

Study of Aggression among Adolescents in Relation to Home Environment

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Abstract: This study investigates the relationship between aggression among adolescents and their home environment. Aggression, a behaviour aimed at causing harm, is influenced by various factors including family dynamics, socio-economic conditions and psychological aspects. The home environment serving as a fundamental unit for personal development, plays a crucial role in shaping an adolescent's behaviour. Using a sample of 200 ninth-grade students from Ludhiana, the study employs standardized tools, including the aggression scale by Mathur and Bhatnagar and the Home Environment scale by Akhtar & Sexena, to measure these variables. Statistical methods such as descriptive analysis, t-tests and Pearson's Correlation coefficient were applied to analyze the data. The findings reveal significant gender differences, with female adolescents exhibiting higher aggression level than males. A negative correlation was identified between Aggression and a favourable environment, indicating that a nurturing and supportive home environment can reduce aggression. These insights underscore the importance of parental involvement, emotional warmth and structured home settings in mitigating aggressive behaviors in adolescents. The study's outcomes provide valuable implications for educators, parents and policymakers in fostering positive home environments to support adolescent development and reduce aggression. Future research is suggested to expand on large and more diverse populations, considering additional variables like emotional intelligence and mental health.

Key-Words: - *Aggression, Home Environment, Adolescents.*

INTRODUCTION

In the present age, modern man is finding himself unable in fulfilling the desire life to cope up with the changing world, his Behaviour deviates from the normal Behaviour. Due to deviant human Behaviour in the society, Adolescents of today are likely to confront with the changed value pattern, social structure, mass production, automation and great conflicts in values, religion and family. Various needs, problems and responsibilities along with the various changes in every dimension of personality of the Adolescents are leading to emotional

instability, anxiety, depression, frustration and shows Aggressive Behaviour. Aggressive Behaviour is a major concern in most contemporary societies because it may inflict damage and harmful to self or others and constitute a serious threat to the wellbeing of the community at large.

1.1 AGGRESSION

In the social sciences and Behavioural sciences, Aggression is an action or response by an individual that delivers something unpleasant to another person. Some definitions include that the individual must intend to harm another person. Aggression is defined as a Behaviour aimed at causing harm or pain, psychological harm, personal injury or physical distraction. An important aspect of Aggressive Behaviour is the intention underlying the individual's Behaviour. It is a common problem among children and it maybe result of poor parenting, biological factors and Environmental factors and also due to lack of relationship. In some cases, children are exposed to Aggression or violence and they imitates that Behaviour. These children might receive attention for negative Behaviour from parents, teachers or friends. For some children, Aggressive Behaviour is a result of emotional disorder or depression. In some cases, children will lash out because of fear or suspension and is more common in cases of schizophrenia, paranoia and other psychotic conditions.

Andersons & Houseman (2003) defined Aggression as a Behaviour directed towards another individual carried out with the approximate (immediate) intent to cause harm.

Colman (2003) defined Aggression as a Behaviour who's primary or sole purpose or function into injure physically or psychologically.

Myers (2005) defined Aggression as physical or verbal Behaviour intended to hurt someone.

Bernstein et .al. (2006) defined Aggression as an act that is intended to cause harm to another person.

Thus, Aggression is a ubiquitous phenomenon in humans as well as in non-human beings and its underpinnings is considered to be multifactorial, including political, socio - economic, cultural, neurobiological and psychological.

1.2 HOME ENVIRONMENT

Home is the basic unit of growth and experience . It is the social institution through which our social heritage is transmitted. Home may be defined as a protected relationship between parents and children in an accepted social setting .It provides appropriate climate for the child to develop good ideas , habits ,mode of thinking and Behaviour. Family provides congenial and good emotional atmosphere and economic condition. The word Home connotes warmth , safety and emotional dependence . The idea of Home is the one place where the residence is shared by a group persons. The Home is the soil in which spring up those virtues of which sympathy is the common characteristic. Home Environment plays a very pivotal role in providing congenial to the child, which forms his life style and basic pattern of Behaviour. It enables the child to establish fundamental relationship with the parents and the other adults. Home Environment greatly influences the development of the child.The psychological atmosphere of a Home may fall into four quadrants, each of which represents one of the four general combinations: Acceptance- Autonomy, Acceptance- Control, Rejection- Autonomy and Rejection Control (Johnson and Medinnus ,1969). Various researchers have identified the following characteristics of Home Environment or parental child rearing practices-permissiveness, willingness to devote time to the child, parental guidance, instrumental companionship, prescription physical punishment, principled discipline, neglect, deprivations or privileges protectiveness, power, achievement demands, indulgence conformity, independence, dependence, emotional and verbal responsibility, involvement with the child, physical and temporal Environment, avoidance of restriction and punishment, provision of appropriate play materials, etc.

