

Aggression and Mental Wellbeing of High school Students

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Keywords

Aggression, gender, high school students, and mental wellbeing.

Abstract

Aggression in high school student has always been a sense of concern and it has always questioned the student's mental well-being. As high school is a period of immense changes and there is a need to cope with all the changes resulting in the student to face immense pressure, frustration and resulting into aggression. The aggression levels in the student have a proportional relation to their mental well-being. If a student possesses high aggressive behaviour, there is a tendency that the student has a low mental well-being which can hamper with his/her daily activities and many other relationships. The present study aims at understanding the effect of aggression on the mental well-being of high school students both gender-wise as well as class-wise. The study was carried on 132 students from schools of Delhi-NCR consisting of 66 males and 66 females of both classes 9 and 10. The data was collected using standardised questionnaires, namely, Buss and Perry Aggression Questionnaire and Multidimensional Students' Life Satisfaction Scale. The data was sampled using snowball sampling. The results were analysed using Pearson's Correlation and independent sample t-test carried out using SPSS v26.00. The results indicated that there was a relationship between aggression and mental well-being in high school students. On these lines, we did find that there will be an association between levels of aggression and the student's mental well-being. Another major finding was that irrespective of gender differences (male and female), there was no difference between the aggression level on the mental well-being of the students and similarly the class division (class 9 and class 10) had no difference in the levels of aggression that effected the student's mental well-being.

Introduction

Social psychologists define aggression as a form of “behaviour that is intentional in nature, that it is aimed to harm another individual who does not wish to be harmed.” (Baron & Richardson, 1994).

Aggression can be characterised as being both observable to others but also may be stemming inside and not being observable to the rest. Aggression is one of the behavioural patterns that we all depict. Aggression is characterised by strong, forceful self - assertion with hostility and harmful intentions. Aggression is caused due to a variety of emotions like anger, frustration, fear, confusion, sadness, tiredness or even fear or being uncomfortable. Aggression, sometimes, is a normal reaction to a sudden threat or speaking in terms of abnormal psychology, it can be unprovoked or reactive behaviour leading to intermittent explosive disorder. Aggression can be directed towards oneself or to others which include harm to animals as well as property.

Types of Aggression

The types of aggression are categorised due to its very different psychological processes.

Emotional/Impulsive Aggression:

Usually this type of aggression comes into consideration when the reason behind the behaviour primarily depends on impulsive emotions and the reason or intent behind it is not something major. This type of aggression usually stems up due to extreme negative emotions that we experience in the situation and no positive outcome can be expected from the same.

Instrumental/Cognitive Aggression:

This type of aggression is usually pre-planned. This aggression is resulting a of some calculated revenge. Moreover, this aggression is very much intended to hurt/harm someone, for any reason, few namely, rewards, attention, popularity or power.

As per, Bushman & Anderson, 2001, both emotional and instrumental aggression should not be considered as different categories but as endpoints on a continuum. Furthermore, as mentioned aggression is also categorized on the way it is carried out, which means that it can be physical aggression or non-physical aggression.

Physical Aggression

It clearly involves hurting another person or oneself physically. Few forms of physical aggression may be hitting, kicking, slapping or moreover higher degrees like shooting or stabbing.

Non-physical Aggression

It does not involve any form of harm that is caused physically. Non-physical aggression may include verbal aggression i.e., yelling, screaming, cursing and character assassination. The character assassination can be in the form of sexual, racial, religious and homophobic slangs or jokes that are used to harm an individual both emotionally and psychologically. There's another form of non-physical aggression which is relational/social aggression in which intentional harming on a person's social relationship takes place, this can be in the form of gossiping, intentional ignoring or just by pushing the person away. (Crick & Grotpeter, 1995).

Aggressive behaviour tends to be a fundamental part for all human beings under different given circumstances. Aggression in many can be determined due to genetics. It has been observed that infants who are aggressive tend to grow up aggressive and more likely identical twins tend to have more similar aggressive behaviour (Coie & Dodge, 1998; Dubow, Huesmann, & Boxer, 2003; Raine, 1993) and have many more criminal activities lodged in their names as compared to fraternal twins (Tellegen et al., 1988).

It has been observed by Caspi et al (2002) that a genetic factor influences in determining aggression. The genetic factor is the monoamine oxidase (MAOA) located on the X chromosome that assesses the production of serotonin. Serotonin is a neurotransmitter that manages mood, eating habit, sleep cycle and moreover reduces aggression. It was seen that people with low serotonin secretion tend to be higher on aggressive behaviours. This genetic impact if led untreated can have a serious impact on children. Moreover, researches suggest that both genetics and the environment results in aggressive behaviour.

Furthermore, researches suggest that we tend to harm those who are not genetically related to us. This can be reviewed using an article or research carried out by Daly & Wilson in

1998, 1999 in which they said biological parents are less likely to abuse their children as compared to step parents abusing their step children.

