

A Comparative Study of the Aggression and Aspiration of Adolescents Studying in Government and Private High Schools of Odisha

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Abstract

The main purpose of this paper was to explore the aggression, aspiration of adolescents studying in different types of high schools and to determine the relationship between aggression and aspirations of adolescents studying in different types of high schools. The study includes 300 male and 300 female high school students as samples selected from five selected districts of govt. and Private High schools through applying stratified random sampling method. To study above area two objectives are framed and correlating with objectives same number of hypothesis constructed. To measure the variable aggression an aggression scale developed by KM.Roma Pal and Mrs. Tasneem Nagvi was used and for measuring aspiration a standardized tool developed by M.A. Saha and Mahesh Bargava was used. It was found that the adolescents studying in different high schools do not differ in their aggression and aspiration level. There is positive relationship between aggression and aspiration of adolescent girls of Govt. school and adolescent boys studying in Pvt. schools. There is a negative relationship between aggression and aspiration level of adolescent boys of Govt.school and girls of Pvt. Schools. It was suggested to the

parents, teachers and educational administrators to make students free from any stress and burden from study and Make the teaching learning process interesting and enjoyable.

Key words: adolescent, aggression, aspiration, aggressive salesperson, disposition, scholastic aptitude, developmental lag

Introduction

Adolescent years are pivotal to adult life success. During these years the adolescents assume increased responsibility of self-direction in areas like socialization, independent living, education, employment, mental and physical health. From initial experience the young adults' lays foundation for how he/she will progress in various domains. In this process of development of adolescents school plays a vital role. School atmosphere influences a lot for the development of aggression & aspiration among adolescents. In today's world of competitiveness, there is not a single individual who is devoid of ambition in some or other form. Every one of us possesses some sort of aspiration. Generally, a great deal of individual differences is found in goal setting behaviour One may set his goal very high, while some other very low and some may have aspiration level near to their performance level or capacity. But, setting ones goal and level of aspiration in accordance with his socio-economic status as well as psycho-physical condition is of vital importance for balanced development of personality. Aspiration which is not in consonance with the socio-economic status and psycho-physical condition can create severe emotional and behavioural complexities. It also reduces the achievement level.

In our society academic achievement is considered as a key criterion to judge one's total potentialities and capacities. Hence academic achievement occupies a very important place

in education as well as in the learning process. Academic achievement is defined by Crow and Crow (1969) as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill and knowledge has been imparted to him as well as what the aspiration level to achieve fixed objectives? Academic achievement also denotes the knowledge attained and skill developed in the school subject, usually designated by test scores. Achievement is influenced by level of aggression and aspiration, personality, motivation, opportunities, education and training. There are several other factors also which influence the academic achievement of student like study habit, self-concept, socio economic status, intelligence etc.

A modern society cannot achieve its aim of economic growth, technical development and cultural advancement without harnessing the talents of its citizens. One of the major tasks of education is to help children to develop the skills appropriate to the age in which they live and those skills which promote a lifetime of learning. Educationists and counsellors in educational settings are often confronted with students who appear to have above average scholastic aptitude but are very poor in their studies. A recurring question baffling them has been why some students succeed in their study while others do not. This question is sometimes considered to be closely related to learning than adjustment in school environment. In this juncture two factors are more important than other for a better school adjustment and performance i.e. are aggression and aspiration.

Aggression, in its broadest sense, is behaviour, or a disposition, that is forceful, hostile or attacking. It may occur either in retaliation or without provocation. In narrower definitions that are used in social sciences and behavioural sciences, aggression is an intention to cause harm or an act intended to increase relative social dominance. Predatory or defensive behaviour between members of different species may

not be considered aggression in the same sense. Aggression can take a variety of forms and can be physical or be communicated verbally or non-verbally. Aggression differs from what is commonly called assertiveness, although the terms are often used interchangeably among laypeople, e.g. an aggressive salesperson.

In the same time Aspirations are influenced considerably by the communicated expectations of the significant people who interact with the individual. If those expectations are high and consistent over time, then there would appear to be a greater likelihood that the individual's aspirations will be similarly high. Conversely, low expectations often result in low aspirations. In this study the investigators also analyzed selected variables from the "High School and Beyond" data to assess students' perceptions of the expectations their parents, teachers, peers and guidance counsellors had for them.

