

Effects of Aggression on Study Habits and Academic Achievement of Adolescents

Swarnali Chowdhury*

Education Department, Prasanta Chandra Mahalanobis Mahavidyalaya, Kolkata, India

***Corresponding author**

Swarnali Chowdhury

Article History

Received: 02.02.2018

Accepted: 13.02.2018

Published: 28.02.2018



Abstract: Adolescence is the transitional period during which problematic behavior peaks in onset. Children who are aggressive may spend relatively more time misbehaving or being disciplined, reducing the amount of time they have to spend engaged in academic work. A problem behavior may exhibit a spurious correlation with academic achievement. Aggressive children may also develop negative relationships with teachers and peers or negative attitude towards school, and as a consequence, they exert less effort on academic work. On the other hand, good study habits quite obviously lead to high academic achievement and thence to good careers. This investigation therefore has attempted to find out the relationship between aggression and study habits of adolescent life and how this relationship effects the academic achievement of them. The sample consisted of 620 students from class VII to 2nd year students of college. The tools used were State-Trait Anger Expression Inventory (Spielberg, 1996) and Study Habit scale (Sen, K.1988). The analysis of data was mainly carried out through bivariate correlations. The results indicate that there is a strong relationship between aggression and good study habit. All the correlations between aggression and study habit are negative, indicating inverse relation between aggression and study habit. It is supported by the investigations which have strongly revealed that aggression and other forms of antisocial behavior display inverse relationships with academic achievement.

Keywords: Aggression, Study habits, Academic achievement, Adolescents.

INTRODUCTION

Adolescence has always been an interesting stage of life to explore. Adolescence can be viewed as a tunnel, through which all must pass. It is a unique period in life cycle that presents challenges and full of excitements. At the same time it demands adjustment on many fronts. It is the vulnerable age group in the society. Adolescence is a time of life when the child is on the threshold of adulthood. It is a period of intense and rapid development and is characterized by numerous developmental tasks including gaining new and more mature relationship with others, achieving emotional independence from parents and the cognitive and psychological resources to face the challenges of adult life [1]. Thus this is the time when the responsibilities of a mature adult are slowly becoming manifest in the child's mind. The adolescent mind is filled with dreams of future, and perhaps even some fantasy. Adolescence is a period when boys and girls are still subject to the vagaries of parental whims on the one hand and wanting to break free from parental control on the other. In this arena of opposing forces and loyalties, confrontations and clashes emerge. This can result in a well of anger or frequent emotional outbursts as so often seen in many homes. Children are seen to be loitering in the streets and spending more time in video arcades and social networking sites, and playing truant. Media regularly portrays the problems of

adolescence like, gang violence, school shootings, alcohol-related accidents, drug abuse, and suicides.

Modern society is full of complexity especially for adolescents because, this stage is turbulent, but crucial. During this stage the adolescent experiences physical, emotional, spiritual and moral changes. Adolescents also experience significant changes in their ability to assess and comprehend complex situations and information and in their desire to become independent and unique individuals [2]. Concurrently, adolescents are perceived as active participants who want to be in charge of their own surroundings [3]. Adolescence is the age of doing new things and gathering new experiences. This is the age when the child is more anxious to develop new relationships between parents, peers, teachers, relatives and others. Adolescents are confused with new kinds of stress arising from new relationships with parents, friends, teachers [4]. Women's empowerment, exposure to media [5], social-networking sites [6], increasing competitive demands of the market economy and higher standards of academic achievement, especially parents' high educational expectations, and pressure for academic achievement [7] are some aspects that very much influence the personality traits of adolescents. This transitional period accompanied by many needs, problems and responsibilities along with the various changes in all aspects of personality of adolescents

leads to emotional instability, anxiety and aggression among them. On the other hand, to search for self-identity and status of their lives, adolescents are frequently confused about what is right and what is wrong and this increases their anger and problem behavior and results in aggressive tendencies [8].

