

**PSYCHOLOGICAL WELLBEING AND AGGRESSION AMONG SCHOOL
STUDENTS**

Dissertation submitted to Kerala University

In partial fulfilment of the requirements for the award of the Degree of

M.Sc. Counselling Psychology

By

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CERTIFICATE



This is to certify that the Dissertation entitled “**Psychological wellbeing and Aggression among School Students**” is an authentic work carried out by Deepasikha , Reg. No. 60421115007 under the guidance of Ms Jesline Maria Mamen during the fourth semester of M.Sc. Counselling Psychology programme in the academic year 2021–2023.

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Submitted for the examination held on.....

DECLARATION

I, Deepasikha , do hereby declare that the dissertation titled **“Psychological wellbeing and Aggression Among School Students”**, submitted to the Department of Counselling Psychology, Loyola College of Social Sciences, Sreekariyam, under the Supervision of Ms Jesline Maria M. Mamen, Assistant Professor and Head of the Department Of Counselling Psychology, for the award of the degree of Master’s in Science of Counselling Psychology, is a bonafide work carried out by me and no part thereof has been submitted for the award of any other degree in any University.

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Abstract

Psychological wellbeing refers to inter and intraindividual levels of positive function. while Aggression refers to behaviour with an intention to harm, hurt, or injure others. This quantitative study aimed to examine Psychological wellbeing and Aggression among coastal and mainland school students. For the purpose of the study, a total sample of 200 school students is selected from the Thiruvananthapuram, district of Kerala. The high school and higher secondary school students were taken as the participants. participants completed Psychological Wellbeing Scale (Ryff, 1995) and Aggression Questionnaire (AQ, Buss and Perry, 1992). Descriptive statistics were computed followed by t-tests and the Pearson product moment correlation method. Major findings concluded that levels of Psychological wellbeing and Aggression varied among respondents but did not differ significantly among coastal and mainland school students. A correlation was found in the relationship between Psychological wellbeing and Aggression among coastal school students.

Keywords: Psychological wellbeing, Aggression , coastal school Students, mainland school student

CHAPTER 1

INTRODUCTION

Technically, adolescence is the period from the beginning of sexual maturity (puberty) to the completion of physical growth. Moreover, the psychological impact of the transition to adolescence may differ across individuals and perhaps even across cultures. In the modern fast changing world, technological and industrial advancements are occurring at a very rapid pace for last decades, which has revolutionarised all aspects of our life. Globalization as hastened changes affecting almost all aspects of our social life of human, like family structure, Institutions,-socially, economically, psychologically, and biologically. It primarily affected school students. Adolescence is a transitional stage of physical and psychological development that generally occurs during the period from puberty to adulthood. When students transition from elementary to middle school, many students are undergoing physical, intellectual, social, emotional, and moral changes. Adolescents spend more waking time in school than in any other context.

The notion of developmental tasks carried out in an age- and stage-appropriate manner forms the foundation of a contemporary approach to the psychological modifications that occur during these phases of development. A person's psychological and psychosocial state can be influenced by biological processes, but the opposite is also true: biological systems can be influenced by psychological and psychosocial events. Therefore, psychosocial factors have the potential to alter the pubertal processes' timing and outcome. The emergence of abstract thinking, a growing capacity for absorbing the perspectives or viewpoints of others, a greater capacity for introspection, the formation of a system of values, the development of a personal and sexual identity, a greater importance placed on peer relationships, sometimes of a

subcultural nature, and the development of these traits are the most significant psychological and psychosocial changes in puberty and early adolescence.

Psychological wellbeing of adolescents means being content with life and understanding an abundance of positive emotions, when joined with the absence of psychopathology, is linked with greatest academic function, social skills and support and physical health, being a stage that lays strong foundation for future personality, and a critical period during human development psychological wellbeing of adolescents is a socio psychological necessity. A growing number of longitudinal studies confirm the power of well-being scales to predict outcomes, for example, longevity, physical health, quality of life, criminality, drug and alcohol use, employment, earnings and pro-social behavior (e.g. volunteering) (WHO, 2009). Moreover, given the ever evading nature of complexities typical to their phase of development, researches into factors contributing to adolescent psychological well-being was always intimidating task for scientific community. For any genuine approach for ensuring psychological well-being of a group, exploration into demographic correlates and predictors of psychological well-being by tracing the environmental, physiological or neurological underpinnings is not sufficient (18).

