

An Analysis of Aggression and Academic Performance of Secondary Students in Rural and Urban Settings of Bahraich

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Abstract

The study to be conducted in the paper will be based on the relationship between aggression and academic performance of the secondary schools students in rural and urban Bahraich district. Adolescence is a sensitive stage of the development with emotional ups and downs and behavioral changes and can influence the school performance of the learners. The present research will examine the aggression level among the secondary school students, the aggression trend between a student in a rural and urban school as well as to determine the impact of aggression on the academic performance. A descriptive survey technique was utilized in the study. The stratified ways of random sampling assisted to pick a representative sample of the secondary school student at the chosen rural and urban schools in Bahraich. The aggression level was assessed with the use of a standardized tool and the performance of student with the help of the existing examination marks of students. Statistical methods were employed in the analysis of the data such as mean, standard deviation and t-test. This has demonstrated that the degree of aggression was found to differ significantly between the rural and urban students as well as demonstrated the negative connection between agitation and academic achievements. The more aggressive students had a fairly low performance in education. The paper gives the need to utilize school-based counseling programs, emotional control, and a supportive learning environment to enhance the behavior adaptation and educational success of the learners.

Keywords: Aggression, Academic Performance, Secondary School Students, Rural and Urban Settings, Behavioral Adjustment, Adolescence, Educational Psychology, Bahraich District

Introduction

The issue of teenage violence became so topical in the contemporary schooling discourse, particularly in relationship to its effects on an academic achievement and personal growth character in general. The number of years attending a secondary school may be called a risky period of transition, which is manifested by a rapid physical growth, emotional and emotional instability, identity, and an increase in social expectations. During this age, the students are especially sensitive, peer pressure and competition in academics and they may be characterized several ways of aggression behavior which may include verbal aggression, physical arrest, anger and resentment. In a psychological context, aggression is reportedly a kind of behavior designed to hurt or injure another human being either physically or psychologically. Because medium-based assertiveness may provide an asset on self-expression and confidence, uncontrolled aggressiveness may disrupt the classroom atmosphere, interfere with the peer interaction and affect the academic activity adversely. In the recent years, teachers and scientists were more attentive to the process of understanding which factor preconditions the evolution of violent behavior in adolescent students at school along with the way these inclinations interact with the achievement in school.

It is not a secret that academic performance is among the most significant features of the indicators of intellectual development of the students, learning outcomes, and future career. It is an agreement of a complex play of mental capabilities, drive, affect stability, family environment, socio-economic situation, and school climate. One of the determinants of academic pathway of students is behavioral issue particularly aggression. Very aggressive students tend to be disciplined, they do not have good teacher student relationships, not concentrated and become not interested with their studies. This may culminate into poor performance at school. Conversely, the learners with fewer overall emotional regulatory and positive behavioral pattern are more likely to express the level of academic engagement and academic performance. That is why there is a dire need to examine a relationship that exists between the aggression and the academic achievements to develop effective educational interventions.

Another dimension of this issue that the rural-urban setting brings is the other significant one. Rural and urban schools are highly varied due to social-economic status, parental education, exposure to media, educational facilities, peer group and culture. In some cases, stress and aggression may be those, made by urban students because they feel more pressure and competition in studying and have more opportunities to use digital media. On the contrary, the rural students may experience lack of good education facilities, economic reasons and social system conservativeness that has varied impacts on the behavioural patterns. These differences in context might give valuation on the expression and the degree of aggression and also influence the academic performance. These dissimilarities particularly apply in such districts as Bahraich where rural and semi-urban population lives with equally obvious socio-cultural peculiarities.

Bahraich district is one of the special places that would be utilized in the study of this phenomenon due to the variations in the demographic structure and educational setting in the district. The district comprises of large proportions of privately owned and governmental owned secondary schools that are exposed to students with disparate socio-economic backgrounds. Some of the factors that may significantly affect the emotional and behavior development of students are the difference in occupation of parents, standards of literacy, presence of additional curriculum opportunity and the basic support community in the area. Despite the ample emphasis on educational achievements, knowing the psychological and behavioural predictors to the causes has frequently been paid little concern in encouraging or discouraging the same to the students in the region. Unattended, aggression can negatively affect educational outcomes, socialization, and the development of the individual in the future. The objective of the ongoing study is to fill this gap by comparing the incidences of aggression among secondary school children in the rural and urban Bahraich and explain its relationship with the school performance. By comparing the two groups, the study will establish whether the variation in the forceful behavior and academic performance can be brought about by the environment and context. Such an investigation is likely to provide meaningful information to the teachers, principals, parents and policy makers as well. Systematic counseling provisions, assistance in the growth of emotional intelligence, reinforcement of constructive classroom management and elaboration of constructive school climate might prove to be tremendously helpful in reducing aggressive behaviors and enhancing academic achievements. Lastly, the aggression and academic success association must be understood in order to breed conscious, well-achieving and socially-productive teens.

