not. Similarly some of them are sensitive to social learning influences and only some possess affective components. Some of them are based on frustration. Finally, a particular motor pattern sometimes has different meanings when it is displayed in two different individuals. Thus, the term aggression clearly does not denote a unitary response class. Few definitions of aggression are given below.

Any historical review of the definitions of aggression should begin with the attempt by Freud who search for such a definition has proved futile for the simple reason that though he was much interested in aggression which occupies a large part of his writings, he had no where attempted to frame a definition.

Adler also introduced the concept of the aggressive drive. Ansbacher and Ansbacher (1956) in this compilation of the writings of Alfred Alder stated that although, he later gave up this concept and rarely used the term aggressive, yet aggression as a form of behaviour continued to play a large part in his understanding of the neurosis. He however, no longer regarded aggression as an innate drive but consider it subsumed under the larger concept of striving for overcoming which occurs when social interest is not properly developed. The depreciation tendency, open accusation of others and self-accusation or guilt are presented as forms of aggression for the purpose of safe-guarding the self-esteem, according to Adler.

VARIOUS APPROACHES TO THE ORIGIN OF AGGRESSION

Certain basic striving, common to the people of the world over, underlie the endless diversity of human behaviour. A person showing aggressive behaviour is based on his fundamental tendencies towards the maintenance and actualization of his potentialities. This principal operates on biological, psychological, sociological and moral level. There are four main approaches or theories to the issue of origin of aggression. These are as follows:

(a) The Biological Approach:

This approach emphasizes that some type of direct attack, injury, violence or some destructive inclinations are inherent in man as part of his animal nature. An individual's biological and genetic character is related to tendencies of violence.

(b) The Psychological Approach:

Aggressiveness is a personality variable, a class of responses that is both enduring and pervasive. In this approach to aggressiveness habit plays a crucial role Aggressiveness being the habit of attacking. The temperament variables also affect aggression and temperament is part of the 'style' or typical mode of responding to an individual.

(c) The Sociological Approach:

It is generally assumed that aggression is a negative anti-social behaviour syndrome which society devalues and would like to eliminate or minimize. Problems of violence and other aggressive manifestations are, of course, very much the object of current social concern.

(d) The Moral Approach:

It seems paradoxical to maintain that aggression, a socially deviant behaviour, correlated with other forms of deviant social acts, can have roots in moral principles. The paradox arises from the different functions and different levels of development associated with specific types of aggression and specific types of moral judgment.

MEANING AND CONCEPT OF ADOLESCENT

The term 'Adolescence' comes from the word 'adolscere' which means 'to grow' or 'to grow to maturity'. Adolescence refers to the period of development and adjustment during the transitional period between childhood and adulthood. During this period, the establishment of childhood goes away and a revolutionary process of change starts. In fact, it is period of revolutionary change. It is markedly a period of growing up, during which the child develops into a man or women. As the term is used today it has a broader meaning than it had in earlier years. Instead of limiting the adolescence period to the time when the individual grows to maturity sexually, it is now extended until the individual is expected to be intellectually, emotionally and social mature.

Few definitions of adolescence are given below: -

Jean Piaget believes "Adolescence is the age of great ideals as well as the time of simple adaptation to reality."

Roger writes "Adolescence is the period of achieving the attitudes and beliefs needed for effective participation in society."

Stanley Hall has regarded adolescence as a "period of great stress and strain, storm and strife".

REVIEW OF RELATED LITERATURE

Galgotra (2005) there was found significant differences between boys and girls on the criterion aggression. The boys were found more aggressive than the girls. There was found insignificant difference between the boys and girls studying in government and private institutions on the criterion. There was found insignificant interaction effect of sex and different types of institutions on aggression when their joint impact was seen.

Shah (2008) conducted a research work and found that adolescent boys and girls show significant difference on aggression with regard to their family system and ordinal position. The adolescent boys were found to be more aggressive than adolescent girls.

Sons of working mothers acquire independent skills of living. The non working mothers who are college graduates may be more disturbed as their children move towards greater independence.

Pratyay Pratim Datta¹, Kazi Ashique Firdoush (2012) in their research found that Total aggression score was significantly higher among older adolescents (18-19 years of age), among males, among adolescents belonging to lower income groups and whose mothers were working. Physical aggression score was significantly higher in younger adolescents, but other types of aggression were found to be significantly higher among older group.

