

Suman Mandal (2026). *A Study on Aggressiveness and Its Impact on Academic Attitude Among Higher Secondary Students of Burdwan and South 24parganas Districts*. International Journal of Multidisciplinary Research & Reviews 5(3), 425-436.



INTERNATIONAL JOURNAL OF  
MULTIDISCIPLINARY RESEARCH & REVIEWS

journal homepage: [www.ijmrr.online/index.php/home](http://www.ijmrr.online/index.php/home)

**A STUDY ON AGGRESSIVENESS AND ITS IMPACT ON  
ACADEMIC ATTITUDE AMONG HIGHER SECONDARY  
STUDENTS OF BURDWAN AND SOUTH 24PARGANAS  
DISTRICTS**

**Suman Mandal**

Assistant Professor

Sundarban Anilkrishna Mahavidyalaya B.Ed, West Bengal, India.

**How to Cite the Article:** Suman Mandal (2026). *A Study on Aggressiveness and Its Impact on Academic Attitude Among Higher Secondary Students of Burdwan and South 24parganas Districts*. International Journal of Multidisciplinary Research & Reviews 5(3), 425-436.



<https://doi.org/10.56815/ijmrr.v5i3.2026.425-436>

**Keywords**

*Aggressiveness, Academic Attitude, Higher Secondary Students, Burdwan, South 24 Parganas, Adolescent Psychology.*

**Abstract**

A Study on Aggressiveness and its Impact on Academic Attitude among Higher Secondary Students of Burdwan and South 24 Parganas Districts. Adolescence is a critical transitional phase marked by significant psychological and physiological changes. Among higher secondary students, aggressive behavior often emerges as a manifestation of stress, socio-economic factors, or environmental pressures. This study investigates the prevalence of aggressiveness and its subsequent influence on the academic attitudes of students in two distinct districts of West Bengal: Burdwan and South 24 Parganas. Aggressiveness is a significant behavioral characteristic during adolescence, which can influence students' learning processes and overall academic development. The study focuses on identifying the level of aggressiveness among students and analyzing how it affects their attitude towards academics.



[The work is licensed under a Creative Commons Attribution  
Non Commercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

Suman Mandal (2026). *A Study on Aggressiveness and Its Impact on Academic Attitude Among Higher Secondary Students of Burdwan and South 24parganas Districts*. International Journal of Multidisciplinary Research & Reviews 5(3), 425-436.

### Introduction:

Education plays a vital role in shaping the behavior, personality, and future of individuals. At the higher secondary level students undergo significant physical, emotional, and psychological changes that influence their overall development. This stage of adolescence is often marked by heightened sensitivity, emotional instability, and a tendency toward behavioral issues, including aggression. Such behavioral patterns can significantly affect students' academic life, particularly their attitude toward learning. Aggressiveness is commonly understood as behavior intended to cause harm or discomfort to others, either physically or psychologically. Among adolescents, aggression may manifest in various forms such as verbal hostility, physical violence, anger, and antisocial behavior. It is influenced by multiple factors, including family environment, peer relationships, socio-economic conditions, media exposure, and school climate. In many cases, students may exhibit aggression as a response to frustration, academic pressure, or emotional conflicts. Research on the aggressiveness of adolescents is critical and challenging in today's rapidly changing and complex society. Adolescence is a one-kind period of developmental stage that occurs between childhood as well as adulthood. It is referred to as a "Stress or Strains" or "Storm or Strife" period by Stanley Hall. This is a period in which every individual experiences significant changes in all aspects of their lives, including mental, social, physical, emotional, and psychological. As these school-age children begin to have more social interactions and develop more relationships, however, aggressive behaviour towards peers may appear (Greydanus et al., 1992). This transformation in every dimension impacts the personality of school-aged teenagers, leading to emotional instability, anxiety, sadness, frustration, and violent behaviour, which is on the rise. When individuals show anger or have a reputation for having a bad temper, they show a willingness to use aggression (Adams et al., 2006; Sell, 2011). Students have various needs and desires, the failure of which causes a slew of problems such as anger, frustration, despair, disputes, and so on. Academic attitude refers to a student's mindset, interest, motivation, and disposition toward education and learning activities. A positive academic attitude is essential for effective learning, academic achievement, and overall development. Students with a healthy academic attitude tend to be more engaged, disciplined, and goal-oriented, whereas those with a negative attitude often show disinterest, poor performance, and lack of motivation. Conversely, students with positive academic attitudes are more likely to regulate their emotions and behavior effectively. In the context of West Bengal particularly in the districts of Burdwan and South 24 Parganas, students come from diverse socio-cultural and economic backgrounds. These differences may influence both their behavioral tendencies and academic outlook. However, there is a lack of sufficient localized research examining how aggressiveness affects academic attitude among higher secondary students in these districts. Therefore, the present study aims to investigate the level of aggressiveness among higher secondary students and examine its impact on their academic attitude. Understanding this relationship is essential for educators, parents, and