A large part of the brain known as the amygdala which controls aggression level in human beings. Amygdala is responsible for managing our perceptions, our reactions and our fears and aggressive behaviours. Moreover, the amygdala is connected to other body systems which are related to fear. It also includes the sympathetic nervous system, facial responses and the release of neurotransmitters that reduce aggression and stress. The amygdala not only helps experience fear but also allows us to learn from the fear we experience. The amygdala not only controls positive outcomes but also sees negative outcomes which usually cause fear and arousal in individuals.

Whenever, we come under stressful situations the amygdala remembers the stressful situation and tries to avoid us from committing the same in future. Amygdala is also responsible for our facial expressions especially when we are exposed to fear or any threatening situation. (Morris, Frith, Perrett & Rowland, 1996). While the amygdala helps us perceive fear and threat but the prefrontal cortex is the effect control centre for aggression when the prefrontal cortex is highly activated so is the aggressive impulses.

Hormones can help in resulting in aggression and most important hormone of these is the testosterone, which is the male sex hormone which is associated with increased aggression in both animals and human beings. In various studies, it has been found that there is a significant relationship between testosterone levels and aggression in males (Dabbs, Hargrove & Huesel, 1996).

Since, it has been found that testosterone is much higher in men but the relationship between aggression and the levels of testosterone is not only limited to males, rather studies have shown that there is a positive relationship between aggressive behaviour and testosterone in females as well. It has been observed that engaging in aggressive behaviour temporarily causes an increase in the levels of testosterone. (Cohen, Nisbett, Bosdler & Schwarz, 1996).

Another factor which is resultant to increase aggression is drinking excessive amounts of alcohol. It has been found that excessive consumption leads to majority of the crimes like rape, murder, sexual assault etc. Alcohol increases aggression due to a number of reasons,

first can be that alcohol disturbs the bodily functions and our cognitive ability to plan, organise and understand to achieve our goals and control our emotions, second, it affects the functioning of the prefrontal cortex which is the area which controls excessive aggressive behaviour, thirdly excessive consumption of alcohol reduces a person's ability to manage his or her emotions and rather facilitates anger towards the people he or she does not like.

Research has also said that people who are more intoxicated become self focused and less aware of the social situations as a result of which they do not understand the social constraints and it leads to aggression among those people. Alcohol also influences our expectations and when these expectations are not met with it results in aggressive behaviour to be exhibited and results in more and more violence.

Our negative emotions tend to be another cause for aggression. It has been seen that when our mood is off, when we are tired, when we are in pain, when we are sick or when we are frustrated, we tend to experience aggression. This type of aggression is short lived and makes us unable to understand the situation. When our negative emotions trigger aggression to a different person it is known as displaced aggression.

Theoretical Concepts to Aggression

Frustration Aggression Hypothesis (Miller, 1994)

It suggests that frustration is one of the determinants of aggression. This hypothesis can be explained when our goal is not met, we often get frustrated and if not frustrated, we withdraw ourselves entirely. Taking the case of frustration, it is often a source of instigation to aggression which may be more outwardly and inwardly in nature. Here, inward aggression refers to self-harm like suicide, while the outwardly aggression consists of direct and indirect aggression. *Direct aggression* refers to harming others with one's own hand and indirect aggression is harming others by hiring goons or criminals.

The General Aggression Model (Allen & Anderson, 2017)

This theory is relatively the modern theory of aggression which suggests that aggression is triggered due to a wide range of input variables that influence arousal and cognition. In the general aggression model, the input variables usually consist of two factors which are situational factors and the personal factors. Situation factors of frustration are provocation,

exposure to aggressive models, cues associated with aggression and the causes of such discomfort and negative attitude. The personal factors include high rate of irritability, notions of aggression, progression values, type A behaviour pattern and hostile attribution. Both these factors affect the current internal state of cognition and arousal this results in taking impulsive actions and helps lead to aggression.

Aggression is quite a common thing in high school students this can be due to the dicey age-group. Aggressive behaviour is observed in the form of both verbal and physical aggression. It is very commonly seen that small topics lead to frustration which then turns into unmanaged aggression. Even a small stress leads to aggression, the common instance of aggression is fight between peers, constant comparison of parents with other pairs scoring less marks, having a break up with their partner. Usually, in high school students, aggression starts verbally and shifts to physical aggression.

There are many instances we come across very peer comparison that leads to aggression in many forms. Having seen cases of sports matches becoming violent is quite common. High school students, nowadays, always one themselves to be on the top of everything.

They fear that if they aren't on the top of the charts people won't see them as perfect individuals. The highly competitive nature in children these days lead to extreme pressure to perform better and if they are unable to do so then aggressive behaviour is observed within them.

Another reason for aggression may be jealousy among these high school students. For instance, if one of the students on high materialistic objects like iPhones or MacBook pros then the desire is evident in others and if parents are unable to match the requirements aggression is again observed within such students.

Aggression is also observed when partner's break up. Since this age is about infatuations, students tend to believe that these relationships are lifelong but when they observe misbalance it leads to stepping up their aggression levels.

