

A COMPARATIVE STUDY IN THE MANIFESTATION OF AGGRESSION AMONG THE FEMALE STUDENTS BELONGING TO DIFFERENT SOCIO ECONOMIC STRATRA

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Abstract

In the present research aggressive behavior of hundred female children were studied who belonged to different socio economic classes. The result shows that there is a difference between manifestations of aggression in the female children belonging to different socio economic classes. The data was collected through the Questionnaire technique. The female children of the age group 11 to 13 years were selected for study. It was "Purposive Sampling". The selection of specific population for a number of reasons. First, the selection of specific population is helpful to a great extent in controlling some of the interfering variable. Second, it brings homogeneity, which makes the relation of observations more useful. Thirdly, it helps to increase the validity of generalization. Fourth, it facilitates sampling. Lahore schools were selected because of the convenience of the researcher as she has self-lives in Lahore, besides she knew most of the staff members an expected full cooperation from them. Aggressive behavior of just female's students was studies. The girls selected for study were found understanding in six, seventh and eight classes. The students in these classes mostly fell under the age group of 11, 12, 13 years.

Introduction:

Aggression and its expression among human activities have received the maximum concern and attention among the various human activities, though aggression has always been an important social problem, the developments during the past few decades have fully justified the increased concern. With the increasing access to instruments of destruction, simple aggressive acts can produce

widespread disastrous consequences. The hazards of ill-judged actions have thus become enormously magnified. Man's aggressive potential has also been increased independently of expending destructive accouterments, by changes in the social conditions of life. When populations were widely dispersed the consequences of any given aggressive act were principally confined to persons toward whom the behavior was directed.

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Under conditions of urbanized life, in which the welfare of residents upon smooth functioning of intricate interdependent systems, destructive behavior can be easily performed without requiring elaborate apparatus instantaneously harm large member of people. (Gilbert, 2002)

DIRECTIONS OF AGGRESSION

Since anger can be displayed from the original frustration. We have an interesting problem. In what direction will be focused? That has proposed that people respond to frustration in three ways;

1. Extra punitive (attacking others)
2. Intropunitive (attacking oneself) and impunities (denying that there is a frustrating or simply persisting calmly in trying to solve the problem constructively).
3. The expressions of extra punitive aggression are more obvious like verbal attacks fighting and murder. When extra punitive reactions are displayed, the angry person may attack an innocent, bystander. (Berkowitz, Feshgach, 1990).

Circumstances that increase a child's susceptibility to anger have been described by good enough, which made study of anger with the corporation of a number of parents. Children are more disposed to anger after restless night, or when recovering from illness, or when tired or hungry. Many adults likewise are crankier

before breakfast or when hungry, a good rule is not to start on argument before meal time. A soft-boiled egg may do more divert anger than the best logic before emanating from an imply stomach.

The child who learns from experience that aggression will lead to reward; either in attaining her goal or reducing her anxiety will continue to use aggression wherever she is frustrated. Aggressiveness is aroused; when something happens to keep the child from achieving the goal that is important to her personally. It is sometimes comes from poor adjustment while, at other times, it indicates an approved sociability the most common causes of aggressiveness is following;

- Frustration, which predisposes the child to attack a person or object, stands in her way.
- Displaced anger when the child cannot express anger directly towards the offending person or object.
- Parental reactions.
- The child desire to show his superiority.
- The need for self-protection when the child feels insecure or is on the defensive.
- Jealously.
- Identification with aggressive characteristic in the mess media.
- Physical punishment misbehavior arousing the desire to strike back.
- Permissive attitudes of parents or other adult toward aggression.

- Emotional tension resulting from family stress which involving the child.

SEX DIFFERENCES IN AGGRESSION

There is also argument for a biological basis for aggression (Diamond 2012), examined studies among animals, found sex differences in aggressiveness and concluded such genetic factors were influential in aggressive behavior, even though learning experiences were important. The boys are more aggressive than girls, appear early in life and can be observed in variety of settings, and situations besides, as children themselves perceive boys are more aggressive of the sexes. It is likely that sources of this greater male aggressiveness are both environmental and biological.

KINDS OF AGGRESSION

VICARIOUS AGGRESSION

The vast major men and women and children are content to satisfy their need for aggressiveness in a vicarious, or substitute fashion. They release their aggressive impulses by watching other people being aggressive. This is one of the reasons why spectators are very popular. Being a spectator makes it possible to real feelings of aggression without danger to oneself.

