

Factors Behind Aggressive Behaviour of Secondary Level Students: Teachers' Perception

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Received: 12-01-2025

Revised: 23-03-2025

Accepted: 03-04-2025

ABSTRACT

Teachers everywhere are concerned about the increase in undesirable behaviors in schools that has occurred in recent years. In these types of undesirable behaviour Aggression is one of them. Teachers who are over worked and burned out by non-teaching duties, administrative work, and a lack of support in the school environment find it difficult to deal with challenging behaviors such as Aggression in their classrooms. When behavioral problems impact both the teachers and the students for an extended period of time, teachers who are trying to provide a successful education may get anxious. The negative effects of student behavior in the classroom include: interfering with the rights of students to learn and teachers to teach; wasting time; decreasing students' motivation and energy; fostering a climate of stress and fear in both students and teachers; and eroding relationships and trust. Recognizing why students display aggressive behavior is vital because it allows for effective problem-solving. Teachers, who interact with students daily, can easily identify these reasons, making it easier to address and resolve the issue. The current study included responses from 40 teachers of secondary level in Delhi State. The researchers collected the data through structured interviews and analyzed it using percentage analysis and graphical representation. A total of 10 questions were asked from the teachers. The researchers found that aggressive teacher behavior, negative family environment, peer influence, societal factors like social competition and crime, and excessive social media use contribute to heightened student Aggression. Moreover, researchers also found that counselling and school initiative programmed can be effective for solving student Aggression.

Keywords: Aggression, Students, Teachers, School Environment, Social Media

Aggressive behavior among secondary school students is a topic of concern for both educators and parents. Such behavior can have a negative impact on the learning environment, student well-being, and overall academic performance. The aggressive behavior of students can manifest in various forms, ranging from verbal and physical Aggression to acts of bullying and harassment. These behaviors often disrupt the classroom environment, leading to a lack of focus, poor academic performance, and increased disciplinary issues. But a positive teacher-student relationship can greatly impact a student's academic performance, social-emotional development, and overall well-being.

Teachers can play a crucial role in fostering positive relationships with their students. They should establish a safe and supportive learning environment that values and respects each student's unique qualities and abilities. Building trust and rapport with students is key to creating a positive classroom atmosphere. Teachers spend a significant amount of time with their students and are likely to be among the first to witness any signs of Aggression. Teachers may witness increased levels of Aggression during

How to cite this article: Shokeen, A. and Kumari, A. (2025). Factors Behind Aggressive Behaviour of Secondary Level Students: Teachers' Perception. *Educational Quest: An Int. J. Edu. Appl. Soc. Sci.*, 16(01): 37-44.

Source of Support: None; **Conflict of Interest:** None



specific times or situations, such as during recess, in large group settings, or when students are facing academic or personal challenges. By being attentive to their students' behavior and patterns, teachers can provide valuable insights into identifying the early signs of Aggression. Understanding teachers' perspectives on aggressive behavior are important, as it can help inform interventions and strategies to effectively address and prevent such behavior.

Teachers can provide appropriate support and guidance to help students navigate and address their aggressive tendencies. Understanding teachers' perspectives on student Aggression allows for collaborative efforts between teachers, parents, and other stakeholders involved in the student's education. By sharing their insights and observations, teachers can contribute to a comprehensive and holistic approach to supporting the student's well-being, both within and outside the classroom. Overall, teachers' perspectives on students' Aggression are vital for identification, prevention, intervention, support, guidance, and collaboration. Their insights are invaluable in creating a safe and conducive learning environment for all students.

This paper will explore teachers' perceptions about the causes of aggressive behavior among secondary school students. This study can help build evidence-based approaches that support a secure and supportive learning environment for all students by illuminating the viewpoints of teachers.

