

## Original Research Article

# Determinants of Aggression among Adolescents

Vandana Kumari<sup>1</sup> and Pankaj Kumar<sup>2</sup>

<sup>1</sup>Department of Home Science, Ghazipur 233 001, UP, India

<sup>2</sup>Department of Animal Husbandry Extension, Bihar Veterinary College, Patna, India

*\*Corresponding author*

## ABSTRACT

The study entitled “Determinants of aggression among adolescents” was undertaken in the Ludhiana district of Punjab. The study was designed to investigate the relationship of parenting styles, family violence, television viewing and school environment of adolescents with their aggressive behavior. The sample comprised of 400 adolescents (200 boys and 200 girls). Buss- Durkee aggression scale by Sultania, Parenting scale by Bhardwaj, Sharma and Garg, Family violence scale by Bhatti and George, self-structured TV viewing questionnaire and School environment inventory by Mishra was used in this research study. Correlation analysis between parenting style of parents and aggression of adolescents revealed that acceptance by parents and marital adjustment between parents had negative and significant relation with irritability, indirect aggression, negativism, suspicion and verbal aggression (aggressive behavior) of adolescents, while overprotection by parents had positive relation. Results showed positive and significant relation between family violence (physical, verbal and social violence) and aggressive behaviour of adolescents. The psychological effect of family violence on the behaviour of adolescent is wholly negative and significant whether the violence is experienced or only witnessed. Correlation analysis between TV viewing and aggression of adolescents showed positive and significant relation between aggression and TV viewing behaviour of adolescents. Aggressive behavior is positively related to happy feeling after watching violence on screen, copying of TV programme, thinking about favourite TV programme and bad feeling after interruption of parents. Correlation analysis between school environment adolescent’s aggression revealed that permissiveness at school had negative and significant relation with aggression while rejection at school had positive and significant relation with aggressive behavior of adolescents. Multiple linear regression analysis revealed that adolescents’ aggression is positively and significantly affected by family violence and TV viewing behaviour of adolescents. Aggressive behavior is determined mostly by TV viewing.

### Keywords

Adolescent, aggression, assault, indirect aggression, irritability, negativism, resentment, suspicion, verbal aggression, guilt, parenting style, family violence, TV viewing, school environment

## Introduction

Aggression is a form of behaviour characterized by physical or verbal attack. It may be directed outward against others or inward against the self, leading to self-destructive or suicidal actions. Kakar (1974) defines aggression as an attempt by an individual or group to inflict physical injury

on another individual or group without the consideration of whether their attempt was intentional or whether it was successful. Berkowitz (1993) defined aggression as any form of behaviour that is intended to injure someone physically or psychologically. The dictionary meaning of aggression is hostile

or violent behavior or attitudes. It is a disorganized emotional response. Adolescence is considered as the most important transition period of life, as adolescents face an intense turmoil because of the cognitive, biological and social changes taking place in this period. This is also the period of psychological transition from a child who has to live in a family to an adult who has to live in a society. Furthermore, adolescence is a period of heightened risk with high rates of conduct disorders and antisocial behavior. In adolescence stage any of the thwarting of desires, interruption in activities, constant fault finding, teasing, lecturing and making unfavorable comparisons with other children will lead to aggression (Veeraraghavan 2006).

Aggression doesn't develop overnight, and is largely homebred. Experts ascribe aggression to a combination of factors-increasing exposure to violence through the media and the internet, lack of parental supervision, persistence tension and use of foul language at home, lack of communication between the child and parents, faulty parenting, performance pressure at school, growing substance abuse, increasing intake of junk food and sedentary life style (Broota,2008). During the formative years, that are two to 10 years of age, a child is very inquisitive. They want to use every new world they come across, want to imitate their role model and want to feel big. At this age, if parents are not there to answer their queries, chances of their falling prey to behavioural problems are high.

Parenting style also plays a great role in development of aggressive behaviour in adolescents. Parenting style is defined as the manner in which parents treat, communicate, discipline, monitor and support their children (Slicker and

Thornberry 2003). When parents are warm, protective and supportive, children are unlikely to be over aroused and are better able to respond to parental efforts to focus their attention and guide their behaviour. This view is consistent with Vygotsky's (1978) view that cognitive skills are socially constructed through interactions with supportive and responsive adults. Parenting styles may also be linked to children's regulation and externalizing behaviour problems because of its effects on the quality of the parent-child relationship. Parental warmth & acceptance, positive expressivity and protection have been linked to a secure attachment (Contreras *et al.*, 2000) and this security is believed to foster regulated behaviour, because child has greater psychological resources for dealing with negative emotions and events. In addition children with more secure attachment are likely to be better at understanding others' emotions (Laible and Thompson 2002), all of which could result in greater emotional control of behaviour and lower levels of aggressive behaviour.