Anger and aggression are universal phenomenon of the human species in all cultures [9-12]. It is increasingly an important and common behavioral problem that is causing very detrimental effect in today's adolescents' life. It is an unbalanced mental health. Anger is an emotional state often manifest when needs and desires of an individual are blocked. It is defined as a person's response to a threat against an individual or group [13]. According to Kendall [14], anger is a strong emotional response which is determined by excitement and modifications of central nervous system. Anger is an extremely powerful emotion that can change the life of adolescence through massive instances of anger or the smaller inconveniences and conflicts of day to day life. So, anger is a defensive reaction. It appears in the event of failure, being ignored and being attacked by anyone. Aggression is a behavior characterized by verbal or physical attack. Yet it may be appropriate and self-protective or destructive and violent [15]. The study by Dugan [16] divided aggression into three ways. Those are, aggression is considered as an instinct; aggression is a stimulus and lastly, it is considered as a learned behavior. On the other hand, Ramirez *et al.*, [17] argue that hostility is an aggressive attitude that exerts aggressive behavior of an adolescent while aggression attributed to an intentional harm.

The modern world is becoming increasingly competitive. In our society, academic achievement is considered as a key to judge one's total potentialities and capacities. Unfortunately, disillusionment and disinterest in the subject do not nurture healthy attitudes to work and study. Thus, many adolescents fail to apply themselves to their studies, and good study habits become elusive. Consequently, academic achievement is negatively affected. Oluwatimilehin and Owoyele [18] believed that, if students' study habits are improved and made consistent, academic performance will definitely improve. Proper study habits result in positive learning outcomes while defective study habits results in poor learning outcomes. Azikiwe [19] described the study habit as the way and technique by which student plans his private readings, after class room learning so as to attain perfection in the subject. A good study habit act as a strong weapon for the student to excel in life. Effective study habits help students to achieve good results [20]. Ramamurti [21] has rightly emphasized that despite possessing good intelligence and personality, the absence of good study habits hampers academic achievement. Hence, study habits of students' plays important role in learning and fundamental to school success.

Adolescence is the developmental stage during which problematic behavior peaks in onset and as well as when academic competition is strong [22]. Children who are aggressive may spend relatively more time misbehaving or being disciplined, reducing the amount of time they have to spend engaged in academic work. Aggressive children may also develop negative relationships with teachers and peers or negative attitude towards school, and as a consequence, they exert less effort on academic work [23, 24]. A wide variety of problem behaviors have been linked to academic underachievement. Aggressive behavior exerts a considerable impact on various social behaviors, school performance, and psychological adjustment [25, 26]. Countless studies have been associated with children's social behavior and their academic performance [27]. Some investigations have consistently revealed that aggression and other forms of antisocial behavior display inverse relationships with academic achievement [28]. This behavior creates an adverse social and classroom environment that is destructive to the social interaction and learning processes [29-31] and makes aggressive children to eventually suffer in social and school performance.

The objective of the study is to find out the relationship between aggression and study habits and as well as the academic achievement of adolescents.

DEFINITION OF THE KEY WORDS

Some of the key words used in the investigation have been elucidated as follows:

Adolescent: WHO [32] identifies adolescence as the period in human growth and development that occurs after childhood and before adulthood. Adolescents aged between 10-19 years account for more than one-fifth of the worlds population although more recent research suggests that adolescence can continue into the early 20s [33].

Anger and Aggression: Aggression is the manifestation of anger and is often directed towards the goal of harming another. It appears to be part and parcel of the human condition. According to Shaffer [34], aggression is a behavior that is designed to harm or injure a living being. Aggression means emotional, physical or psychological harm to others such as hitting, kicking, punching, and unpleasant rumors about someone's actions or character.

Study Habits: Study habits are a well-planned and deliberate pattern of study which has attained a form of consistency on the part of the students toward understanding academic subjects and passing at examinations [35]. Good study habit act as a strong weapon for the student to excel in life. Effective study habits help students to achieve good results.