In the modern society, life is becoming very complex and conflicting day by day. If a person is well adjusted only then one can survive without psychological stress resulting from maladjustment. Hence adjustment is important in one's life.

Adjustment during the period of adolescence will determine to a larger extent what will one be as a person as an adult. Generally adolescence is believed to be a period of great stress and storm as rapid physical as well as mental changes occur during this period. Every cultural group has expectations of an individual according to their developmental stage. Successful achievement of such developmental tasks leads to happiness and help to succeed in later tasks, failure to unhappiness and a developmental lag.

Review of related literature

There are many questions raised at different forums like; i) what are the constraints on students enrolment in Secondary

Education? ii) What are the constraints on student's achievement in Secondary Education? iii) Is secondary education offered to present adolescents having power to help students to cope properly in school environment? In addition, iv) are there sufficient facilities at secondary institutions to allow adolescents to manage aggression and fulfill their level of aspiration? Here some reviews are presented to study the current situation in this regard. Barringer, (1984) states that here is a growing body of evidence that suggests that rural youth in general, and Maine youth in particular, have lower levels of academic and vocational aspirations than their counterparts in suburban and urban areas. A report from the Maine State Planning Office, based on information derived from college-bound students, cited findings that Maine youth have lower levels of academic and career aspirations than their age mates in the neighbouring states of New Hampshire and Vermont. (NCES, 1983) The HSB data were collected by the National Center for Education Statistics (NCES) "to study longitudinally the educational, vocational, and personal development of high school students and the personal, familial, social, institutional, and cultural factors that may affect that development". Commission Report, (1984). Moreover, participants at a 1984 state wide conference on the aspirations of Maine's youth described in elaborate detail problems and examples of low aspirations in youth. The conference attracted nearly 700 people from 70 different communities in Maine. The objectives of the conference were: (1) to explore further what is meant by the term "aspirations;" (2) to assist communities and their schools to determine what the aspiration levels of their young people really are and whether or not they are satisfied with them; and (3) to suggest ways in which they might raise aspiration levels among their young people. The participants and planners committed themselves to further study of this phenomenon. Dhillon and Kaur (2005) examined career maturity of 500 high school students studying in public and

government schools and revealed that students of public schools possess a higher career maturity attitude and career maturity competence than government school students. It also indicated that the environment of the schools plays a significant role in the development of career maturity. Vandiver (2005) explored the relationship between students' perceptions of school climate and positive students' performance and reported significant correlation between students' perceptions of school climate and each of the selected students' performance areas. In addition, analysis also indicated differences in performance between high climate score schools and lower climate score schools. Students' performance in high school is positively correlated with the way students perceive the climates of their schools. DeLese (2008) identified various factors that lead to educational career choices by examining to what extent degree teachers, guidance counselors and environmental factors influence students' decision to choose specific vocational training. He explored that although the school district employs a variety of methods to introduce vocational programs to students, the current approach to explore various careers may not be meeting students' educational needs or be necessary important in students' career decision making. Thakur (2011) studied career maturity of secondary school students in relation to their school environment and reported a significant difference between some dimensions of career maturity (i.e. attitude, occupational information, goal orientation and planning) of eleventh grade students of government and private secondary schools. Also no significant difference in school environment of eleventh grade students of government and private secondary schools was found. Findings also revealed no correlation between career maturity and school environment of eleventh grade students of secondary schools. McCarthy and Kelly, (1978) Children learn that aggressive behavior can be rewarding, they observe and copy actions increasing the use of aggression in sports activities. A child whose aggressive acts intimidate their