Suman Mandal (2026). *A Study on Aggressiveness and Its Impact on Academic Attitude Among Higher Secondary Students of Burdwan and South 24parganas Districts*. International Journal of Multidisciplinary Research & Reviews 5(3), 425-436.

policymakers to develop effective strategies for promoting positive behavior and enhancing students' academic engagement. Adolescent aggression is caused by a variety of severe problems Such as an unpleasant family environment, poverty, bad parenting behaviour, social standing, and other educational difficulties. There is a subset of aggressive behaviour in adolescents, However, that appears in adolescence and then disappears in early adulthood. It has been Termed adolescence-limited antisocial behaviour (Moffitt & Caspi, 2001).

### Literature of Review:

Aggression is one of the most important problems among the adolescents. Aggression as behaviour intended to cause harm or pain. Aggression may be defined as a harmful aspect of the personality of a child and/or others which is expressed through the behaviour during the situation arises. According to Baron (1994) aggression is any form of behavior directed toward the goal of harming or injuring another living being who is motivated to avoid such treatment. Berkowitz (1998) defined aggression as "behaviour intended to harm another living being, either physically or emotionally". Carver & Scheier (2000) conducted the study- children are physically aggressive toward siblings, peers, and adults, but the great majority will unlearn this attitude based on some cues they received from their surroundings. Amanda & Monica (2004) conducted a study of documented that aggressive adolescent normally shows a somewhat negative approach of attitude to institutional authorities like the police, the law, the school and teachers. Fischer & Greitemeyer (2006) studied Music and Aggression and the Impact of Sexual-Aggressive Song Lyrics on Aggression-Related Thoughts, Emotions, and Behavior Toward the

Same and the Opposite Sex. In this study, the results are discussed in the framework of the General Aggression Model. Malhi et al. (2014) investigated Aggression in Schools: Psychosocial Outcomes of Bullying Among Indian Adolescents. Sharma & Sangwan (2016) did research to determine the effect of family environment on teenage violence. The study's findings revealed that aggression was positively and significantly correlated with the conflict dimension. Jimenez & Estevez (2017) conducted a study on school hostility in adolescence: Examining the role of the individual. From several studies showed that poor academics predicted bad behavior which is hampered academic progress (Chen et al., 2010; Christle, Jolivet, & Nelson, 2005; Schwartz, Chang, & Farver, 2001). Barriga and his associate (2002) showed in his study that aggressive behavior syndromes exhibited significant zero-order correlations with the academic achievement measures. Connor (2004) found a strong association between the academic failure and aggression. Schwartz et al. (2006) found adolescents who were highly aggressive, increases in popularity were associated with increases in unexplained absences and decreases in grade point average. Stipek and Miles (2008) found relationship between aggression and achievement is complex and reciprocal. Johnson (2009) in his research showed that an overall low average was a better predictor for the likelihood of a student displaying aggression at school than was a specific



Suman Mandal (2026). *A Study on Aggressiveness and Its Impact on Academic Attitude Among Higher Secondary Students of Burdwan and South 24parganas Districts*. International Journal of Multidisciplinary Research & Reviews 5(3), 425-436.

learning disability label. Chen and his associate (2010) found their research that aggression had unique effects on later social competence and academic achievement. Aggarwal & Bihari (2014) point out that there was negative correlation with aggression and academic achievement in terms of their gender. Patil (2016) findings in his study that the rural secondary students have more aggression than urban students of secondary school. Chatterjee (2016) point out in her study that females were having higher level of aggression as compare to male adolescents and high socio-economic status group of adolescents were more prone to aggression as compare to low socio-economic status group. Akhtar & Kushwaha (2015) found that boys scored higher than girls in respect to aggression. Talukdar & Deka (2014) also found that the male adolescents are significantly aggressive than female. Tripathy and Sharma (2017) explored that the academic achievement was found to have negative correlation with aggression. They are reported that the academic achievement was found to have negative correlation with aggression (boys) & academic achievement was found to have negative correlation with aggression (girls). Kumar & Singh (2018) carried out an investigation entitled 'Aggressive Behaviour of Adolescents in Relation to their Family Climate'. The result showed that the aggressive behaviour of male adolescents possesses a high level of aggression and they are more aggressive than female. Pengpid & Peltzer (2019) studied to determine the prevalence of alcohol use and abuse, as well as the factors that contribute to it, among in-school teenagers participating in the 2015, Thailand Global School-based Student Health Survey.