Violence in the family is another contributing factor in stimulation of aggressive behaviour in children. Family violence has existed in both Indian and Western families (Bhatti and Beig 1985., Straus and Gelles 1986). Family violence can be defined as an act/ action performed by a family member to get the desired conformity from the other member/s and when it carries a negative emotional component. A loving home produces children who pass on these benefits to other person but if there is violence, tension and insecurity, home become a breeding ground for dangerous and destructive behaviour (Tondon 1988). Lessons children learn at home about violence are not lost to them but are extended to other social roles as well. A child who is punished severely for being

aggressive at home tends to be more aggressive outside the home (Sharma *et al.*, 2008). Extreme or inconsistent punishment encourages aggressive behaviour as much as any lack of discipline. Parental corporal punishment is associated with aggressive behaviour of children (Gershoff, 2002). Singh (2008) reported a link between family violence and aggressive behaviour of adolescents. Though a healthy and stable family is the most important social institution that can control the psychological or social factor which contribute to the violent behavior among students.

Violence in entertainment media is also considered by many to be a major contributor to aggressive and violent behavior in real life (Donnerstein and Smith 1997, Huesmann *et al.*, 1997, Anderson and Bushman 2002, Sparks and Sparks 2002). Continuous exposure to violence, murder, torture in films dulls the human nature to abhor violence (Sinha 1994). Identification with television personalities 'especially for boys' identification with a character substantially increases the likelihood that the character's aggressive behaviour will be modeled (Huesmann and Eron 1986). National Association for Education of Young Children, NAEYC (1990) quoted that children who are frequent viewers of media violence learn that aggression is a successful and acceptable way to achieve goals and solve problems, they are less likely to benefit from creative imaginative play as the natural means to express feelings, overcome anger and gain self-control. Behaviors like aggression can be learned by watching and imitating the behavior of others. A considerable amount of evidence suggests that watching violence on television increases the likelihood of short-term aggression in children (Aronson *et al.*, 2005). On TV, children likely to listen only those program that are exciting and

entertaining. It is very sad that children see more movies that are made for adults. Watching all the violence develops anxiety, fright and tension among children. The image presented on TV and movies influence the attitude of children. Exposure to violence by daily viewing of violent television scenes resulted in increased antisocial behaviour. It is contended that new films and television shows that portray hostility, aggression and assault, may further raise the incidence of aggressive acts committed by those who are exposed to such extensions.

Family, the seat of social learning has been considered as an institution where children learn the process of socialization (Hurlock 1972). But school and peer group is also a major contributor of behaviour development of adolescents. A school is an institution providing education for young people up to the age of about 19 years. It is in this school setting where learners learn new behaviours. Social learning theories suggest that aggressive behaviour is learned and maintained through environmental experiences. Adolescents who are exposed to antisocial environment learn to participate in antisocial behaviour. Antisocial behaviour is not only related to family but also to school and society. The school exposes children to new behaviours which were not acquired at home during the adolescent's childhood. Some of these behaviours may be positive or negative, depending on the school environment. Learning involves the modification of perception and behaviour, which also means that behavioral modifications occur in meeting, changed conditions so that obstacles are overcome. Teachers and peers play a dominant role in shaping these behaviours either positively or negatively. Every teacher is responsible directly to God for the welfare of each child placed in his care, so if he looks on silently

while a child needing assistance is led to destruction as an adult, he is co-responsible and will have to answer for his actions before God (Nemangwele 1998).

Social learning theories suggest that aggressive behaviour is learned and maintained through environmental experiences. Adolescents who are exposed to antisocial environment learn to participate in antisocial behaviour. It is confirmed that the extent to which children are exposed to a number of different family risk factors cause children's aggressive behaviour. Children's aggression is viewed as a reaction to frustration in an attempt to reduce aversive stimuli. Antisocial behaviour is not only related to family, but also to school and society. The school and society expose children to new behaviours which were not acquired at home during the adolescent's childhood. Some of these behaviours may be positive or negative, depending on the environment. It has been highlighted that teachers' harsh discipline can contribute to aggressive behaviour. Adolescents television access to and use of media technology (e.g. Television and Internet etc.) are on the rise, and this explosion of technology brings with it potential benefits and risks. Therefore, the need for the present study is felt to ascertain the contribution of parenting style, family violence, television viewing and school environment to aggression among adolescents. The findings of the present study would help parents and teachers to identify various contributing factors towards development of aggression in adolescents.