DISPLACED AGGRESSION (SCAPGOATING)

When a person bullies those whose are younger or weaker than he is, it is usually

an evidence of scapegoating. When a gang or school group exhibit a persisting tendency to persecute and be cruel to weak and defenseless individuals, to their own less popular member or to a small sub group, we can suspect that displaced aggression is manifesting itself; thus teacher's pet may become a substitute target for students frustrated by the teacher and when they are afraid to attack the teacher directly.

ANGER DIRECTED AGAINST SELF

Even when quite young, children direct anger against themselves. In addition to the physical self-punishment like biting self, head hanging, children sometime express anger against themselves in words such as "I hate myself", or use milder such as "that's just like me", when they make a mistake or have an accident.

PARENTS CHILD RELATIONSHIP

In the earliest learning's, in fact throughout the childhood, the behavior of the parents is a highly significant feature of the child's environment. Parental factors are not only the determinants of psychological development, or are the experiences of childhood the only ones that shape personality, but the effect of parental attitudes is sufficiently important. Among the notions advanced to explain aggression in children psychologist's offers various aspects for the parent child relationship. In the first, frustration aggression, any situation condition,

relationship, or experience that produces frustration in the individual is seen to generate aggression. The second notion emphasizes the part as a model for the child, identifying with the parent, the child models his own behavior after the parents. Third parental permissiveness of aggression is said to increase the child's tendencies to behave aggressively. Clearly all these notions are centered in the environment since these children's learning experiences particularly as they occur in the family setting.

GROUP IDENTITY AND AGGRESSION

General observations suggests that an individual is more aggressive when in a group than in alone and' the experimental data support it.

SOCIAL RELATIONSHIP AND AGGRESSION

Aggression is primarily. Produced by the frustration of secondary drives, not primary drives, and particularly by the frustration of school relationships.

INHIBITION OF AGGRESSION

In brief the child's aggressive impulses may be handled in four main ways:

- (1) By reducing frustrations and the conditions that provoke them. It is wise prevent, as far as possible, the arousal of intense feeling when the child is too immature to control them.
- (2) By trying to replace some satisfaction of which a child must

be deprived with other satisfaction that is more appropriate to her stage of development.

- (3) By recognizing individual differences some children have low frustration tolerance; they are quick to wrath over sensitive and excitable, they have had previous blighting experiences.
- (4) By helping the child to recognize her feelings to bring out into the open, and to consciously direct the aggressive impulses into constructive work or active play into symbolic behavior like painting or verbal expression.

CONTROL OF AGGRESSION

How can aggression be controlled? A variety of solutions have been offered, but few are put forth as often as the recommendation that children be often safe outlets for their aggression

- (1) The catharsis myth
- (2) Teaching children effectively
- (3) Introduce stress reducing strategies
- (4) Increasing awareness for harmful effects of aggression
- (5) Recognizing environment as a way of controlling aggression

STATEMENT OF THE PROBLEM

No investigation can ever take place without stating the problem, because to the

facts are gathered ordered and generalized according by stating the problem. This research is an attempt to study the effects of socio economic status on the aggressive behavior of the children.

SIGNIFICANCE OF THE STUDY

The theorists may differ on the concept of aggressive or destructive tendencies and a method of control is an accepted notion by all. It is pervasive and a universal behavior. Life in society is inevitably frustrating and tendencies of aggressive behavior are continuously generated. The aggressive and destructive tendencies are as such a part of child's nature as love and nobility.

Aggression is the major insure in the psychological problems of the children's. Kepler, found that children who are referred to the clinics, the major source of difficulty in item is rebelliousness with temper tantrum. Aggression is equally important as a problem in children who neither or nor referred to clinics. For the protection of both individuals of society, attention must be paid to the serious issue of aggression.

PURPOSE OF THE STUDY

The purpose of this study is to through light on the major causes of aggression, the main objective is also parents conscious of that wrong attitudes and wrong way. Mean of treating their child and controlling their aggressive behavior. The parent should understand that sometimes the problems, lies not with the children but with themselves. Their behavior and their

attitude are responsible for making the child aggressive. The researcher wishes to know the difference in the manifestation of aggression between female children belonging to different socio economic classes. In the society, generally presumed that lower class children of the middle and upper class, the investigator wants to know whether the difference exists. Physically, the lower class families use punishment more frequently. Researcher wants to know, how does it effects the manifestation of aggression in the children. It is the study of parents to know the basic cause that leads to aggressive behavior of their child.

Parents face great difficulty in handling their aggressive children, but do not try to have an insight in the causes of aggressive behavior. Children were selected for study because the researcher thinks that if one could in finding the solution for the child one could relevant then from becoming a liar, a thief or even murdered. Since the childhood is more impressionable age, their relationship with environment and their self-have a great psychological impact on their life.