Furthermore, high school students, family environment, school environment, friendship and his or her own likings and disliking's affect aggression at a greater level. It has been seen that high school students tend to give more importance to what others think about themselves

rather than what they think about themselves. In order to match the requirements of the society, the high school students tend to forget what is good and bad for them and to meet those requirements they sometimes take up aggressive behaviour to fit in with others.

Aggression has its impact on the mental well-being of high school students. It has been observed that highly aggressive students tend to lack positive mental well-being. Not only causes the child to become violent but also hampers their emotional and behavioural regulations. In this age, aggression is usually an impulsive reaction to adverse situations but these situations cause a lack in the child's ability to understand his or her mental health.

There are a few reasons as to why a child becomes aggressive and how it in turn affects their mental wellbeing.

It has been observed that academic pressure leads to aggression in students. We often notice that the child due to pressure becomes excessively anxious and isolates himself or herself from his friends and family. It has been reported that the inability to perform well leads to aggression and the student uses measures of self harm which includes mainly attempting suicide when they are not able to reach the desired outcome.

Students usually tend to take out their aggression in a way of indulging into fights with their classmates or peers. Often children represent aggressive behaviour while fighting with their juniors which is also termed as bullying. Here, aggressive behaviour not only affects the physical health of the adolescent but also shows that the child is suffering from behavioural issues and in term impacts its well-being.

Parental pressure is another important factor that causes aggression in students and more ever such pressure makes the child isolate themselves. These children who are prey to parents' pressure fall into depression and tend to avoid themselves in any set-up possible.

Statistically, it has been observed that aggression towards self for not being able to perform in the competitive world will leave the child to get anxious and depressed and the loose and lose purpose of life.

From all these reasons, it can be seen that aggression leads to many psychological issues and if these issues are not attended at the right time, then controlling aggression would be difficult and the rise of mental health issues in such a young age group would be high.

RATIONALE:

Aggression is a key concern in the adolescent age group. Aggression is far commonly observed in high school students especially because they are in that period of time where everything to them seems like a pressure which includes academics, relationship with family and peers, the environment they are surrounded by and moreover how they see themselves. Aggression does have an impact on any high school student's well-being. These students may face a lot of psychological distress if their life expectations are not met up to.

The purpose of this study is to assess and understand the relationship between aggression and the mental well-being in high school students and have a better understanding on which factors aggression cause distress in the student's life and hamper with their development and satisfaction. Furthermore, this study would allow us to know whether the effect of aggression on the mental well-being is similar in both genders and the two class groups consisting of students aged between 13 to 16 years. This study will also better explain the relationship of how the students well-being is impacted due to the various forms of aggression.

Literature review

Couturiaux, Young et al (2021) examined the relationship between risky behaviours and the emotional and physical dating in adolescents and the violence in relationships. The risky behaviours included in the study were substance abuse, alcohol consumption, bullying and sexting. Data was collected from 48,397 students (11 to 16 years) from around 149 schools in Wales using Student Health Wellbeing (SHW) 2019. The results showed that there was an association between dating relationship violence and all the risky behaviours.

Ferguson & Wang (2021) conducted a study to explain how aggressive video games are not a risk to the mental health problems in today's youth. The sample consisted of 3000 youth from Singapore to see whether there was a relationship between exposure to aggressive games and mental health issues like anxiety, depression, ADHD (attention deficit hyperactivity disorder). It was concluded that aggressive video games were not a risk factor to the mental health of the youths.

Moreno, Ochoa et al (2021) presented a study to assess the relation between types in classroom and discomfort psychologically, satisfaction of life and online aggression in adolescents. Data was collected from 2398 male and female adolescents, who were aged between 12 to 18 years. The results indicated that there is a relation between classroom typology, satisfaction in life and aggression experienced online. Moreover, males showed less psychological distress and less association to cyber aggression.

Salahian, Rahimyan et al (2021) studied the difference between aggression, stressful situations, anxiety and feelings of depression in normal and divorced adolescents. The data was collected on 70 normal adolescents and 71 divorced adolescents from the Sanandaj city for which cluster sampling was used. Data was collected using DASS and Buss and Perry Aggression Scale. MANOVA was used for data analysis. The results indicated that there was a significant relationship between aggressive behaviour and anxious feelings in normal and divorced adolescents.

Zahra, Baig et al (2021) studied the effect of exposure to media on the psychology of the children according to the parents' perception. The study was conducted on 400 parents who had school going children who were aged 6 to 12 years. Aggression and self-concept were the factors which were analysed. The results indicated that there was a significant positive relationship between the exposure to media and the child's psychology, his/her self-concept and aggressive behaviour. The study concluded that exposure to media had a great impact on the child as per the perception of their parents.