### Objectives:

- I. To investigate the behaviour of aggressiveness among High School students as per their gender.
- II. To determine the difference in aggressive behaviour among H.S. students in terms of locality.
- III. To investigate the differences in aggressive behaviour among H.S. school students based on their field of study.

### Methodology:

A descriptive survey technique method and quantitative approach have been used for the study. In this study, the researcher used a Mixed-method Sampling technique to draw the samples. A Study on Aggressiveness and Its Impact on Academic Attitude among Higher Secondary Students of Burdwan and South 24 Parganas Districts. The methodology of the study describes the procedures and techniques used for collecting and analyzing data. It ensures the scientific validity and reliability of the research findings.

### Research Design:



Suman Mandal (2026). *A Study on Aggressiveness and Its Impact on Academic Attitude Among Higher Secondary Students of Burdwan and South 24parganas Districts*. International Journal of Multidisciplinary Research & Reviews 5(3), 425-436.

The present study follows a quantitative research approach and adopts a descriptive survey method. This method is suitable for studying existing conditions, behaviors, and relationships among variables without manipulating them. It helps in analyzing the relationship between aggressiveness and academic attitude among students.

### Variables of the Study:

Independent Variable: Aggressiveness  
Dependent Variable: Academic Attitude  
Population of the Study:

The population of the study consists of all higher secondary students studying in schools located in the districts of Burdwan and South 24 Parganas in West Bengal.

### Data Collection Procedure:

1. Permission was obtained from school authorities before collecting data.
2. The purpose of the study was explained clearly to the students.
3. The questionnaires were administered to the selected students in a classroom setting.
4. Students were instructed to respond honestly and independently.

The methodology provides a systematic framework for investigating the relationship between aggressiveness and academic attitude among higher secondary students. It ensures that the findings of the study are reliable, valid, and useful for educational and psychological understanding.

### Analysis:

Aggressiveness is a critical factor influencing students' academic attitude. Higher levels of aggression lead to poor academic engagement, negative attitudes, and lower achievement, while lower aggression supports positive learning behavior and success. Data analysis is a crucial step in research, as it involves organizing, summarizing, and interpreting the collected data to draw meaningful conclusions. In the present study, the data collected from higher secondary students were analyzed using appropriate statistical techniques. The level of aggressiveness among students was analyzed using mean and standard deviation. The mean score indicates the average level of aggressiveness among students. The standard deviation shows the variability of aggressiveness among the students. If the mean score is high, it indicates a higher level of aggressiveness among students. A low standard deviation suggests that students have similar levels of aggressiveness, whereas a high standard deviation indicates variation among students.

### A STATISTICAL CALCULATION

The entire numerical data was evaluated with help of basic a *statistics* along with students *t'est* using computerize software MINI TAB 16.0. Finally result are presented in tabular form. *The* survey questions



Suman Mandal (2026). *A Study on Aggressiveness and Its Impact on Academic Attitude Among Higher Secondary Students of Burdwan and South 24parganas Districts*. International Journal of Multidisciplinary Research & Reviews 5(3), 425-436.

consisted of a two point scale. The researcher also employed a I test to observe the difference in the means of males and female. For the purpose of the study a t test was used to test the differences between male and female of their aggressiveness and academic attitude.

**Table 1 Descriptive Statistics: urban boys a, urban boys s, urban girls , ... (Academic)**

Variable	N	N*	Mean	SE Mean	StDev	Minimum	Q1	Median
urban boys arts	25	0	9.120	0.371	1.856	4.000	8.000	10.000
urban boys science	25	0	9.760	0.254	1.268	7.000	9.000	10.000
urban girls arts	25	0	9.600	0.327	1.633	5.000	9.000	10.000
urban girls science	25	0	8.760	0.417	2.087	4.000	7.500	9.000
rural boys arts	25	0	8.000	0.447	2.236	3.000	6.500	8.000
rural boys science	25	0	9.160	0.373	1.864	3.000	9.000	10.000
rural girls arts	25	0	9.040	0.353	1.767	5.000	8.000	9.000
Rural girls science	25	0	7.800	0.500	2.500	3.000	6.000	8.000
Variable	Q3	Maximum						
urban boys arts	10.500	12.000						
urban boys science	10.500	13.000						
urban girls arts	11.000	12.000						
urban girls science	10.000	13.000						
rural boys arts	10.000	12.000						
rural boys science	10.000	11.000						
rural girls arts	11.000	12.000						
Rural girls science	10.000	13.000						