Academic Achievement: Academic Achievement is the educational goal that is achieved by a student, teacher or institution achieves over a certain period. This is measured either by examinations or continuous assessments and the goal may differ from an individual or institution to another.

METHOD OF THE STUDY

Population: The population consisted of adolescents and young adults between 13-18 years of age, studying

in classes VII to XII in school and in the first two years of college in Kolkata.

Inclusion Criteria

Only students living in two parent families were chosen for the study.

Sample

The sample was purposively selected and shown in the following table.

Table-1: Grade and Gender wise breakup of the students in the sample

GRADE	GROUP	GIRLS	BOYS	TOTAL
VII –VIII	G1	67	54	121
IX – X	G2	96	55	151
XI –XII	G3	87	141	228
1 st -2 nd Year	G4	48	72	120
TOTAL		298	322	620

Tools of the Study

The following tools were administered to the sample:

- A Personal data sheet was administered to ensure that the participants came from two parent families.
- A Questionnaire entitled “Study Habit of Students of Secondary and Higher Secondary Schools” by Kalpana Sen Barat [36]. It comprises of, Attitude towards study, Understanding the assignment, Study planning, Study execution and Study environment.
- State-Trait Anger Expression Inventory by C.D. Spielberg [37].

The STAXI is conceptualized as having three components-

State Anger- Usually refers to an emotional state that involves displeasure and consists of subjective feelings that vary in intensity of angry feelings in a particular time.

Trait Anger –It may be considered to be a general temperament of low threshold reactivity in which angry feelings are experienced in response to a very wide variety of relatively innocuous triggers.

Angry Expression – Anger may be expressed in two ways: turned inward towards the self and expressed in assaults or destructive behavior. The anger expression scale was constructed to assess this dimension [37].

RESULTS

The above scores were tabulated and analyzed separately for each of groups G1, G2, G3, G4, gender wise, as well as for the whole sample.

The distributions of scores were ensured for conditions conducive to calculating Pearson’s coefficient of correlation. The following are the results of calculation of correlations between the different models of parenting and altruism. The results are shown in the table below:

Table-1: Correlation between State-Trait-Angry Expression with Study Habit of Adolescent Students

	All	Girls	Boys	G1	G2	G3	G4
SA-SH	-.112**	-.043	-.134*	-.306**	-.106	-.135*	.036
TA-SH	-.006	-.007	-.071	.047	.014	-.130*	.067
AX-SH	-.148**	-.088	-.244**	-.379**	-.027	-.266**	.028
df	618	296	320	119	149	226	118

** Significant at the 1% level

* Significant at the 5% level

Table-1 shows that,

- All the correlations are negative.
- There is relationship between aggression and study habit of adolescent boys but it is not true for girls.
- State –anger and angry expression have a significant impact on study habit of all adolescents, particularly on boys.
- There is significant relationship between state-anger, angry expression and study habit of G1 (VII-VIII) and G3 (XI-XII) students.

DISCUSSION

It is observed that there is a significant relationship between aggression and study habit of adolescent boys but the same is not true for girls. All the correlations between aggression and study habit are negative, indicating inverse relation between aggression and study habit. It is supported by the investigations which have strongly revealed that aggression and other forms of antisocial behavior display inverse relationships with academic achievement [28]. State anger and angry expression have a significant impact

particularly on the G1 and G3 groups. G3 means XI-XII students, who are under extreme pressure to do well in board examination and to choose a future career.

Aggressive behavior creates an adverse social and classroom environment that is destructive to the social interaction and learning processes [29, 38, 30, 31] and makes aggressive children to eventually suffer in social and school performance. Hinshaw [38] reported that inattention and hyperactivity are the stronger correlates of academic achievement problems than aggressive behaviors during childhood whereas anti-social behaviors and delinquency are considered as the stronger correlates with low academic achievement during adolescence.