### **Materials and Methods**

The study was conducted in Ludhiana district of Punjab. The sample comprised of 400 adolescents (200 boys and 200 girls) of the age group 13-17 years. Those adolescents were purposely selected to

constitute the sample that were of Punjabi origin and belonged to nuclear and intact families. Selected from both the locales again it was divided into two different socio-economic-developmental strata i.e. low and medium.

Buss- Durkee Aggression scale was used for the assessment of aggressive behaviour of respondents. Parenting scale by Bhardwaj, Sharma and Garg (1998) was used to study parenting style used by parents as perceived by adolescents. Family Violence Scale by Bhatti and George (2001) was used to measure the patterns, severity and frequency of family violence. A self-structured questionnaire was used to examine the television viewing behaviour among adolescents. School Environment Inventory by Mishra (2002) was used to measure psycho-social climate of school as perceived by pupils.

### **Results and Discussion**

Table 1 shows correlation analysis between aggression and parenting style among adolescents. The perusal of table reveals assaultive behaviour of adolescents is not significantly related to parenting style. Expression of indirect aggression is negatively and significantly related to acceptance ( $r = -0.121$ ,  $p < 0.05$ ) and marital adjustment ( $r = -0.194$ ,  $p < 0.01$ ) and positively and significantly related with protection ( $r = 0.090$ ,  $p < 0.10$ ). The result is consistent with finding of Caspi *et al.*, (2004) that parenting styles adopted by parents play a vital role in the development of the children. Parental warmth, acceptance and support are associated with relatively low levels of children's aggressive behaviour.

Irritative behaviour of adolescents showed positive and significant relation with

parent's protection ( $r= 0.117, p< 0.05$ ). The reason could be that at adolescence stage, children seek freedom from parents so parents' over protection make them feel irritated. Adolescent's negativism is positively and significantly related to parents' protection ( $r= 0.103, p< 0.05$ ), indulgence ( $r= 0.090, p< 0.10$ ) and realism ( $r= 0.106, p< 0.05$ ). The result is consistent with findings of Mithas (1997) who reported that emotional competence was found to be greater in those early adolescents who perceive their mothering as imbued with utopian expectations than that of realism.

Resentment behaviour of adolescents is negatively and significantly related to acceptance ( $r= -0.103, p< 0.05$ ) and realistic role expectation ( $r= -0.087, p< 0.10$ ). Suspicion showed positive and significant relation with protection ( $r= 0.099, p< 0.05$ ) and discipline ( $r= 0.088, p< 0.10$ ). The result is consistent with findings of Gershoff (2002) who reported that discipline in terms of corporal punishment by parents had a robust relationship with aggression.

Expression of verbal aggression had positive and significant relation with protecting style ( $r= 0.105, p< 0.05$ ) and negative and significant relation with realism ( $r= -0.196, p< 0.01$ ), moralism ( $r= -0.171, p< 0.01$ ), realistic role expectation ( $r= -0.104, p< 0.05$ ) and marital adjustment ( $r= -0.208, p< 0.01$ ). The result is consistent with findings of Mithas (1997) that emotional competence was found to be greater in those early adolescents who perceive their mothering and fathering as associated with realistic role expectations than that of faulty role expectations. Guilt feeling is found to have negative and significant relation with acceptance ( $r= -0.095, p< 0.10$ ) of parents. Aggression of adolescents had positive and significant association with protection ( $r= 0.165, p< 0.01$ ) and negative and significant

relation with acceptance ( $r= -0.102, p< 0.05$ ) and marital adjustment ( $r= -0.112, p< 0.05$ ). The result is in line with study of David (1960) that family tensions promote delinquent behaviour. Long term family tensions may reduce the cohesiveness and affect the parent's ability to provide an atmosphere conducive to satisfactory child rearing and solving the problems of the family. It can be concluded that aggressive behavior is significantly related to parenting style adopted by parents. Indirect aggression, irritability, negativism, suspicion and verbal aggression is positively related to over protection of parents while negatively related to acceptance and marital adjustment of parents.

