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**INTERNATIONAL JOURNAL OF  
 ADVANCED RESEARCH (IJAR)**

Article DOI:10.21474/IJAR01/4182  
 DOI URL: <http://dx.doi.org/10.21474/IJAR01/4182>



### RESEARCH ARTICLE

#### AGGRESSIVE BEHAVIOUR OF SECONDARY SCHOOL STUDENTS IN RELATION TO SCHOOL ENVIRONMENT.

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#### Manuscript Info

##### Manuscript History

Received: 13 March 2017  
 Final Accepted: 18 April 2017  
 Published: May 2017

##### Key words:-

Aggressive Behaviour, School Environment, Gender, Residential Background, Type of School.

#### Abstract

Education plays an important role in development of human and the relative society. It develops an equilibrated personality of worth. Including the other aspects of personality, it also focuses on the aggressive behaviour. Aggressive behaviour refers to such verbal, nonverbal and physical behaviour that injures another person indirectly or directly and results in extraneous gains for the aggressor. The school environment is also an important aspect of education or specifically formal education. The secondary school stage is the most crucial stage of formal education. The present study concentrates on finding the aggressive behavior among secondary school students in relation to the school environment. A sample of 300 secondary school students was selected randomly from District Ferozepur. The results revealed that Secondary School Students shows Average Aggression. No significant difference was found in aggression of secondary school students in relation to gender and residential area. Students of Private Secondary School students have significantly more aggressive behaviour than that of Government secondary school students. More favourable school environment results in low aggressive behaviour. A significant negative relationship has been found between Aggression of secondary School Students and School Environment which again validates that higher levels of school environment results in low aggressive behavior.

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#### Introduction:-

Education plays an importable role in development of society. It works as a helpful tool to modify the behaviour of people. Education teaches people how to behave according to situations. The aim of education is to develop ideal behaviour of citizens which leads to an ideal society as well as country. Behaviour is a type of reaction by people which varies from situation to situation. Behaviour is defined in various categories such as aggressive, calm, appropriate, inappropriate behaviour and so on. Behaviour is profoundly influenced by home environment and school environment in early years of life. In these years, individuals develop many behavioural habits from their school environment. However, many studies were conducted on behaviour of school students in relation to family environment. In the present study the researcher explored the aggressive behaviour of secondary school students in relation to school environment.

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School environment is the first experience of learners outside of the home settings where they acquire variety of attributes. The attributes acquired in this period remain with their personality throughout the life. Students show many behaviors in different school surroundings such as passive, aggressive and antisocial behaviour. These also influence the student's life as well as academic achievement. The problem of aggressive behaviour in school is increasing through years and is affecting school work at many different levels (Kozina Ana, 2007). There are many factors which may contribute in formation of aggressive behaviour like mental health conditions and physical damage. Aggressive behaviour is reactionary and implusary behaviour and teacher can control the aggressive behaviour in various ways. Younger students may need a time out to calm down before entering the school. Aggression is a stable personal trait lasting from childhood, through adolescence to adulthood (Loeber, Hay, 1997). As proven in many studies, it is a stable trait and when observed in children, it is a major predictor of later adult criminal behaviour (Ferris, 1996; Carr, 1998; Fossati, Maffei, Acquarini and Ceglie, 2003; Van Lier 2005). Therefore, the only sensible thing is to try to influence it in childhood by identifying more aggressive individuals and trying to modify their aggression. That is especially important since aggression predicts future social, psychological, behavioural and educational problems (Schwartz, Nakamoto, Hopmeyer Gorman, McKay, 2006; Crick, 2006). Since school is an important factor in the process of socialization, the aim is to find correlates of aggression in school and try to influence aggression through them.

Aggressive behaviour refers to such verbal, nonverbal and physical behaviour that injures another indirectly or directly and results in extraneous gains for the aggressor. These behaviours are typically described in terms such as those that appear frequently in the literature (Hunt, 1993; Kerr & Nelson, 1998; Lancelotta & Vaughn, 1989; Long & Brendtro, 1993; Sasso, Melloy, & Kavale, 1990). The student's body language for all of these aggressive behaviours is attitude that clearly communicates rage, anger, humiliation, frustration, and other feelings that motivate. The study in hand focuses on aggressive behaviour and school environment.