Review of Related Literature

Shek and Sun's (2012) study delved into secondary school students' behavior, specifically through teachers' assessments. The goal was to pinpoint the most disruptive and undesirable behaviors. Teachers categorized these issues as rule violations, breaches of unspoken norms, classroom inadequacy, and disruptions hindering the teaching-learning process. Such behaviors frequently prompted teacher intervention. Estévez, Inglés, and Monteagudo's (2013) research explored the connection between classroom social atmosphere and school violence. The study revealed an indirect correlation between the classroom environment and Aggression, mediated by attitudes toward authority and social reputations. These factors were directly linked to school hostility. The practical implications of

these findings were discussed in relation to school policies, teacher training programs, and classroom intervention strategies. Fatima and Malik (2015) investigated the causes of aggressive behavior in secondary school students using data collected from structured interviews with teachers. Aggression in both genders was linked to factors such as poor family backgrounds, parental neglect, teachers' behavior, teacher-student relationships, peer interactions, financial challenges, class disparities, media exposure, nature, personality issues, and individual problems. The burden of education was identified as a common trigger for Aggression in both male and female students. In Works' (2015) study on student aggressiveness and disruptive behavior, the focus was on how classroom teachers handle such situations. The study revealed emergent themes including high contempt for teachers, instances of physical and verbal abuse, and low teacher efficacy related to aggressive behaviors. The findings suggested that students exhibiting Aggression and disruptiveness may benefit from interventions focused on social learning and positive modeling to help modify their behavior. Raqqad *et al.* (2017) investigated Jordanian teachers' perspectives on school bullying and its impact on students' academic progress. The study revealed that bullying is prevalent in both public and private schools. Furthermore, the research demonstrated that bullying negatively affects the academic achievement of students, irrespective of whether they are the perpetrators or the victims of bullying. Amuda-Kannike (2018) explored why high school students behave aggressively by asking teachers in structured interviews. The study found that how students are raised and their home environment have the biggest impact on their behavior, leading to Aggression. When students don't get what they want and are influenced by classmates with different ideas, they may act out. The research also showed that if parents argue a lot or behave badly, it can affect how their children behave, resulting in things like fighting, vandalism, and using bad language among students. Nady's (2021) study investigated the differentiation of adolescent aggressive behavior concerning both the teaching environment and family relations. The research also explored the impact of family relationships and the school environment on school children's aggressive behavior. The results

indicated statistically significant differences in the educational backgrounds and approaches of mothers and fathers. Furthermore, a significant statistical association was identified between family relationships and children's violent behavior. Diana *et al.* (2021) found that teachers don't like using aggressive methods to manage classrooms because they harm students. These methods lead to students feeling scared, anxious, and disrespectful. They also cause problems in the relationship between teachers and students. The study showed that everyone in the school needs to work together to make sure students feel safe and have a good learning environment.

These studies collectively underscore the multifaceted nature of aggressive behavior among students, emphasizing the importance of addressing familial, peer, and environmental factors to promote positive behavioral outcomes and foster a supportive learning environment.

Objective of the Study

This study aimed to explore teachers' perceptions of the factors behind Aggression among secondary level students.

Methodology of the Study

In this study, researchers used a self-made structured interview to collect data from 40 teachers at the

secondary level in Delhi State. They employed a descriptive survey approach. A total of 10 questions were asked of the teachers. For the analysis of the data, percentage analysis and graphical representation were used.

Analysis and Interpretation of Data

Item 1: How do students show their Aggression? According to you.

Fifty percent of teachers observed disruptive behavior, including verbal and physical fights. One-fifth noted Aggression through disrespect and refusal to greet, while another fifth mentioned non-compliance and the use of abusive language. Additionally, one-tenth observed Aggression in property destruction and complaints.

Item 2: Does the teacher's aggressive behaviour also have an impact on the behaviour of the students? If yes, then how?

Approximately one-third of teachers mentioned that constant criticism irritates students and triggers Aggression. Another third acknowledged that an authoritarian teacher demeanor hampers students' happiness and inhibits free expression, leading to frustration and Aggression. An additional third agreed that if teacher relationships with colleagues are unhealthy, students may witness negative behavior and imitate it.

