



Relationship between academic anxiety and aggression among adolescents

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Abstract

The present investigation has been undertaken to study the relationship between academic anxiety and aggression among adolescents. In the present study sample of 100 adolescents of Sri Ganganagar district of Rajasthan were selected through random sampling technique out of which, 50 were girls and 50 were boys. Aggression Scale prepared by Bharadwaj (2008) and Academic Anxiety Scale by Singh and Gupta (2009) were used to collect the data. To analyze the data coefficient of correlation was used. The results revealed that there exists significant correlation between academic anxiety and aggression among adolescents.

Keywords: academiv anxiety, aggression, adolescents

Introduction

Anxiety is your body's way of telling you that there is something in the environment in need of your attention. It is basically a series of biochemical changes in your brain and body, such as an increase in adrenaline (causing your heart to beat faster) and a decrease in dopamine (a brain chemical that helps to block pain). Academic anxiety includes the total learning process of a student like interrupted concentration of internal, interpersonal or other concerned skills. It all starts with the importance we give to percentage of marks; a child's scores stress is imposed on the child in the form of pressure to excel in exams. Though pressure in itself is not harmful to a person, the fear of failure induces an extra burden in the child. This fear gradually results in a stronger emotion known as *anxiety*. An anxious child is unable to point out any specific object of fear and s/he automatically starts producing the symptoms of anxiety, e.g., uneasiness, discomfort, excessive sweating, trembling, worry, tension, breathlessness, trouble in concentrating, etc. Although academic anxiety is mainly found in adolescent school children who are competing with period of stress and strain. Erickson has referred to adolescence as a period of 'ego identity' which challenges the individual's basic sense of self. The adolescent years are important for children's self perception formation and anxieties in these years could have a profound effect on career planning because of their relation to confidence and self-efficiency.

Aggression

Aggression, in its broadest sense, is behaviour, or a disposition, that is forceful, hostile or attacking. It may occur either in retaliation or without provocation. In narrower that are used in social sciences and behavioral sciences, aggression is an intention to cause harm or an act intended to increase relative social dominance. Predatory or defensive behaviour between members of different species may not be considered aggression in the same sense. Aggression differs from what is commonly called assertiveness, although the terms are often

used interchangeably among lay people, e.g. an aggressive salesperson.

The term aggression comes from the Latin word "Aggressio", meaning attack. The Latin was itself a joining of ad-and gradi, which meant step at. The first known use dates back to 1611, in the sense of an unprovoked attack. A psychological sense of hostile or destructive behaviour: dates back to 1912, in an English translation of the writing Sigmund Freud. Alfred Adler had theorized about an aggressive drive: in 1908. Child raising experts began to refer to aggression rather than anger from the 1930s. Two broad categories of aggression are commonly distinguished. One includes affective (emotional) and hostile or retaliatory aggression, and the other includes instrumental, goal-oriented or predatory aggression.

Aggression is a phenomenon that most see through the lens of verbal or physical attacks. However there are many subtleties in aggression in aggression that have to gone un-noticed by many researches. To view aggression as simply direct attacks on a person is very limiting in understanding of aggression. In psychology, as well as other social and behavioral sciences, aggression refers to behaviour between members of the same species that is intended to cause humiliation pain or harms. Everyone has a commonsense notion that aggression involving one person injuring another. The injury may be result from a physical attack assault, rape or murder. The attack may be psychological involving ridicule disparagements and similar assaults on other feelings about themselves.

One thing is common in all aggressive behaviour i.e. unfulfilled human needs and desires. To overcome frustration the individual becomes violent so aggression is logical and expected consequence of frustration. The present youth is prone to aggression because of fierce competition of the modern life. Failure to achieve their objectives lead to frustration desperation in them and this provoke in many irritability, anger, loss of self control culminating in aggression.

Objectives

1. To study relationship between academic anxiety and aggression among adolescents.
2. To study relationship between academic anxiety and aggression among adolescent girls.
3. To study relationship between academic anxiety and aggression among adolescent boys.

Hypotheses

1. There exists no significant relationship between academic anxiety and aggression among adolescents.
2. There exists no significant relationship between academic anxiety and aggression among adolescent girls.
3. There exists no significant relationship between academic anxiety and aggression among adolescent boys.

Methodology

Descriptive method was used to study relationship between academic anxiety and aggression among adolescents Sri Ganganagar district. Coefficient of correlation was employed to find out the relationship between the variable.

Sample

Sample of 100 adolescents (50 girls and 50 boys) from two government schools of Sri Ganganagar district of Rajasthan were taken through random sampling method.

Tools Used

1. Aggression scale by Bharadwaj (2008) ^[1].
2. Academic Anxiety Scale by Singh and Gupta (2009).

Analysis and Interpretation of Data:

Table 1: Coefficient of Correlation between Academic Anxiety and Aggression among Adolescents

Variables	N	R	Level of Significance
Academic anxiety	100	0.413	Significant at 0.01 level of confidence
Aggression			

Table 1 reveals the coefficient of Correlation between academic anxiety and aggression among adolescents. The value of r is 0.413 which is significant at 0.01 level of confidence.

Hence, Hypothesis (1) stating, “There exists no significant relationship between academic anxiety and aggression among adolescents” stands rejected.

Table 2: Coefficient of Correlation between Academic Anxiety and Aggression among adolescent girls.

Variables	N	r	Level of Significance
Academic anxiety	50	0.372	Significant at 0.01 level of confidence
Aggression			

Table 2 reveals the coefficient of Correlation between academic anxiety and aggression among adolescent girls. The value of r is 0.372 which is significant at 0.01 level of confidence.

Hence, Hypothesis (2) stating, “There exists no significant relationship between academic anxiety and aggression among adolescent girls.” stands rejected.

Table 3: Coefficient of Correlation between Academic Anxiety and Aggression among Adolescent Boys

Variables	N	r	Level of Significance
Academic anxiety	50	0.398	Significant at 0.01 level of confidence
Aggression			

Table 3 reveals the coefficient of Correlation between academic anxiety and aggression among adolescent boys. The value of r is 0.398 which is significant at 0.01 level of confidence.

Hence, Hypothesis (3) stating, “There exists no significant relationship between academic anxiety and aggression among adolescent boys.” stands rejected.

Findings

1. There exists significant relationship between academic anxiety and aggression among adolescents.
2. There exists significant relationship between academic anxiety and aggression among adolescent girls.
3. There exists significant relationship between academic anxiety and aggression among adolescent boys.

Conclusion

The results revealed that there exists significant relationship between academic anxiety and aggression among adolescents. These results will give immense help to Researches, Guidance workers, teachers and School Counselors to develop suitable methods of teaching. These results will help the teachers to develop healthy attitude among the students. These results could help the teachers and parents to know about the importance of self confidence in the life of their wards so that student

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