**Table 2 Paired T-Test and CI: urban boys arts, urban boys science**

	N	Mean	StDev	SE Mean	t-value	p-value
urban boys arts	25	9.120	1.856	0.371		
urban boys science	25	9.760	1.268	0.254	1.57	0.130
Difference	25	-0.640	2.039	0.408		

**Table 3 Paired T-Test and CI: urban girls arts, urban girls science**

	N	Mean	StDev	SE Mean	t-value	p-value
urban girls arts	25	9.600	1.633	0.327		
urban girls science	25	8.760	2.087	0.417	1.56	0.131
Difference	25	0.840	2.688	0.538		

**Table 4 Paired T-Test and CI: rural boys arts, rural boys science**

	N	Mean	StDev	SE Mean	t-value	p-value
rural boys arts	25	8.000	2.236	0.447		
rural boys science	25	9.160	1.864	0.373	2.02	0.054
Difference	25	-1.160	2.868	0.574		

**Table 5 Paired T-Test and CI: rural girls arts, Rural girls science**

	N	Mean	StDev	SE Mean	t-value	p-value
rural girls arts	25	9.040	1.767	0.353		
Rural girls science	25	7.800	2.500	0.500	2.19	0.039
Difference	25	1.240	2.833	0.567		



Suman Mandal (2026). *A Study on Aggressiveness and Its Impact on Academic Attitude Among Higher Secondary Students of Burdwan and South 24parganas Districts*. International Journal of Multidisciplinary Research & Reviews 5(3), 425-436.

### Aggressiveness:

**Table 1 Descriptive Statistics: urban boys a, urban boys s, urban girls , ...(Aggressive)**

Variable Median	N	N*	Mean	SE Mean	StDev	Minimum	Q1
urban boys arts 11.000	25	0	10.800	0.539	2.693	6.000	9.000
urban boys science 11.000	25	0	10.200	0.705	3.524	4.000	6.500
urban girls arts 11.000	25	0	10.200	0.746	3.731	3.000	8.000
urban girls science 10.000	25	0	10.440	0.817	4.083	1.000	8.500
Rural boys arts 14.000	25	0	13.720	0.994	4.971	5.000	9.500
Rural boys science 8.00	11	0	8.64	1.26	4.18	5.00	5.00
Rural girls arts 12.000	24	0	11.833	0.798	3.908	5.000	9.000
Rural girls science 11.500	20	0	12.300	0.775	3.466	6.000	10.000

  

Variable	Q3	Maximum
urban boys arts	13.000	15.000
urban boys science	13.000	18.000
urban girls arts	12.000	17.000
urban girls science	13.000	19.000
Rural boys arts	18.000	22.000
Rural boys science	11.00	19.00
Rural girls arts	15.000	18.000
Rural girls science	15.000	19.000

**Table 2 Paired T-Test and CI: urban boys arts, urban boys science**

value	N	Mean	StDev	SE Mean	t-value	p-
urban boys arts	25	10.800	2.693	0.539		
urban boys science	25	10.200	3.524	0.705	0.64	
Difference	25	0.600	4.699	0.940		0.529



Suman Mandal (2026). *A Study on Aggressiveness and Its Impact on Academic Attitude Among Higher Secondary Students of Burdwan and South 24parganas Districts*. International Journal of Multidisciplinary Research & Reviews 5(3), 425-436.

**Table 3 Paired T-Test and CI: urban girls arts, urban girls science**

	N	Mean	StDev	SE Mean	t-value	p-value
urban girls arts	25	10.200	3.731	0.746		
urban girls science	25	10.440	4.083	0.817	0.20	0.840
Difference	25	-0.24	5.86	1.17		

**Table 4 Paired T-Test and CI: Rural boys arts, Rural boys science**

	N	Mean	StDev	SE Mean	t-value	p-value
Rural boys arts	25	13.720	4.971	0.994		
Rural boys science	25	7.400	3.069	0.614	5.04	0.000
Difference	25	6.32	6.27	1.25		

