



Aggression Among Secondary School Students in Relation to Their Gender and Types of School

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<p>Received: 08.06.2026</p> <p>Accepted: 04.07.2026</p> <p>Published: 09.07.2026</p>	<p>Abstract</p> <p><i>Aggression during adolescence is a common behavioral problem influenced by emotional, social, and environmental factors. The present study aimed to examine aggression among secondary school students and compare it on the basis of school type (government and private) and gender. A descriptive survey method was employed on a sample of 100 students selected from two secondary schools of North 24 Parganas. Data were collected using a standardized aggression scale to identify differences in aggression levels among various groups. The findings revealed significant differences in aggression between government and private school students, with private school girls showing higher aggression levels, indicating that both school environment and gender play an important role in adolescent aggression.</i></p> <p>Keywords: Aggression, Adolescents, School Environment, Secondary School Students, Government and private school</p>
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Introduction

In their studies Verbal Aggressiveness and Hate Speech: New Considerations for Study Abroad Students. The study aimed to create awareness about verbal aggressiveness and hate speech among students and to equip them with effective strategies to manage and respond to such situations in educational and workplace settings. In today's fast-paced world, mental health challenges are becoming increasingly visible, affecting people in quiet yet profound ways. Many individuals struggle with anxiety, depression, and emotional stress, often without openly expressing it. Alongside these concerns, aggression has emerged as a significant issue, especially in school environments, influencing not just individuals but the overall social atmosphere.

Human aggression refers to any behavior intended to harm another person, whether physically, verbally, or emotionally. For behavior to be considered aggressive, it must involve the intent to cause harm, and the target must wish to avoid it. While people often associate aggression with physical violence, it can also take subtle forms, such as spreading rumors or emotional manipulation.

This unit explores aggression in depth—its types, causes, and ways of measurement. It highlights how biological factors, brain functioning, social influences, and parenting styles contribute to aggressive behavior. Environmental stressors like academic pressure and social expectations also play a role. Understanding these factors is essential, as it helps in identifying effective strategies

and interventions to manage and prevent aggression, ultimately fostering healthier and more supportive environments for growth and learning (Rugen,2019).

Review of Related Literature

Mambra (2023) in the study Aggressive Behavior among Higher Secondary Students in Rural, Semi-Urban and Urban Areas: A Review of Literature, aimed to examine differences in aggression among students from different localities. The findings showed that urban students exhibited higher levels of aggression than rural and semi-urban students, indicating that environmental and socio-cultural factors play an important role in shaping aggressive behavior.

Chamundeshwari and Arulsamy (2019) in their study Aggressive Behavior of High School Students, aimed to examine aggression among high school students in relation to gender, locality, and family type. The findings revealed no significant differences in aggression based on these variables, indicating that aggression is influenced more by individual psychological factors than demographic characteristics.

Fayso (2019) in the study Aggressive Behaviour in Secondary Schools of Mesken Woreda: Types, Magnitude and Associated Factors, aimed to examine the types, extent, and factors associated with aggression among secondary school students. The findings revealed that indirect aggression was the most common form, and aggression was influenced by age, grade level, school environment, and parental warmth, while teachers managed aggressive behavior through counseling and disciplinary measures.

Banga (2015) in the study Aggression of Secondary School Students in Relation to Their Gender and Type of School, aimed to examine aggression among secondary school students with respect to gender and school type. The findings revealed that boys exhibited higher aggression than girls, and students from private schools showed greater aggression than those from government schools.

Das et al. (2015) in their study A Study on Health Risk Behavior of Mid-Adolescent School Students in a Rural and an Urban Area of West Bengal, India, aimed to assess health risk behaviors among urban and rural adolescents. The findings showed that urban students exhibited higher levels of risk behaviors, particularly violence and unhealthy dietary habits, while girls reported greater mental health problems, indicating the need for early preventive interventions.

Fatima and Malik (2015) in their study Causes of Student's Aggressive Behavior at Secondary School Level, aimed to identify the causes of aggressive behavior among secondary school students and examine teachers' perceptions of it. The findings revealed that boys exhibited more physical aggression, whereas girls showed indirect and verbal forms of aggression, highlighting significant.