Trait anger is not significantly correlated with Study habit. However, for all students both State anger and angry expression are highly negatively correlated with study habit. But, while this so for boys, this is not so for girls. This means that, adolescents who are prone to store up anger and resentment and who are prone to give vent to their anger easily, do not always exhibit good study habit and this is particularly so for boys. That is, when adolescents are fuming with anger they are less likely to put their mind to studies [39]. Conversely, an adolescent in a calm frame of mind is more likely to exhibit good study habit [40].

Aggressive behavior is believed to exert a considerable impact on various Social behaviors, school performance, and psychological adjustment [25, 26]. A wide variety of problem behaviors have been linked to academic underachievement. For example, investigations have consistently revealed that aggression and other forms of antisocial behavior display inverse relationships with academic achievement [28].

This result shows that, anger does affect the study habit of younger children. But, possibly of more importance, anger among students in late adolescence impacts their studies. Pent up anger, or even violent altercation may divert the minds of adolescents away from rational thinking. It was found that, adolescence is the developmental stage during which problematic behavior peaks in onset and as well as when academic competition is strong [22]. Aggressive rejected students are less motivated toward school success and studies [24]. Some other studies showed that, aggressive adolescents show a more negative attitude toward school and studies [41, 42].

CONCLUSION

In a nutshell, it has been said that, in the modern world, alarming issues in adolescents' lives are aggressiveness and violent behaviour which have extreme noxious effects on the quality life for youth. Only schools cannot singlehandedly solve the problem, or even restrain the noxious effects of violence and

aggressive behavior on academic achievement and educational attainment. It shows that, just sending children to school cannot ensure complete future citizens. Parents along with teachers, have to take the reins in their hands and strive towards the development of well-rounded personalities and cultivate organized study habits for academic success. Parents are the main influence on a child's life. Their styles of nurturance contribute on children's academic achievement and various psycho social aspects of development. Parents should spend more quality time with their children, particularly during their growing years. They should consider giving their children the gift of healthy parenting instead of showering them with material presents. The gift includes giving the child self-esteem, striving for positive communication, granting unconditional love and eliminating aspects that hinder the child's psychological development. These are gifts with true, deeper meaning. Healthy parenting is the greatest gift a child can receive and a parent can give.

REFERENCES

1. Hazen E, Schlozman S, Beresin E. Adolescent Psychological. *Pediatrics in Review*. 2008 May;29(5):161.
2. Story M, Stang J. Understanding adolescent eating behaviors. *Guidelines for adolescent nutrition services*. 2005:9-19.
3. Wann LS, Curtis AB, Ellenbogen KA, Estes NM, Ezekowitz MD, Jackman WM, January CT, Lowe JE, Page RL, Slotwiner DJ, Stevenson WG. 2011 ACCF/AHA/HRS focused update on the management of patients with atrial fibrillation (update on Dabigatran): a report of the American College of Cardiology Foundation/American Heart Association Task Force on practice guidelines. *Heart Rhythm*. 2011 Mar 1;8(3):e1-8.
4. LaRocco DJ, Fitzgerald J. Interdistrict Magnet High School Students' Perceived Social Support: An Exploratory Investigation. *Online Submission*. 2010 Oct.
5. Mahmood MA, Burn JM, Gemoets LA, Jacquez C. Variables affecting information technology end-user satisfaction: a meta-analysis of the empirical literature. *International Journal of Human-Computer Studies*. 2000 Apr 1;52(4):751-71.
6. Winterberg F. Ultra-dense deuterium and cold fusion claims. *Physics Letters A*. 2010 Jun 14;374(27):2766-71.
7. Deb K. *Multi-objective optimization using evolutionary algorithms*. John Wiley & Sons; 2001 Jul 5.
8. Kaur J. A comprehensive review on metabolic syndrome. *Cardiology research and practice*. 2014;2014.
9. Chen X, French DC. Children's social competence in cultural context. *Annu. Rev. Psychol.* 2008 Jan 10;59:591-616.