Tiwari (2002) defined Home Environment as the most important agent that influences the child relationship with family, religiosity as a correlate of ego identity of Adolescents from joint and nuclear family.Son and Morrison (2010) defined the Home Environment in particular as a primary agent for

learning and development in children.Thus, Home Environment can be strong source of support of developing positive behavior in Adolescents. Home Environment means that kind of environment in which child is given the fullest opportunity for self-expression and recognition within the limits of parental acceptance and suppression.

1.3 ADOLESCENTS

Adolescence word derived from Latin adolescere, meaning "to grow up" is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood (age of majority).

Adolescence is very important period in the life span of a human for the development of the self. Adolescents gradually separate herself/himself from her/his family both socially and emotionally as well as economically and mentally. She/he may also develop different tastes and attitudes, as she/he begins to find her/his own way in the world. As Adolescence grows to become leaders of the future it is of utmost importance to ensure their psychological wellbeing, so that they may emerge as well balanced adults. Today, the major issue regarding Adolescents is their Aggressive Behaviour that they are unable to control their anger.

Erikson (1968) defined Adolescence as a period when old issues resurface from childhood and must be resolved once again and put into a new order in a newly emerging sense of self.

2. EMERGENCE OF THE PROBLEM

In the era of competition, the world is changing rapidly. One of the most significant concerns of modern society is how to produce competent society and self-respecting citizens .Aggressive Behaviour is considered as one of the most important factor that can play significant role in the personality development of adolescents due to rapid pace of social and technological changes across the globalization . Home Environment is an efficacious force in individual's development .Home Environment logically has the advantage over peers, educators, counselors and other professionals of serving as a continual and more stable resource for their children over the life span. Good and positive Home Environment may help to protect the child from developing Aggressive Behaviour which is one of the most important risk factors in childhood

and Adolescents leading to the development of Aggression.

Review of related literature revealed that most of the studies conducted on Aggression of adolescents(Allen,2005), (Yahav,2007), (Kohli and Malik,2009), (Schechter ,2011) (Datta et.al,2012), (Ghosh,2013),(Parpagga,2015),(Mandal et.al.,2015) (Kumar, Bhilwar, Kapoor, Sharma, Parija, 2016),(Estévez, Jiménez, Moreno, 2018) found that is significant difference between the Aggression on male and female adolescents. Further, investigator found that there is significant relationship between Aggression of Adolescents and Home Environment (Sharma and Singh, 2010), (Kaura,2013) (Murey Kantahyanee W; Dwyer, Kathleen M; Rubin, Kenneth H; Knighton-wisor, Sarah; Booth-laforce, Cathryn ,2014),(Sharma and Aastha ,2016) (Davagi, Chehrzad, Sheikholeslami, Kazemnejad,2017). But only one study was found to show the negative relationship between Aggression of Adolescents and Home Environment.(Thakur et. al, 2016) and no study was found showing the relationship between Aggression of Adolescents and Home Environment of ninth class students. Thus, investigator attempts to study the relationship between Aggression of Adolescents and Home Environment

3.1 OBJECTIVES OF THE STUDY

- 1 To study and compare significant difference between mean scores of Aggression among male and female adolescents.
- 2 To study the relationship between Aggression and Home Environment of Adolescents.
- 3 To study the relationship between Aggression and Home Environment of male Adolescents.
- 4 To study the relationship between Aggression and Home Environment of female Adolescents.