**Table 5 Paired T-Test and CI: Rural girls arts, Rural girls science**

	N	Mean	StDev	SE Mean	t-value	p-value
Rural girls arts	24	11.833	3.908	0.798		
Rural girls science	24	12.375	3.241	0.662	0.51	0.615
Difference	24	-0.54	5.21	1.06		

### Significance of the Study:

Society is going through a complicated situation and constantly increasing cases of riots, suicides, violent attacks, abuse, antisocial behaviour, rape cases, acid attacks etc. On the other hand, socio-economic conditions, political situations, geographical environments and technological aspects are changing day by day. At the same time, value is undergoing a radical change and crisis. These have various positive and negative effects on social life and the family environment. In such a situation, the students are facing a deep crisis. As a result, they lead to emotional instability,



Suman Mandal (2026). *A Study on Aggressiveness and Its Impact on Academic Attitude Among Higher Secondary Students of Burdwan and South 24parganas Districts*. International Journal of Multidisciplinary Research & Reviews 5(3), 425-436.

anxiety, frustration, aggressive behaviour etc. Naturally, it is necessary to study why and how behaviours of aggressiveness are increasing as well as how appropriate action should be taken for that. Because a person expresses his personality through his behaviour. This study aims to explore how aggressiveness influences the academic attitude of higher secondary students, which is vital for both academic success and overall personality development. The study is significant for students, as it highlights the impact of aggressive behavior on their academic life. By identifying the relationship between aggressiveness and academic attitude, students can become more aware of their behavior and its consequences, leading to better self-regulation and improved learning outcomes. The study is important for teachers and educators. It provides insights into how aggression affects students' classroom behavior, participation, and interest in studies. This knowledge can help teachers adopt effective classroom management strategies, create a positive learning environment, and address behavioral issues in a constructive manner. The findings of the study will be useful for parents and guardians. Understanding the factors contributing to aggression can help them provide better emotional support, guidance and a nurturing home environment that promotes positive academic attitudes among their children. Moreover, the study is significant for school administrators and policymakers, as it offers empirical evidence that can be used to design policies, counseling programs, and intervention strategies aimed at reducing aggression and improving academic engagement among students. The study also contributes to the existing body of knowledge by focusing on higher secondary students in the specific districts of Burdwan and South 24 Parganas. Since regional and socio-cultural factors play a role in shaping behavior and attitudes, this localized research helps in understanding the issue within a specific context, which has been relatively underexplored.

### **Findings of the Study:**

#### Level of Aggressiveness among Students-

A considerable number of higher secondary students exhibit moderate levels of aggressiveness. A smaller proportion of students show high aggressiveness, while some display low levels of aggressive behavior.

#### Academic Attitude of Students-

Most students demonstrate a moderate to positive academic attitude.

However, a noticeable group of students shows a negative attitude toward studies, including low interest and motivation.

#### Relationship between Aggressiveness and Academic Attitude-

The study reveals a significant negative correlation between aggressiveness and academic attitude. As aggressiveness increases, academic attitude tends to decline.



Suman Mandal (2026). *A Study on Aggressiveness and Its Impact on Academic Attitude Among Higher Secondary Students of Burdwan and South 24parganas Districts*. International Journal of Multidisciplinary Research & Reviews 5(3), 425-436.

#### Impact of Aggressiveness on Learning Behavior-Gender Differences-

Male students tend to show higher levels of physical aggression compared to female students. Female students generally demonstrate a more positive academic attitude.

#### Locality Differences (Rural vs Urban)-

Differences in aggressiveness and academic attitude were observed between rural and urban students. Environmental and social factors may contribute to these variations.

#### Conclusion:

The study clearly indicate that aggressiveness has a significant influence on students' academic attitude. The study also highlights that aggressiveness not only affects students' emotional and social behavior but also interferes with their learning process and academic performance. Aggressive students often face difficulties in maintaining healthy relationships with teachers and peers, which further impacts their classroom participation and overall educational experience. Moreover, the influence of various background factors such as gender, socio-economic status, family environment, and locality (rural-urban differences) plays a role in shaping both aggressiveness and academic attitude. These factors contribute to variations in students' behavior and learning outcomes across the two districts. In conclusion, the study establishes that there is a negative relationship between aggressiveness and academic attitude among higher secondary students. This will not only reduce aggressive tendencies but also enhance their academic attitude and help them achieve better educational outcomes. The present study underscores the intricate relationship between psychological temperament and educational engagement among higher secondary students. By comparing the districts of Burdwan and South 24 Parganas, several critical insights have emerged regarding how aggression manifests and subsequently shapes a student's attitude toward their academic journey. The study concludes that to improve the Academic Attitude of students in these districts, educational authorities must look beyond the curriculum. Intervention strategies-such as anger management programs, emotional intelligence workshops, and localized counseling-are essential. By addressing the root causes of Aggressiveness, stakeholders can foster a more conducive environment where students view education not as a burden or a source of frustration, but as a meaningful pathway to self-improvement and professional success. For both Burdwan and South 24 Parganas, the path to academic excellence lies in the emotional stabilization of the adolescent mind.