Psychological distress is something strongly correlated with physical morbidity, reduced quality and duration of life and increased use of health service (19). At the same time, there is no guarantee that both psychological well-being and psychological distress will not occur together in a personality. According to one study positive psychological factors may have such a strong relationship with health as negative ones and extend to which these psychological states are independent of each other may vary according to the external and internal environmental challenges people face and researches will need to make choices about the value of measuring both (18). According to (seligman & Csikszentmihalyi, 2000) psychology has

typically regarded people as having psychopathology, dysfunction, and failure. According to a disease-model of human functioning, it has been primarily concerned with fixing damage while paying little attention to cultivating beneficial traits ((Seligman and Csikszentmihalyi, , 2000).

Adolescence has not been an exception in this regard. Since it was established as an empirical field of study at the start of the 20th century, it has generally been perceived as a time of life rife with issues and challenges ((Steinberg and Morris, , 2001) resulting in the collection of a significant amount of data on risk factors, problematic behavior, and prevention strategies ((Oliva et al., 2010) (Dvorsky et al., 2018). Because of this, there is far less information available about factors that contribute to good functioning and positive development throughout these years ((Huebner et al., 2009) which supports the idea that a healthy adolescent is one free of issues ((Oliva et al., 2010). Different viewpoints have emerged, though, and they support approaching it from a broader and more nuanced angle, taking into account that optimal functioning during adolescence is more than simply being free of issues, challenges, or illnesses (Lerner et al., 2005) (Seligman, 2008). One of these is positive psychology, which emphasizes the ability of teenagers to develop successfully and healthily by using a well-being-focused approach ((Seligman et al., 2009).

World Health Organization (2016) has reported that youth violence has taken a stride among 10-29 year olds and peaks during late adolescence and early adulthood. Reviewing the findings of studies on teenage aggression in India, it has been found that aggression as well as intensity of aggression among Indian adolescents has increased over the years leading to severe physical, psychological, communal and economic consequences (Kumar,Bhilwar,Kapoor,Sharma,&Parija, 2016) Aggression is defined as —a behavior with an intention to harm, hurt, or injure others (Bushan & Huesmann, 2010). Adolescence, written

by American psychologist G. Stanley Hall in 1904, contributed to the growing interest in this age group among scholars.

Adolescence is the time in a person's life when the majority of their What is commonly regarded as infantile in terms of biological, cognitive, psychological, and social qualities is evolving into what is typically regarded as adult like (Lerner & Spainier, 1980). There is a higher chance of issues developing when these adjustments take place at the same time. In comparison to childhood, the adolescent is more accountable for his choices, actions, and consequences. The transition towards adolescence is characterised by frequently incompatible needs for support and demands for independence and autonomy. Despite having tight relationships with their parents, adolescents frequently exhibit moody behaviour, take risks, and have confrontations with them more frequently.

Aggression can take distinct forms which can range from physical fighting and bullying, emotional abuse, homicides, assaults to dating violence (WHO, 2016). Buss et al., (1992) identified four sub-traits of aggression: physical aggression, verbal aggression, anger, and hostility. Hostility, anger and aggression are related constructs and it is also termed as—anger-hostility-aggression (Pérez-Nieto, Camunas, Cano-Vindel, Miguel-Tobal, & Iruarrizaga, , 2000). Physical Aggression is intended to harm other person physically (such as hitting, kicking, biting, stabbing, shooting etc.). Verbal Aggression is intended to harm another person by using verbal language (such as yelling, screaming, name calling etc.). Verbal Aggression can be direct or indirect ((Bushman et al., 2010). Relational Aggression is intended to harm other person's social network. This type of aggression is also known as Social Aggression. Direct Aggression is directed towards the physically present victim. Indirect Aggression is intended to harm another person indirectly. Cold Aggression is involves a deliberate plan to harm the target person as discussed in (Warburton & Anderson, , 2015). The

term violence is often used synonymously with aggression. However, social psychologists have regarded violence as a sub-type of aggression to avoid confusion.

