

SCHOOL CLIMATE AS A PREDICTOR OF AGGRESSIVE BEHAVIOR AMONG ADOLESCENTS

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ABSTRACT

Adolescents spend a significant portion of their life participating in activities that are linked with their school, and the social, psychological, and educational atmosphere of the school all have a significant influence on the adolescent's emotional and social development. The term "school climate" is used to describe the culture or attitude of a school, in addition to the nature of the interpersonal connections and communication patterns that exist inside the institution. It follows that the culture of a school has a part in creating the experiences that children have, and research has highlighted the necessity of building a healthy school environment in order to lessen the amount of aggression that occurs in schools. The purpose of this research was to evaluate whether or not school climate predicts aggressive behavior among adolescents. The data was gathered from a representative sample of 351 students attending secondary schools in Rajouri and Poonch districts of the Union Territory of Jammu and Kashmir, India. In order to determine the level of aggressive behavior among adolescents, a self-standardized scale of aggression was used. A school climate scale that was established and standardized by Dr. Sajad Ahmed Mir (2018) was applied in order to evaluate the attitudes of adolescents toward their school environment. The results of the study revealed that school climate influence aggression among adolescents.

Keywords: Aggression, School Climate, Adolescents

Introduction

Students who attend schools with a more pleasant atmosphere and those who feel attached to their school's climate are more likely to participate in school activities and, as a result, exhibit less aggression (Wakoli, 2019). Adolescents who are prone to woes with school authorities are more likely to have behavioral problems, such as being rude or violent. Eventually, these adolescents are more likely to be associated with antisocial peers and may have a lower dedication to academic accomplishment (Kumari & Kang, 2016). Adolescence is the time in a person's life when they are growing and changing physically, mentally, emotionally, socially, and morally. This is when adolescents move from being children to being adults. It is a very important time in a human's life because the growth they make, the experiences they have, and the relationships they contain throughout this time shape their whole future.

Learners' first experience outside of their homes is in a school setting, where they learn a wide range of skills. The things they learned during this time stay with them for the rest of their lives. Students act in different ways in different school settings, such as being passive, aggressive, or mean. These have an effect on the student's life as well as their performance in the academic domain. The issue of aggressive behavior in schools is becoming worse over the years, which is having a negative impact on academic performance on a variety of levels (Kozina Ana, 2007). When trying to comprehend the attitudes and ideas that students have towards violence and bullying, the atmosphere of the school is a very significant factor to take into consideration (Giovazolias & others, 2010). Students who experience a healthy classroom climate (perceiving classmates in the classroom as colleagues or friends and feeling respect and support from instructors) are not prone to develop behavioral difficulties in relation to the school setting (Povedano & others, 2015).

Aggression is a consistent characteristic of a person's personality that continues to develop throughout infancy, adolescence, and adulthood. Verbal, nonverbal, or physical behavior that harms another person either indirectly or directly and results in additional benefit for the aggressor is referred to as aggressive behavior. It is often considered to be antisocial, and it happens when someone hurts others both physically and mentally. Sometimes it makes people act in dangerous ways toward others in order to protect themselves (Kaur, & Niwas, 2017). Aggression can sometimes be seen as positive and socially acceptable if it comes from ambition, working hard to prove a point

or a strong competitive spirit. In general, every person has various difficulties throughout his life, and it is reasonable to assume that everyone may display aggression from time to time. As a result, resentment and its effects may be seen as regular phases of development. It may be considered to be severe when a person establishes a pattern of aggression and refuses to pursue more culturally acceptable techniques for achieving his or her goals. Broota, (2008) argued that aggression develops gradually and is primarily inherited. Researchers have identified a number of causes for aggression, including increased media and internet exposure to violent content, lack of parental supervision, ongoing conflict and the use of foul language at home, a lack of communication between parents and children, academic pressure, rising substance abuse, an increase in the consumption of junk food, and unhealthy lifestyles.

During the adolescent phase, aggression results from the obstruction of ambitions, disruption of activities, persistent fault finding, taunting, scolding, and making unfavorable comparisons to other children (Kumari & Kang, 2016). The most logical course of action is to attempt to change aggressive tendencies in young children by identifying and targeting those who are already more likely to act aggressively. It is important because aggression predicts future social, psychological, behavioral, and educational difficulties.