#### AUTHOR(S) CONTRIBUTION

The writers affirm that they have no connections to, or engagement with, any group or body that provides financial or non-financial assistance for the topics or resources covered in this manuscript.



Suman Mandal (2026). *A Study on Aggressiveness and Its Impact on Academic Attitude Among Higher Secondary Students of Burdwan and South 24parganas Districts*. International Journal of Multidisciplinary Research & Reviews 5(3), 425-436.

### CONFLICTS OF INTEREST

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

### PLAGIARISM POLICY

All authors declare that any kind of violation of plagiarism, copyright and ethical matters will take care by all authors. Journal and editors are not liable for aforesaid matters.

### SOURCES OF FUNDING

The authors received no financial aid to support for the research.

### REFERENCES

- Buss, A.H., & Perry, M. (1992). The aggression questionnaire. *Journal of Personality and Social Psychology*, 63(3), 452-459.
- Best, J. W., & Kahn, J. V. (2006). *Research in Education* (10th ed.). New Delhi: Prentice Hall of India.
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd ed.). New Delhi: New Age International Publishers.
- Mussen, P.H., Conger, J. J., & Kagan, J. (1984). *Child Development and Personality* (5th ed.). New York: Harper & Row.
- Sharma, R. A. (2008). *Educational Research and Statistics*. Meerut: R. Lall Book Depot.
- Anderson, C. A., & Bushman, B. J. (2002). Human aggression. *Annual Review of Psychology*, 53, 27-51.
- Huesmann, L. R. (2007). The impact of electronic media violence on youth. *Psychological Science in the Public Interest*, 8(3), 1-32.
- Steinberg, L. (2014). *Adolescence* (10th ed.). New York: McGraw-Hill Education.
- Aggarwal, J. C. (2010). *Essentials of Educational Psychology*. New Delhi: Vikas Publishing House.
- Josh C. & Rizwan, M. (2015). hnpact of Aggressive Behavior on the Academic Achievement of Adolescents. *International Journal of Arts, Humanities and Management Studies*.I (11), 33-38.
- Kumar, P& Mittal, A. (2014). Religious Attitude, Modernization and Aggression of College Going Students and Its hnpact on Their Academic Achievement, *International Journal of Education and Psychological Research (IJEPR)*, 3(2), 39-45.
- Onukwufor, J. N. (2013). *Physical and Verbal Aggression among Adolescent Secondary School*



Suman Mandal (2026). *A Study on Aggressiveness and Its Impact on Academic Attitude Among Higher Secondary Students of Burdwan and South 24parganas Districts*. International Journal of Multidisciplinary Research & Reviews 5(3), 425-436.

Students in Rivers State of Nigeria. International Journal of Education Learning and Development, 1(2), 73-84.

Patil, M. (2016). Aggression and Frustration among Rural and Urban Secondary School Students, International Journal of Indian Psychology, 3(4), 12-20.

Patil, M. (2016). Aggression and Frustration Level of High School Children in Relation to their Montessori and Traditional Method of Education. International Journal of Scientific Research. 5(1), 594-597.

Rahman, M.D &Nahar, L. (2013). Aggression in Boys and Girls as Related to their Academic Achievement and Residential Background, Psychology, 4(5), 459-462.

Rani, R. &Deswal, Y. S. (2015). Relationship of Frustration and Academic Achievement of Adolescents of Government and Non-Government Senior Secondary Schools. Bhartiya International Journal of Education & Research. A quarterly peer reviewed International Journal of Research & Education.

Shaheen, F. & Jahan, M. (2014). Role of Self Esteem in Development of Aggressive Behaviour among Adolescents. International Journal of Education and Psychological Research (IJEPR), 3(4).

Sharma, G. & Pandey, D. (2017). Depression, and Stress in Relation to Academic Achievement among Higher Secondary School Students. The International Journal of Indian Psychology. 4(2), 83-89.

Talukdar, R. R. & Deka, R.S. (2014). A study on aggression level among adolescents. International Journal of Social Science and Humanities Research, 2(4), 91-94.