Samanta et al. (2012) in their study Mental Health, Protective Factors and Violence among Male Adolescents: A Comparison between Urban and Rural School Students in West Bengal, aimed to compare the mental health, protective factors, and violence experiences of urban and rural adolescent boys. The findings showed that urban boys reported greater family support but also experienced higher levels of loneliness, anxiety, suicidal thoughts, bullying, and violence, indicating that urban adolescents face greater emotional and behavioral challenges than their rural counterparts.

Datta and Firdoush (2012) in their study Association of Aggression with Sociodemographic Characteristics: A Cross-Sectional Study among Rural Adolescents, aimed to examine the

relationship between aggression and socio-demographic factors among rural adolescents. The findings revealed higher aggression among older boys from low-income families and adolescents with working mothers, with younger adolescents showing more physical aggression and older adolescents displaying verbal and emotional aggression.

Yahaya et al. (2012) in their study Aggressive Behavior and the Influencing Factors at Five Schools in Johor Bahru, aimed to identify the level of aggression and its influencing factors among students. The findings revealed high levels of aggression, with physical aggression being the most common, and showed that the school environment, personal attitudes, and family background significantly influenced aggressive behavior.

Banahene and Amedahe (2008) in their study Adolescent Students' Beliefs about Aggression and the Association between Beliefs and Reported Level of Aggression, aimed to examine students' beliefs about aggression and their relationship with aggressive behavior. The findings showed that male students held stronger instrumental beliefs and exhibited higher aggression, while females showed expressive beliefs associated with lower aggression, indicating significant gender differences in attitudes toward aggression.

Objectives of the Study

1. To assess the government and private secondary school students in relation to aggression.
2. To study the difference between aggression of Government boys' students and private boys' students.
3. To study the difference between aggression of government girls' students and private girls' students.
4. To study the difference between aggression of Government boys' students and girls' students.
5. To study the difference between aggression of private boys' students and girls' students.

Hypothesis

Null Hypotheses (H_0):

- H₀1:** There is no significant difference in aggression levels between government and private secondary school students.
- H₀2:** There is no significant difference in aggression levels between government boys and private boys' students.
- H₀3:** There is no significant difference in aggression levels between government girls and private girls' students.
- H₀4:** There is no significant difference in aggression levels between government boys and government girls' students.
- H₀5:** There is no significant difference in aggression levels between private boys and private girls' students.

Methodology

The present study adopted a quantitative descriptive method to examine aggression among secondary school students in relation to gender and school type. A sample of 100 students of classes VIII and IX from government and private schools of North 24 Parganas, Kolkata, was selected through random sampling. Data were collected using the Aggressive Behaviour Scale

developed by Dr. Sameer Babu M., Dr. Saraswat Ali, and Prof. Riaz Shakir Khan. A correlational research design and t-test were used for data analysis. The scale was standardized on 164 students from schools in South Delhi and Malappuram, Kerala. Its validity was established through comparison with established aggression scales, while reliability and predictive validity were determined through a test-retest method with a 15-day interval. The findings confirmed that the instrument is a reliable and valid measure of aggressive behaviour among secondary school students.

Analysis

Hypotheses 1: H₀₁: There is no significant difference in aggression levels between government and private secondary school students.

Table-1 - t-test: Two-Sample Assuming Equal Variances of Government students and Private student's total sample:

Aggression Level	Group	N	Mean	Standard Deviation	P(T<=t) two-tail	Significant Level	Remarks
	Government students	45	153.69	34.412517	0.021455	0.05	Significant
	Private students	55	151.54	51.481261			

P-value is 0.021455 which is less than 0.05 level of significance so that Null hypothesis is rejected and the result is statistically significant that means there is a significant different in aggression level between Government and Private students.

Hypotheses 2: H₀₂: There is no significant difference in aggression levels between government boys' and private boys' students.