Investigator believes that her study may help the parents, to have an insight in their child's behavior and personality differences among female children.

THEORITICAL FRAM WORK

Theory is basically related to the set of assumptions about aspects of human behavior. For conducting the research it is necessary to bring the problem to some

theory means, we have a specific guidance, which direct our research. It is set channel through which every study have to pass and which enhances the growth of scientific knowledge. Theory directs the procedure into systematic and scientific manner, possibly when the research is on the new lines, it helps channeling way out, and moreover it facilitates the communicator and clarifies factors involved in research.

HYPOTHESIS

A hypothesis is a proposition, conditions or principles which is assumed peoples without belief in order to draw out its logical consequences, and by this method to test its accord with facts which are known and may be determined (Selltiz and johoda 1951).

This research is an attempt to see the effects of socio economic status on children aggressive behavior, so the hypotheses to be tested are:

1. There is no difference in the manifestation of aggression of the female children belonging to low and high socio economic status.
2. There is no difference in the manifestation of aggression of the female children belonging to low and middle socio economic status.
3. There is no difference in the manifestation of aggression of the female children belonging to high and middle socio economic status.

REVIEW OF RELATED LITERATURE AND RELEVANT RESEARCHES

There has been considerable research on the problem of aggression, reflecting the wide spread interest in this area, and while significant advances in understanding of aggressive phenomenon have been made, there is still substantial debate and uncertainty concerning aggressive behavior.

Review of the relevant literature helps the researcher in economizing his efforts, and enabling to build his upon what has been by others. Further it provides verified knowledge of theories, Presumed for particular fields.

In Pakistan, very few researches have been conducted in this field; therefore most of the researches discussed in this chapter were conducted in America and European countries. These studies have been classified according to the specific factors, which have been emphasized as the main causes in the manifestation of aggression, they are as under:

1. Punishment and aggression
2. Peer behavior and aggression
3. Models of aggression
4. Frustration and aggression
5. Permissiveness and aggression
6. Social class and aggression
7. Violence , offending and delinquency
8. Aggression replacement training(ART)
9. Bullying and peer victimization in school

1. PUNISHMENT AND AGGRESSION

There is a considerable amount of evidence in support, that punishment and reward can have effect upon aggressive behavior (Bandura, 1973). Geen and Stoner (1971) for example asked college students to assist in an experiment allegedly concerned with the effects of punishment (Electric shock) upon learning. The subjects were seated at a console with the different buttons, each of which controlled different shock intensity. The subjects were told to deliver a shock of varying intensity each time the victim (an accomplice of the experimenter to the experimenter) made an error on learning task. For one group of subjects the experimenter simply said "That good" or "you are doing fine". Each time the subject increased the shock intensity above a previously administered level. The experimenter made no comments at all with the control group of subjects. The results indicated that rewarded for behaving aggressively increased the shock intensity substantially over trials compared to the controls not rewarded. The results of experimental studies effects the punishment and modeling upon aggressive behavior in agreement with finding of field studies.

2. PEER BEHAVIOUR AND AGGRESSION

A study by Hicks (1965), investigated the relative effectiveness of peer and adult

male and female models, as transmitters of aggressive behavior to preschool boys and girls. It was found that children imitate aggressive responses of both adults and peer; however, a shift in aggressiveness of a given model should be the most immediate, imitative aggression but a retest six months later indicated that the adult male model had the greatest longer-term effect. This study is important; not only for demonstrating that peer serves as effective aggressive models, but also in showing that caution must be used in generalizing from immediate to long-term effects of modeling.

3. MODELS OF AGGRESSION

One well known series of experiments by Bandura, Ross and Ross (1961); involved showing children films of aggressive behavior. One group of children watched behavior of an adult model, displaying unusual physical and verbal aggression toward an inflated doll; another group saw an adult sitting quietly ignoring the doll. Observations of the children later play showed two things. First the children were able to learn both specific new aggressive acts and a general aggressive attitude by watching the model and second, watching of models aggression being rewarded or punishment may either loosen or straighten inhibition for previously learned behaviors (Bandura and Walters 1963).

4. FRUSTRATION AND AGGRESSION

Barker, Dembo and Levin, 1943) recorded nursery school children behavior in a frustrating play situation. A number of attractive toys were given to a group of children and then removed behind a screen the toys were visible but the children could not reach them. The children reacted in a number of ways to the frustration, which they felt. Some were aggressive towards their peers or towards the investigators. Others tried to escape from the room or regressed to earlier behavior take thumb sucking interestingly, all of the children showed behavior that was substantially less creative under the frustrating circumstances than previously. Experiment revealed that the aggression was by no means the only reaction or even the dominant reaction.