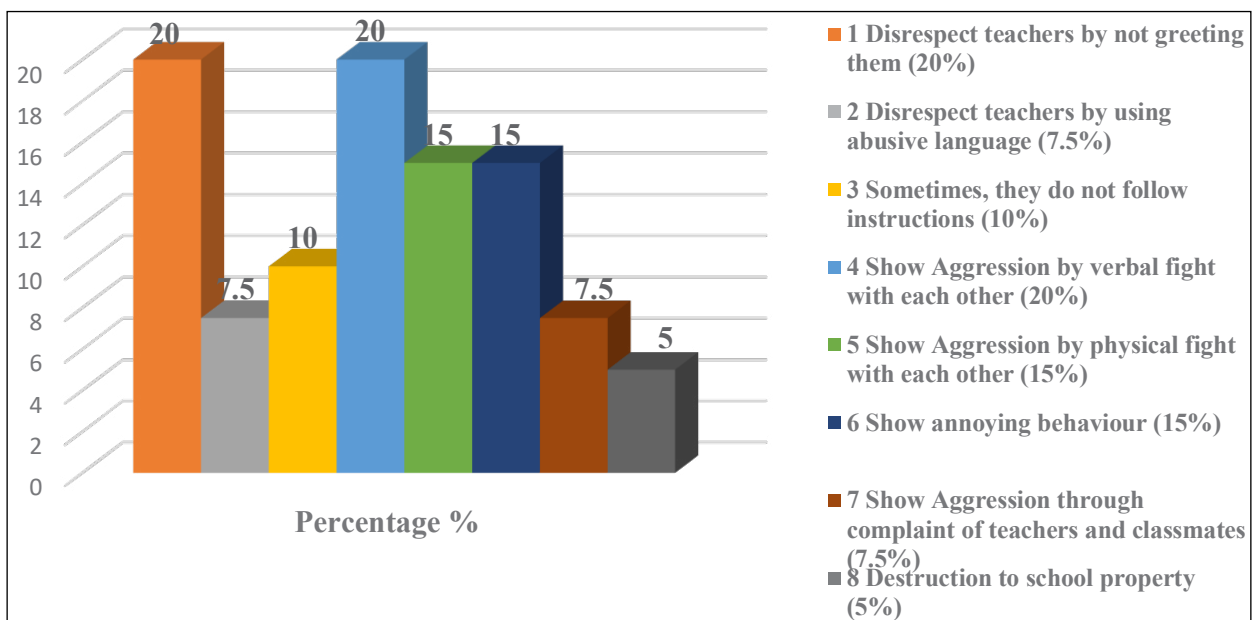


Fig. 1: Showing Aggression by Students

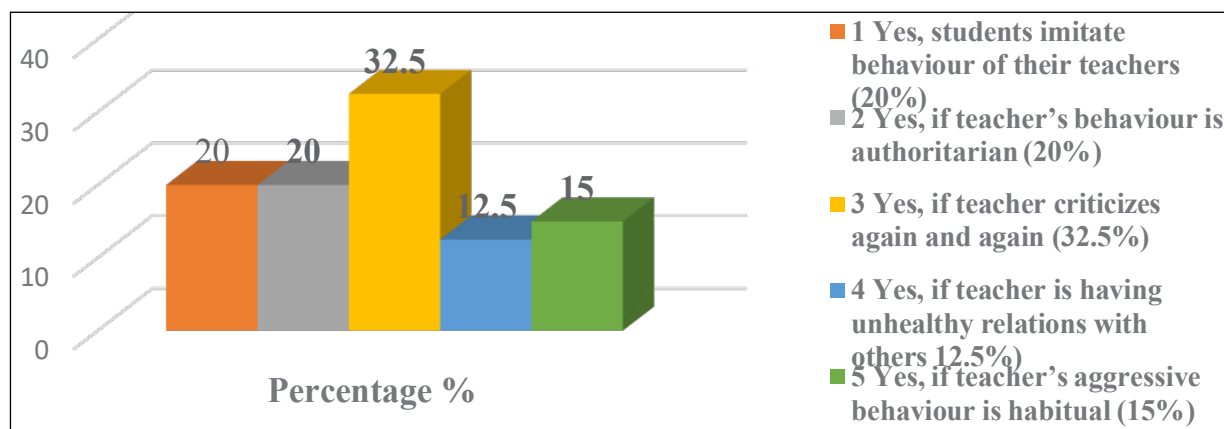


Fig. 2: Impact of Teacher's Aggressive Behaviour on the Students' Behaviour

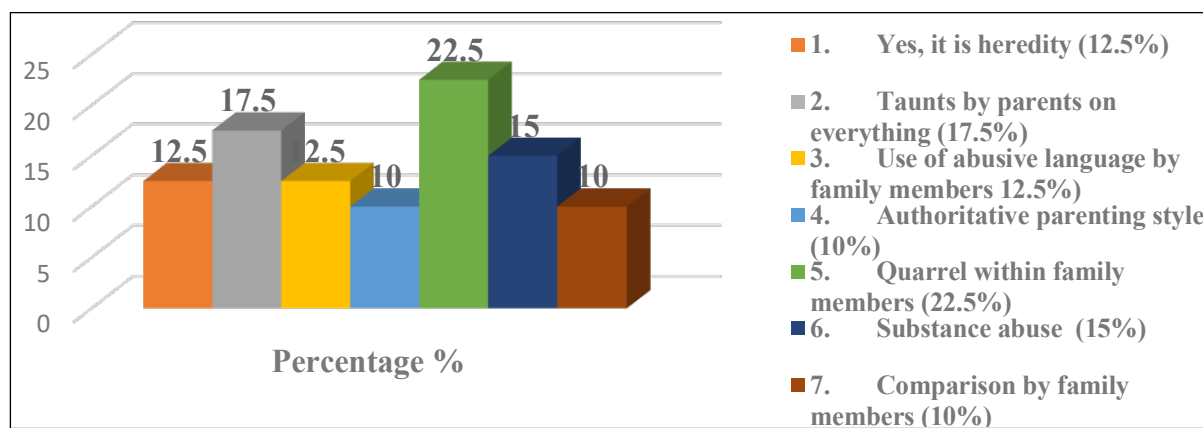


Fig. 3: Influence of Family Environment on Students' Aggressive Behaviour

Item 3: Is aggressive behaviour of students influenced by their family environment? What do you think?

Half of the teachers attribute students' aggressiveness to a tumultuous family environment marked by fights, abusive language, and substance abuse. About 3/8ths emphasize the significant role of the family environment, particularly when parents compare, taunt, and adopt authoritative parenting. Another 1/8th believe that heredity contributes to student Aggression if parents exhibit aggressive behavior.

Item 4: Do you agree that peers influence the mental health of an individual? If yes, then how?

Teachers' perspectives on peer influence vary: 1/8th believe it fosters optimism and positive thinking, while 3/8th see it causing ego problems and parent neglect. Another 1/4th note the development of a negative attitude and engagement in anti-social activities, impacting future lives. The same proportion emphasizes the impact on mental health and self-esteem, leading to laziness, low moods, and social withdrawal. In summary, peers

influence individuals both positively and negatively, depending on how individuals approach their relationships with them.

Item 5: Is aggressive behaviour of students the result of social environment? What do you think?

Half of the teachers attribute student aggression to societal issues like poverty and unemployment, fostering a competitive environment. Parents' pressure on children due to this competition contributes to student Aggression. About 1/4th of teachers highlights the prevalence of Aggression and crime, making it challenging for students to find good company. Another 1/4th point out that societal narrow- mindedness restricts students' mindsets, leading to Aggression.

Item 6: Do you believe that social media affects academic performance and creates Aggression among students?

5/8th of teachers asserts that social media impacts students' academic performance, citing its allure