Review Of Related Literature

Akman (2021) tried to explore the relationship between School Climate and Students' Aggressive behaviors. Low and negative significant correlations were found between students' aggressive behaviors and their perceptions of the school's environment.

Li & others (2021) carried out a study on the association between school climate and aggression. It was found a negative correlation between aggression and school climate.

Velki (2020) conducted a study on the role of parents and schools in moderating peer aggression concerns. It was revealed that both mediators have statistically significant partial mediating effects on peer aggressiveness and victimization.

Kumari & others (2016) carried out research on the effect of the school environment on adolescents' aggressive behavior. The results of the study revealed that classroom/school climate is an influential factor of aggressive behavior among adolescents.

Ballard & others (2004) examined the correlation between dispositional aggression and administrative reports of aggressive behaviors in schools. It was shown that dispositional aggressiveness accounted for a significant proportion of the variation in administrative reports of school aggression.

It is quite evident from the related studies that school climate acts as an influential contributor to aggressive behavior among adolescents. Ystgaard (1997) argued that the development of aggressiveness seems to be prevented by a supportive learning environment in the classroom.

Objectives of the Study

1. To investigate the level of aggression among adolescents.
2. To investigate the level of school climate among adolescents.
3. To study the impact of school climate on aggression among adolescents.

Research Methodology

Locale of the Study

The present study was carried out in the twin districts of Jammu and Kashmir, UT (Rajouri and Poonch). The Chief Education Officer (CEO) of these two districts provided a list of all secondary schools in their respective districts. Ten government and private schools were randomly selected from the list provided by the Chief Education Officers of both districts (Rajouri & Poonch).

Sample

The sample of the present investigation consisted of 351 adolescents (190 boys and 161 girls) from different government and private secondary schools of the Rajouri and Poonch districts. It was instructed to the respondents that any information they provided would be held in the utmost confidentiality and they were free to react honestly to any of the test questions before the tests were



even given to them. This has been done so that the goal of the data collection would be made crystal apparent to them.

Research Tools Used:

1. Aggression Scale developed and standardized by the investigator himself.
2. School Climate Scale (SCS) developed and standardized by Dr. Sajad Ahmad Mir (2018).

Objective 1: To investigate the level of aggression among adolescents.

To assess the level of aggressiveness among adolescents, basic statistical parameters including mean, median, mode, standard deviation, and standard error of mean, have been calculated.

Table 1. Descriptive measure of Aggression Scores

N	Mean	Median	Mode	Standard deviation	S.E of Mean
351	101.72	102.00	104	5.554	.296

The table above shows multiple descriptive metrics of aggressiveness scores. According to the study's findings, an average secondary school student may get a score of 101.72 on the 'Aggression' scale. According to the scale's norms, the average secondary school student has a low level of aggression. The standard error of mean (.296) indicates that the sample mean (101.72) may only differ from the population mean by .296 points. It signifies that the sample mean is quite near to the population mean. The standard deviation is 5.554, indicating that the scores might differ from the mean by 5.554 on both the positive and negative sides of the mean.

Objective 2. To investigate the level of school climate among adolescents.

To assess the attitude of school climate among adolescents, basic statistical parameters including mean, median, mode, standard deviation, and standard error of mean, have been calculated.



Table 2. Descriptive measure of School Climate Scores

N	Mean	Median	Mode	Standard deviation	S.E of Mean
351	164.48	164	169	10.202	.545

The above table (2) shows several descriptive measures of school climate scores. The results of the study reveals that an average adolescent may get a score of 164.48 on the School Climate Scale. As per the standard norms of the scale (SCS), the average adolescent has an average level of attitude toward the school climate. The standard error of mean (.545) indicates that the sample mean (164.48) may only differ from the population mean by .545 points. It signifies that the sample mean is quite near to the population mean. The standard deviation is 10.202, indicating that the scores might differ from the mean by 10202 on both the positive and negative sides of the mean.

Objective 3. To Study The Impact Of School Climate On Aggression Among Adolescents.