Table - 2 - t-test: Two -Sample Assuming Equal Variances of Government Boys and Private Boys sample:

Aggression Level	Group	N	Mean	Standard Deviation	P(T<=t) two-tail	Significant level	Remarks
	Government Boys	22	150.5	11.300021	0.1626365	0.05	Not Significant
	Private Boys	26	151.54	15.605719			

P-value is 0.1626365 which is more than 0.05 level of significance so the result is not significant

and it fails to reject that null hypothesis and the result is not statistically significant that means there is no significant difference in aggression levels between government boys and private boys' students.

Hypotheses 3: H₀₃: There is no significant difference in aggression levels between government girls' and private girls' students.

Table - 3 - t-test: Two Sample Assuming Equal Variances of Government Girls' and Private Girls' sample:

Aggression Level	Groups	N	Mean	Standard Deviation	P(T<=t) two-tail	Significant level	Remarks
	Government Girls	23	156.739	8.38948	0.00259427	0.05	Significant
	Private Girls	29	163.103	12.5878			

P-value is 0.00259427 which is less than 0.05 level of significance and the result is statistically significant so the Null Hypothesis is rejected. Hence there is a significant difference in aggression level between the government girls and private girls' students.

Hypotheses 4: H₀₄: There is no significant difference in aggression levels between government boys and government girls' students.

Table- 4 - t-test: Two -Sample Assuming Equal Variances of Government Boys and Government Girls sample:

Aggression Level	Groups	N	Mean	Standard Deviation	P(T<=t) two-tail	Significant level	Remarks
	Government Boys	22	150.5	11.30021	0.55892626	0.05	Not Significant
	Government Girls	23	156.739	8.38948			

p-value is 0.55892626 which is greater than 0.05 level of significance and the result is not significant so it failed to reject the null hypothesis and the result is not statistically significant that means there is no significant difference in aggression levels between government boys and government girls.

Hypotheses 5: H₀₅: There is no significant difference in aggression levels between private boys and private girls' students.

Table-5 t-test: Two -Sample Assuming Equal Variances of Private Boys and Private Girls sample:

Aggression Level	Groups	N	Mean	Standard Deviation	P(T<=t) two-tail	Significant level	Remarks
	Private Boys	26	151.54	15.605719	0.005514909	0.05	Significant
	Private Girls	29	163.103	12.5878			

P-value is 0.005514909 which is less than 0.05 level of significance and the result is statistically significant so the Null Hypothesis is rejected. Hence there is a significant difference in aggression levels between private boys and private girls' students.

Result & Discussion

1. Government vs. Private Students

There is a significant difference in aggression levels between government and private school students ($p < 0.05$). This indicates that the school environment plays an important role in shaping students' behavior.

2. Government Boys vs. Private Boys

No significant difference is found between government and private school boys ($p = 0.1626365 > 0.05$). This suggests that boys' aggression levels remain relatively consistent regardless of school type.

3. Government Girls vs. Private Girls

A significant difference exists between government and private school girls ($p < 0.05$). This implies that girls' aggression is more influenced by the school environment.

4. Government Boys vs. Government Girls

Within government schools, no significant difference is observed between boys and girls. Both genders display similar levels of aggression.

5. Private Boys vs. Private Girls

A significant difference is found in private schools ($p = 0.005514909 < 0.05$), where girls show higher aggression than boys. This may be due to different social or emotional pressures.

Overall, aggression is influenced by both gender and school environment, with girls—especially in private schools—being more sensitive to environmental factors.

Conclusion

This research on “Aggression among secondary school students in relation to their gender and school type” opens a window into the silent battles many young hearts fight each day. Beyond the

numbers and charts are real children each with dreams, fears, and emotions that sometimes come out as aggression. This study reminds us that such behavior is often a quiet cry for understanding and connection. Schools are more than classrooms; they are second homes where children long to feel seen and valued. By listening to their voices and understanding the patterns behind their actions, we can begin to respond with empathy rather than judgment. The findings urge teachers, parents, and everyone around them to create spaces filled with kindness, where mistakes are met with guidance and emotions with care. Because when children feel truly understood and supported, they don't just learn better they grow into gentler, happier human beings.

This study shows that adolescents' aggression is shaped by both their school environment and gender. While boys remain similar across settings, girls especially in private schools show greater variation. These findings remind us that young minds need understanding, emotional support, and nurturing spaces to grow into healthier, more balanced individuals.

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