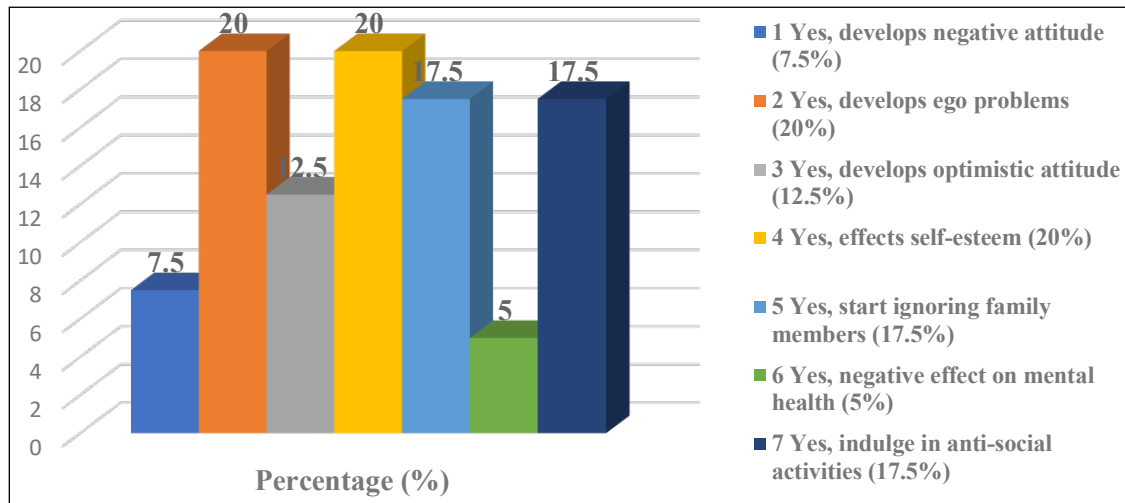


Fig. 4: Peers Influence on the Mental Health of an Individual

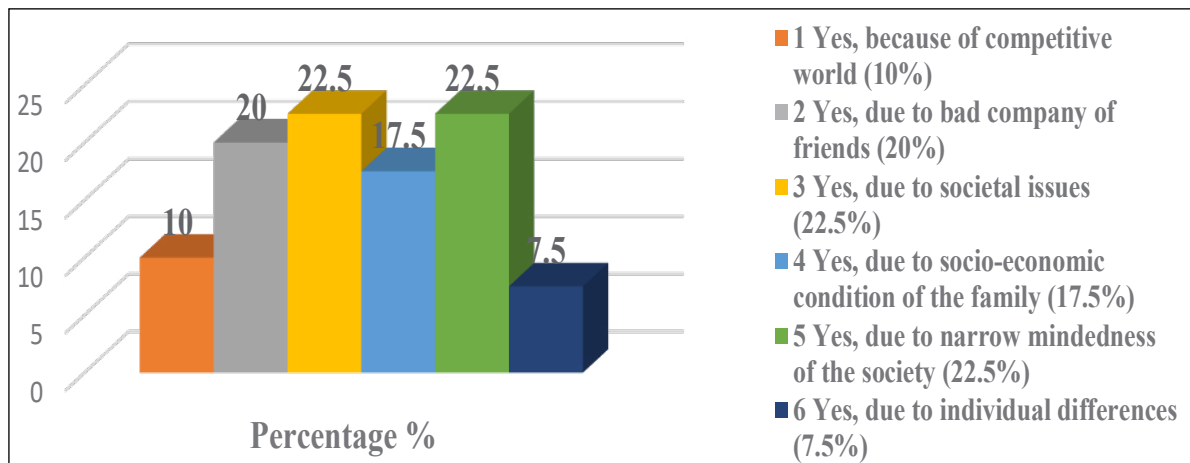


Fig. 5: Impact of Social Environment on Students' Aggressive Behaviour

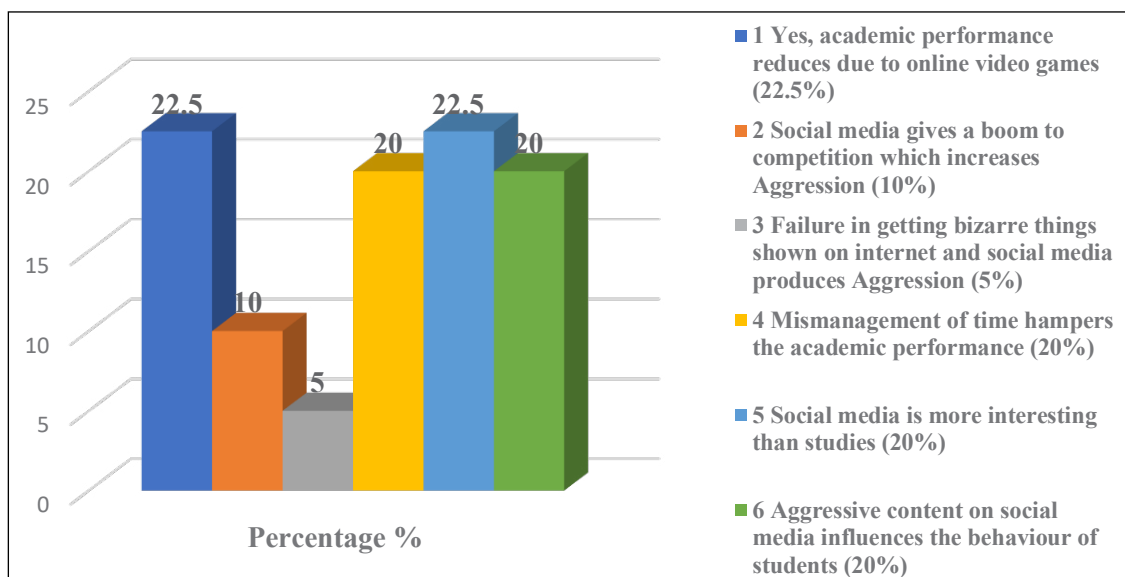


Fig. 6: Impact of social media on Academic Performance and the Creation of Aggression among Students