In order to find out the impact of school climate on the aggressiveness of adolescents, stepwise linear regression analysis has been estimated as represented in table (3) below:

Table (3): Model Summary of the Regression Analysis

Predictive Variable	R	R ²	Adjusted R ²	Std. Error	F Change
School Climate	.511	.261	.259	4.782	123.071**

**Significant at 0.01 level

It is obvious from the above table (3) that the coefficient of correlation between the variables is .511 and its square is .261. It is evident that the school environment accounts for 26.1% of the variation in aggression among adolescents.

Table 4. ANOVA Summary

Source of Variation	Sum of squares	df	Mean square	F	Sig.
Regression	2814.213	1	2814.213	123.071**	.000
Residual	7980.425	349	22.867		
Total	10794.638	350			

**Significant at 0.01 level

Table (4) of the ANOVA summary shows that the F value ($F = 123.071$, $P 0.01$) is statistically significant at the 0.01 level. It demonstrates that the regression model is appropriate and a good fit for the data. It may be inferred from the data that school climate has a substantial impact on adolescent aggressiveness. In conclusion, the impact of school atmosphere on aggression cannot be the result of chance.

Table (5): Regression Coefficient

Predictive Variable	Unstandardized coefficients		Standardized Coefficients	t-value	Sig.
	B	Std. Error	Beta (β)		
Constant	147.436	4.129		35.710**	.000
School Climate	-.278	.025	-.511	-11.094**	.000

**Significant at 0.01 level

The standardized coefficient (β), carrying t-value for school climate ($t = -11.094$, $P 0.01$) is shown in the above table is significant at the 0.01 level. It may be inferred that school environment predicts aggressiveness among adolescents negatively. It implies that if we improve the school atmosphere, aggressive behavior of adolescents may decrease.

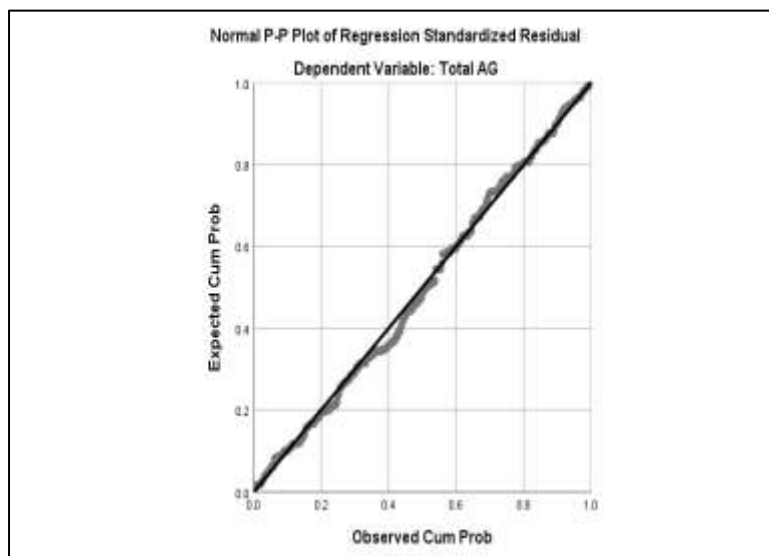


Figure (1): The graphical presentation of the regression line of aggression

Hence, the findings of regression analysis (tables 3,4, &5) demonstrate that the school climate significantly and negatively affects aggression among secondary school learners. The results of the present study are in line with previous studies like Ballard & others (2004), Elsaesser (2012), Kozina (2015), Kumari & Others (2016), and Velki (2020). In light of previous research, it can be inferred that school atmosphere is a significant and negative predictor of aggressiveness among secondary school pupils.

Conclusion and Educational Implications of the Study

The scope of the present investigation was to explore the impact of school climate on the aggressive behavior of adolescents. The findings of the study reveal that school atmosphere is a significant predictor of aggression among adolescents. Below are given certain implications which may be put into practice to avoid aggressive manifestation among learners:

- i. Efforts should be made to equip learners with both infrastructural and academic facilities. Aggression may be reduced if a student is given enough opportunity to express himself.
- ii. It is important for teachers to demonstrate awareness, compassion, and care for each and every student in the class.
- iii. Learners should be actively involved in school-related decision-making processes. Sharing responsibility allows students to comprehend the idea underlying discipline implementation.
- iv. Parental education, family counselling, and community mobilization techniques for child support should be incorporated into their area of operation.
- v. Child-centered curriculum should be designed and implemented to understand various techniques for the prevention of aggressive behavior.

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