#### **Aggressive Behaviour:-**

Aggressive behaviour defines as a reactionary behaviour which occurs in many situations and allows the person to breaking the rules and regulation of a specific place. Educational and psychological research conducted from the 1960 to the 1990 has established that academic underachievement in the elementary school years is connected with the failure to make adequate educational progress in teen agers and young adults. The study also demonstrates that in itself early problems with underachievement may not be the main reason of later occurring educational problems. It was noticed that severely disruptive social behaviour in early childhood, particularly aggression, has been implicated as a primary cause of both early and later occurring academic underachievement, problems with truancy and the need for special education and school dropout. With aggressive behaviour showing noticeable increases during the last three decades of the twentieth century and prevalence rates of elementary school children suffering from these behaviour disorders estimated at about 20 percent in the 1990, the negative impact of aggressive behaviour on children's educational progress has become a serious concern for American society (Encyclopedia of Education).

According to Orpinas & Horne (in press), "Aggression is a disposition to dominate without considering others' rights. Aggressive behaviours are intended to hurt another person, either physically or emotionally like pushing, grabbing, slapping, and stealing".

In the opinion of Roland & Idsoe (2001), "Aggression can be defined as an emotion that tends to hurt, harm or destroy something or someone. In case of persons, the intention of harm can be psychological. Aggression behaviour involves conflict between individuals of equal level".

Nelson (2006) states that there is a conflict of interests between individuals. There is a chance of aggressive behaviour to be observed. The terms aggression and aggressive behaviours are used to refer negative emotions and behaviours respectively. They are considered part of antisocial behaviour, something morally, ethically or legally unacceptable.

According to Tesser (1995), "Aggression can be expressed through both constructive and destructive behaviours. Constructive, if is used for individual and collective, if used for individual and collective distortion".

Aggressive behaviour is considered as an antisocial behaviour which occurs in many situations whenever someone hurt to others physically as well as mentally. It shapes dangerous reaction towards others for self defenses. It is observed in different situations according to person's interest. It is also called as a negative behaviour.

**School Environment:-**

School environment has been defined in numerous ways. Dave (1963) defined educational environment as "the conditions, processes and psychological stimuli which effect the educational achievement of the child". It refers to those forces in the environment of the learner which have potentiality to contribute to academic development of the learner. These forces may be a part of the school or college environment, the home environment or the environment of various social organizations. According to Hunt and Sullivan (1974), it consists of school climate as well as the teachers approach to teaching. They consider activities as teaching methods, and institutional programs as well as school climate to be features of the educational environment. Hall (1970) included the dimensions of interactions facilities, willingness to change, student's autonomy, feedback of students on instructor's contribution and task concern. Bhatnagar (1977) observes "the unique quality of the environment largely depends upon specific ways the pupils are treated in the school and classroom". Many of researchers and authors have identified the school environment as a climate which is provided by the teacher in the classroom for the academic performance of the students.

School environment includes the physical and aesthetic surroundings, the psychosocial climate and culture of the school. Factors that influence the physical environment include the school building and the area surrounding it, biological or chemical agents, and physical conditions such as temperature, noise and lighting. The psychological environment includes the physical, emotional and social conditions that affect the well-being of students and staff (CDC, 2005).

School climate is often used to refer to the emotional and social aspects of school environment. A measure of the quality of school climate is students' feelings of safety and connectedness to their school. In a positive and healthy school climate, students feel close to people at school, are happy to be there, feel a part of the school, believe teachers treat them fairly, and feel personally safe while at school. Safety includes physical, emotional, and intellectual considerations. Intellectual safety is a subset of emotional safety and refers to students' comfort when they take intellectual risks at school, such as asking questions, making comments, joining groups, and choosing to study difficult topics.

Freiberg (1998) explains school environment as safe, collaborative learning communities where students feel safe and supported report increased teacher morale, job satisfaction, and retention. The interaction of various characteristics of school and classroom climate can create a fabric of support that enables all members of the school community not only to learn but also to teach at optimum levels.