Factors Influencing aggression are World Health Organization Youth Violence Fact Sheet (2016) has indicated various possible risk factors which put youth to practice violence, for example, risk factors within individual (such as destructive behavior/ behavioural disorders, drugs/alcohol abuse, failures in school, family violence etc.), risk factors within close relationships (such as inadequate parental supervision of children, parental bonding, parental depression, antisocial peer groups), risk factors within community (such as living in poverty/ high income, weak implementation of government, education and social laws/ policies). Psychophysiological studies have indicated that persistent and impulsive aggression is linked with low baseline heart rate, increased autonomic reactivity to stressful stimuli, increased EEG slow wave activity, decreased P300 brain potential response, disruptions in affective regulatory systems i.e. front-cortical and limbic brain regions ((Patrick, 2008) (Sterzer & Stadler, , 2009).

Genetic studies have indicated that Monoamine Oxidase A gene (MAOA) polymorphism and 5-Ht serotonin transporter gene are two widely studied genetic markers that predispose one towards aggression and also interact with childhood maltreatment and adversity (Kim-Cohen et al., 2006). Violent behavior in adolescence is linked with a history of childhood aggression, disruptive behavior patterns, conduct disorders and juvenile delinquency in early childhood ((Laub & Sampson, , 1993). Early aggression is linked with continuity in antisocial behavior leading to crime ((Ttofi, Farrington, Lösel, & Loeber, , 2011). Studies have indicated that child maltreatment in the form of physical abuse, sexual abuse, emotional abuse and neglect of children is linked with the occurrence of antisocial and violent behaviour in

childhood and adolescence ((Smith & Thornberry, , 1995) (Maxfield & Widom, , 1996) (Fang & Corso, , 2007).

Negative personality traits are associated with aggression ((Barlett & Anderson, , 2012). Peer pressure plays an important role in adolescent aggression. Adolescent aggressive behavior usually occurs in groups or gangs displaying risky behaviors ((Lopez Emmer, , 2002). Negative parent-child relationship may lead to non-compliance behavior. (Estévez, Moreno, Jiménez, and Musitu , 2013) Indicated that lack of protection from adult figures is linked with adolescent aggression. At school, poor relationship of the child with teacher is a risk factor for developing aggression ((Valadez, 2008). Evidence has indicated that insecure attachment styles during early years contribute to aggression during adolescence ((Bowlby, 1988). Children with parents suffering from depression and alcohol abuse have an increased risk for developing antisocial behavior (Hill & Muka, , 1996) (Pemberton et al., 2010).

Other established risk factors like low maternal education, poverty, harsh, abusive, or lax parenting have been linked with violence (Hunter, Jain, Sadowski, & Sanhueza, , 2000)(Simons-Mortons, Hartos, & Haynie, , 2004). Psychological conditions like hyperactivity, impulsivity, negative life events, concentration problems, restlessness, risk taking, low self-control, low-self-esteem, low happiness levels, sensation seeking, childhood attention deficit-hyperactivity disorders increase the chances of manifesting aggressive behavior and violence in youth ((Krakowski, 2003) (Puskar, Bernardo, Hailey, & Hetager Stark, , 2008) (Moffitt et al., 2011) (Bernat, Oakes, Pettingell, & Resnick, , 2012) (Lee, Gil, Yoo, & Kim, , 2012) (Penton-Voak, Thomas, Gage, McMurrin, McDonald, & Munafò, , 2013)). Studies have indicated that depression and academic stress as the strong causes of aggression among adolescents ((Kim & Lee, , 2008) (Jin, Park, & Bae, , 2011). Aggression is considered as a behavior between members of the same species that is intended to cause

humiliation, pain or harm. In daily life situations, it is observed that adolescents are deviating from commonly accepted social and constitutional norms, showing aggressive behavior in most of the situations.