Brinkman, Garnett et al (2020) presented a study to understand the relationship between intra and interpersonal factors on food insecurity and mental wellbeing in middle schoolers. Food insecurity led to severe feelings of isolation and suicidal tendencies in the students. The sample consisted of 13,648 middle schoolers from public schools using Youth Risk Behaviour Surveillance Survey, 2015. The survey consisted of questions of food insecurity, hopelessness, suicidal ideations, demographics etc. The results indicated that food insecurity did lead to lower psychological wellbeing and had great impact on suicidal tendencies and feelings of loneliness.

Shaghangi, Ghanbaripansh et al (2020) researched the effect of family, school atmosphere, the social support in aggression and addiction in students. The sample consisted of all high school students in Tehran. The results indicated that the school environment has a significant relationship to drug and alcohol addiction. There was a negative relationship between perceived social support and aggressive behaviour in the high schoolers.

Aloia (2019) examined children's wellbeing in their course to adulthood as a function of family relationship, support from parents and verbal aggression with parents. Data was collected on 315 college students using questionnaires on parental support, verbal aggression and mental well-being. The results indicated that a good family conversation and support had a positive relationship to the mental wellbeing of the child and there was negative correlation between parental verbal aggression and the child's mental well-being.

Anand, Kishore et al (2019) conducted a cross sectional study to understand the reasons behind violence, aggression and attitudes in school adolescents in rural Delhi. The study was conducted on 270 adolescents (119 boys and 151 girls) studying in grade VIII to X of Delhi's rural school. Data was collected using a questionnaire which was adapted from CDC Compendium to assess aggression. The results showed that the belief system, attitude and

aggression were higher in private co-ed schools than all girls' or all boys' schools. It was concluded adolescent's behaviour is highly affected due to aggression.

Zhang, De Luca et al (2019) explored the association between being victims to bullying and the health of adolescents. The sample consisted of 3444 adolescents aged 15 years and 3580 guardians/caregivers. Results showed that there was a negative relationship between being victims to bullying and adolescents' own health. But gender had an impact, where it was seen that the association was higher in males than that of females. Moreover, there was even harmful connection between the health and relational victimisation.

Agbaria & Natur (2018) researched on the association between adolescent aggression and violence in families with social report, religion and well-being being mediators. Data was collected from 160 Arab adolescents from classes 9-2 using convenient sampling. Results indicated that a positive relationship was found between family violence and aggression, with negative or no relationship with the mediators.

Bonell, Allen et al (2018) conducted a study to understand how bullying, aggression and violence had its impact on the mental health problems of children and young people and also understand the effect of Learning Together intervention. Sample was selected using cluster randomised trial. The data was collected using Gatehouse Bullying Scale and Edinburgh Study of Youth Transitions and Crime. Results indicated that Learning Together intervention had a significant relationship on the effects of bullying which can be a root cause to mental health problems.

Mishna, Regehr et al (2018) conducted a study to assess relationship between social media, cyber aggression and mental health of students on university students. Data was collected from 1350 students from an internet-based survey, who were further divided into nine focus groups and individual interview. The results indicated that some students shared private pictures and videos without permission and some also sent vulgar, threatening messages, which was usually to friends, classmates or partners. It was concluded that cyber aggression impacted a minority group of university students which impacted their mental health and well-being.

Musharraf & Haque (2018) presented research on the impact of online aggression and online victimization on the mental well-being and health in Pakistani youth. The sample consisted of 508 individuals all aged between 18 to 25 years from different universities of Islamabad and Rawalpindi, Pakistan. The data was collected using Cyber Bullying and Victimization scales, Depression, Anxiety and Stress Scales and Warwick Edinburgh Mental Well-being Scale. The results indicated that there was an impact on the youth's mental well-being due to cyber/online victimization while there was no significant relationship between mental health and cyber aggression in the Pakistani youth.

Skrzypiec, Alisug et al (2018) conducted a study to assess the reports of self-harm caused due to peer aggression in three regions across the world. Furthermore, it was to investigate

whether bullying was the ultimate form of peer aggression. The study was conducted on 6000 students aged between 11 to 16 years from 10 different countries. Data was collected using Victimization and Aggression Questionnaire. It was found that over half of the students were intentionally harmed due to peer aggression but those ranged from different countries. Bullying was found as one the ultimatum of self-harm due to peer aggression.

Jayaprakash & Sharija (2017) presented a study to give an understanding regarding the new adolescent mental health model in the district of Kerala. The study was a descriptive one, which was carried for a period of 5 years in government aided high school and higher secondary school. A total of 2432 students attended the test and the reasons found for affected mental health were involvement in fights due to aggressive behaviour, watching of pornography, poor academic performance, bunking classes, substance abuse, smoking and having relationships. It was concluded that the teachers and primary counsellors had to be asked to intervene so as to make mental health the priority.

Kumari, Kishore et al (2017) conducted a cross sectional study on aggression in school going adolescents in Karnataka and even to investigate the relation between aggression socio demographic features in these students. A cross sectional study was conducted for a period of 3 months in the year 2015 in one of Karnataka's private schools. The sample size was 187 students. Data was collected on the basis Direct and Indirect Aggression Scale (DIAS). The data was analysed using frequency tables and chi square. The results showed that quite some students had scored high aggression levels. It was even observed that males had higher aggression levels than the females this was because of their religion, or uneducated mothers, even different sexual preferences led to the same.