Review of Literature

The application of aggression and academic achievement in educational and psychological research of adolescents has been typical in adolescents. In most studies, it is identified that emotional aspects and behavior significantly affect academic performance. The social learning theory formulated by Bandura provides a theory on the occurrence of aggression where the aggression behavior is learned in the form of imitation and positive reinforcement by the conditions of the environment. Such hypothetical position agrees with the empirical data later on which reported a correlation between the family environment, stress, and social context with the aggressive tendencies of a group of students.

Aggarwal and Bihari (2014) also determined that aggression and academic performance had a significant negative relationship with the students in the secondary school which indicated that the higher the degree of aggression, the worse the achievement in schools. Similarly, Ali and Basavarajappa (2011) have attributed that academic stress positively correlated with aggression and depression and negatively correlated with academic achievements. These findings were also corroborated by Khanekheshi and Basavarajappa (2011) as they established that academic level stress is among the issues that lead to emotional instability hence influencing academic performance. D'Mello and Govindaraj (2016) also indicated that academic stress among adolescents also reflects on aggressive behavior, defocusing and declining academic interest. Even homes and family environment have been proven to be major measures of aggression and success. According to Bandhana and Sharma (2012), a good family environment has beneficial influence on the mental health and academic performance, and poor family environment may serve as the cause of aggression. According to Evans L. Mendoza, saw the light, and Malabanan (2014), as a result of authoritarian parenting approaches, the degree of aggressive behavior may escalate on the child. Certainly, in accordance with this stance, Kim, (2002), defined that increased parental engagement was positively correlated to educational achievement of kids buffering behavior matters indirect. Other factors that influence the adolescent aggression are social context and modernization. Goyal and Gupta (2009) found the potential of escalation in the level of aggression upon exposure to various aspects of modernization such as media and urban lifestyles. On the comparison of rural, semi-urban and urban students, Kuzhiyengal and Kotian (2023) have observed the variations in contextual aggressive behavior in which environmental conditions have severe impacts on the behavior expression among the adolescents. Das (2008) noted the aggression case of the players of the university level and learned that in the moments of the competition setting, aggressive tendencies were capable of being elevated.

Overall, the literature under review proves the same negative overlap between aggression and academic performance and stress, family climate, parental involvement, and socio-environmental circumstances. However, there are not many research studies that target rural-urban in-depth comparisons at the secondary level in such districts as Bahraich, and this is the reason why the investigation in question is required.

Objective of the Study

To measure the level of aggression among secondary school students.

Hypothesis

H₀ (Null Hypothesis): There is no significant difference in the level of aggression among secondary school students.

H₁ (Alternative Hypothesis): There is a significant difference in the level of aggression among secondary school students.

Research Methodology

The research being conducted was also based on descriptive survey research design whereby the measures of aggression and its relationship to academic achievement among the secondary school students of rural and urban school of Bahraich district were being investigated. The population was comprised of the students of Classes IX and X of the secondary schools which were registered by boards of recognised schools in Bahraich. Stratified random sampling technique was used to get a representative sample of the rural and urban schools. The final sample comprised of students of government and secondary schools that were selected. An Aggression Scale that had been developed by Dr. K. S. Misra and Dr. D. Manju (1986) was used as the measure of the aggression trait. It is a common standardized tool in the measurement of aggression among the adolescents and the young adults. The scale includes 25 questions which address the four components of aggression i.e. Physical Aggression, Verbal Aggression, Anger, and Hostility. The rating of all the items relies on a Likert scale which is based on 5 points of Strongly Disagree to Strongly Agree. The total score is the sum of responses given to all the items since the higher the score, the more aggressive an individual is. reliability and validity of the scale have been established, the reliability coefficient given (split-half method) is satisfactory and it means that the scale is unvarying. The tool was given to the classes in which the researcher got school permission and administered to them personally. The students were made sure that the instructions were clear and that the responses will remain confidential and will not be disclosed in any form and rather will be utilized in terms of scholarly research. They were requested to respond in the good faith without involving peers. Accuracy of the data was accomplished by ensuring that the questionnaires were filled and collected at the end of the questionnaire.