over studies and the hindrance caused by online video games. Approximately 1/4th emphasize the influence of aggressive and false content on social media, leading to student Aggression. Another 1/8th note that social media fosters competition, causing irritation and Aggression.

Item 7: How does unavailability of basic amenities affect students' behaviour?

Approximately 1/4th of teachers noted that financial difficulties hinder parents from meeting basic needs, causing students to feel inferior and lose confidence, leading to Aggression. About 1/3rd highlighted the unavailability of basic amenities both at home and school as a reason for student Aggression. 2/5th of teachers mentioned no complaints from students about basic amenities being fulfilled. In essence, the lack of basic amenities, particularly at home due to financial constraints, contributes to student Aggression, despite efforts by the government to address this issue in schools.

Item 8: How do policies of the government contribute to aggressive behaviour of students?

Approximately 1/8th of teachers expressed concerns about biased government policies favouring reserved categories, providing them with scholarships and benefits. Another 1/8th noted the limited applicability of certain government policies, like the happiness curriculum, at the secondary level. Half of the teachers believed that, despite good government policies, ineffective implementation at the grass-root level, with issues like inappropriate pupil-teacher ratios and teacher workload, contributes to student Aggression. Nearly 1/8th found government policies reducing syllabus and allocating time for sports beneficial, but they also observed a careless attitude among students. Additionally, 1/4th of teachers linked the No Detention Policy to a careless attitude and subsequent Aggression among students. In essence, biased policies and ineffective implementation at the grass-roots level contribute to student Aggression.