5. PERMISSIVENESS AND AGGRESSION

Westerly (1962), through rating of aggression found in amounts of aggressive behavior among girls whose mothers had been low in permitting aggression; in child rearing. However, the former group exhibited a sharp increase in family aggression as a result of frustrating session arousing conditions in childhood. Although maternal permissiveness aggression may not highly relate to aggression in childhood, it does not increase the likelihood that the children will response aggressively to various environmental stimuli.

6. SOCIAL CLASS AND AGGRESSIVE RESPONSES

Hollingshead (1949) study specifically the effects of class membership on personality and behaviors and their class position in community of ten thousand. He found that upper and middle class children are taught not to be an aggressor to have good manner, and to avoid making friends with lower class children. By contrast, the children in the lowest class learn that he and his family held in contempt by boys and girls in the higher classes. He has little family supervision and becomes quite independent by the time of adolescence. Hence aggressive tendencies were great in them. He is greatly influenced by other lower class youths, in the colloquies and other groups to which he belongs.

7. VIOLENCE , OFFENDING AND DELINQUENCY

The main aim of this study is to identify systematic reviews of explanatory risk factors for violence, offending and delinquency. Explanatory risk factors are factors that are clearly measuring and understanding construct that is that is different from anti-social behavior. Based on searches for article published 2000 and 2016, 2015 relevant studied were located and screened and 43 systematic reviews were included in the analysis. 11 concerned with crime or violence, 8 with delinquency or youth violence. 20 systematic reviews include meta analysis but few of these reviewed wide range of risk factors, more systematic reviews and

meta analysis of risk factors are needed to advance knowledge. It is highly desirable to have reviews of longitudinal studies, reviews that focus on explanatory risk factors, and reviews that report both that overall effect sizes after controlling of other risk factors.

8. AGGRESSION REPLACEMENT TRAINING (ART)

- This study reviews literature on the effectiveness of ART.
- A summary of study characteristics and methodological is provided.
- The overall methodological quality of the 16 identified risks was limited.
- Research stand high explanation designed is warranted.

There is in sufficient evidence based to substantiate the hypothesis that ART has positive impact on recidivism, self-control, social skills and moral development I adolescents and adults. Further research is warranted by independent investigators exploring the effects of ART on clearly defined target groups using high standard evaluation designs.

9. BULLYING AND PEER VICTIMIZATION IN SCHOOL

This review integrate empirical findings on the risk factors associated with bullying and peer victimization within the context of micro (parent-youth relationships ,inter parental violence , relation with peers ,

school connectedness , and school environment) , exo (exposure to media violence , neighborhood environment) , macro(cultural norms and beliefs, religious affiliations) , and crono system (changes in family structure) levels. Theories that explain the relationship between the risk factors and bullying behavior are also included.

RESEARCH DESIGN

In this particular study constituted 100 children (female), were selected for study, in order to study the aggressive behavior of these children, the mothers were located from different schools of Lahore. As the socio economic status was to be determined, it was not possible to meet the requirement of the sample from one school. Lahore schools were selected because of the convenience of the researcher as she her self lives in Lahore, besides she knew most of the staff members an expected full cooperation from them. Aggressive behaviors of just female's students were studied. The girls selected for study The students in these classes mostly fell under the age group of 11, 12, 13 years.

SAMPLING

Every research requires sampling. In order to avoid costs in time and money usually a sample is drawn by some appropriate method from a population. In selecting the same, researcher tried her best to select a good sample. Goode and Halt gives to criteria of good sample. "A must be

representative and it may be adequate” (Goode and Halt, 1952).

The sampling procedure applied to the present study is “purposive sampling”. This type of sampling is that with good judgment and appropriate strategy one can handpick the cases to be included in the sample and thus developed samples that are satisfactory in relation to one’s need. A common strategy of purposive sampling is to pick those cases, which are typical of population in which one is interested. My sample represented each children of different socio economic class such as, upper, middle and lower as they came from different areas and houses in Lahore. Only those children were selected whose parents were alive. Researcher aimed at conducting a comparative research. The sample was categorized in the following manner.

- Upper class: 32
- Middle class: 35
- Lower class: 33

In the upper socio economic class the only 32 female children were selected for study, in the middle socio economic class, the aggressive behavior of 35 children were studied, while in the case of socio economic class, 33 female children were selected. So our total sample comprised of 100 children from upper socio economic, middle socio economic class and lower socio economic class.