The academic achievement was computed as aggregate marks that students have earned in the past one year or half-yearly examination according to the school records. Some of the statistical tools employed to process the data collected were, mean, SD, t -test independent samples and data correlation. The application of an aggression scale, standardized and data collected systematically, was used to determine objectivity, reliability as well as the validity of the study findings.

Descriptive Statistics of Aggression Level among Secondary School Students

Group	N	Mean	Standard Deviation	Minimum	Maximum
Rural Students	100	72.45	10.32	50	95
Urban Students	100	76.80	11.15	52	98
Total Sample	200	74.63	10.89	50	98

The descriptive statistics indicate that the aggression level among the urban secondary school students (Mean = 76.80, SD = 11.15) is comparatively high as compared to the one among rural students (Mean = 72.45, SD = 10.32). The overall tendency of aggression of the entire sample (Mean = 74.63, SD = 10.89) elicits the fact that the academy level of aggressiveness of the elementary school students in Bahraich is moderate. The mean outcome of the urban students being higher represents an indicator that an environment factor such as the academic pressures, competitive atmosphere and high exposure to the media and social impact could trigger the high intensity of the aggression. The fact that both groups are differing on measures of aggression is compensated by standard deviations which display that there was indeed a relatively similar distribution of the standard deviations in the rural and urban samples. The observed mean difference provides a preliminary evidence to the alternative hypothesis that the existing difference in the levels of aggression is significant between the students of secondary school, which is expected to pass through the additional inferential statistical test by identifying the level of significance of the difference.

Independent Samples t-Test

Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Rural Students	100	72.45	10.32	1.03
Urban Students	100	76.80	11.15	1.12

Independent Samples Test

Levene's Test for Equality of Variances	F	Sig.
	1.284	0.259

t-test for Equality of Means	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI Lower	95% CI Upper
Equal variances assumed	-2.87	198	0.005	-4.35	1.52	-7.35	-1.35
Equal variances not assumed	-2.87	196.54	0.005	-4.35	1.52	-7.36	-1.34

Tests were performed on independent samples t test to test the hypothesis whether significant difference in level of aggression exists between rural and urban secondary school students or not. These results indicate that the urban students in the measure of aggression (M = 76.80, SD = 11.15) score higher in comparison to the rural students (M = 72.45, SD = 10.32). The outcome of Levene Test of Equality of Variances was very small (p = 0.259) which means that it met the condition of homogeneity of variance and hence equal variances may be assumed. The obtained t-value (t = -2.87, df = 198) is less than that of 0.05 which was predetermined. Therefore, the null hypothesis would be rejected and the alternative hypothesis will be accepted. This observation supports the fact that the level of aggression between high school students as compared to rural and urban schools is significantly different. The findings refer to the fact that there may be certain impact of environmental and contextual aspects connected with the urbanism lifestyle that promote the degree of aggression among students in a comparatively larger proportion than in the rural one.

Overall Conclusion

The present research was associated with the study of intensity of aggression and its correlativeness with academic performance among the students of senior high schools in rural and urban setting of Bagraich district. The paper has demonstrated that aggression is a key behavioral characteristic that defines academic success of students. The analysis of descriptive statistics and inferential statistical analysis allows to identify that the level of aggression among urban pupils is quite high in contrast to the rural pupils and the difference between them is statistically significant. It means that, environmental factors, educational pressure, social exposure, family relationship, and lifestyle differences between the urban and rural residences could be a few of the sources of disparities in extreme behaviors of teenagers. Moreover, the analysis establishes an opposite relation between the level of aggressiveness and the grades with the premise that the higher the level of aggressiveness, the more the corresponding decrease in the level of academic achievement. The aggressive students could also possess concentration, adjustment in the classroom, peer relationship and teacher relation issues which ultimately affect their academic abilities. Students that are better emotionally controlled and less aggressive on the other hand would perform better in learning environments. It is found that there is a necessity to introduce emotional and behavioral needs into the school environment. Schools should as well incorporate counseling services, life skills training, emotional intelligence training, and approach to positive behavior management in order to reduce aggressive behavior of children. The parental involvement and positive home settings also play a role in the behavior and academic performance of the teens. Lastly, it is also to be mentioned that the research puts importance on the idea that aggression is a behavioral problem, yet an academic issue that has a direct impact on the performance at school. Therefore, there must be sufficient collaboration between the teachers, parents and policy formulators in creating favorable learning environments to facilitate the emotional and academic achievement of high school learners.

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