opponents will increasingly become more aggressive due to the fact it gets them more rewards. An example of this can be found in Hockey where the more aggressive Hockey players (measured by penalty minutes) score more goals than non-aggressive players. Berkowitz (1993) claims arousal only leads to aggression in environments that contain cues. He found that people were more violent if they had seen a violent movie or if they witnessed weapons in a room than had they seen a badminton racket which would cause less aggression. The gym can be used as an example of this, where if the soundtracks from Rocky Balboa were being played in the gym it would increase arousal and the gym user would show more aggression, signifying that the relation of the songs to the violence portrayed in Rocky can have an arousal effect. Panda (1992) investigated study habits of disadvantaged and non-disadvantaged adolescents in relation to sex and academic achievement. The sample of the study consisted of 50 disadvantaged boys and 50 non-disadvantaged girls of 9th and 10th classes in Orissa, India. The subjects were selected randomly and matched with age, sex, area of living and birth order. Narang (1987), Hunt (1978) and Bloom (1980) The study on the effects of socio-cultural factors on psychological characteristics of individuals has become the attention in contemporary psychological research. Family incomes, education, place of residence are the major factors, which define a condition of social advantage or disadvantage. Under Indian social set up, 'caste' adds a unique and important dimension to it. It is widely acknowledged that a student's academic achievement is influenced by his home and family background. Family income, education of parents, socio economic status, basic home amenities as well as cultural and psychological factors have all been studied for their influence on children's academic performance. Although the relationship between socio cultural factors and educational attainment appears to have been firmly established in studies all over the world, the

findings are not consistent with each other. Therefore, the research studies related to socio economic status and academic achievement have been reviewed. Education, in its broadest sense, may be defined as a process designed to inculcate the knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment. Its primary purpose is to foster and promote the fullest individual self-realization for all people. Achieving this goal requires understanding of commitment to the proposition that education is a primary instrument for social and economic advancement of human welfare. Boxer, Paul and others (2011) revealed that students who aspire to achieve more than they expect to achieve are likely to have more economically disadvantaged backgrounds and poor academic performance. These students also reported lower level of school bonding, higher levels of test/performance anxiety and elevated behavioural/emotional difficulties. Similarly, Cochran, Daria, B. (2011) reported that socioeconomic status and ability influenced the formation of occupational aspirations of adolescents.

Rational of the study:

Before analyze the fact and justify the present situation of our secondary school adults we should go through the definition given by – Bill Watterson which is fit to the present situation that “You can drag my body to school but my spirit refuses to go.” The above quotation says that we may bring a child forcefully to school but can’t force him to love the school or for learning. School is the second home to a child. To get the four pillars of education and to realize a child that education is his birth right, school plays a vital role. But to bring a child in school and make him to love the school as his home, it is necessary to bring improvement in the school atmosphere. It may be concern with the teachers, infrastructure facility, curriculum etc. in this areas we find a big difference in Govt.

and Pvt. High school of Odisha. This also affects the sound behavioural development of adolescents. As it is the most crucial period of our life span. In the process of education school's role is important to provide a systematic and formal education. This formal institution helps to bring the all-round development of a child. So the atmosphere of a school affects the most in the process growth and development of students. Today we find violence in schools, in many schools, it is common for students to fight, bully other students, or threaten each other verbally or with a weapon. These show the aggressive behavior. In the stage of adolescents' students frequently shows this type of behavior. Their aspiration level is also dramatically changed. Some students' aspiration level is very high and some have low aspiration level. In these types of behavior of adolescents school atmosphere has a great importance. Govt. and Pvt. Schools are different due to their economic status, infrastructural facilities, teachers/staffs curriculum etc. These elements create a variation in between Govt. and Pvt. Schools which affect the aggression and aspiration level of adolescent students. In the present situation near about all schools have Behavioural and physiological aspects of stress and aggression in non-human primates. There is considerable interest in the study of stress and aggression in primates as a model for their interpretation in humans. Despite methodological and interpretational problems associated with behavioural and physiological measurement and definition, a considerable body of literature exists on these phenomena in primates. In the course of reviewing this literature we examine examples of many of the sources of variation in stress and aggression, including species identity, sex, age, breeding and social status, individual temperament, background, learning and resource distribution. This is followed by an examination of the interaction between stress and aggression before reviewing the most important areas in which changes in both stress and aggression are measured. In particular we examine those

studies covering social aspects of an animal's life, specifically relating to social isolation, crowding as well as group formation, composition and instability. This review reveals the complex and often contradictory nature of relationships, not just between an animal's physiology and its behavior, but between its stress status and display or receipt of aggression P.E. Honess, C.M. Marin (2006).

Therefore, in the paper an attempt has been made to analyze the present status or level of behavior like aggression and aspiration of adolescents of different high schools. At the same time an attempt has been made to explore the impact of these two variables on student's academic adjustment and achievement.