Ramos C. Rita (2013) findings of the study suggested that high level of community violence and having low parental support for non-aggressive behavior contribute to the prediction of aggression.

Kulashekara Bharathi & Kumar G. Venkatesh (2014) examined the effectiveness of transactional analysis (TA) on parent-adolescent conflict and aggression among adolescent students. The samples consisted of 200 adolescent students (100 in experimental group and 100 in control group) who had scored high in parent-adolescent conflict and aggression. Parent-adolescent conflict was measured by

issue checklist (IC, 1989), conflict behaviour questionnaire (CBQ short form, 1984), and aggression was measured by aggression scale (AS, 2004). The study hypothesized that TA has a positive impact on parent-adolescent conflict and aggression among adolescents. TA intervention was given to the experimental group for a period of 24 weeks and no intervention was given to the control group. Post-test data was obtained. Findings revealed that the impact of TA was positive in reducing parent-adolescent conflict and aggression among adolescents.

Kumar Rajesh, Lal Roshan, & Anupama (2014) in their research determine the relation between aggression, loneliness and feelings of isolation among early adolescents. The sample comprised 100 school going children with the age range from 12 -14 years. For this purpose, Aggression scale developed by (Buss and Perry, 1992) and Loneliness Scale developed by Russell, D., Peplau, L. A. and Ferguson, M. L. (1978) was used to collect the data. The obtained data were statistically analyzed. Results revealed that the results of boys and girls did not show any significant differences in aggression, loneliness & feeling of isolation but they were significantly different when the high and low groups were studied.

NEEDS AND SIGNIFICANCE OF THE PROBLEM

The most difficult and challenging area in the sphere of aggression among individuals is that of aggression among adolescents. This is a stage in which it is very difficult to channelize the aggression for a better and more productive life of the concerned individuals. Once the symptoms and manifestations of aggression are ignored at the adolescent stage, the aggressive adolescents may never be able to repair the self defeating strings of manifest aggression. The present study was likely to throw light on the aggressive behaviour among adolescents of working and non working mothers. The nature of home environment and interpersonal relations with parents and siblings are likely to be very important factors in turning an adolescent aggressive. The role of mother can help in developing good personality of adolescents but if, for any reason, an adolescent does not have proper relationship with father, mother and others, he may gradually become on aggressive.

The particular type of school also has a very important role to play in adolescent's aggression. It can also be claimed that results of the present study was likely to be very important from the academic point of view also. It is not common to come across, children during the adolescent stage who are characterized by poor achievement, who are members of gang, who are reported to smoke, drink or take drugs, and who are under nobody's control. On the other hand, there are instances of "Once brilliant students" whose interest in studies has waned for the reason that their brilliance is never recognized. They are not even encouraged to develop their unique abilities obviously many of these would be potential aggressive and the tendency can be linked to poor institutional environments, lack of control and poor teaching-learning evaluation strategies. Apart from the above factors there are some other factors also like lack of emotional support, negligence over provocation that makes an adolescent aggressive. As a result they may reveal aggressive behaviour. Mother plays a very important role in the life of child whether they are working or non working.

Hence, a study of aggression among the adolescent's boys and girls of working and non working mother can be useful, especially for deeper understanding of the subject not only for researchers but also for psychologists, sociologists and educationalists. Mother – child relationship is thus a significant factor. If mother cannot pay attention, the child either shows hostile and aggressive behaviour or withdraws and takes to fantasy so as to satisfy his hunger for affection and recognition. So, the mothers who reject their children due to the family problems, tight schedule or job involvement do great harm to their proper development and personality.

OPERATIONAL DEFINITIONS OF THE TERMS USED

A few definitions of the terms, used in the study were defined operationally as under:

a. Aggression: - Aggression means mode of frustration – aggression tendency against existing rude traditional social customs and rules, preferences for rebellion and competitiveness. Aggression is a major issue in the psychological problems found in children and adolescents.

b. Adolescents: - Adolescent students refer to those school children age 14-17 years.

c. Gender:- In the present study 'sex' comprised of boys and girls of 9th & 10th class studying in various institutions of district Ramban is included.

d. Working mother: - Working mothers are those who are going out to earn whether government job or private job.

e. Non-working mother: - Non working mother are those who always remain at home.