3.2 HYPOTHESES OF THE STUDY

- There exists no significant difference between mean scores of Aggression among male and female adolescents.
- There exists no significant relationship between Aggression and Home Environment of adolescents.
- There exists no significant relationship between the Aggression and Home Environment of male adolescents
- There exists no significant relationship between Aggression and Home Environment of female adolescents.

3.3 METHOD USED

- Description of the scores was presented in terms of the frequency distribution, mean, median, standard deviation, skewness and kurtosis.
- For Comparison,z- ratio was calculated.
- For correlation between the variables, Pearson's Product moment Correlation technique was employed.

3.4 TOOLS USED

For collection of data required for study of any problem, one may use various devices. Instruments thus employed as means of collecting information are called tools. The selection of suitable instruments or tool is vital importance of collection of data in any study. Various kinds of tools are available for collection various kinds of information out of which the researchers has to select the most appropriate one for his/her study.

- AGGRESSION SCALE BY MATHUR & BHATNAGAR (2012) NATIONAL PSYCHOLOGICAL CORPORATION, AGRA

3.5 DESCRIPTION OF THE SCALE

Aggression scale is used to study the level of Aggression in any age group(above14years It consists of 55 statements. Each statement describes different situations. It is a Likert type 5 point scale. In this scale, statements are in two forms i.e positive and negative.

3.5.1 RELIABILITY OF SCALE

Reliability co- efficient of the Aggression scale was calculated by „Test Retest Reliability“ method. To assess the reliability of the statements, scale was readministered on 300 males and 300 females of urban areas have been readministered the scale .Reliability was .88 in males and .81 in females .

3.5.2 VALIDITY OF SCALE

To obtain concurrent validity co- efficient of the Aggression scale , the scale was compared with statements in questionnaire of aggression “ borrowed from Murray. Validity is 0.80 in males and 0.78 in females.

3.5.3 ADMINISTRATION OF THE SCALE

1. It was self administrating questionnaire. It was administered to group as well as to an individual.

The instructions printed on the test form were read by test administrator as well as the test.

- No time limit was fixed for completing the test. However, usually an individual takes 25 to 30 minutes in completing the test.
- It was only to know the noted that there is no right or wrong response to the statement. It is only to know the individual's reactions in different situations.
- It was emphasized that each statement had to respond in one of the five alternatives:-

(SA) Strongly accepted <input type="checkbox"/>	(A) Accepted <input type="checkbox"/>	(U) Undecided <input type="checkbox"/>	(D) Disagree <input type="checkbox"/>	(SD) Strongly disagree <input type="checkbox"/>
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(SA) Strongly accepted 5	(A) Accepted 4	(U) Undecided 3	(D) Disagree 2	(SD) Strongly Disagree 1
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Item Number-

- 1,2,3,5,7,8,10,12,14,16,19,22,23,25,28,29,32,34,36,38,39,42,43,48,49,51,52,53,54,55

NEGATIVE FORM (SCORING PROCESS)

SA Strongly accepted 1	A Accepted 2	U Undecided 3	D Disagree 4	SD Strongly Disagree 5
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Item Number-

- 4,6,9,11,13,15,17,18,20,21,24,26,27,30,31,33,35,37, 40,41,44,45,46,47,50.

The total number of answers constitute the final scores. Maximum score Could be 275 and minimum Could be 55. Higher Aggression level. and lower scores show lower Aggression level.

Maximum Scores	275
Minimum Scores	55

205 & Above	—	High Aggression
155-204	—	Average Aggression
Below 154	—	Low Aggression

- No statement was to be left out.
- They were assured that their answers will be kept secret.

3.5.4 SCORING OF THE SCALE

In this scale, statements were in two forms i.e. positive and negative. 30 statements are in positive form and 25 in negative forms. In positive form of statements, scores were given 5,4,3,2,1 respectively and in negative form of statement, scores were given 1,2,3,4,5 respectively as showed below :

POSITIVE FORM (SCORING PROCESS)

HOME ENVIRONMENT SCALE BY AKHTER AND SEXENA (2013) NATIONAL PSYCHOLOGICAL CORPORATION, AGRA

3.6 DESCRIPTION OF THE SCALE

Home Environment Scale (HES) contain 50 items related to the 10 dimensions of Home Environment. These ten dimension are given in table 3.2 along with the number of items in each dimension.