Objectives of the study:

In this present study following objectives are focused

1. To explore the aggression and aspiration level of students studying in Govt. and Private Secondary Schools.
2. To determine the relationship between aggression and aspiration of Secondary Schools adolescent students.

Hypothesis of the study:

The present study addresses to test the following hypothesis:

Ho1. The adolescents studying in Govt. and Private schools do not differ in their aggression and aspiration level.

Ho2. There is positive relationship among aggression and aspiration of adolescents studying in Secondary schools.

Method of the Study

For this study Descriptive Method was used. Because it is considered as one of the best method in education, it describes

the current status of the research work. Descriptive survey method was used in the study as the investigators tried to get information about more than one variable and assigned numerical value to those variables also with better understanding of perceptions of stakeholders (Hittleman and Simon, 1997). Through this method information about conditions, situations and events that occur in the present can be obtained (UNESCO, 2005). Therefore, in the present study the investigator used this method to explore all possibilities to measure the level of aggression and aspiration of High school adolescent students.

Sample:

The researcher was randomly selected the sample for the present study. Samples of 600 students were selected randomly from the Govt. and Pvt. High schools of Jajpur, Kendrapara, Balasore, Bhadrak and Cuttack districts. Among them 300 students were from Govt. school and 300 were from private (Saraswati Vidyamandir) schools. From 600 students 300 were boys and other 300 were girls. The structure of sampling is described under in a tabular form it will provide more clarification about the sample.

Name of the Districts	Govt.		Private		Total	
	Boys	Girls	Boys	Girls	Boys	Girls
Kendrapara	30	30	30	30	60	60
Balasore	30	30	30	30	60	60
Jajpur	30	30	30	30	60	60
Cuttack	30	30	30	30	60	60
Bhadrak	30	30	30	30	60	60
					Total=600	

Table 1: Structure of Sample taken for present study

Tools:

The following tools were employed considering the objectives of

the study and feasibility of their use.

1. Level of Aspiration Measure by Dr. Mahesh Bhargava and Late Prof. M.A. Shah. This measure gives three types of scores namely GDS (Goal Discrepancy Score), ADS (Attainment Discrepancy Score) and NTRS (Number of Times the Goal Reach Score). In the present study only GDS and ADS is taken into consideration as it is the index of level of aspiration. NTRS are the indexes of Goal Reaching Behaviour. It is a standardised tool where validity coefficients were found at satisfactory level.
2. Aggression Scale (A scale): This test is developed and standardized by KM Roma Pal and Mrs. Tasneem Naqvi. The test consisted of 30 Items and Five Alternatives. The reliability coefficient of the test was found 0.82.

Analysis and interpretation:

As the study is mainly based on examining group performances, comparison between groups and relationship between variables, the statistical technique used for the study were 'mean', 'percentage', and 'Pearson's Correlation'. To test the Significance of 'r', Significance of difference between Means, 5% confidence level was taken into consideration in the whole analysis.

Result and Discussion

Results are presented and discussed as follows in the order of objectives of the study:

Objective– I: *To explore the aggression and aspiration level of students studying Govt. and Private Schools.*

Ho1: *The adolescents studying in different high schools do not*

differ in their aggression and aspiration level.

The aggression and aspiration level of adolescent students as a whole (N = 600) was estimated in terms of the high, moderate, and low response categories. Table 1 indicates the frequency and percentage of the adolescent high school student's responses.

LEVELS OF AGGRESSION	Govt.		Pvt.	
	boys	girls	boys	girls
High	42.66%	32.66%	54.66%	52%
Average	57.33%	67.33%	45.33%	48%
low	0	0	0	0

Table-2 Percentage of adolescent boys and girls aggression level studying in different Govt. and Pvt. High schools of Odisha.