10. Dodge KA, Coie JD, Lynam D. Aggression and antisocial behavior in youth. *Handbook of child psychology*. 2006.
11. Greenland P, Bonow RO, Brundage BH, Budoff MJ, Eisenberg MJ, Grundy SM, Lauer MS, Post WS, Raggi P, Redberg RF, Rodgers GP. ACCF/AHA 2007 clinical expert consensus document on coronary artery calcium scoring by computed tomography in global cardiovascular risk assessment and in evaluation of patients with chest pain: a report of the American College of Cardiology Foundation Clinical Expert Consensus Task Force (ACCF/AHA Writing Committee to Update the 2000 Expert Consensus Document on Electron Beam Computed Tomography) developed in collaboration with the Society of Atherosclerosis Imaging and Prevention and the Society of ... *Journal of the American College of Cardiology*. 2007 Jan 23;49(3):378-402.
12. Whiting B, Edwards CP. A cross-cultural analysis of sex differences in the behavior of children aged 3 through 11; 1988.
13. Lazarus RS. *Emotion and adaptation*. Oxford University Press on Demand; 1991.
14. Choudhury MS, Pimentel SS, Kendall PC. Childhood anxiety disorders: parent-child (dis) agreement using a structured interview for the DSM-IV. *Journal of the American Academy of Child & Adolescent Psychiatry*. 2003 Aug 1;42(8):957-64.
15. Frayling TM, Timpson NJ, Weedon MN, Zeggini E, Freathy RM, Lindgren CM, Perry JR, Elliott KS, Lango H, Rayner NW, Shields B. A common variant in the FTO gene is associated with body mass index and predisposes to childhood and adult obesity. *Science*. 2007 May 11;316(5826):889-94.
16. Dugan A, Holmes AM, Robb TA, Deo AP, Syed S, Wong WT, inventors; Verizon Business Global LLC, assignee. *Intelligent network*. United States patent US 6,779,030. 2004 Aug 17.
17. Romay CH, Gonzalez R, Ledon N, Ramirez D, Rimbau V. C-phycocyanin: a biliprotein with antioxidant, anti-inflammatory and neuroprotective effects. *Current protein and peptide science*. 2003 Jun 1;4(3):207-16.
18. Sharma G, Vyas C. A Review on Study Habits of School Going Children in Relation to Their Academic Achievement; 2012.
19. Azikiwe U. Study approaches of university students. In WCCI region II forum 1998 (Vol. 2, pp. 106-114).
20. Negi PS, Chauhan AS, Sadia GA, Rohinishree YS, Ramteke RS. Antioxidant and antibacterial activities of various seabuckthorn (*Hippophae rhamnoides* L.) seed extracts. *Food Chemistry*. 2005 Aug 1;92(1):119-24.
21. Ramamurthy T, Garg S, Sharma R, Bhattacharya SK, Nair GB, Shimada T, Takeda T, Karasawa T, Kurazano H, Pal A, Takeda Y. Emergence of novel strain of *Vibrio cholerae* with epidemic potential in southern and eastern India. *The Lancet*. 1993 Mar 13;341(8846):703-4.
22. Wright BR, Caspi A, Moffitt TE, Silva PA. The effects of social ties on crime vary by criminal propensity: a life-course model of interdependence. *Criminology*. 2001 May 1;39(2):321-48.
23. Arnold ML. *Natural hybridization and evolution*. Oxford University Press on Demand; 1997 Jan 30.
24. Wentzel KR, Asher SR. The academic lives of neglected, rejected, popular, and controversial children. *Child development*. 1995 Jun 1;66(3):754-63.
25. Coie J, Terry R, Lenox K, Lochman J, Hyman C. Childhood peer rejection and aggression as predictors of stable patterns of adolescent disorder. *Development and Psychopathology*. 1995 Oct;7(4):697-713.
26. Rubin D. *Autobiographical memory*. *Encyclopedia of Cognitive Science*. 2006.
27. Duncan GJ, Dowsett CJ, Claessens A, Magnuson K, Huston AC, Klebanov P, Pagani LS, Feinstein L, Engel M, Brooks-Gunn J, Sexton H. School readiness and later achievement. *Developmental psychology*. 2007 Nov;43(6):1428.
28. Williams S, McGee R. Reading attainment and juvenile delinquency. *Journal of Child Psychology and Psychiatry*. 1994 Mar 1;35(3):441-59.
29. Hsu CW, Chang CC, Lin CJ. A practical guide to support vector classification; 2003.
30. Risi S, Gerhardstein R, Kistner J. Children's classroom peer relationships and subsequent educational outcomes. *Journal of Clinical Child and Adolescent Psychology*. 2003 Aug 1;32(3):351-61.
31. Wentzel KR. Peer relationships, motivation, and academic performance at school. *Handbook of competence and motivation*. 2005 Apr 4:279-96.
32. World Health Organization. *Global tuberculosis report 2013*. Geneva: WHO; 2013. See http://apps.who.int/iris/bitstream/10665/91355/1/9789241564656_eng.pdf and also (http://www.who.int/tb/publications/global_report/gtbr13_annex_4_key_indicators.pdf). 2012.
33. Egbert J, Paulus TM, Nakamichi Y. The impact of CALL instruction on classroom computer use: A foundation for rethinking technology in teacher education; 2002.
34. Shaffer AL, Lin KI, Kuo TC, Yu X, Hurt EM, Rosenwald A, Giltman JM, Yang L, Zhao H, Calame K, Staudt LM. Blimp-1 orchestrates plasma cell differentiation by extinguishing the mature B cell gene expression program. *Immunity*. 2002 Jul 1;17(1):51-62.
35. Bashir A, Lei C, Cloet IC, El-Bennich B, Yu-Xin L, Roberts CD, Tandy PC. Collective Perspective on Advances in Dyson-Schwinger Equation QCD. *Communications in Theoretical Physics*. 2012 Jul;58(1):79.