TABLE 3.2
Dimension of the scale & Number if items in them

Sr.No	Dimension	No of items
1	Protectiveness	5
2	Parental Involvement	5
3	Academic Stimulation	5
4	Reward	5
5	Parental Warmth	5
6	Punishment	5

7	Participation in Home Affairs	5
8	Control	5
9	Permissiveness	5
10	Parental expectations	5
Total Items		50

statements for the final form of Home Environment Scale. Before tryout, the language and the content of various items were evaluated on many occasions in order to judge their relevance and suitability.

For the purpose of preliminary try out , the scale containing 78 items was administered on a sample of 100 adolescents students. This answers on likert type scale having 5 alternatives Always (4 score), Often (3 score), Sometimes(2) score Least (1) score and Never (0) score and reverse scoring process for Negative items i.e ,0to4 was made use of . For the purpose of item analysis, 27% top scores and 27% lowest scorer were taken into consideration.t-test was applied for all the 78 items between 27-27 scores.

Items having 1.75 or more t - value were selected. Thus 28 items were rejected and 50 items with high-values (given in table 2) were selected.

3.6.1 DEVELOPMENT OF THE SCALE

Initially, 78 items representing the psycho atmosphere of the Home as perceived by the children in English language were framed on the basis of literature and consulting teachers of psychology, sociology, human development and child development. These items were subjected to evaluation by the tool constructor experts, pre- tryout and tryout resulting finally in selection of 50

TABLE 3.3: T-values for the items selected for inclusion under ten dimensions of Home Environment Scale.

Item No.	t-value								
1	3.13	11	3.59	21	5.42	31	6.11	41	4.31
2	3.41	12	4.84	22	4.09	32	5.00	42	6.43
3	4.02	13	4.51	23	2.71	33	3.09	43	7.15
4	3.69	14	4.06	24	4.12	34	3.05	44	3.29
5	5.11	15	4.23	25	5.83	35	2.79	45	2.83
6	7.77	16	6.29	26	8.00	36	3.81	46	3.19
7	5.09	17	5.22	27	3.91	37	5.20	47	4.17
8	4.37	18	3.54	28	4.07	38	6.11	48	5.66
9	3.00	19	5.61	29	9.10	39	6.97	49	5.12
10	4.10	20	3.89	30	4.71	40	5.51	50	4.14

In all 40 positively worded and 10 negatively worded ,total 50 items were selected for the final form of the scale.

The sequence in which various items appear in the final form was determined through random selection. The belonging to different dimensions of Home Environment are presented in table 3.

TABLE 3.4

Sequence of the items in the dimension of the scale.

Sr.No	Dimension	No of Items
1	Protectiveness	1,2,3,4,5
2	Parental warmth	6,7,8,9,10
3	Academic stimulation	11,12,13,14,15
4	Reward	16,17,18,19,20
5	Parental warmth	21,22,23,24,25
6	Punishment	26*,27*,28*,29*,30*
7	Participation in home affair	31,32,33,34,35
8	Control	36*,37*,38*,39*,40*
9	Permissiveness	41,42,43,44,45
10	Parental expectations	46,47,48,49,50

The * has been marked on negative items.

The mean and standard deviation of Home Environment for boys, girls and total scale have been given in the table 5.

TABLE 3.5: Mean and S .D of boys and girls

Gender	N	Mean	S.D.
Boys	200	13.03	24.52
Girls	200	131.37	24.06
Total	400	130.70	24.35

3.6.2 RELIABILITY OF SCALE

The present Home Environment Scale was administered to 400 students (200 boys and girls 200 girls) of Kashmir studying at secondary school level. Split half reliability was worked out for the whole scale which was found to be 0.74.

Test- retest reliability was calculated by administering the scale on 150 students with an interval of 55 days. The reliability coefficient was found to be 0.69 ,which is significant at.01 level of significance.

3.6.3 VALIDITY OF SCALE

The Home Environment Scale was found to possess to the content validity as measured with the help of views expressed by the experts. Concurrent validity of the scale was found to be 0.67 by correlating the scale with Mishra’s Home Environment inventory.