Figure 1-Level of Aggression (Govt. school Boys and Girls)

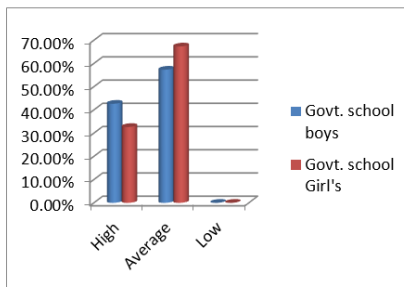
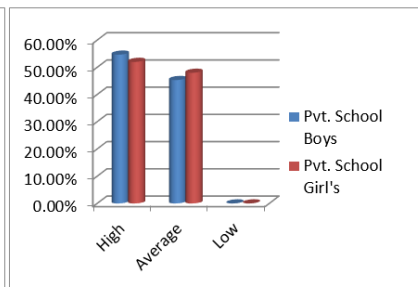


Figure 2- Level of Aggression (Pvt. School Boys and Girls)



On the basis of above table and analysis the formulated hypothesis is retained/rejected... it reveals the levels of aggression of Govt. and private High School students as follows: out of the total sample drawn from Govt. high schools it is found 42.66% of boys and 32.66% of girls exhibited high level of aggression where as 57.33% of boys and 67.33% of girls exhibited at average level of aggression. In private high schools 54.66% of boys were found high level of aggression from the total sample 45.33% were found average level of aggression. Among girls 52% were exhibited high level and 48% were from average level of aggression out of total sample. None of them

were found in the low level of aggression in both Govt. and private high schools boys and girls.

The above data shows that the private high school students are more aggressive than govt. high school students', most of the students belongs to the group of high level of aggression. The possible cause behind this result may be: the students of these institutes were in too much stress for doing well in examination. They are so much conscious about their study. They had heavy load of homework. They had no time for playing or watching T.V., no time for enjoying their leisure. So they are little aggressive than Govt. high school students. The study shows that maximum number of adolescents belongs to high and average and zero number of students belongs to low aggressive in nature. The reason may be due to too much stress and too little support of parents, teachers, friends, society can lead to increased depression. Parents are so 10busy in their job, they have no time for their children .When a child sees his parents, teachers or peers behaving in an aggressive manner it is something that he can also do. Breaking rules, poor impulse control, poor adjustment quality lead to high level of aggression.

Levels of Aspiration	Govt.				Pvt.			
	Goal Discrepancy Score(GDS)		Attainment Discrepancy Score (ADS)		Goal Discrepancy Score(GDS)		Attainment Discrepancy Score (ADS)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
High	54.66%	52%	56.66%	51.33%	24%	26.66%	24.66%	30.66%
Average	20.66%	33.33%	27.33%	38%	8.66%	26%	10.66%	24.66%
low	24.66%	14.66%	16%	10.66%	67.33%	47.33%	64.66%	44.66%

Table 3: Percentage of adolescent boys and girls levels of aspiration studying in different government and private high schools of Odisha.

Figure 1-Level of Aspiration (GDS) (Govt. School Boys and Girls)

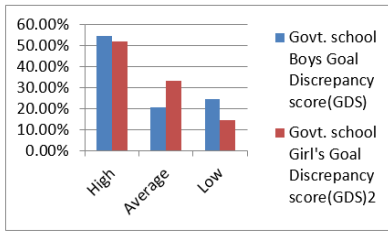


Figure 2- Level of Aspiration (ADS) (Govt. School Boys and Girls)

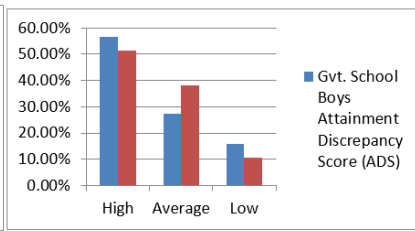


Figure 1-Level of Aspiration (GDS) (Pvt. School Boys and Girls)

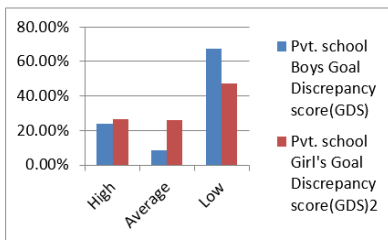
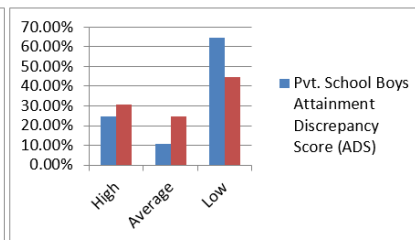


Figure 2- Level of Aspiration (ADS) (Pvt. School Boys and Girls)