36. Chowdhury S, Ghose A. Effects of Patterns of Parenting on Study Habits of Adolescents.
37. LE L, AG G, Benet LZ, Kroetz DL, Sheiner LB, Ross EM, Nies AS, Spielberg SP, Klaassen CD, Eck SL, Wilson JM. Goodman & Gilman's the pharmacological basis of therapeutics. 1996.
38. Hinshaw SP. Academic underachievement, attention deficits, and aggression: Comorbidity and implications for intervention. *Journal of consulting and clinical psychology*. 1992 Dec;60(6):893.
39. Walker JL, Lahey BB, Russo MF, Frick PJ, Christ MA, McBurnett K, Loeber R, Stouthamer-Loeber M, Green SM. Anxiety, inhibition, and conduct disorder in children: I. Relations to social impairment. *Journal of the American Academy of Child & Adolescent Psychiatry*. 1991 Mar 1;30(2):187-91.
40. Danaei G, Finucane MM, Lu Y, Singh GM, Cowan MJ, Paciorek CJ, Lin JK, Farzadfar F, Khang YH, Stevens GA, Rao M. National, regional, and global trends in fasting plasma glucose and diabetes prevalence since 1980: systematic analysis of health examination surveys and epidemiological studies with 370 country-years and 2·7 million participants. *The Lancet*. 2011 Jul 2;378(9785):31-40.
41. Adair VA, Dixon RS, Moore DW, Sutherland CM. Ask your mother not to make yummy sandwiches: Bullying in New Zealand secondary schools. *New Zealand Journal of Educational Studies*. 2000;35(2):207-21.
42. Emler N, Reicher S. *Adolescence and delinquency: The collective management of reputation*. Blackwell Publishing; 1995.