3.6.4 ADMINISTRATION OF THE SCALE

Home Environment Scale was administered on an individual or in a group setting. To start with, the students were made familiar with the nature and the purpose of measurement of the Home Environment, later the procedure for making the responses were explained to them. They were asked to put a tick mark on the cell indicating their perception of frequency with which a particular Behaviour had been exhibited by their parents in Home.

Students were felt assure about the confidential nature of their responses. At the time of administration in group setting, the space between individuals was adequate so that one students may not guess about the response made by other students against a particular item. There was no time limit for the completion of the scale but it normally took about 15 to20 minutes to complete this scale.

3.6.5 SCORING OF THE SCALE

The responses were to be given on the scale. There are five cell against each item of the inventory .Each cell indicate the frequency of occurrence of a particular Behaviour .The five cells belong to the five responses namely „Always“, „Often“, Sometimes“, „Least“, and „Never“. Assign the 4 marks to „Always“,3 marks to „often“,2 marks to „sometimes“, 1 mark to „Least“ and 0 to „Never“,responses for positive items.The scoring Was reverse for negative items i.e 0 to „Always“ 1 to „often“,2 to „ sometimes“,3 to „least“ and 4 to „Never“ . The scores were added to get the net scores.

The range of scores could be 50 to 200. More the score, better is the Home Environment

3.6.6 NORMS OF THE SCALE

z- score Norms for Male & Female have been prepared separately and also for the total scale have been given in table 6,7 and 8 respectively.

Norms for interpretation of the level of Home Environment have been given in table 9.

TABLE 3.6: Norms for interpretation of level of Home Environment

Sr.No	Range of z-scores	Grade	Level of Home Environment
1	+2.01 and above	A	Extremely Favourable
2	+1.26 to +2.00	B	Highly favourable
3	+0.51 to +1.25	C	Above Average Favourable
4	-0.50 to +0.50	D	Average /Moderately Favourable
5	-0.51 to -1.25	E	Unfavourable
6	1.26to- 2.00	F	Highly Unfavourable
7	-2.01 and below	G	Extremely Unfavourable

3.7 Statistical Techniques Used

1. Descriptive Statistics such as Mean, Standard Deviation, Skewness and Kurtosis to ascertain the nature of distributes of scores.

2. t- test was used to ascertain the difference of means between scores.
3. Pearson's coefficient of correlation technique used to find out the relationship between scores.

The description of scores are presented in measures of mean, median, standard deviation, skewness and kurtosis in the tables 4.1 to 4.12 and figures 4.1 to 4.6.

4. ANALYSIS AND INTERPRETATION OF DATA

Section I deals with the frequency distribution, mean, median, S.D., skewness and kurtosis for the variable under reference.

B. Section II deals with the significance of difference between means for the variables under reference.

C. Section III deals with the significance of relationship between the variables under reference.

SECTION I DISTRIBUTION OF SCORES

Table 4.1 Frequency Distribution of scores of Aggression of Adolescents. (N = 200)

Scores	Frequency
130-140	7
140-150	10
150-160	15
160-170	37
170-180	54
180-190	49
190-200	24
200-210	4
Total	200

Table 4.2 Showing Mean, Median, Standard Deviation, Skewness and Kurtosis of scores of Aggression of Adolescents. (N = 200)

Variable	Mean	Median	S.D.	Skewness	Kurtosis
Aggression of Adolescents	174.16	175	15.64	-0.51	0.29

Table 4.2 shows that

- The values of mean and median of the scores of Aggression of Adolescents are 174.16 and 175 respectively which are quite proximate to each other. The values of skewness and

kurtosis in case of Aggression of Adolescents are -0.51 and 0.29 respectively showing the distribution as negatively skewed, But these distortions are quite small.