Table 2 shows correlation analysis between adolescent's aggression and their family violence. Assaultive behaviour had positive and significant relation with physical violence ( $r= 0.083, p< 0.10$ ) and total violence ( $r= 0.111, p< 0.05$ ) of the family. The reason could be that through parental aggression children may learn that aggression is a normative part of family relationships, that it is an effective way of controlling others and that aggression is sanctioned rather than punished. Indirect aggression is positively and significantly related to physical violence ( $r= 0.122, p< 0.05$ ) and social violence ( $r= 0.129, p< 0.01$ ). Irritative behaviour of adolescents also showed positive and significant association with verbal violence ( $r= 0.119, p< 0.05$ ) and social violence ( $r= 0.085, p< 0.10$ ). The reason could be that verbal threats or filthy language and insult in front of friends, relatives, neighbours make adolescents irritated.

Social violence showed positive and significant association ( $r= 0.102, p< 0.05$ ) with negative and significant feeling among adolescents.

**Table.1** Correlation analysis between aggression and parenting style among adolescents

| Dimension of parenting style | Assault | Indirect Aggression | Irritability | Negativism | Resentment | Suspicion | Verbal Aggression | Guilt   | Total Aggression |
|------------------------------|---------|---------------------|--------------|------------|------------|-----------|-------------------|---------|------------------|
| A                            | -0.021  | -0.121**            | -0.011       | 0.065      | -0.103**   | -0.019    | -0.078            | -0.095* | -0.102**         |
| B                            | 0.031   | 0.090*              | 0.117**      | 0.103**    | 0.068      | 0.099**   | 0.105**           | 0.048   | 0.165***         |
| C                            | 0.059   | -0.044              | 0.039        | 0.090*     | -0.037     | -0.012    | -0.040            | -0.018  | 0.004            |
| D                            | 0.067   | -0.054              | -0.043       | 0.106**    | 0.092*     | 0.061     | -0.196***         | -0.055  | -0.002           |
| E                            | -0.003  | -0.032              | 0.045        | 0.078      | -0.030     | -0.027    | -0.171***         | 0.074   | -0.023           |
| F                            | -0.017  | 0.003               | 0.080        | 0.004      | -0.038     | 0.088*    | 0.050             | 0.032   | 0.051            |
| G                            | 0.082   | -0.029              | -0.054       | -0.029     | -0.087*    | 0.015     | -0.104**          | -0.053  | -0.062           |
| H                            | 0.013   | -0.194***           | -0.002       | -0.040     | -0.074     | 0.064     | -0.208***         | -0.016  | -0.112**         |

A: Acceptance; B: Protection; C: Indulgence; D: Realism; E: Moralism; F: Discipline; G: Realistic role expectation; H: Marital adjustment

\* Significant at 10% level of significance; \*\* Significant at 5% level of significance; \*\*\* Significant at 1% level of significance

**Table.2** Correlation analysis between adolescent's aggression and their family violence

| Dimensions of Family Violence | Dimensions of Aggression |                     |              |            |            |           |                   |        | Total aggression |
|-------------------------------|--------------------------|---------------------|--------------|------------|------------|-----------|-------------------|--------|------------------|
|                               | Assault                  | Indirect aggression | Irritability | Negativism | Resentment | Suspicion | Verbal aggression | Guilt  |                  |
| Physical                      | 0.083*                   | 0.122**             | -0.001       | 0.061      | 0.177***   | 0.177***  | 0.117**           | 0.092* | 0.218***         |
| Verbal                        | -0.002                   | 0.076               | 0.119**      | 0.070      | 0.053      | 0.071     | 0.056             | -0.007 | 0.111**          |
| Social                        | 0.020                    | 0.129***            | 0.085*       | 0.102**    | 0.134***   | 0.155***  | 0.117**           | -0.051 | 0.182***         |
| Emotional                     | 0.036                    | -0.058              | -0.003       | -0.082     | 0.032      | 0.014     | 0.078             | 0.005  | 0.010            |
| Intellectual                  | 0.042                    | -0.014              | 0.014        | -0.059     | 0.101**    | 0.049     | 0.058             | 0.031  | 0.063            |
| Total violence                | 0.111**                  | 0.005               | 0.030        | -0.010     | 0.142***   | 0.124**   | 0.120**           | 0.070  | 0.156***         |

\* Significant at 10% level of significance; \*\* Significant at 5% level of significance; \*\*\* Significant at 1% level of significance

