

Aggressive Behavior of Secondary School Students of Punjab in Relation to their School and Cohesion Family Environment

Dr. Shiva Shukla¹, Dhanwinder Kaur²

¹Associate Professor, Guru Kashi University Talwandi Sabo.

²Research Scholar, Guru Kashi University Talwandi Sabo.

In the present study the researcher studied the aggressive behavior of secondary school students of Punjab in relation to their school and cohesive family environment. The study aimed to find out the significant predictor of aggressive behavior of secondary school students from cohesion family environment and school environment. The sample consists of 751 randomly selected secondary school students by using multistage stratified random sampling technique. The selected sample equally represented the 6 districts of Punjab from three regions namely Majha, Malwa and Doaba. To study the significant predictor of aggressive behavior of secondary school students among their family environment and school environment step wise multiple regression analysis model was applied. It was concluded that the cohesive family environment and school environment are negatively associated with aggressive behavior. Moreover, it was concluded that the cohesive family environment and school environment are the significant predictor of aggressive behavior of secondary school students individually and as well as in cooperation. The conclusion directs the stakeholders like school managements, family, parents' teachers association and curriculum constructors and education policy makers to deals with students by keeping in mind the substantial importance of cohesive environment and favorable school environment to keep low level of aggression among the secondary school students.

Keywords: Aggressive Behavior, Secondary School Students, School Environment, Cohesion Family Environment.

1. Introduction

Aggressive behavior is one of the predominant problems for children and adolescents in the school and family environment. Aggressive behaviors of children and adolescents result in negative consequences including difficulty in forming peer relationships and maladjustment in both school and family environments (Indriyana et al., 2019). This study aims to analyze the impact of school environment and on family environments aggressive behavior on aggression behavior of students.

Aggressive behavior in learners is a complex issue that can be influenced by both family and

school environments. This essay will explore the factors contributing to aggressive behavior in learners from both environments and discuss potential mitigation strategies.

Family environment plays a significant role in shaping a learner's behavior. Authoritarian or neglectful parenting styles can contribute to aggressive behavior, as learners may feel the need to assert power or seek attention. Exposure to domestic violence or conflict can also normalize aggression, leading learners to adopt similar behavior. Furthermore, lack of parental involvement or support can lead to behavioral issues, as learners may feel unvalued or unguided.

On the other hand, school environment also significantly impacts learner behavior. Bullying, poor teacher-student relationships, and peer influence can all contribute to aggressive behavior. A school culture emphasizing competition, discipline, or punishment can foster aggression, while high academic expectations or stress can lead to frustration and aggression.

The interplay between family and school environments is crucial. Inconsistent discipline or expectations can confuse learners, while lack of support or communication between parents and teachers can exacerbate issues. Learners may also mimic aggressive behavior observed in either environment.

To address aggressive behavior, collaborative parenting and teaching approaches are essential. Positive reinforcement and reward systems can encourage good behavior, while social-emotional learning programs can teach learners to manage emotions and resolve conflicts. Conflict resolution and anger management training can also be beneficial. Open communication channels between parents, teachers, and learners are vital to ensure consistency and support.

In conclusion, aggressive behavior in learners is influenced by both family and school environments. By understanding these factors and implementing mitigation strategies, we can create a supportive and nurturing environment that promotes positive behavior and helps learners thrive.

2. Review of related literature

David et al. (1999) found that school and family warmth results in lower level of aggression. Rahman (2007) revealed significantly interactive relations among gender, residence and social stratification with different types of aggression. Lopez et al. (2008) found that positive family environment is a stronger protective factor for female students and for boys positive classroom environment is a stronger protective factor in the development of behavioristic problems at school. Henry et al. (2013) examined that positive family environment seems to be stronger protective factor for girls in the development of problems of behavior at school; whereas for boys this is case for a positive classroom environment. Kaur and Niwas (2016) found that significant difference was exists between government and private secondary school students in Aggression and significantly positive correlation was found between aggression and most of the dimensions of family environment. El-Nady & Mona (2021) found a significant relationship between aggressive behavior of children with their family relations and their school environment. Gerab et al. (2023) found that the students having poor relationships with their parents, teachers and friends, and having poor school and family environment were found

Nanotechnology Perceptions Vol. 20 No. S15 (2024)

to be aggressive. Furong et al. (2024) revealed that adolescents with low family, low school socio-economic status demonstrate more aggressive behaviors than those with high family, high school socio-economic status. It was observed that the effects of family and school socio-economic status on aggressive behavior were not significant when the parent–child relationship was strong.

Objective

1. To find out the significant predictor of aggressive behavior of secondary school students from cohesion family environment and school environment.