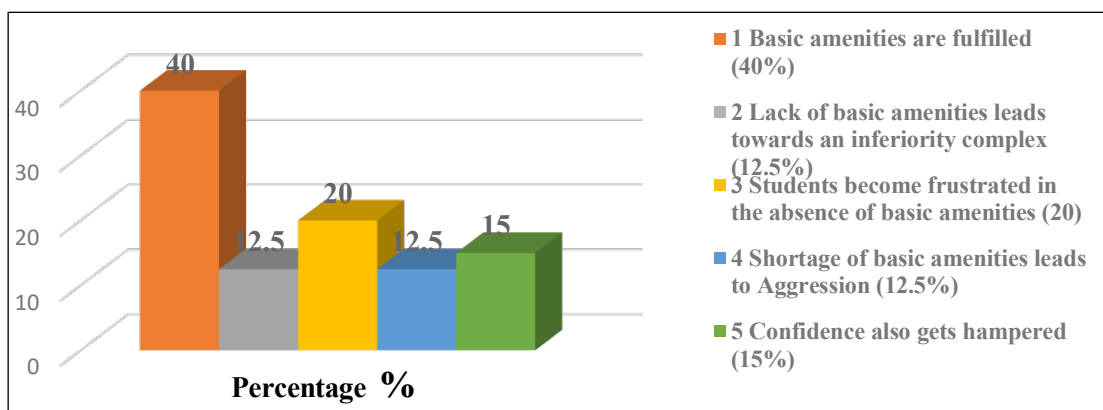


Fig. 7: Impact of Unavailability of Basic Amenities on Students' Behaviour

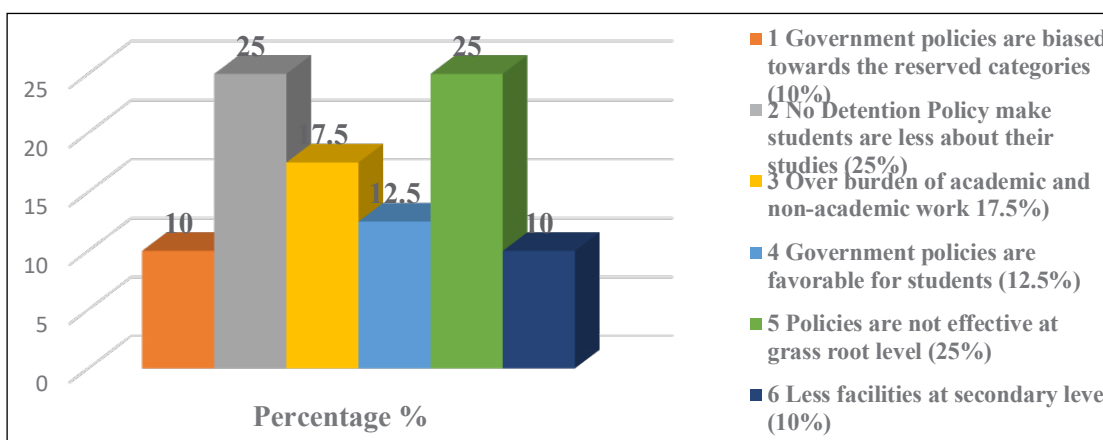


Fig. 8: Contribution of Government Policies in Aggressive Behaviour of Students

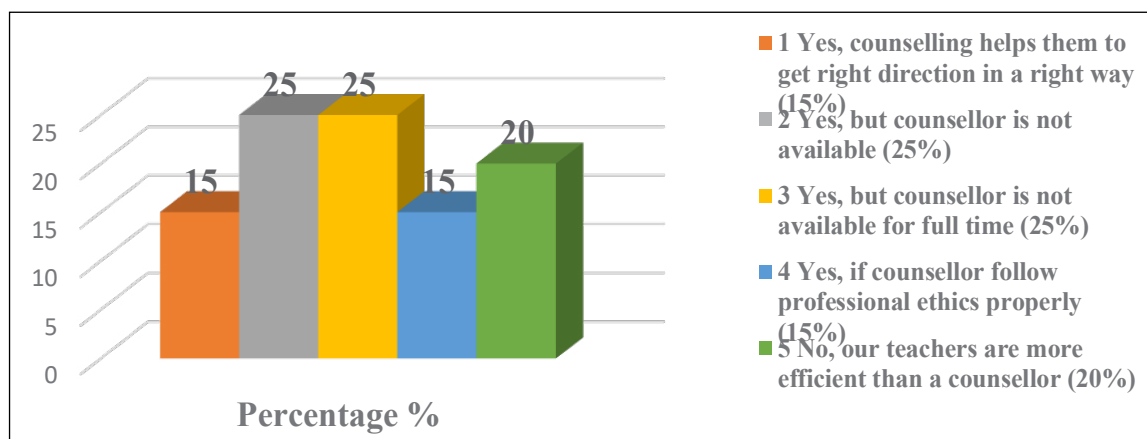


Fig. 9: Availability of Counsellor Help in Checking the Aggression among Students