**Table.3** Correlation analysis between aggression and TV viewing behaviour of adolescents

| TV viewing behaviour | Dimensions of Aggression |                     |              |            |            |           |                   |           | Total Aggression |
|----------------------|--------------------------|---------------------|--------------|------------|------------|-----------|-------------------|-----------|------------------|
|                      | Assault                  | Indirect Aggression | Irritability | Negativism | Resentment | Suspicion | Verbal Aggression | Guilt     |                  |
| 1                    | -0.078                   | 0.046               | 0.143***     | 0.205***   | -0.040     | 0.067     | 0.078             | -0.149*** | 0.063            |
| 3                    | 0.061                    | 0.013               | 0.058        | -0.027     | 0.064      | 0.072     | -0.026            | 0.053     | 0.073            |
| 5                    | 0.014                    | 0.055               | 0.036        | 0.003      | 0.039      | 0.024     | -0.063            | -0.055    | 0.018            |
| 6                    | 0.123**                  | 0.179***            | 0.065        | 0.072      | -0.029     | -0.026    | 0.099**           | -0.091*   | 0.098*           |
| 7                    | -0.025                   | 0.183***            | 0.097*       | 0.034      | 0.080      | 0.046     | 0.093*            | -0.068    | 0.115**          |
| 10                   | 0.031                    | 0.095*              | 0.056        | 0.081      | 0.046      | 0.123**   | 0.074             | 0.114**   | 0.157***         |
| 11                   | 0.113**                  | 0.080               | -0.033       | 0.008      | -0.100**   | 0.043     | 0.038             | -0.003    | 0.037            |
| 14                   | 0.135***                 | 0.087*              | 0.082        | 0.041      | 0.048      | -0.012    | 0.007             | -0.095*   | 0.077            |
| 15                   | 0.044                    | 0.142***            | 0.142***     | 0.082      | 0.134***   | 0.096*    | 0.061             | 0.040     | 0.191***         |
| 16                   | 0.077                    | 0.041               | -0.092*      | -0.010     | 0.066      | -0.025    | 0.027             | -0.045    | 0.014            |
| TOTAL                | 0.105**                  | 0.186***            | 0.129***     | 0.082      | 0.071      | 0.118     | 0.090             | -0.023    | 0.197***         |

1: Duration of watching TV; 2: Copying the character of favourite actor/actress; 3: Negativity towards watching violent programme; 4: Feel good after watching violence on screen; 5: Feeling bad after interruption of parents while watching TV; 6: Copying of TV programme in real life; 7: Copying the action of villain of movies; 8: Preference of ‘tit for tat’; 9: Thinking (always) about favourite TV programme; 10: Sympathy for villain over actor/actress.

\* Significant at 10 % level of significance; \*\* Significant at 5% level of significance; \*\*\* Significant at 1% level of significance

**Table.4** Correlation analysis between adolescent’s aggression and school environment

| Dimension of School Environment | Dimensions of Aggression |                     |              |            |            |           |                   |        | Total Aggression |
|---------------------------------|--------------------------|---------------------|--------------|------------|------------|-----------|-------------------|--------|------------------|
|                                 | Assault                  | Indirect Aggression | Irritability | Negativism | Resentment | Suspicion | Verbal Aggression | Guilt  |                  |
| A                               | 0.026                    | -0.078              | -0.024       | -0.041     | 0.059      | -0.047    | -0.064            | -0.021 | -0.045           |
| B                               | -0.020                   | -0.095*             | 0.009        | -0.029     | -0.040     | 0.009     | -0.087*           | 0.057  | -0.051           |
| C                               | -0.002                   | -0.131***           | -0.045       | -0.054     | -0.053     | -0.060    | -0.101**          | 0.011  | -0.112**         |
| D                               | 0.106**                  | -0.013              | 0.008        | -0.028     | 0.046      | -0.043    | 0.046             | 0.037  | 0.041            |
| E                               | 0.113**                  | 0.025               | 0.080        | 0.020      | 0.129***   | 0.047     | 0.022             | -0.002 | 0.115**          |
| F                               | 0.079                    | -0.117**            | 0.002        | -0.068     | 0.031      | 0.024     | -0.034            | 0.007  | -0.014           |
| TOTAL                           | 0.035                    | -0.097*             | -0.018       | -0.048     | 0.016      | -0.047    | -0.065            | 0.017  | -0.052           |

A: Creative Stimulation; B: Cognitive Encouragement; C: Permissiveness; D: Acceptance; E: Rejection; F: Control

\* Significant at 10% level of significance; \*\* Significant at 5% level of significance; \*\*\* Significant at 1% level of significance

Because social violence has deleterious effect on the self-concept of adolescents. Resentment had positive and significant relation with physical violence ( $r= 0.177$ ,  $p< 0.01$ ), social violence ( $r= 0.134$ ,  $p< 0.01$ ), intellectual violence ( $r= 0.101$ ,  $p< 0.05$ ) and total violence ( $r= 0.142$ ,  $p< 0.01$ ) of the family. The result is supported by findings of Robbins (2000) that witnessing angry exchanges between parents' causes distress in the child. It is most distressing for the child who witness episodes of domestic violence, such as his father striking and injuring his mother. The child may want to retaliate, although is powerless to do that.