Hypothesis

1. Cohesion family environment and school environment may be the significant predictor of aggressive behavior of secondary school students.

Method and Procedure

Sample

The researcher consider the all the senior secondary students of Punjab as the population for the study. By using the proportionate stratified sampling 4 out of 16 districts were selected from Malwa region (i.e. Roopnagar, Mansa, Muktsar Sahib and Patiala), 1 out of 4 district was selected from Majha region namely Amritsar Sahib and similarly, 1 out of 4 district was selected from Doaba region namely Hoshiarpur. Further, the list of secondary schools of Punjab was collected from the official website of Department of Education of Punjab and 39 secondary schools were selected by using lottery method. At the last stage, the researcher visited the selected schools and collected the data from randomly selected 751 students studied in 9th and 10th standard.

Tools for data Collection

1. To study the Aggressive Behavior, Aggression Scale constructed by Dr. G.P. Mathur and Dr, Raj Kumar Bhatnagar (2012) was applied.
2. To study the Family Environment, Family Environment Scale by Harpreet Bhatia and N.K. Chadha (2012) was used. Only Cohesion Sub Scale of Family Environment Scale was used in this paper..
3. To study the School Environment, Socio-Emotional School Climate Inventory by Dr. Mrs. Renuka Kumari Sinha and Mrs. Rajni Bhargava (1994) was applied.

Statistical Techniques

To study the significant predictor of aggressive behavior of secondary school students among their family environment and school environment step wise multiple regression analysis model was applied.

3. Findings of the study:

Table 1: Showing values of r, R², adjusted R² and F value between dependent variable (aggressive behavior) and independent variables cohesion (family environment and school environment)

Dependent Variable	Regression Equation	R	R ²	Adjusted R ²	F Value	Sig.
Aggressive Behavior	197.830+(-0.352* Cohesion)	-0.105	0.011	0.010	8.341**	0.004
	209.411+ (-0.572 * school Environment)	-0.206	0.042	0.041	33.141**	0.001
	218.227+(-0.205* Cohesion)+(-0.533 * School Environment)	-0.214	0.046	0.043	17.994**	0.001

The above table illustrates the results of stepwise multiple regression model which depicts how the independent variables i.e. cohesion family environment and school environment of secondary school students predict their aggressive behavior. The calculated r value is -0.105 which represents the significantly negative association between cohesion and aggressive behavior of secondary school students. The obtained R² value 0.011 describe that the 1.1 % variance in aggressive behavior of secondary school students is predicted by the cohesion family environment. The obtained F value is 8.341 and the significant value is 0.004 which is lower than 0.01 and explained that the contribution of cohesion in aggressive behavior of secondary school is significant at 0.01 level of confidence.

Similarly, in the second row the calculated r value is -0.206 which represents the significantly negative association between school environment and aggressive behavior of secondary school students. The obtained e R² value 0.042 explained that 4.2% variance in aggressive behavior is predicted by school environment of secondary school students. The calculated F value is 33.141 and sig. value is 0.001 which explained that the contribution of school environment if aggressive behavior of secondary school students is substantial at 001 level of confidence.

The third row of the above table represents combined association of independent variables namely school environment and cohesion family environment with dependent variable i.e. aggressive behavior. The r value -0.214 reveled again the considerable negative relationship between independent and dependent variables. Further the table illustrates the values of multiple regression analysis. The obtained R² value 0.046 elucidates that 4.6 % of combined share of cohesion (family environment) and school environment in prediction of aggressive behavior of secondary school students. The F value 17.994 and significant value 0.001 depicts that the involvement of cohesion family environment and school environment in prediction of aggressive behavior of secondary school students is significant at 0.01 level of confidence.

4. Results and Discussion:

Significant negative association has been found between cohesion family environment and aggressive behavior of secondary school students. Sharma and Sangwan (2016) also found the same results as cohesion in family environment was significantly and negatively related with the aggressive behavior. Estévez, Jiménez and Musitu (2008) revealed that “if the interaction between family members is not a quality one, it can constitute a risk factor of special relevance which may predispose the adolescent to learn violent and socially inappropriate responses”.

Similarly, negative association has been also revealed between school environment and aggressive behavior of secondary school students. Abdul and Sophala (2024) supports the results of the present study by revealing that a positive and supportive school climate characterized by strong relationships between students and teachers, a sense of belongingness, and clear expectations for behavior was consistently associated with lower levels of aggression among students. Li, Yu, and Nie (2021) revealed that the school climate was negatively associated with aggression. Further the researchers also found that the cooperative school environment improves self-control which was aimed at preventing aggression among children and adolescents.