As indicated in the TABLE-2, the taken hypothesis is rejected. It shows the aspiration level of boys and girls studying in different Govt. and PVT. High schools as follows: out of the total sample drawn from Govt. high schools it was found that 54.66% of boys & 52% of girls in GDS and 56.66% of boys & 51.33% of girls in ADS belongs to high level of aspiration. Where as 20.66% boys & 33.33% of girls in GDS and 27.33% of boys & 38% of girls in ADS had average level of aspiration. Likewise 24.66% of boys & 14.66% girls in GDS and 16% of boys & 10.66% of girls in ADS belongs to low level of aspiration. In private high schools 24% of boys & 26.66% of girls in GDS and 24.66% of boys and 30.66% of girls in ADS belongs to high aspiration level. Among them 8.66% of boys & 26% of girls in GDS and 10.66% of boys & 24.66% of girls in ADS belongs to average level of aspiration. 67.33% of boys and 47.33% of girls in GDS and 64.66% of boys and 44.66% of girls in ADS were belonging to low level of aspiration.

The above data clearly inferred that the aspiration level of Govt. high school students are better than private high school students. The possible reason behind this may be the

private high school students are academic achievement oriented or examination oriented. They are always in a burden of homework and studied in a mechanical way. They give very little time to imagine about their future or any other activities of life. They have more focus on their study. They fixed a certain short-target in their life and running mechanically to achieve it. This makes their aspiration level not so good. But this of atmosphere was not found in government schools. Students enjoy enough freedom in their learning. It gives them a broader scope to think about their future perspectives.

Objective– 2: *To determine the relationship between aggression and aspiration of adolescents studying in different schools.*

Ho2: *There is positive relationship among aggression and aspiration of high school students studying in different schools.*

The relationship between aggression and aspiration level of adolescent students as a whole (N = 600) was estimated in terms of the Pearson's Correlation'. To test the Significance of 'r', Significance of difference between Means, 5% confidence level was taken into consideration in the whole analysis.

Variables	Govt.		Pvt.	
	Boys	Girls	Boys	Girls
Aggression & Aspiration (GDS)	-0.1988	0.1559	0.1508	-0.1655
Aggression & Aspiration (ADS)	-0.1496	0.1383	0.1464	-0.1425

Table 4: 'r' value- significance of correlation among aggression and aspiration scores among adolescents studying in Govt. and Pvt. High Schools.

Figure 1-Representing 'r' value (Govt. school Boys and Girls)

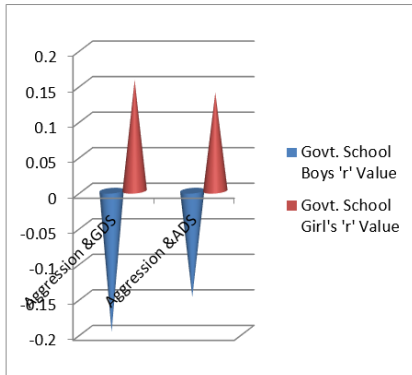
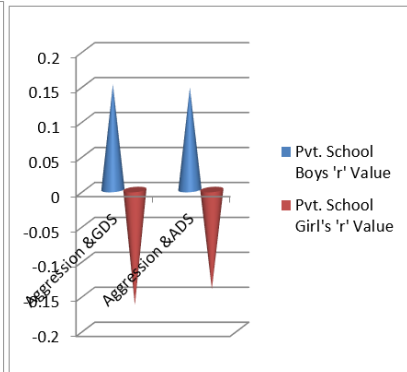


Figure 2- Representing 'r' value (Pvt. School Boys and Girls)



The formulated hypothesis is rejected. The TABLE-4 indicates the correlation of coefficient of the variables (aggression, aspiration) in different government and private high schools as follows: out of the total sample drawn from the government high schools it was found that the r' value of aggression & Aspiration GDS are -0.1988 of boys and 0.1559 of girls is the ' r' '. The ' r' ' value is -0.1496 of boys & 0.1383 of girls in between the variables aggression and aspiration ADS. Likewise 0.1508 of boys and -0.1655 of girls is the ' r' ' value of aggression & aspiration GDS. The ' r' ' value is 0.1464 of boys' & -0.1425 of girls in between the variables aggression and aspiration ADS. The study shows there is a negative correlation found between aggression and aspiration in government high school boy, but in the case of girls there is a positive correlation lies.