**Review of Related Literature:-**

Kohli and Malik (2009) found that male subjects scored higher on physical aggression, verbal aggression, hostility and total aggression as compared to females whereas score on anger mode of aggression was higher amongst females. Dasgupta and Ghosh (2012) found that the experience and expression of aggression have been found to have significant relationship with different dimensions of personality namely neuroticism, openness, agreeableness and conscientiousness. Emotional intelligence and the nature of parental handling, both father and mothers also play an important role in the experience and expression of aggression. Foa et al. (2012) revealed that normative orientation was proved as a direct explicative variable with transgressive behaviours as dependent variable, but an "indirect" variable with aggressive behaviours as dependent. Datta et al. (2012) found that higher aggressive attitudes were associated with less upstanding behaviour at the school level and less upstanding behaviour and more reinforcing behaviour at the individual level, while controlling for other school and student demographic variables. Powers et al. (2013) indicated that heightened classroom aggressive-disruptive behaviour levels were related to proximal peer relations, including an increased likelihood of having aggressive friends and lower levels of peer dislike of aggressive-disruptive children. Chamandar et al. (2017) aimed to study the content analysis of children's stories based on the components of aggression. The results reveal that the narrated stories of aggressive children have more than 50% of children showed aggressive components.

**Significance of the Problem:-**

Aggressive behaviour is a major issue of present society, which is a reason of many socially unacceptable activities happening in our surroundings as well as in schools. When we read daily newspapers, we notice that so many incidents take place in our schools due to aggressive behaviour of students. Aggressive behaviour can be seen in many secondary school children in the school environment where they involve in many anti-social activities like incidents of misbehave with teachers, bullying peers etc. On the flip side, school environment plays an important role in shaping future behaviour of learners. The environment faced by students in school years gets reflected in their behaviour throughout the life. Earlier research suggests that more exposure to elementary classrooms characterized by high levels of student's aggression may contribute to the development of aggressive behaviour problems. Researchers found that children with multiple years of exposure showed higher levels of aggressive behaviour after schooling (Thomas, 2006). According to a study quoted by a leading healthcare portal in India, out of 2,000 Class VI students from 11 schools in urban areas as many as 22 per cent of the children were involved in bullying, 7% as perpetrators, 9 % as victims and six per cent as both victims and perpetrators. Also, bullying may begin as simple teasing, taunting and childish tiffs in schools but it can even lead to more severe forms of violence amongst children (Sehgal Madhuri, 2004). Wood, Cowan, and Baker (2002) found that approximately half of the variance in sociometric and teacher ratings of peer rejection was accounted for by aggression and social withdrawal for boys and girls. Aramis and Neto found (2005) that bullying can have immediate and late negative outcomes for children and adolescents who are directly or indirectly involved. The prevention of bullying among students represents an essential public health measure that may allow for total children's development, qualifying them for a healthy and safe social coexistence. So, Aggressive behaviour is today's burning problem faced by parents, stake holders and policy makers. The role of school environment is very significant in development and also to control aggressive behaviour. School is platform where planned intervention programs may introduce easily to reduce harmful aggressiveness.

**Operational Definitions:-****Aggressive Behaviour:-**

Aggressive behaviour is a behaviour which means to harm someone or try to hurt others. It has many types which can range from verbal abuse to the destruction of victims personal property. People with aggressive behaviour may face other types of aggression such as physical, verbal and indirect which sometimes lead them to many problems.

**School Environment:-**

School environment plays a vital role in student's life. The school Environment is responsible to create good habits in the children. For the present study, school environment means the socio-emotional climate of a school which plays a role in development of balanced personality.

**Objectives of the Study:-**

1. To study the Aggression of secondary school students.
2. To find out the difference in aggression of secondary school students with respect to Gender.
3. To find out the difference in aggression of secondary school students with respect to Residential Background.
4. To find out the difference in Aggression of secondary school students with respect to Type of School.
5. To study the difference in Aggression of secondary school students across high, average and low level of School Environment.
6. To study the relationship between Aggression and School Environment of secondary school students.

**Hypotheses of the Study:-**

1. There exists no significant difference in Aggression of secondary school students with respect to Gender.
2. There exists no significant difference in Aggression of secondary school students with respect to Residential background.
3. There exists no significant difference in Aggression of secondary school students with respect to type of school.
4. There exists no significant difference in Aggression of secondary school students across high, average and low level of School Environment.
5. There exists no significant relationship between Aggression and School Environment of secondary school students.