The results also revealed that the cohesion family environment and school environment were found to be the significant predictors of aggressive behavior among secondary school students. The similar results were also disclosed by David et al. (1999); Lopez et al. (2008) Henry et al. (2013); Kaur and Niwas (2016); El-Nady and Mona (2021); Gerab et al. (2023) and Furong et al. (2024).

5. Conclusion

1. In conclusion substantially negative association was found between aggressive behavior and cohesive family environment.
2. Secondly, substantially negative association was found between aggressive behavior and school environment.
3. Further, the combined significant association of independent variables 'school environment' and 'cohesion family environment' with dependent variable i.e. aggressive behavior was revealed.
4. Also, it was concluded that the cohesive family environment and school environment are the significant predictor of aggressive behavior of secondary school students individually and as well as in cooperation.

Educational Implications

The conclusion directs the stakeholders like school managements, family, Parents Teachers Association, curriculum constructor and education policy makers to deals with students by keeping in mind the substantial importance of cohesive environment and favorable school environment to keep low level of aggression among the secondary school students.

References

1. Abdul, J.K.M. & Suphala S. (2024). The Effects of School Environment on Student Aggressive Behavior: A Comprehensive Review. *International Research Journal of Modernization in Engineering Technology and Science*, 4692-4699. Retrieved From: https://www.irjmets.com/uploadedfiles/paper/issue_4_april_2024/53092/final/fin_irjmets1713424211.pdf
2. David C. Rowe1,David M. Almeida1,Kristen C. Jacobson, (1999). School Context and Genetic Influences on Aggression in Adolescence *Psychological Science* May vol. 10 no. 3 277-280.
3. El-Nady, Mona. (2021). Effect of family relations and school environment on aggressive behavior of school age students. *Egyptian Journal of Health Care*. 12(2),981-997 DOI:-. 10.21608/ejhc.2021.173652.`
4. Estévez, E.; Jiménez, T.; Musitu, G. (2008). Violence and victimization at school in adolescence. In *School Nanotechnology Perceptions* Vol. 20 No. S15 (2024)

Psychology: 21st Century Issues and Challenges; Nova Science Publishers, Inc.: Hauppauge, NY, USA, pp. 1–37. Available online: <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=049607167203b7c651045eca93b1672dd6d915ec>

5. Furong Lu , Wang Yuyu AND Wu Xinru . (2024).The relationship between family-school socioeconomic status match and adolescent aggressive behavior. *Frontiers in Psychology*,15. ISSN=1664-1078DOI=10.3389/fpsyg.2024.1407851
6. Gerab, Azza & Abdo, Sanaa & Atallah, Asmaa & Elsherbiny, Ali. (2023). The aggressive behavior among primary school children at Egyptian rural community in Elsanta district, Gharbia governorate. *International Journal of Advanced Community Medicine*. 6. 19-25.DOI: 10.33545/comed.2023.v6.i2a.260.
7. Henry D, Elsaesser C, Gorman-Smith D (2013) Adolescent Aggression: Effects of gender and familyand school environments, *The Association for Professionals in Services for Adolescents*, v-42(2, p-235-49.
8. Indriyana, P., Lestari, R., , S. P., & , M. S. (2019). Perilaku Agresif Pada Anak Sekolah Dasar.
9. Kaur D. & Niwas R. (2016). Aggressive behavior of secondary school students in relation to their family environment. *Scholarly Research Journal of Interdisciplinary Studies*, 4 (27), 4341-4353.
10. Li, X. (2012). Family Environment and School Environment as Predictors for Physical Aggression in Low-Income Children.
11. Li, Z., Yu, C., & Nie, Y. (2021). The Association between School Climate and Aggression: A Moderated Mediation Model. *International journal of environmental research and public health*, 18(16), 8709. <https://doi.org/10.3390/ijerph18168709>
12. Lopez, Estefania Estevez; Perez, Sergio Murgui, Ochoa, Gonzalo Musitu; Ruiz and David M. (2008). Adolescent Aggression: Effects of Gender and Family and School Environments. *Journal of Adolescence*, 31 (4), 433-450.
13. Rahman R., A.K.M. (2007). Interactive relations of gender, residence and social stratification with types of aggression. *Journal of Life and Earth Science*. 2 (2), 67-74.
14. Sharma, D. & Sangwan, S. (2016). Impact of family environment on adolescents aggression. *Advance Research Journal of Social Science*. 7. 225-229. Retrieved From: https://www.researchgate.net/publication/313257510_Impact_of_family_environment_on_adolescents_aggression