METHODOLOGY

The researcher main concerns in this section is to describe various stages through which the researcher produced passed till it assumed it present from scientific information can be collected through various techniques, interview, questionnaire etc.

MEASURING INSTRUMENT

The basic tool of the research is the specially prepared “Questionnaire” is defined by Good and Halt as, the device of requiring answers to questions by using the form, which the respondents fills herself.

CONSTRUCTION OF QUESTIONNAIRE

Tedious effort was made to construct the questionnaire in as clear and precise language as possible, so that mother could understand the questions. As many questions as possible were derived which were related to the topic. They were arranged as was questionnaire, the researcher consulted with an authorized person and also few mothers before the construction of questionnaire. After repeated discussions with experts and mothers, she was able to give the questionnaire form. After much attention the questionnaire were eliminated and the assemblage of questions brought down to a reasonable number, i.e. twenty-five.

PRE-TESTING OF THE QUESTIONNAIRE

The pre-testing is a tryout of the questionnaire to see how it works and whether changes are necessary before the start of actual study. It also helps to find if there is any ambiguity in the questions. A few changes were made following the results. Some of the questions were replaced; few make categories were added, and also few changes in the wording of the questions, which were thought to be vague, were altogether excluded, they were replaced by adding which were thought necessary for the information to be collected. The questionnaire consisted of 25 questions multiple-choice types. Pre-testing of the questionnaire was administering it to 15 mothers. From the responses of this trial group, it was found the wording of questionnaire and the order, to which were presented, could have a significant effect upon the responses that mothers give. The aim of the questionnaire is to maintain as much constancy as was possible in order that all mothers, reports would be comparable.

Since it was not feasible to get responses directly from the fathers, all the information gain about the child's aggression score was obtained from the mothers. After the reshaping of the questions, the questionnaire was finding to be better understood.

LANGUAGE OF THE QUESTIONNAIRE

It was made sure that the language was simple and comprehensive and that there were no difficult uncommon or ambiguous words. The language used in the questionnaire Urdu, for the convenience of those girls who could not understand the foreign language. Simple and everyday language were used.

ADMINISTERING OF THE QUESTIONNAIRE

The questionnaire was distributed to the girls with request to read the questionnaire and the give answer truthfully. If any question puzzled the girls in spite of the simple language, she was requested to ask for further explanation.

DATA COLLECTION AND FIELD EXPERIENCE

The researcher collected the data for this research personally. Before the final field work was started the children were classified into three class's namely upper, middle and lower socio economic class, on the basis of the monthly income of their fathers.

DIFFICULTIES IN ADMINISTARTING THE QUESTIONNAIRE

During the process of data collection, the researcher had to face great and many difficulties. There were:

- (1) The topic that was chosen by the researcher was effect of the socio economic status on the manifestation of children's aggressive behavior and the sample was restricted 11 to 13 years old children. It was very difficult to locate a particular socio economic class group required as a sample from one school. It was also not easy to locate 11 to 13 years old children from the same class as one child who was 11 years of age was studying in the sixth class. So the researcher had to investigate in different classes in order to locate the age group needed for the particular sample.
- (2) The researcher had to face a great difficulty in finding the houses of children's as for example, one house was located in model Town area while in the other was located in the Rewaz Garden.
- (3) The third problem of researcher faced that it was extremely difficult to draw responses from uneducated mother, through interview; they did not even bothered to listen to the researcher.

In many cases researcher found she incapable of making them willing to listen to the question and to give the responses. The researcher had to listen to detailed accounts concerning the problems of their children, husband and in law etc, and this manner more time was spent to complete one question then, when the researcher had

to take the responses from the educated mother's.

SCORING OF THE QUESTIONNAIRE

After getting the information about the socio economic status and the completed forms of questionnaire. The next step was to quantify each question. So that she could find out the difference in the manifestation of aggression of the children's belonging to different socio economic status.

A mentioned above the questions was of multiple choices. The highest score i.e. "2" was given to the responses that favors aggression and least score i.e. "0" was given to the responses which least favored aggression and score "1" was given to the statement in middle of two extremes.

STATISTICAL ANALYSIS AND INTERPRETATION OF THE DATA

To see the aggression of children belonging to different socio economic status, data was gathered and it was found that our sample presented a good picture of all the socio economic classes.