**Method and Procedure:-**

The investigator used descriptive method for the present study. In order to know the aggression among secondary schools students the data was collected from senior secondary school students district Ferozepur of Punjab.

**Sample:-**

The sample comprises of 300 Secondary school students from Government and Private schools situated in both Rural and Urban of District Ferozepur by applying random sampling technique.

**Statistical Techniques:-**

- Descriptive analysis is applied like Mean, Median, Mode and Standard Deviation.
- t- Test
- One way ANOVA
- Pearson's Coefficient of Correlation.

**Tools of Data Collection:-**

- Aggression Scale (2012) by Dr. G.P. Mathur and Dr. Raj Kumar Bhatnagar.
- Socio Emotional School Climate Inventory (SESCI) by Dr. (Mrs.) Renuka Kumari Sinha and Mrs. Rajni Bhargava

**Delimitations:-**

1. This study is confined to Secondary School Students of district Ferozepur.
2. This study is delimited to 300 Secondary School Students.

**Analysis and Interpretation:-****Objective 1: To study the Aggression of secondary school students:-**

In order to study the Aggressive Behaviour of Secondary School Students, descriptive analysis is applied to investigate distribution of data across Gender, Residential background and Type of School.

**Table 1:-**Showing Number of Students, Mean Score and Standard Deviation of Secondary School Students in Aggression

Groups	N	Mean	Std. Deviation
Total Sample	300	184.36	25.31
Male	141	185.00	25.44
Female	159	179.83	25.26
Rural	116	187.21	26.12
Urban	184	182.56	24.68
Government	156	178.42	24.25
Private	144	190.78	24.94

Table 1 illustrates the mean scores of secondary school students obtained in Aggression scale. It is revealed that the mean score of total sample is 184.36. In case of gender, mean score of male and female is 185 and 179.83, respectively. On the other hand, mean score of rural secondary school students in aggression is 187.21 which is higher than urban (182.56). Difference can be observed from the mean scores of Government secondary school students (178.42) and private secondary school students (190.78). Mean score of total sample and group wise sample falls under the range of 155-204 which describes an average aggression level according to standardized norms of aggression scale.

Hence, the objective 1 To study the Aggression of secondary school students, is achieved.

**Objective2: To find out the difference in Aggression of secondary school students with respect to Gender.**

In order to find out the difference in Aggression between male and female secondary school students, t test was applied.

**Table 2:-**Showing Difference in Aggression of Male and Female Secondary School Students.

Gender	N	Mean	Std. Deviation	t value
Male	141	185	25.44	0.41
Female	159	183.79	25.26	

The table 2 illustrates the mean, standard deviation and t-values of groups i.e. males and females in Aggression. It is found out to be the mean scores of aggression in males and females are 185 and 183.79 respectively. The t-ratio is found out to be 0.41, which is lower than the t critical i.e. 1.96 at 0.05 level of confidence. The findings show the significant difference does not exist in Aggression between the genders.

Hence, the hypothesis 1, there exists no significant difference in aggression of secondary school students with respect to Gender, is accepted.

**Objective 3: To find out the difference in Aggression of secondary school students with respect to Residential Background.**

In order to find out the difference in Aggression between rural and urban secondary school students, t test was applied.

**Table 3:-** Showing Difference in Aggression of Rural and Urban Secondary School Students.

Residential Background	N	Mean	Std. Deviation	t value
Rural	116	187.21	26.13	1.55
Urban	184	182.56	24.68	

The table 3 illustrates the mean, standard deviation and t-values of groups i.e. rural and urban secondary school students in Aggression. It is found out to be the mean scores of aggression in Rural and Urban secondary school students as 187.21 and 182.56, respectively. The t-ratio is found out to be 1.55, which is lower than the t critical i.e. 1.96 at 0.05 level of confidence. The results show that significant difference does not exist in Aggression between the rural and urban secondary school students.

Hence, the hypothesis 2, there exists no significant difference in Aggression of secondary school students with respect to Residential Background, is accepted.

**Objective 4: To find out the difference in Aggression of secondary school students with respect to Type of Schools.**

In order to find out the difference in Aggression between Government and Private of secondary school students, t test was applied.