Table 4.3 Frequency Distribution of scores of Aggression of male and female Adolescents. (N = 100)

Scores	Frequency of male Adolescents	Frequency of female Adolescents
130-140	2	5
140-150	7	3
150-160	9	6
160-170	19	18
170-180	37	17
180-190	19	30
190-200	6	18
200-210	1	3
Total	100	100

Table 4.4 Showing Mean, Median, Standard Deviation, Skewness and Kurtosis of scores of Aggression of male and female adolescents. (N = 100)

Variable	Mean	Median	S.D.	Skewness	Kurtosis
Aggression of male adolescents	171.59	173	13.95	-0.47	0.63

Aggression of female adolescents	176.74	180	16.84	-0.71	0.34
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Table 4.4 shows that

- The values of mean and median of the scores of Aggression of male adolescents are 171.59 and 173 respectively which are quite proximate to each other. The values of skewness and kurtosis in case of Aggression of male adolescents are
- -0.47 and 0.63 respectively showing the distribution as negatively skewed But these distortions are quite small. Therefore, the distributions can be taken as normal which is evident from figure 4.2
- The values of mean and median of the scores of Aggression of female adolescents are 176.74 and 180 respectively which are quite proximate to each other. The values of skewness and kurtosis in case of

Aggression of female adolescents are -0.71 and 0.34 respectively showing the distribution as negatively skewed But these distortions are quite small.

Table 4.5 Frequency Distribution of scores of Home Environment of adolescents (N = 200)

Scores	Frequency
100-110	4
110-120	15
120-130	27
130-140	45
140-150	53
150-160	37
160-170	13
170-180	6
Total	200

Table 4.6 Showing Mean, Median, Standard Deviation, Skewness and Kurtosis of scores of Home Environment of adolescents. (N = 200)

Variable	Mean	Median	S.D.	Skewness	Kurtosis
Home Environment of adolescents	140.15	141	15.24	-0.19	-0.31

Table 4.6 shows that

- The values of mean and median of the scores of Home Environment of adolescents are 140.15 and 141 respectively which are quite proximate to each other. The values of skewness

and kurtosis in case of Home Environment of adolescents are -0.19 and -0.31 respectively showing the distribution as negatively skewed But these distortions are quite small.

Table 4.7 Frequency Distribution of scores of Home Environment of male and female adolescents. (N = 100)

Scores	Frequency of Male Adolescents	Frequency of female Adolescents
100-110	2	2
110-120	7	8
120-130	9	18
130-140	16	29
140-150	29	24
150-160	27	10
160-170	6	7
170-180	4	2
Total	100	100

Table 4.8 Showing Mean, Median, Standard Deviation, Skewness and Kurtosis of scores of Home Environment of male and female adolescents. (N = 200)

Variable	Mean	Median	S.D.	Skewness	Kurtosis
Home Environment of male adolescents	137.81	138	14.59	0.08	-0.12
Home Environment of female adolescents	142.49	143	15.59	-0.48	-0.12

Table 4.8 shows that

➤ The values of mean and median of the scores of Home Environment of male adolescents are 137.81 and 138 respectively which are quite proximate to each other. The values of skewness and kurtosis in case of Home Environment of male adolescents are 0.08 and -0.12 respectively showing the distribution

as positively skewed But these distortions are quite small.

SECTION II

SIGNIFICANCE OF DIFFERENCE OF MEANS

To investigate the significance of difference between the means, if any, t-test was employed.

Table 4.9 Significance of Difference between Mean scores of Aggression of male and female adolescents. (N = 200)

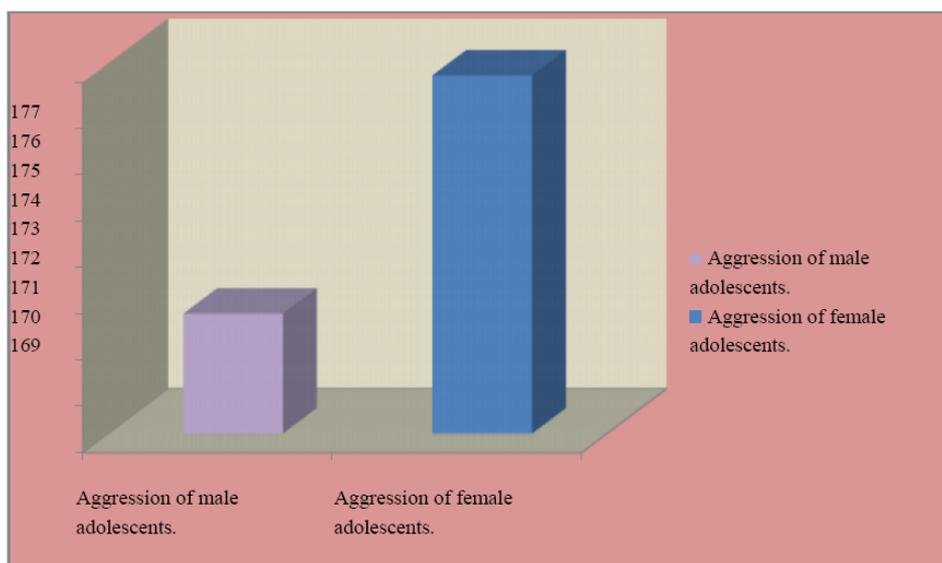
S. No.	Group	N	M	S.D	SED	t-value
1.	Aggression of male adolescents.	100	171.59	13.95	1.39	2.36*
2.	Aggression of female adolescents.	100	176.74	16.84	1.68	