OBJECTIVES OF THE PRESENT STUDY

1. To study the significance differences between girls of working mothers and girls of non-working mothers when aggression is taken as dependent variable.
2. To study the significance differences between boys of working mothers and boys of non-working mothers when aggression is taken as dependent variable.
3. To study the significance differences between boys of working mothers and girls of working mothers when aggression is taken as dependent variable.
4. To study the significance differences between girls of non- working mothers and boys of non-working mothers when aggression is taken as dependent variable.
5. To suggest educational implications on the basis of the finding of the study.

HYPOTHESES OF THE STUDY

1. There will be significance difference between girls of working mothers and girls of non-working mothers in aggression.
2. There will be significance difference between boys of working mothers and boys of non-working mothers in aggression.
3. There will be significance differences between boys of working mothers and girls of working mothers in aggression.
4. There will be significance differences between boys of non-working mothers and girls of non-working mothers in aggression.

DELIMITATIONS OF THE PRESENT STUDY

1. The present study was carried out on a sample of 200 students only.
2. The present study was limited to Ramban district only.
3. The present study was confined to the 9th & 10th class students.
4. Investigator was confined to the students of govt. and private schools.
5. The tool used is in Hindi language. Hence, only Hindi knowing students were included in the sample.

METHOD: There are many methods of collecting, analyzing and reporting research data. Strictly speaking the decisions about the methods depends upon the nature of the problem and objective to be achieved. For the present study the investigator has used mainly the descriptive survey method.

POPULATION: Population is also known as "universe". It is any group of units that have one or more features in common that are of importance to the researcher. I.e. it is the aggregate of all the cases that

match some selected set of specifications. The population can be finite or infinite. But in research methodology population means the characteristics of a specific group. All the adolescents studying in 9th and 10th class in Ramban District constituted the population of the present study.

SAMPLE: The small number of represented individual selected for conducting the study is called sample. Sample is truly representative of population. The process of selecting a sample from population is known as sampling. Keeping in mind the all stated facts the investigator was selected a sample of 200 adolescents studying in 9th and 10th class in Ramban Districts.

VARIABLES TO BE STUDIED

The following variables were studied in the present study.

a) Independent Variables: -

i) Sex : Boys and Girls

(ii) Profession of Mother: - Working and Non-Working

b) Dependent Variable: -

i) Aggression scores

SELECTION OF THE TOOL

In the present study, the following tool was employed for the collection of data.

Aggression scale prepared by Km. Roma Pal and (Smt.) Tasneem Naqvi was used.

STATISTICAL TECHNIQUES USED

In the present study the investigator was interested to study the aggression among adolescents of working and non-working mothers belonging to district Ramban. In order to accomplish the objectives of the study, the investigator was selected the technique of critical ratio.

ANALYSIS AND INTERPRETATION OF DATA

The critical ratio was computed in order to find out the significant differences. The investigator has computed 4 different 'critical ratio' given below along with the interpretation.

Table 1 Showing details of the sample from Girls of working and Non-working mothers

Variables	Mean	S.D.	No	σm	SE_M	S_{EDM}	C.R	Significant
Girls of working mothers	89.2	14.17	50	2.0	3.15	4.8	1.52	Not significant
Girls of non-working mothers	84.4	17.26	50	2.44				

INTERPRETATION

Table 1 reveals that the critical ratio for the mean scores of aggression of girls was 1.52 which is not significant at 0.05 level. Therefore, girls of working and non-working mothers did not differ in their level of aggression. Therefore, hypothesis no. 1 stating that there will be no significance difference in the aggression of girls of working mothers and non-working mothers was accepted. Here, we find that the mean of girls of working mothers is more than that of the girls of non-working mothers. So, we can say that the girls of working mothers were more aggressive than the girls of non-working mothers.

Table 2 Showing details of the sample from boys of working and Non-working mothers

Variables	Mean	S.D.	No	σ m	SE _M	SE _{DM}	C.R	Significant
Boys of working mothers	83	15.7	50	2.22	3.28	68	2.07	Significant*
Boys of non-working mothers	76.2	17.16	50	2.42				

* at 0.05 level of significance

INTERPRETATION

Table 2 reveals that the critical ratio for the mean score of aggression of boys came to be 2.07 which was significant at 0.05 level. Therefore boys of working and non – working mothers differ in their level of aggression. Therefore, hypothesis no. 2 stating that there will be significance difference in the aggression of boys of working and non-working mothers was rejected. Here, we find that the mean of boys of working mothers is more than that of the boys of non-working mothers. So we can say that the boys of working mothers were more aggressive than the boys of non-working mothers.