Nair, Ganjiwale et al (2017) conducted a survey to understand the mental health conditions in Gujrat school adolescents in both urban and rural areas. The study was conducted on 693 students of classes 9th to 12th from five Gujrati medium higher secondary schools. Data was collected using Strengths and Difficulties Questionnaire (SDQ) and Teenage Screening Questionnaire (TSQ). The results indicated that girls had more emotional problems than boys, but boys reported more mental health issues than boys.

Aggarwal, Berk (2015) conducted a study to understand the change in adolescents' mental health due to rapid amounts of changes in the socio-economic environment. The study was performed in 2014 with 27 schools to evaluate the behavioural problems, suicide rates, stress issues, depression, anxiety, aggression and lack in self-concept. From this study it could be concluded that the rate of behavioural problems and aggression is on a steady rise in Indian adolescents. Such kind of problems were more common in Indian students as compared to international students.

Gupta, Biddala et al (2015) conducted a study to assess the aggression quotient among children due to the different socio demographic characteristics with the conflict in law in India. The study was conducted on 90 (74 boys and 16 girls) inmates from juvenile homes in Hyderabad, Lucknow and Pune. Data was collected using Sociodemographic Questionnaire

and Buss and Perry Aggression Questionnaire. This study was compared using a control group of the same age, gender and economic status. It was observed all these children in the juvenile home were from the low economic group and maximum of these children were from broken homes with cases of addition, other prisoned family members or had incidents of physical or sexual abuse. All the children scored higher on all domains of aggression than the control group. It was concluded that children in conflict with law showed higher levels of aggression than normal children.

Khan, Ali et al (2015) conducted comparative study on aggression and mental stability in men and women basketball players from all over Indian Universities. The study was conducted on 100 basketball players (50 males and 50 females). Data was collected using Aggression Inventory (Srivastava, 1984) and Mental Toughness Questionnaire (Goldberg, 1995). The data collected was analysed using descriptive statistics like mean, standard deviation and t-test. It was concluded that there was no significant difference between aggression and mental toughness in the basketball players of the university.

Mathew, Khakha et al (2015) presented a study to assess the stressors of life in adolescents and the different coping strategies that was taken by them and to understand the effect of stress in the mental health of these adolescents. The study was conducted on 360 adolescents aged between 13 to 17 years from different schools in New Delhi. Data was collected using Adolescent Life Event Stress Scale, Brief Cope and Youth Self Report (YSR). The results indicated that stress had a huge impact be it family events or academic pressure. Moreover, these children tried to keep a positive frame of mind and continue with the same.

Fletcher, Fitzgerald-Yau et al (2014) assessed how cyberbullying had its association with socio-demographic factors, aggression shown in school and its relation to mental health. The data was collected on 1144 adolescents aged 12-13 years from eight English secondary schools. It was observed that 14% adolescents reported cyberbullying. Using mixed effect logistic models, it was found that those students who were cyberbullied showed high relationship with aggression and even cyber bullying led to low quality of life and many more comorbid mental health issues. It was concluded that prolonged cyber bullying would lead to excessive anger and high risk to mental health problems.

Malhi, Bharti et al (2014) presented a study to assess how school bullying affects the behaviour of Indian school going students in correlation to emotion, socio economic and demographic status. The study was conducted on 209 students of classes 9th and 10th of government and private schools of a city in North India. These students were identified into four groups: bullies, victims, bully victims and children who remain uninvolved in such acts. The data was collected using Piers Harris Children's Self Concept (CSCS) and Youth Self Report. The rate of bullying behaviour was about as high as 53%. High bullying led to reduced self-concept scores in the students and likely leads to difficulty in academics, conduct problems and hyperactivity.

Moore, Norman et al (2014) conducted a study to analyse peer aggression on Australian adolescents and substance and its association with their mental health. Data was collected on 1590 individuals from Western Australian Pregnancy cohort. The results indicated that 40.2% of the sample were faced with peer aggression and moreover there was an independent relationship between peer aggression and mental health and substance use in adolescents.

Bhuvaneshwari & Immaneul (2013) presented a study to assess the psychological issues in adolescents who are hearing impaired. The study was conducted on 150 adolescents (78 males and 72 females) who were impaired from the city of Coimbatore, Tamil Nadu. Data was collected using Taylor's Scale of Manifest Anxiety (MAS), frustration test, aggression scale, Adolescent Adjustment Inventory (AAI). The findings showed that anxiety, frustration and aggression level had a positive correlation with impaired adolescents. It was concluded that psychological issues had a relation with the aggression and anxiety of impaired adolescents.