Suspicious behaviour and verbal aggression of adolescents is positively and significantly related to physical, social and total violence of the family. The result is supported by findings of Lauer (1986) that a home with continual conflict and coldness is very damaging to the children. Unhappy homes have a record of producing children with deviant behaviour, delinquency and maladjustments. Guilt feeling of adolescents showed positive and significant association with physical violence ( $r= 0.092$ ,  $p< 0.10$ ). This indicated that adolescents who have experienced family violence, either as victims or witnesses, are likely to feel negative and significant and develop guilt.

Aggressive behaviour of adolescents had positive and significant association with physical ( $r= 0.218$ ,  $p< 0.01$ ), verbal ( $r= 0.111$ ,  $p< 0.05$ ), social ( $r= 0.182$ ,  $p< 0.01$ ) and total violence ( $r= 0.156$ ,  $p< 0.01$ ) of the family. The psychological effect of family violence on the development of a child is wholly negative and significant, whether the violence is experienced or only witnessed (Mc Whirter *et al.*, 1998). Correlation analysis of adolescent's aggression with their family violence shows that assaultive behavior has positive relation with physical

violence. Indirect aggression is positively related to physical violence and social violence. Social violence showed positive association with negative feeling among adolescents. Because social violence has deleterious effect on self-concept of adolescents. Resentment had positive relation with physical violence, social violence, and intellectual violence. Suspicious behavior and verbal aggression of adolescents is positively related to physical and social violence. Guilt feeling of adolescents showed positive association with physical violence.

Table 3 shows correlation analysis between aggression and TV viewing behaviour of adolescents. Results showed assaultive behaviour is positively and significantly related to happy feeling after watching violence on screen ( $r= 0.123$ ,  $p< 0.05$ ), copying the action of villain of movies ( $r= 0.113$ ,  $p< 0.05$ ), preference of 'tit for tat' ( $r= 0.135$ ,  $p< 0.01$ ) and total TV viewing behaviour ( $r= 0.105$ ,  $p< 0.05$ ). This indicated that those adolescents who have positive and significant attitude towards screened violence showed more assault in their lives. Indirect aggression had positive and significant relation with happy feeling after watching violence on screen ( $r= 0.179$ ,  $p< 0.01$ ), bad feeling after interruption of parents while watching TV ( $r= 0.183$ ,  $p< 0.01$ ), copying of TV programme in real life ( $r= 0.095$ ,  $p< 0.10$ ), preference of 'tit for tat' ( $r= 0.087$ ,  $p< 0.10$ ), thinking about favourite TV programme ( $r= 0.142$ ,  $p< 0.01$ ) and total TV viewing behaviour ( $r= 0.186$ ,  $p< 0.01$ ).

Irritative behaviour of adolescents had positive and significant association with duration of TV watching ( $r= 0.143$ ,  $p< 0.01$ ), thinking about favourite TV programme ( $r= 0.142$ ,  $p< 0.01$ ) but negative and significant association with sympathy for villain over actor/actress ( $r= -0.092$ ,  $p<$