Aggression and psychological wellbeing among students most psychologists focus on gender-based studies differ between urban and rural studies, mobility addiction, etc., but here the researcher focused on the study of aggression and Psychological well-being among coastal and non-coastal school students. So here the researcher focused on the coastal and mainland school students in Trivandrum. Therefore, main reason for selected mainland and coastal students because Trivandrum is classified into these two strata's.

Need and significance of the study

The purpose of this study was to investigate psychological wellbeing and aggression among coastal and mainland school students. While reviewing research papers, articles and databases like Pubmed and Google Scholar, it has been found that although reporting of adolescent aggression is increasing but limited research evidence has been published studying the relationship between aggression, subjective wellbeing and psychological wellbeing among adolescents in India. Considering the above, study was conducted. Adolescence is marked by significant and rapid developmental changes which have been linked with increased stress, low levels of happiness and increased turbulent emotional experiences (Silvers et al., 2012)

Majority of the studies have indicated the differences in gender in relation to preferred styles of aggression. Violent behavior in adolescence is linked with a history of childhood aggression, disruptive behavior patterns, conduct disorders and juvenile delinquency in early childhood (Laub& Sampson, 1993).Early aggression is linked with continuity in antisocial behavior leading to crime (Ttofi,Farrington, Lösel, & Loeber, 2011).

In today's modern world, we can see many changes in the character of children, both psychological and physiological. These changes are based on the environment in which the children live, the peer group involved, media influences such as Facebook, Twitter etc. and the behavior of the parents influencing the children's character, also based on Psychological wellbeing and Aggression only there is only having some few studies so this study is relevant for this context. Among school children in Coastal and Mainland school children. The main reason for doing this is that Coastal children are generally more reactive and angry when compared to mainland children. A study like this is also relevant because there are very few studies in this population.

According to study of (Sharma, & Parija, 2016) reported that youth violence has taken a stride among 10-18 year olds and peaks during late adolescence and early adulthood. Reviewing the findings of studies on teenage aggression in India, it has been found that aggression as well as intensity of aggression among Indian adolescents has increased over the years leading to severe physical, psychological, communal and economic consequences. From reviewing existing literature, it was found that at present, research which has explicitly examined aggression and psychological wellbeing and its impact on coastal and mainland school students especially in Kerala is limited. Hence, this proposed study psychological wellbeing and Aggression among coastal and mainland school Students is highly significant in this context.

Statement of the problem

The problem of the present study has been stated as “Psychological wellbeing and Aggression among School Students.”

Operational definitions of key terms

Psychological wellbeing

In this study, psychological wellbeing refers to inter and intraindividual levels of positive function.

Aggression

In this study, Aggression refers to behaviour with an intention to harm, hurt, or injure others.

School students

In this study school students refers to students from coastal and mainland schools

Coastal School Students

In this study Coastal school students refers to children who are studying in high school and higher secondary classes studying in schools located in the coastal area in the thiruvananthapuram district.

Mainland school students

In this study Mainland school students refers to the students (HS and HSS) studying in schools other than coastal schools in Thiruvananthapuram district.

Objectives of the study

- To examine psychological wellbeing among coastal school students.
- To examine psychological wellbeing among Mainland school students.
- To examine the difference in psychological wellbeing among coastal and Mainland school students.
- To examine aggression among coastal school students.

- To examine aggression among Mainland school students.
- To examine the difference in aggression among Coastal and Mainland school students.
- To examine the relationship between psychological wellbeing and aggression among coastal school students.
- To examine the relationship between aggression and psychological wellbeing among mainland school students.

Hypotheses of the study

- There is no significant difference in psychological wellbeing among coastal and Mainland school students.
- There is no significant difference in aggression among coastal and mainland school students.
- There is no significant relationship between Psychological wellbeing and aggression among coastal school students.
- There is no significant relationship between psychological wellbeing and aggression among mainland school students.