Haan, Soenen et al (2013) presented research parenting satisfaction on the effect of childhood aggression on parenting during the period of adolescence. The sample consisted of 609 Belgian families. The data was collected using Child Behaviour Checklist, Parenting Stress Index, Psychological Control Scale, Youth Self Report and Parenting Practice Questionnaire. The results indicated that there was a relationship between childhood aggression and decreased parent satisfaction in domains like competency and autonomy. Concluding, that interventions would be able to help reduce the child's aggression and increase satisfaction.

Jacob, Seshadri et al (2013) conducted a study to understand characteristics of clinical aggression of children and adolescents in tertiary care centres. Data was collected from 131 children and adolescent aged between 4 years to 16 years. Data was collected using MINI-International Neuropsychiatric Interview (M.I.N.I) KID, Overt Aggression Scale (OAS), Children's Global Assessment Scale (CGAS). It was observed that 31 children showed aggressive behaviour. The aggression rate was higher in males, those children who had academic problems, past history or experience with aggression and its bouts, or children who had tried to commit suicide or had suicidal tendencies. It was concluded that aggression in these children could be identified and predicted.

Ozdemir, Vazsoyni et al (2013) conducted a study to assess the relationship between parental processes, low self-control and aggression. Data was collected on a sample of 546 adolescents (aged 14-18 years) attending high school in Turkey. The data was collected using questionnaires on parental processes, self-control and aggression. Results indicated that there were both direct and indirect associations in maternal and paternal processes on aggression through lower self-control. It was observed that maternal closeness and paternal approval directly affected the low self-control and was indirectly dependent on aggression.

Brown & Bobkowski (2011) studied to assess the pattern use and effect of old and new media on adolescents' mental health and well-being. The old media consisted of television,

music, movies, newspaper etc while the new media consisted of the social media networking, internet, video games etc. It was observed that the media, be it the older or newer version both affected the adolescent's aggression, it had an impact on their body image and self-esteem. it furthermore also had an impact on the child's gender roles and sexuality and sexual relationships, which in all affected the adolescent's mental health and well-being.

Methodology

Aim

To assess the effect of aggression on the mental well-being of high school students.

Objectives

To understand the effect of aggression on the mental well-being.

To understand the effect of aggression on the mental well-being in Class 9 and 10 students.

To understand the relationship between males and females' effect of aggression on their mental well-being.

Hypothesis

H1 There will be a significant relationship between aggression and mental well-being in high school students.

H2 There will not be a significant difference between aggression and mental well-being in males and females.

H3 There will not be a significant difference between aggression and the mental well-being of class 9 and 10 students.

Design

Correlation research was the type of research chosen for the study, as it had two variables, namely, aggression and mental wellbeing and a statistical relationship between them had to be established. The aim of the correlational research is to identify the relationship between both the variables (aggression and mental well-being) to an extent that change in one result in change in the other and how the relationship is different between the genders and between two different classes.

Variables

Independent Variable: High School Students

Dependent Variables: Aggression and Mental Well-being

Sample

Total students (N=132) aged between 13-16 years falling in Class 9 and 10. The sample consisted of 66 males and 66 females. The sample consisted of students from schools in Delhi-NCR. Snowball sampling (*a non-probability sampling, where it is hard to find or trace back the subjects*) was used for data collection.

Description of Tools

Buss-Perry Aggression Questionnaire

The Buss- Perry Aggression Questionnaire was established in 1992, it was developed to understand the levels of aggression. The questionnaire has 29 items, which is further categorised in four factors, namely, physical aggression, verbal aggression, anger and hostility.

Multidimensional Students' Life Satisfaction Scale

The Multidimensional Students' Life Satisfaction Scale, developed by Huebner, was made to understand student's life satisfaction in the different domains associated with their life. This questionnaire consisted of 40 items which were divided into five basic domains, namely, family, friends, school, living environment and self. This questionnaire can be used on young people aged between 8-18 years both individually and in a group.

Procedure

For the purpose of data collection, all 166 students were approached using online platforms like WhatsApp and Instagram. Firstly, rapport was established with the students and they were informed about the purpose of the study and what the tools administered and how. Consent was taken from both the students and their parents for their participation in the research. They were assured that all responses would be kept confidential and used only for the research study. The tools were administered one by one and all the instructions were given about the same. They were informed that there was no right or wrong response. The instructions given for the questionnaires are as following:

Buss-Perry Aggression Questionnaire

“Using the 5-point scale shown below, indicates how uncharacteristic or characteristic each of the following statements is in describing you. Place your rating in the box to the right of the statement.”

Multidimensional Students' Life Satisfaction Scale

“Using the 6-point scale shown below, indicates how much you agree or disagree with each of the following statements in describing you and your surroundings. Place your rating in the box to the right of the statement.”

Statistical Analyses

For the data analysis and interpretation, the initial scoring was done using Microsoft Excel and after attaining the raw scores, SPSS 26.00 for Windows was employed. The effect of aggression on the mental well-being of high school students was examined primarily with the help of SPSS.