0.10). The result is consistent with findings of Aronson *et al.*, (2005) who showed significant association between the amount of time spent on watching violent television as a teenager and the likelihood of committing acts of aggression later in life. Negativism of adolescents is positively and significantly related to duration of TV watching ( $r= 0.205$ ,  $p< 0.01$ ). Resentment behaviour showed positive and significant association with thinking about favourite TV programme ( $r= 0.134$ ,  $p< 0.01$ ) but positive and significant relation with copying the action of villain of movies ( $r= 0.100$ ,  $p< 0.05$ ). The suspicious behaviour of adolescents had positive and significant association with copying of TV programme in real life ( $r= 0.123$ ,  $p< 0.05$ ) and thinking about favourite TV programme ( $r= 0.096$ ,  $p< 0.05$ ). The reason could be that those adolescents who copy TV programme in real life identifying them with aggressive television character and fantasizing about aggression. Expression of verbal aggression has positive and significant relation with happy feeling after watching violence screen ( $r= 0.099$ ,  $p< 0.05$ ) and bad feeling after interruption of parents while watching TV ( $r= 0.093$ ,  $p< 0.10$ ). Guilt feeling showed positive and significant association with copying of TV programme in real life ( $r= 0.114$ ,  $p< 0.05$ ) but negative and significant relation with duration of TV watching ( $r= -0.149$ ,  $p< 0.01$ ), happy feeling after watching violence on screen ( $r= -0.091$ ,  $p< 0.10$ ) and preference of 'tit for tat' ( $r= -0.095$ ,  $p< 0.10$ ). It is indicating that adolescents who are frequent viewer of violent TV programme learn violence as a way of solving problems. Aggressive behaviour of adolescents is positively and significantly related to happy feeling after watching violence on screen ( $r= 0.098$ ,  $p< 0.10$ ), bad feeling after interruption of parents ( $r= 0.115$ ,  $p< 0.05$ ), copying of TV programme ( $r= 0.157$ ,  $p< 0.01$ ), thinking

about favourite TV programme ( $r= 0.191$ ,  $p< 0.01$ ) and total TV viewing behaviour ( $r= 0.197$ ,  $p< 0.01$ ). It can be concluded that long hours of TV viewing and positive and significant attitude towards violent programme triggers aggressive behaviour of adolescents.

Table 4 shows correlation analysis between adolescent's aggression and school environment. The result showed assaultive behaviour is positively and significantly related to rejection at school ( $r= 0.113$ ,  $p< 0.05$ ). While negatively and significantly related to acceptance ( $r= -0.106$ ,  $p< 0.05$ ). The result is consistent with findings of Whitecomb (1997) who reported that adolescents who experienced social rejection at school were found to be more likely to engage in aggressive behaviour. Expression of indirect aggression is negatively and significantly related to creative stimulation ( $r= -0.095$ ,  $p< 0.10$ ), cognitive encouragement ( $r= -0.131$ ,  $p< 0.01$ ) and control ( $r= -0.117$ ,  $p< 0.05$ ) of school. It indicated that students' involvement in co-curricular activities, teacher's appreciation and motivation promotes pro-social behaviour of adolescents.

Result showed that irritability and negative feelings of adolescents is not affected by school environment. Resentment showed positive and significant association with rejection ( $r= 0.129$ ,  $p< 0.01$ ). That is why classroom environment is also an influential factor on the development of adolescent aggression. A positive and significant classroom environment seems to be a protective factor for development of aggression (Ystgaard 1997). Suspicion and guilt is not significantly related to school environment. Verbal aggression is negatively and significantly related to cognitive encouragement ( $r= -0.087$ ,  $p< 0.10$ ) and permissiveness ( $r= -0.101$ ,  $p<$

0.05). Total aggressive behaviour of adolescents is negatively and significantly related to permissiveness ( $r = -0.112$ ,  $p < 0.05$ ) but positively and significantly related to rejection ( $r = 0.115$ ,  $p < 0.05$ ). The result is in agreement with study of Dodge *et al.*, (1998) that rejected boys displayed significantly higher rates of aggression than average boys. Correlation analysis of school environment with adolescent's aggression showed that assaultive behavior is positively related to rejection at school, while negatively related to acceptance. Expression of indirect aggression is negatively related to creative stimulation, cognitive encouragement and control. Resentment showed positive association with rejection. This is why classroom environment is an influential factor for the development of adolescent's aggression. A positive classroom environment seems to be a protective factor for development of aggression (Ystgaard 1997). Correlation analysis between aggression and parenting style revealed that acceptance by parents and marital adjustment between parents had negative relation with aggressive behaviour of adolescents, while overprotection had positive relation. Results showed positive and significant relation between family violence (physical, verbal and social violence) and aggressive behaviour of adolescents. The psychological effect of family violence on the development of a child is wholly negative and significant, whether the violence is experienced or only witnessed. Correlation analysis showed positive and significant relation between aggression and TV viewing behaviour of adolescents. It can be concluded that long hours of TV viewing and positive and significant attitude towards violent programme triggers aggressive behaviour of adolescents. Results revealed that permissiveness at school had negative and significant relation with aggression while

rejection at school had positive and significant relation with aggressive behavior of adolescents