For the interpretation of data obtained by questionnaire, the following statistics were applied:

- (1) Standard deviation
- (2) Standard error of the difference of means.
- (3) T-Test

STANDARD DEVIATION

The standard deviation is a kind of average of all the deviations from the means, but it is not a simple arithmetic

mean. The fundamental formula for computing this index of variability in a sample in a less biased estimate of SD is given by the formula

$$SD = \sqrt{\frac{\sum (X - \bar{X})^2}{N - 1}}$$

$$\sum (X - \bar{X})^2 = \text{Sum of squares of deviations.}$$

$$SD = \sqrt{\frac{\sum (X - \bar{X})^2}{N}}$$

Where

N= Total number of one group

In this formula, (N-1) is known as the number of degree of freedom

In this formula, (N-1) is known as the number of degree of freedom, which is symbolized by df. Df is the number of the values of the variables that are free to vary keeping one constant. It is calculated by the following formula

$$Df = N_1 - 1, N_2 - 1 \text{ ----- or } N_1 + N_2 - 2 \text{ ----}$$

The researcher calculated the standard error of the scores got from each group by the following formula.

$$SE = \sqrt{\frac{SD}{N}}$$

SE is measure of chance of error the degree to which a sample means differ from the population mean.

FORMULA:

$$\sqrt{(SE_1)^2 + (SE_2)^2}$$

Now standard error of mean differences is the measure of difference between two sample means, drawn from the same population.

In the same way t-test was applied to calculate whether the null hypothesis formulated are accepted or rejected.

T-TEST

T-test is one of the parametric tests of significance. When the sample is not normally distributed and the size of the sample is vey small.

FORMULA:

$$T = \frac{\bar{X}_1 - \bar{X}_2}{SED \bar{X}}$$

As I formulated three hypothesis there I applied t-test for each hypothesis, then calculated value was compared with the table value of t-test find out for a particular df, is accepted for rejected and the value significant or insignificant.

The result is shown in the tables of the following pages and interpretations are given under the table.

TABLE: 1

Table showing the total number of subjects in the upper, middle and lower socio economic classes.

Class	No of Subjects
Upper Socio economic class	32
Middle Socio economic class	35
Lower Socio Economic class	33
Total	100

The table given above indicates that in our sample drawn from the population, 32 subjects belonged to upper socio economic class, 35 subjects belonged to middle socio economic class and 33 subjects belonged to the lower socio economic class. Forming a sample of hundred subjects.

To see the aggressive behavior in female children, a questionnaire was made. There was twenty five questions in the questionnaire the highest score give to each statement was “2” and least score was “0”. The highest score, that is “2” is given to the responses which favors aggression, and the least score “0” is

given when it does not favor aggression, and the score “1” given to the statement in the middle.

(The multiple choice question)

Do you become angry for nothing?

1. Mostly.
2. Sometimes.
3. Never

Among the sample of 100 students the highest score was taken by the respondents on the questionnaire took the highest score by the lower socio economic class i.e.33 and lowest score was taken by the respondents on the questionnaire by the high socio economic class, showing the questionnaire is quite discriminating

TABLE: 2

Table of Income

Socio Economic Classes	Monthly Income
Lower Socio Economic class	5000-10000
Middle Socio Economic class	20000-40000
Upper Socio Economic class	50000-60000

The table above given indicates that in lower socio economic class those subjects were included whose fathers were earning 5000-10000. In the middle socio economic class those subjects were included which

came under the range of 20000-40000, while in the upper socio economic class those subjects were included whose father's were earning 50000-60000.

TABLE: 3

Table of scores of lower class children

Subject No.	Scores
1	27
2	33
3	22
4	18
5	20
6	19
7	19
8	33
9	17
10	22
11	28
12	29
13	30
14	21
15	31
16	23
17	19
18	30
19	22
20	23
21	21
22	27
23	18
24	23
25	20
26	32
27	23
28	26
29	22
30	28
31	22
32	21
33	27

TABLE: 4

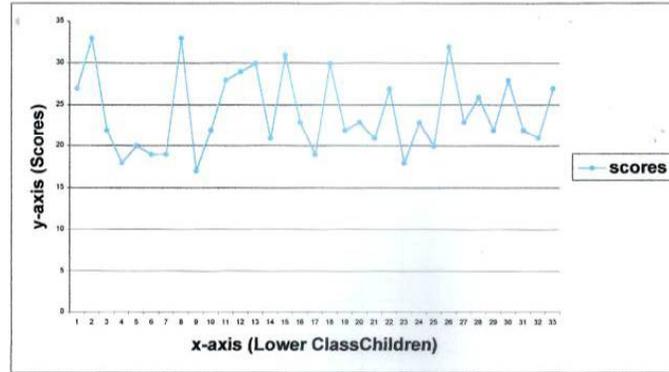
Table of Scores of Middle Class Children