To find out if there is a significant effect of aggression on mental well-being, Pearson's Correlation Method was employed.

To find out if there was a significant effect of gender on the aggression and well-being, Independent Sample t-test was used.

To find out if there was a significant effect of class group on the aggression and well-being, Independent Sample t-test was used.

Pearson's Correlation Coefficient

It is a type of correlation coefficient that helps us to understand the relationship between variables which are on the same ratio or interval scale. It basically helps us to assess the strength of relationship between the variables.

Independent Sample t-test

Here, we draw a comparison between the means of two different unrelated groups having the same dependent variables.

Result

In order to understand, analyse and check for our hypothesis, it was done on the following basis:

Dependent Variable: High School Students

Independent Variable: Aggression & Mental Well-Being

Table 1

Correlation between aggression and mental well-being

	Aggression	Wellbeing
Aggression	Pearson Correlation	1
	.232**	-

	Sig. (2-tailed)	.008
132	N	132
Wellbeing	Pearson Correlation	-.232**
	Sig. (2-tailed)	.008
	N	132

** . Correlation is significant at the 0.01 level (2-tailed)

Table 1 shows the correlation between aggression and mental well-being in high school students (N=132). The results indicated that a significant negative correlation between both the variables (namely, aggression and mental well-being) in high school students. The correlation is significant at 0.01 level.

Table 2

Group Statistics (Gender-wise)

	Gender	N	Mean	Std Deviation	Std. Error
Mean					
Aggression	Male	66	89.38	12.159	1.497
	Female	66	89.64	15.089	1.857
Wellbeing	Male	66	159.80	24.739	3.045
	Female	66	162.21	22.503	2.770

Table 2 shows the group statistics for the gender (namely, male and female), it includes the sample size that falls under that category followed by the mean score, standard deviation

and standard error mean. It can be observed that the difference between the means in the both the gender is very minute.

Table 3

Signifies the t value of aggression and mental well being (gender-wise)

	Levene's Test for Equality		t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	
Aggression 2.385	Equal variances Assumed	1.215	0.272	-0.108	130	0.914	-0.258
2.385	Equal variances not assumed			-0.108	124.37	0.914	-0.258
Wellbeing 4.117	Equal variances Assumed	0.467	0.495	-0.585	130	0.559	-2.409
4.117	Equal variances not assumed			-0.585	128.85	0.559	-2.409

Table 3 shows the t value of aggression and mental well-being on the both the genders of high school students. Here, we can see that for both aggression (0.914 > 0.05 level) and mental well-being (0.559 > 0.05 level), there will be no significant difference between both the genders.

Table 4

Group Statistics (Class-wise)

Mean	Class	N	Mean	Std Deviation	Std. Error
Aggression	Class 9	66	88.02	11.486	1.414
	Class 10	66	91.00	15.463	1.903
Wellbeing	Class 9	66	164.52	26.102	3.213
	Class 10	66	157.50	20.374	2.508

Table 4 shows the group statistics for the class group (namely, class 9 and class 10), it includes the sample size that falls under that category followed by the mean score, standard deviation and standard error mean. It can be observed that the difference between the means in the both the gender is very small.

Table 5

Signifies the t value of aggression and mental well being (class-wise)

		Levene's Test for Equality		t-test for Equality of Means			
		F	Sig.	t	df	Sig.	Mean
Std Error						(2-tailed)	Diff.
Diff.							
Aggression	Equal variances	3.286	0.072	-1.259	130	0.211	-2.985
2.371	Assumed						
	Equal variances			-1.259	119.98	0.211	-2.985
2.371							

not assumed							
Wellbeing 4.076	Equal variances	4.684	0.032	1.721	130	0.088	7.015
Assumed							
4.076	Equal variances			1.721	122.76	0.088	7.015
not assumed							

Table 5 shows the t value of aggression and mental well-being on the both the class groups of high school students. Here, we can see that for both aggression ($0.211 > 0.05$ level) and mental well-being ($0.088 > 0.05$ level), there will be no significant difference between both the class groups.

Discussion

High School is considered to be a crucial period in every student's life. It deals with various changes be it in academics, in social groups or in the child's personal lives. For any high school student, their well-being is a big concern. If the student has a positive environment at home, school, a happy relationship with peers and teachers and moreover, has a better understanding of themselves, these students tend to have a positive mental well-being. And if all these aspects are not looked into then somehow student's mental well-being is being played with. Not only that a student's well-being might also be dependent on other related factor like the aggressive behaviour they exhibit or the levels of aggression.

Aggression is very common behavioural pattern which we do observe in students especially those in the higher grades. The most common forms of aggression observed among high school students are that of physical aggression, verbal aggression, anger and hostility. Aggression is the lead cause to many psychological problems that could impact their overall growth and development. Aggression has its impact on the mental well-being of high school students. It has been observed that highly aggressive students tend to lack positive mental well-being. Not only causes the child to become violent but also hampers their emotional and behavioural regulations. In this age, aggression is usually an impulsive reaction to adverse situations but these situations cause a lack in the child's ability to understand his or her mental health.