Table 3 Showing details of the sample from Boys and Girls of working mothers

Variables	Mean	S.D.	No	σ m	SE _M	SE _{DM}	C.R	Significant
Girls of working mothers	89.2	17.23	50	2.43	3.29	6.2	1.88	Not Significant
Boys of working mothers	83	15.7	50	2.22				

INTERPRETATION

Table 3 reveals that the critical ratio for the mean scores of aggression of girls and boys of working mother was 1.88 which was not significant. Therefore, girls and boys of working mother did not differ in their level of aggression. Therefore, hypothesis no. 3 stating that there will be significance difference in the aggression of girls and boys of working mother was accepted. Here we find that the mean of girls of working mothers is more than that of the boys of working mothers. So we can say that the girls of working mothers were more aggressive than the boys of working mothers.

Table 4 Showing details of the sample from Boys and Girls of Non-working mothers

Variables	Mean	S.D.	No	σ m	SE _M	SE _{DM}	C.R	Significant
Girls non-working mothers	84.4	17.26	50	2.44	3.44	8.2	2.38	Significant*
Boys non-working mothers	76.2	17.16	50	2.42				

* at 0.05 level of significance

INTERPRETATION

Table 4 reveals that the critical ratio for the mean scores of aggression of girls and boys of non-working mothers was 2.38 which was significant at 0.05 level. Therefore girls and boys of non-working mothers differ in their level of aggression. Therefore hypothesis no. 4 stating that there will be significant difference in the aggression of boys and girls of non-working mother was rejected. Here we find that the mean of girls of non-working mothers is more than that of the boys of non-working mothers. So we can say that the girls of non-working mothers were more aggressive than the boys of

non-working mothers.

MAIN FINDINGS

- 1.The critical ratio for the mean score of aggression of girls came to be 1.52 which was not significant at 0.05 level. Therefore girls of working and non-working mothers did not differ in their level of aggression. Therefore hypothesis no. 1 stating that there will be significance difference in the aggression of girls of working mothers and non-working mothers was accepted.
- 2.The critical ratio for the mean score of aggression of boys came to be 2.07 which is significant at 0.05 level. Therefore, boys of working and non-working mothers differ in their level of aggression. Therefore, hypothesis no. 2 stating that there will be significance difference in the aggression of boys of working and non – working mothers was rejected.
- 3.The critical ratio for the mean score of aggression of girls and boys of working mothers is 1.88 which is not significant at 0.05 level. Therefore girls and boys of working mothers did not differ in their level of aggression. Therefore hypothesis no. 3 stating that there will be significance difference in the aggression of girls and boys of working mothers was accepted.
- 4.The critical ratio for the mean score 0.05 aggression of girls and boys of non-working mothers was 2.38 which was significant at 0.05 level. Therefore girls and boys of non-working mothers differ in their level of aggression. Therefore hypothesis no. 4 stating that there will be significant difference in the aggression of boys and girls of non working mothers was rejected.

EDUCATIONAL IMPLICATIONS

The following educational implications emanate from the findings of the present study: -

One of the findings of the present study was that aggression was high in children belonging to working mother. Quantum of aggression was found more among girls than the boys when mother was working. It is known fact that aggression is useful only when it is present in mind form otherwise it leads to serious ailments and mental complexes. Due to adolescence stage girls needs more support of their mother which they do not get as their mother is working. Hence the present study can be an indicator for the teacher and parents especially mothers to give more attention to their children especially girls. The parents can help their children especially girls in sublimating their aggressive instincts into constructive works like painting, drawing, vocational courses and hobbies etc. In this manner aggression can be reduced to a minimum among adolescents and they will remain busy in their tasks. Many forms of competitive extra-curricular activities could also be used for this purpose to reduce aggression and divert the minds of the children.

SUGGESTIONS FOR FURTHER RESEARCH

The following suggestions may be incorporated for further research.

- 1.The present study was confined to 200 students (100 boys and 100 girls) only. Hence it is suggested that same type of investigation can be made on a large sample.
- 2.Similar study can also be undertaken in the other districts of Jammu Province since it is confined to Ramban district only.
- 3.Similar research can be done on different age groups.
- 4.The influence of other variables viz; socio-economic status and mother's employment etc. on aggression can also be studied.
- 5.More work can be done on different samples of both urban and rural areas.
- 6.The data for investigation was collected from 9th and 10th class students only. Other classes can also

be taken.

7.The study may be undertaken to know the impact of father's profession upon child's aggression.

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