Subject No.	Scores
1	17
2	14
3	23
4	30
5	22
6	26
7	28
8	17
9	18
10	25
11	14
12	24
13	22
14	16
15	19
16	23
17	19
18	24
19	12
20	19
21	15
22	16
23	27
24	23
25	17
26	22
27	18
28	22
29	24
30	25
31	23
32	16
33	17
34	18
35	24

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Graph showing the scores of lower class children

	Scale
2ssq =	1box along x-axis
5ssq =	1box along y-axis



Graph showing the scores of upper class children

	Scale
2ssq =	1box along x-axis
5ssq =	1box along y-axis

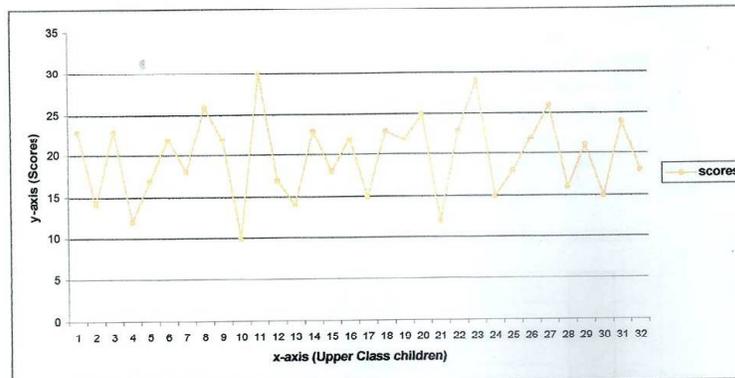


TABLE: 5

Table of scores of upper class children

Subject No.	Scores
1	23
2	14
3	23
4	12
5	17
6	22
7	18
8	26
9	22
10	10
11	30
12	17
13	14
14	23
15	18
16	22
17	15
18	23
19	22
20	25
21	12
22	23
23	29
24	15
25	18
26	22
27	26
28	16
29	21
30	15
31	24
32	18

TABLE: 6

Table showing the general means of lower, middle and upper socio economic class

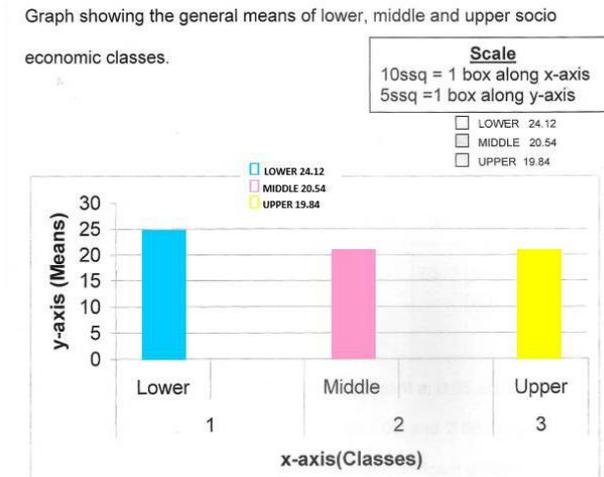


TABLE: 7

Showing the data obtaining from respondents of lower, middle and upper socioeconomic class, on children aggression

Socio Economic classes	\bar{X}	$(X - \bar{X})^2$	SD	SE
Lower	24.12	713.37	4.72	0.82
Middle	20.54	664.63	4.42	0.75
Upper	19.84	784.36	5.03	0.89

TABLE: 8

The showing the difference of mean between lower and high socio economic

class, and t-value of means On Children Aggression

Socio economic class	SED \bar{X}	T-value	DF	α	Table t-value
Comparison of Lower and High Socio Economic Class.	1.21	3.54	63	0.05	2.00
				0.01	2.66

The calculated t value is 3.54, which is significant at 0.05 and 0.01 confidence

level having and 0.1 confidence level having values equal to 2.00 and 2.66

respectively, for the df 63, so the results indicate that there is significant difference between high socio economic class and

low socio economic class. The null hypothesis is rejected.

TABLE: 9

Table showing the difference of mean between lower and middle socio

economic classes; and the t-value of means, On Children’s Aggression.

Socio economic class	SED \bar{X}	T-value	DF	α	Table t-value
Comparison of Lower and Middle Socio -Economic Class	1.11	3.23	66	0.05	2.00
				0.01	2.65

The calculated t-value is 3.23, which is significant at 0.05 and 0.01 confidence level showing values equal to 2.00 and 2.65 respectively for the df 66, so the

results indicates that there is the significant difference between middle and lower and middle socio economic class. The null hypothesis is rejected.