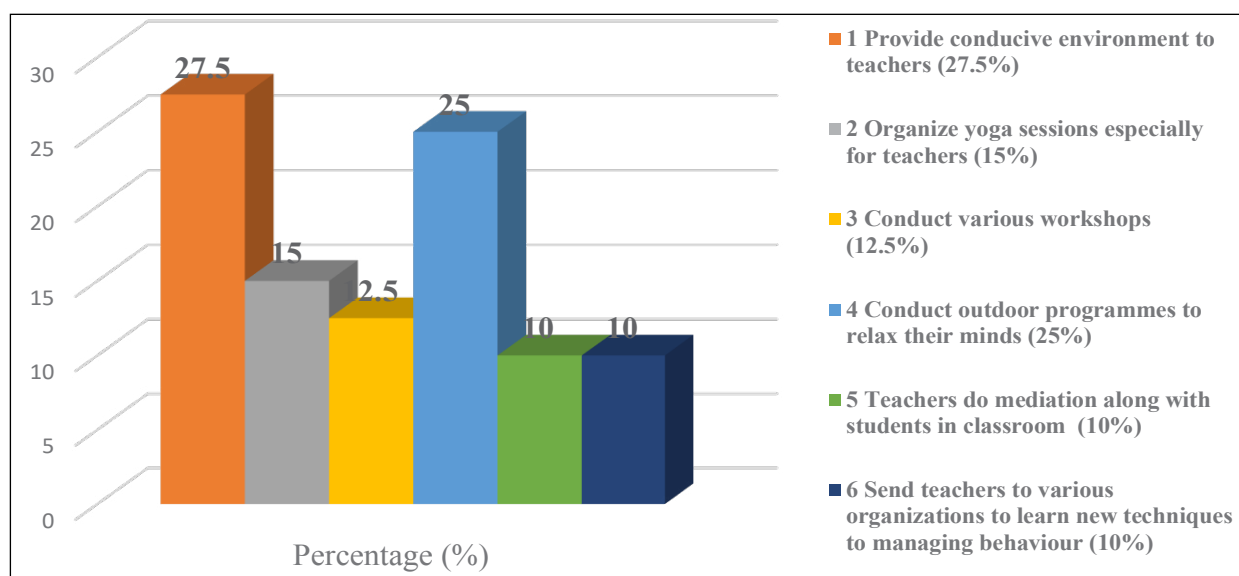


Fig. 10: School Initiative to Reduce Aggression among Students

Item 9: Does the availability of counsellor help in checking the Aggression among students as per your opinion? Please discuss.

Half of the teachers note that despite mandatory counsellor appointments, availability issues arise. They suggest that full-time availability would enhance the counsellor's assistance to students. 3/10th of teachers emphasizes the usefulness of counselling when adhering to professional ethics for guiding students in the right direction. Another 1/5th believe that class teachers, due to their regular interaction with students, are more effective at counselling than a designated counsellor. It means, counselling is crucial for students facing difficulties. While a professional counsellor is not mandatory, a supportive teacher can also fulfill this role.

Item 10: Do you think Aggression among students can be reduced by school initiative? If yes, then how?

Approximately 1/4th of teachers highlights the importance of schools providing a healthy and cooperative environment for teachers, emphasizing that such an environment can contribute to reducing student Aggression. Another 1/4th suggest focusing on outdoor activities to relax students' minds, while an additional 1/4th recommend organizing yoga sessions for both teachers and students to achieve peace of mind. Nearly 1/4th state that schools should conduct workshops and send teachers to various organizations to learn new techniques for managing student behavior. Thus, it can be interpreted that schools must take the initiative to implement

programs that support both students and teachers, as they are the foundational pillars of the institution.

FINDINGS

Teachers' perceptions shed light on the multifaceted nature of student Aggression, with family dynamics emerging as a significant influence. Approximately half of the teachers linked students' aggressive behaviour to turbulent home environments characterized by arguments, harsh language, and substance abuse. Findings of Joshi Chandrawati and Rizwan Mohammad's (2015) and Fatima and Malik's (2015) align with teachers' responses, underscoring the impact of poor parenting and a negative home environment on adolescent Aggression. While some teachers noted the positive impact of supportive peer interactions, others highlighted the negative consequences of peer pressure, including ego issues and antisocial behaviour. Socio-economic factors emerged as key drivers of student Aggression, with social pressures, unemployment, and poverty contributing to a competitive atmosphere. Social media was recognized as another influential factor, with teachers noting its impact on academic performance and the emergence of hostility. Findings from Priyanka's (2016) also indicate that daily exposure to media violence contributes to negative psychological effects and increased aggressive behaviour. In their findings, teachers also emphasized the importance of school programs and counselling in addressing student Aggression. Fatima and Malik (2015) also support these findings, recommending counselling-related training for teachers to address students' aggressive behaviour effectively. Additionally, outdoor activities, yoga sessions, workshops, and professional development opportunities for teachers were recommended to reduce student Aggression. Findings also aligned with Sameer's (2007) emphasise the importance of schools implementing activities to shape the 'Social Man.'

CONCLUSION

In conclusion, we can say that by recognizing the significant influence of family dynamics, peer relationships, socio-economic backgrounds, and societal factors, educators are better equipped to develop targeted interventions and create supportive learning environments. The findings

underscore the importance of holistic approaches that address the complex interplay of influences on student behavior. Additionally, incorporating the perspectives of teachers, leveraging their expertise, and making efforts to improve school policies and practices, such as providing professional development opportunities for educators and implementing supportive initiatives within schools, can play a crucial role in preventing and addressing Aggression among students.

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