The study focused on studying the effect of aggression on the mental well-being of high school students. For this purpose, a sample of 132 of Class 9 and 10 was selected. The sample included 66 boys and 66 girls from various schools of Delhi-NCR region. The sample was

selected through snowball sampling. All students belonged to Delhi-NCR region. Two tests were administered on all the students, which were, Buss-Perry Aggression Questionnaire and Multidimensional Students' Life Satisfaction Scale. The SPSS statistics that were used for analysing the data of the sample were Independent Sample t-test and Pearson's Correlation.

Hypothesis 1 stated that there will be a significant relationship between aggression and mental well-being in high school students. It was found that there was a negative correlation between aggression and mental well-being. The negative correlation depicts that if one variable, for example, if aggression is found high then the mental well-being would be low and vice versa. It was also seen that the relationship between aggression and mental being was $-.232$ (significant at 0.01 level). Thus, we can say that there is significant negative relationship between aggression and mental well-being and hence, our hypothesis is accepted. Hypothesis 2 stated that there will be not be any significant difference between aggression and mental well-being in males and females. It was found out on comparing the means of the males and females that there was a very minute difference in their means. On analysing the t-test, it was observed that the significance of both aggression (0.914) and mental well-being (0.559) was much higher than 0.05 level of significance. This meant that there was no significant difference between aggression and mental well-being on both the genders of high school students. Hypothesis 3 stated that there will not be a significant difference between aggression and the mental well-being of class 9 and 10 students. It was found that the difference of means was very small as per the group statistics. On conducting the t-test, it was seen that the significance of aggression (0.211) was quite higher than the 0.05 level while the significance for well-being (0.088) was higher but not greatly than the 0.05 level of significance. It could be interpreted that there was no significant difference between aggression and mental well-being on both the class groups of high school students. The following can be understood by a few more researches carried out in the past:

Qutaibia & Tamie (2010) presented a study to understand the aggression and mental well-being with self-control and social belongingness in Arab Palestinian students from Israel. The data was collected from 397 adolescents from classes 7th to 12th. The study was based on two assumptions: (1) association between aggression and mental well-being, (2) relationship between self-control and social belongingness in reducing the aggression. On analysis of the data, it was found that there was a negative correlation between aggression and mental well-being and moreover it was also seen that having appropriate self-control skills and a sense of social belongingness have a moderate link in reducing aggression and improving mental well-being. Undheim and Sund (2010) conducted a study to the comparison between bullying, aggression and mental health issues that were reported by young adolescents. A sample size of 2464 Norwegian students aged 12 to 15 years was chosen for the test. Data was collected through Harter's Self Perception Profile, Moods and Feelings Questionnaire (MFQ) and Youth Self Report (YSR). It was observed that the students who were bullied showed signs of aggression for the last 6 months. It was concluded that those students who were bullied showed higher aggression levels and high risk to mental health issues than those students who were not bullied. Jouriles, Garrido, Rosenfield et al (2009) studied the association between

experience of adolescents' physical and psychological aggressive relationship and the amount of mental distress it causes them.

The data was collected from 125 high school students. The results indicated that there was a positive relationship between the physical and psychological aggression in relationship and the mental distress it caused to the adolescents. It was more clearly seen that psychological aggression had a more significant relationship with the distress caused than the physical form of aggression. Moreover, aggression that was psychologically caused was considered more unpleasant to physical aggression in the relationships. Therefore, the hypothesis that was intended to be studied has been proven true. The results are also validated in various researches as mentioned above. Hence, it is proven that aggression has an effect on the mental well-being of high school students.

The limitation of the study was the fact that we could only collect data from students from few schools of Delhi NCR and only catering class 9 and 10 students. Hence, there was a constraint in numbers of students that could be involved.

Conclusion

Mental well-being is considered to be an important aspect in any individual's life. Moreover, to say, its impact on a student's life is quite important. A positive and healthy mental well-being not only ensures the child to be happy and satisfied rather it helps them overcome the struggles and obstacles they encounter with to achieve their goal. A student's mental wellbeing maybe impacted or effected due to a number of reasons, but most importantly and what is being studied in aggression. It is evidently known that adolescent age is all about difference in opinions, ideologies, inability to understand between the right and wrong, and the immense pressure as adolescents feel that they are not understood by anyone. Aggression has become quite an important factor in impacting a student's mental well-being, the different types of aggression, which include physical and verbal aggression, anger and hostile behaviour, have been quite frequently seen among high school students. Maximum students have either shown aggressive behaviour or have witnessed the same.

This research intended to understand the relationship between aggression and mental well-being in high school students. On these lines, we did find that there will be an association between levels of aggression and the student's mental well-being. Another major finding was that irrespective of gender differences (male and female), there was no difference between the aggression level on the mental well-being of the students and similarly the class division (class 9 and class 10) had no difference in the levels of aggression that affected the student's mental well-being.

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