## References

- Anderson C G and Bushman B J (2002) Human aggression. *Annual Review of Psychology*. 53: 27-51.
- Aronson E, Akert M R, and Wilson D T (2005) *Social Psychology* Pearson Education.
- Berkowitz L (1993) *Aggression: Its causes, consequences and control*. Pp. 429-41. PA: Temple University Press. Philadelphia.
- Bhardwaj R L, Sharma H, Garg A (1998) Parenting scale. Pankaj Mapan, Agra, India
- Bhatti R S and George T S (2001) Family violence scale. National Institute of Mental Health and Neuro Sciences, Bangalore India.
- Broota A (2008) Hot Cross kids: A growing number of angry urban children are capable of violence Pp 22-26 (original not seen cited by Sharma G) *The week*, Jan, 2008.
- Buss D M (2005) *The murderer next door: Why the mind is designed to kill*. Pp 336-48. Penguin Press. New York
- Caspi A, Moffitt T E, Morgan J, Rutter M, Taylor A, Arseneault L (2004). Maternal expressed emotion predicts children's antisocial behaviour problems: using monozygotic-twin differences to identify environmental effects on behavioural development. *Developmental Psychology* 40: 149-161.
- Donnerstein E and Smith A (1997) Variables in interracial aggression: Potential ingroup censure *J of personality and social psychology* 22: 143-50
- Gershoff E T (2002) Corporal punishment by parents and associated child

- behaviours and experiences: A meta-analytic and theoretical review. *Psychological Bulletin* 128: 539-579.
- Huesman R L, Podolski M T and Eron L D (1997) Longitudinal relations between children's exposure to T.V violence and their aggressive and violent behaviour in young adulthood. *Developmental psychol.* 39: 201-21
- Huesmann L R and Eron L D (1986) The role of television in the development of prosocial and antisocial behaviour: Research, theories and issues, Academic Press, New York.
- Hurlock E B (1972) Child Development. Vth Edition, Mc Graw- Hill, Kogakusha, Tokyo, Japan
- Kakar S (1974) Colours of violence. Oxford University press, New Delhi.
- Laible D J and Thompson R (2002) Mother Child Conflict in the toddler years: Lessons in emotion, morality and relationship. *Child development* 73: 1187-1203.
- Lauer R H (1986) Social Problems and the quality of life. WMC Brown, Iowa
- MC whirter J J, Mc Whirter B T, Mc Whirter A N and MchWhirter E H (1998) At risk youth: A Comprehensive response for counselors, teachers, psychologists and human service professionals. 2<sup>nd</sup> Ed C.A Brooks/ Cole, Pacific groove.
- Mishra K S (2002) School Environment Inventory (SEI) Ankur Psychological Agency. Lucknow, India
- National Association for Education of Young children, NAEYC (1990) Position statement on media violence in children's life. *Young Children* 45: 18-21.
- Nemangwele AA (1998) A Philosophical investigation into the role and function of motivation in Black Secondary school pupils. Unpublished Med dissertation. University of South Africa, Pretoria.
- Robbins L N (2000) The role of antisocial family in School completion and delinquency: A three generation study. *Sociological Quarterly*, 7: 500-14
- Sharma R, Grover V L and Chaturvedi S (2008) Risk Behaviors related to Interpersonal Violence among School and College-going Adolescents in South Delhi. *Indian J Community Medicine* 33:67-75.
- Singh K (2008) Growing up in anger. www. Available online India-today.com/ itoday/270719998society.html
- Sinha D M (1994) Adverse effects of T V on children. *Women's Era* 21:14-20.
- Slicker W K and Thornberry I (2003) Older adolescent well-being and authoritative and parenting. *Adolescent and Family Health* 39: 9-10.
- Sparks P and Sparks S (2002) Predictors and predictive effects of ambivalence. *British J of Social Psychology* 43: 371-383
- Straus M A and Gelles R J (1986) Society Change and Change in family violence from 1975 to 1985 as revealed by two National surveys, *J of Marr and Fam* 48: 465-480.
- Tondon S (1988) Violence and Television in the family. *Social change* 18: 41-44.
- Veeraraghavan V (2006) Behaviour problems in children and adolescents. Pp 66-76. Northern Book Centre, New Delhi.
- Vygotsky L S (1978) Mind in Society. Harvard University Press. Cambridge M.A.
- Whitcomb J (1997) Causes of violence in children. *J Mental Health* 6: 433-42.
- Ystgaard M (1997) Life stress, social support and psychological distress in late adolescents. *Social Psychiatry and Psychiatric Epidemiology* 32: 277-283.