**Table 4:-**Showing Difference in Aggression of Government and Private Secondary School Students.

Type of Schools	N	Mean	Std. Deviation	t value
Govt.	156	178.43	24.25	4.35**
Private	144	190.78	24.945	

\* Significant at 0.01 level of confidence

The table 4 illustrates the mean, standard deviation and t-values of groups i.e. Government and Private secondary school students in Aggression. It is found out to be the mean scores of aggression in Government and Private secondary school students is 178.43 and 190.78, respectively. The t-ratio is found out to be 4.35, which is higher than the t critical i.e. 2.58 at 0.01 level of confidence. The results show that significant difference exists in Aggression between the Government and Private secondary school students.

Hence, the hypothesis 3, there exists no significant difference in Aggression of secondary school students with respect to Type of School, is rejected.

**Objective 5: To study the difference in Aggression of secondary school students across high, average and low level of School Environment.**

In order to check the difference in Aggression across the high, average and low level of School Environment One Way ANOVA was applied.

**Table 5:-** Showing Sample and Scores Distribution in Aggression of Secondary School Students According to High, Average and Low Level of School Environment

Levels of School Environment	N	Mean	Std. Deviation
Low	81	191.33	25.13
Average	157	182.03	24.32
High	62	181.13	26.64
Total	300	184.36	25.31

The above table 5 shows the sample and scores distribution of secondary school students across the levels of school environment i. e. High, Average and Low. The table explains 81 secondary school students having low level of school environment obtain 191.33 scores in aggression. Whereas, 157 secondary school students lie under the category of average school environment with mean scores in aggression is 182.03. Only 62 secondary school students with 181.13 mean scores in Aggression have high School Environment. Overall mean score in aggression is 184.36.

**Table 6:-** Showing Summary of One Way ANOVA.

Source of Variation	Sum of Squares	df	Mean Square	F
Between Groups	5437.028	2	2718.514	4.339
Within Groups	186075.809	297	626.518	
Total	191512.837	299		

The above table 6 summaries the result of one way analysis of variance. The obtained F value is 4.339 which is greater than critical F i.e. 3.04 at 0.05 level of confidence. The finding explains the significant difference in Aggression among Secondary School Students across high, average and low level of School environment.

**Table 7:-** Showing Significance of Difference Between Levels of School Environment.

Levels of School Environment		Mean Difference	Std. Error	t Value
Low	Average SE	9.301	3.424	2.72**
Low	High SE	10.204	4.223	2.42**
Average	High SE	0.902	3.754	0.24

Table 7 shows the significance of differences between the mean scores in levels of school Environment. Significant difference in aggression is observed between low school environment and average School Environment with calculated t value 2.72 and low school Environment and high School Environment with calculated t value 2.42 which are greater than t critical i.e. 2.58 at 0.01 level of confidence. Whereas, t calculated between the Average and High school environment is 0.24 that is less than t critical at 0.05 level of confidence.

Hence, the hypothesis 4, there exists no significant difference in aggression of secondary school students across high, average and low level of school Environment, is rejected.

#### **Objective 6 To study the relationship between Aggression and School Environment of secondary school students.**

In order to study the relationship between Aggression and School Environment of Secondary School Students Pearson's Coefficient of Correlation was applied.

**Table 8:-** Showing the Coefficient of Correlation Between Aggression and School Environment of Secondary School Students

Variables	r Value
Aggression	-0.168**
School Environment	

\*\* Significant at 0.01 level of confidence

Table 8 illustrates coefficient of correlation between Aggression and School Environment of Secondary School Students. The calculated r value between the variables is found out to be -.168. Whereas, r critical is 0.115 at 0.01 level of confidence. So, the calculated r is greater than r critical which shows significantly negative relationship between School Environment and Aggression among secondary School Students.

Hence, the hypothesis 5, there exists no significant relationship between Aggression and School Environment of secondary school students, is rejected.

## Conclusions:-

1. Average Aggression was found among Secondary School Students.
2. There exists no significant difference in aggression of Male and Female secondary school students.
3. There exists no significant difference in aggression of Urban and Rural secondary school students.
4. Private Secondary School students are more aggressive than that of Government secondary school students.
5. Higher levels of school environment results in low aggression.
6. A significant negative relationship was found between Aggression of secondary School Students and School Environment.

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