TABLE: 10

Table showing the difference of mean between middle and high socio economic

class, and t-value of means, On Children’s Aggression

Socio economic class	SED \bar{X}	T-value	DF	α	Table t-value
Comparison of Middle and high Socio Economic Class.	1.16	0.60	65	0.05	2.00
				0.01	2.65

The calculated t-value is 0.60, which is insignificant at 0.05 and 0.01 confidence level having values equal is 2.00 and 2.65 respectively for the 65. So the result

indicated that there is no significant difference between high and middle socio economic class the null hypothesis is accepted.

DISCUSSION AND CONCLUSION

The responses obtained from the children's mothers and the interpretation of the result reveal that children from lower socio economic status manifest more aggression as compare to the middle and high socio economic class. The difference is not significant between the middle and high socio economic class. Many practical aspects of a child's upbringing are influenced her family socio economic status.

In the comparison between the children of lower, middle and high socio economic classes it has been found from the responses of the mothers that those of the lower status class are, on the average more openly aggressive and more punitive in their moral attitudes.

Children of lower socio economic class are more aggressive due to many factors. Greater opportunity for annoyance occurs when several people occupy the sample space.

If the family is large, or if both parents are working, children may also be required to assume responsibility for their own care and safety at an early age.

Some behaviors judged by general public to be aggressive and hostile in nature might really be the result of social learning and not necessarily laden. Aggressive behavior that exceeds socially approved limits may be the manifestation of responses patterns required in a family that encourages and rewards such behavior. In

many lower class families, children's particularly, the females are thought to become a socially acceptable. If this is not happen any way they become disappointed and aggressive. The age period mostly affects the children's thoughts because in this period (11, 12, and 13) children gain confidence through society and facts of reality.

Lower class parents are apt to report to physical punishment when the direct and immediate consequence of their children's disobedient acts are more extreme, and to refrain from punishing when this might prove an even greater disturbance, thus, they will punish a child for wild play when the furniture is damaged or the noise level become s intolerable but ignores the same actions when the child direct and immediate consequences are not so extremes. Middle and high class parents, on the other hands seem to punish or retrain for punishing on the basis of their interpretation of the children intent in acting as she does.

It has been fin that middle class and high class parents particularly those who value independence and self sufficiency of the type that characterizes the family in it own private business, teach their children to control on angry outburst earlier then to low socio economic groups , as one sociologist has one put it, the higher and middle class teacher.

- (1) To flight attacked by another girl.
- (2) Not to attack a girl unless she has stoked.

- (3) Not to attack boys or supervisory adults under any circumstances but also.
- (4) Not to withdraw when in a normal approved, competitive situation. In a word, the middle class girl is taught to be quite careful when, where and against whom she expresses aggression.

We have found from our results that the children belonging to middle and high socio economic classes manifest less aggression as compared to lower class. Many factors contribute to these findings. Middle class and high class behavior fit in quite well with the impression that the middle and high class family are high in social awareness rather insecure and quite likely to turn to “expert” advice regarding the care and handling of children.

The dependence on external sources is symptomatic of the upwardly mobile family unable to establish a solid base line on which to judge their own behaviors and action they constantly seek guideline from external sources.

However, no pattern of punishment can be the exclusive property of any one class and overlapping patterns of punishment no doubt exist from none social class to another. In it, the differential modes of punishment which supposedly exist in different class which is the crucial factor in accounting for more aggression in one class than in other or is there something else about social class which has to be invoked as an explanatory principle

.Parental discipline in itself, independent of social class membership, was of out riding importance, while social class alone had no relation to direct expression of aggression.

But this is not to say that social class membership is an unimportant influence of aggressive behavior of children since there is an interaction between social class and aggression, although aggression is not characteristics of any class.

LIMITATIONS OF THE STUDY

After the completion of this research a few limitations came up which being to guide for future researches.

1. The size of the sample should be large to make a sound generalization of such an important topic.
2. A lot of research and related material was available but no notable research has been done with reference to Pakistani children in their cultural perspective.

RECOMMENDATIONS

Following recommendations are suggested for future research:

1. Sample should be large and homogenous.
2. The information about the aggressive behavior of the children included in the sample should be taken from parents or from direct interview or questionnaire, which I

could not do because of limitation of time.

3. A standardized test to measure aggressive behavior should be use or existing test should be adapted according to the Pakistani culture.
4. Aggressive behaviors of the parents should have been studied generally to see the effect of the behavior of the models (parents).

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