Findings:

After analyzing the current data revealed by the clientele group it was observed that

1. The above data shows that the private high school students are more aggressive than govt. high school students', most of the students belongs to the group of high level of aggression.

2. The study shows that maximum number of adolescents belongs to high and average and zero number of students belongs to low aggressive in nature.
3. That the aspiration levels of Govt. high school students are better than private high school students.
4. There is positive relationship between aggression and aspiration of adolescent girls of Govt. school and adolescent boys studying in Pvt. schools.
5. There is a negative relationship between aggression and aspiration level of adolescent boys of Govt. school and girls of Pvt. Schools.
6. The study shows there is a negative correlation found between aggression and aspiration in government high school boy, but in the case of girls there is a positive correlation lies.

Educational Implications

After the critical analysis of the situation here researcher may imply that the education system should be so designed that it helps the students to realize their own capabilities and to direct accordingly, instead of imposing from outside irrespective of individual differences. The present study also realizes the necessity to investigate separately the psychological aspiration, educational aspiration, vocational aspiration, economic aspiration etc. of undergraduate students and factors determining them in order to have a better understanding of the youths and help guide them in the right direction without losing the most precious resource i.e. effort.

As the study revealed positive and negative correlation between level of aspiration and aggression level among high school Govt. and Pvt. students, as such all the stakeholders- government, policy makers, educational institutions, teachers and primarily the parents should work hard to help the

offspring to set the aspiration level in perfect consonance with his/her socio-economic status as well as psycho-physical condition, instead of encouraging fairly-tale dreaming.

Study habits influence the academic achievement of the students. So introduction of creative work, various mental problems solving games and exercises should be considered on a larger scale and enforced with a spirit of competition. Which improve the study habits skills?

Self-concept has direct relation with academic achievement. So schools should make provisions for good training programme for personality development. Individual counseling can serve as an effective intervention to improve their level of aspiration and decrease their level of aggression.

As we know High school period is a critical stage where drastic changes may occur in their personality which may or may not improve their study habits. So precautions must be taken to control their psychological construct and to inculcate better study habits. Group guidance procedures can be used to improve their study habits and psychological construct.

Conscious planning and concerted efforts by parents, school personnel, concerned citizens and municipal officials, can be effective. The goals, dreams, and ambitions of our young people should not be a function of whether they study in Govt. or Pvt. School or live in a rural, urban or suburban environment. But the evidence is clear-those who live in rural America are evidencing generally lower aspirations. Rural states have a special responsibility to their young which must be recognized and fulfilled. Certainly, America's young people are deserving of any efforts which can be made to promote higher aspirations.

Mental health is important as it influences the ways individuals look at themselves, their lives and others in their lives. Like physical health, mental health is important at every stage of life. This may be because of the curriculum or due to lack of skilled teachers and counselor. School administration

should pay attention to recruiting quality teachers to promote mental health. Proper diet, physical exercises, sound sleep, recreational activities such as sports, games and yogic exercises favour mental health, so school environment should provide these facilities for the students.

As students faced more problems in the curriculum and teaching procedures, it is important to revisit the curriculum, creating a pleasurable learning environment and students' oriented. School should appoint personnel with an aptitude for teaching and trained periodically. The management should encourage innovative methods of teaching like group discussion, presentations, and debates etc. Students' performance on academic and nonacademic/ soft skills should be nurtured. Parents and teachers should provide caring and stimulating environment that will minimize the problems of all the students and should encourage for attaining their potential.

Conclusion:

The present study is an attempt to explore the aggression and aspiration level of adolescents studying in Govt. and Pvt. high schools. It shows the impact of school environment in the developmental aspects of adolescents as this period is very crucial so teachers, administrations and parents must be conscious and aware about the students' problem. They give enough freedom to the students. New methods and approaches must be applied to teach the students in a better way. Expectations result from perception of opportunity that exists within family and society. So it is needed to develop the confidence level of adolescents and encourage them for dreaming. Resource persons and trained teachers should be appointed in normal as well as special schools, so that they will guide these students in choosing the different courses according to their aptitudes and aspirations. Guidance and counseling centers should be established for their benefit.

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