Significant at 0.05 level Table 4.9 revealed that

The mean scores of Aggression of male and female adolescents are 171.59 and 176.74 respectively and their standard deviation as 13.95 and 16.84 respectively. The t-ratio is 2.36 with df =198 which is significant at .05 level of confidence. This revealed that a significant difference exists in scores of Aggression of male and female adolescents

Therefore, the hypothesis 1 stating that there is no significant difference between mean scores of Aggression among male and female adolescents is not accepted. Since mean scores of Aggression of female adolescents is higher than that of male, it may further be concluded that female have more Aggression as compared to their counterpart

Figure 4.5 Bar Graph showing Difference between Mean scores of Aggression of male and female adolescents. (N = 200)



SECTION III
COEFFICIENT OF CORRELATION

environment of adolescents, Pearson's Product Moment correlation technique was employed.

As the present study is intended to find out the relationship between Aggression and Home

Table 4.10 Coefficient of Correlation between Aggression and Home Environment of adolescents. (N=100)

Category of Adolescents	N	R
Adolescents	200	-0.186**
Male Adolescents	100	-0.204*
Female Adolescents	100	-0.228*

* Significant at .05 level ** Significant at .01 level

Table 4.10 shows that

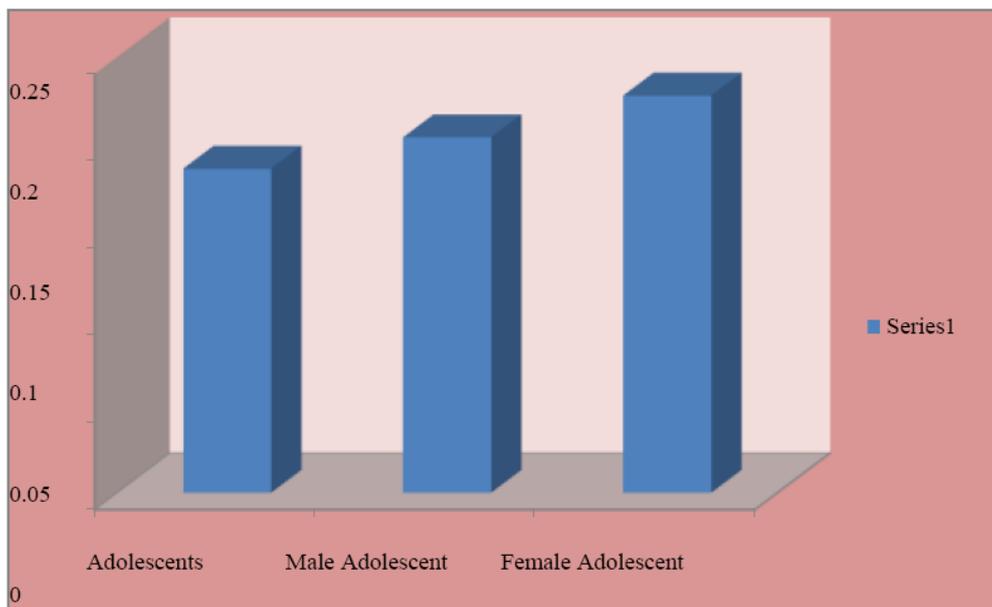
- The coefficient of correlation between Aggression and Home Environment of adolescents as -0.187 which is significant at 0.01 level of confidence shows that there exists a significant relationship between Aggression and Home Environment of adolescents. Therefore, the hypothesis 2 stating that there exists no significant relationship between Aggression and Home Environment of adolescents is not accepted.
- The coefficient of correlation between Aggression and Home Environment of male adolescents as -0.204 which is significant at .05 level of confidence shows that there exists a significant relationship between Aggression and Home Environment of male adolescents. Therefore, the hypothesis 3 stating that there exists no significant relationship between

Aggression and Home Environment of male adolescents is not accepted.

- The coefficient of correlation between Academic Aggression and Home Environment of female adolescents as -0.228 which is significant at .05 level of confidence, shows that there exists a significant relationship between Aggression and Home Environment of female adolescents. Therefore, the hypothesis 4 stating that there exists no significant relationship between Aggression and Home Environment of female adolescents is not accepted.

Further since all the coefficients of correlation between Aggression and Home Environment of adolescents came out to be negative, it indicates that Home Environment has negative impact on Aggression. It means favourable Home Environment is helpful to reduce Aggression.

Figure 4.6 Showing Coefficient of Correlation between Aggression and Home Environment of adolescents (N=100)



CONCLUSIONS

The results indicate that

1. A significant difference exists between mean scores of Aggression of male and female adolescents. Since mean scores of Aggression of female adolescents is higher than that of male, it may further be concluded that female have more Aggression as compared to their counterpart.
2. There exists a significant relationship between Aggression and Home Environment of adolescents
3. There exists a significant relationship between Aggression and Home Environment of male adolescents.
4. There exists a significant relationship between Aggression and Home Environment of female adolescents.
5. Further since all the coefficients of correlation between Aggression and Home Environment of adolescents came out to be negative, it indicates that Home Environment has negative impact on Aggression. It means favourable Home Environment is helpful to reduce Aggression.

EDUCATIONAL IMPLICATIONS

Research work will not be considered complete in itself unless and until the research findings are put to some practical use. Therefore, in this section of the chapter, an attempt has been made to see the findings of the present study so that they can be used to provide guidelines to protect and promote the Aggression among Adolescents in relation to Home Environment.

1. The parents and teacher must identify, appreciate and nurture emotional intelligence in the students in a proper way. This will enable them to know, understand and manage their Aggression and it will help them to live a happy life later.
2. The findings of the present study will encourage literate media. It will help to read emotionally literate books to our children. Further, it will take them to emotionally literate films and plays and avoid stories containing lot of violence and cruelty.
3. The conclusions of the present study will guide parents and teachers to teach emotional defense to the children.
4. Findings of the present study will help teachers to deal patiently with their students. As educating children takes time, but once they have learned, the lesson will stick. Teachers should repeat their lessons over and in a consistent manner and be sure to live what you preach.
5. Acknowledging results of the present study parents should try their best to understand the needs, motives

and urges of their children and help them to channelize their energy in positive actions.

6. Knowledge about the Aggression and Home Environment of Adolescents will help to develop proper Environment for their upbringing, so that they develop as a well balanced human beings.
 7. Further the study of these variables assumes special significance in view of their implications in respect of day to day curriculum planning on the part of classroom teacher. Thus it can be helpful to parents, teachers school administrators and guidance workers.
 8. Results of the present study may be discussed in seminars, workshops, refresher courses organized for teachers, parent and administrator for further reforms.
- Finding the present study will help the parents, teachers administrators and guidance workers to prepare themselves to meet the needs of the student.

SUGGESTIONS FOR THE FURTHER STUDIES

- The present study was conducted on a sample of 200 adolescents. A similar study can be conducted on a large sample.
- The present investigation was confined to Ludhiana district only. A similar study can be conducted to other cities and districts of states.
- Since the focus of the present investigation was on the adolescents only. A similar study can be conducted on college students also.
- The present study was conducted on 9th class students only. A similar study can be conducted on other classes also.
- The present study was conducted to analyze the Aggression among Adolescents in relation to Home Environment. Other variables like Parent-Child Relationship, Parental Encouragement, mental health, emotional intelligence etc can be taken for further investigation.

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