CHAPTER II

REVIEW OF LITERATURE

A review of the literature, according to Creswell (2005), "is a written summary of journal articles, books, and other documents that describes the past and current state of information, organises the literature into topics, and documents a need for a proposed study. According to De Los Reyes and Kazdin (2008), the main goal of a literature review is to help readers comprehend the entirety of the body of knowledge that is currently accessible on a certain subject by outlining the advantages and disadvantages of the studies that make up that body. It is described by its guiding idea or thematic focus; a summary of past writing on the subject. As a result, it is avoided that conclusions from one research study may not be supported by those of other studies (Dunst, Trivette, & Cutspec, 2002). Theoretical Review and Empirical Review of Literature are the two main headings that have been used to describe this chapter.

The theoretical review explores various conceptual frameworks and models of the variables and the empirical review entails various empirical studies conducted by other researchers which are related to the current research. Therefore, the existing literature has been reviewed to understand the concepts and associations of the variables of interest.

Theoretical review

To understand the concepts of psychological wellbeing and aggression it is necessary to review theoretical perspectives associated with the variables. It demonstrates an understanding of theories and concepts relevant to the topic of the research. And it provides the broader areas of knowledge under consideration. The explicit statement of the theoretical assumptions enables its reader to evaluate it critically.

Psychological wellbeing

The concept of well-being has received considerable interest in recent years, both in the scientific and lay literature. As such, well-being is frequently cited as a national priority for government policy around the world (Beddington et al. 2008). However, depending upon one's professional and personal perspective, the notion of well-being can have quite different connotations. For instance, economists may interpret well-being in terms of economic capacity and prosperity, the growth in both individual and national economic wealth. Population health researchers may focus on issues. Recent change in research focus from a subjective to an objective conception of psychological well-being. It furthermore discusses possible links between the concepts of psychological skills and psychological well-being.

The World Health Organization defined health as not only the absence of illness but a complete state of mental, physical and social well-being (World Health Organization, 1946). This led to a change in focus from an overemphasis of the medical model towards the development of a public health model (Conway & Macleod, 2002). The pathogenic orientation is necessary and effective if the focus is on the treatment of illness. In contrast the salutogenic approach focuses on health promotion. The argument is concerned with this paradigm shift with special reference to mental health. For example the common cold of mental disorders, depression, which is closely associated with stress, anxiety and destructive lifestyles, is currently affecting 121 million people worldwide (World Health Organization, 2007).

Contemporary techniques have employed psychological well-being promotion strategies in place of the psychopharmacological medicines that dominated earlier healthcare therapies for depression, anxiety, and stress (Conway & Macleod, 2002; Edwards, 2005). Despite being beneficial, medicine can have a variety of negative effects that can lead to addiction and system toxicity.

Natural means of promoting health are far less physically and financially demanding on the body, immune system, and bio psychosocial wellbeing. Exercise is a low-cost method of promoting health (Biddle, Fox, and Boutcher, 2000). In Recent research demonstrating that physical activity can be as effective as psychopharmacological medication in the treatment of mild to moderate depression (Biddle, Fox & Boutcher, 2000; Bulgatz, 2005). Psychological well-being can increase with age, education, extraversion and consciousness and decreases with neuroticism (Keyes et al., 2002).

Research has led to the development of a new objective psychological well-being measurement that includes the following elements: autonomy, personal growth, environmental mastery, life purpose, positive relationships with others, and self-acceptance (Conway & Macleod, 2002; Keyes et al., 2002; Ruini et al., 2003; Ryff, 1989b; Ryff & Keyes, 1995).

Models of Wellbeing

1. Psychological wellbeing model (Carol Ryff, 1989)

The Ryff's Psychological Wellbeing Model measures six components of wellbeing. Model of psychological theory by Carol Ryff One significant way that wellbeing varies from earlier conceptions is that wellbeing is multifaceted and does not just refer to happiness or positive feelings. Instead of being narrowly focused, a good life engages all of the diverse facets of wellbeing and is balanced and entire. First, Carol Ryff believed that the definition of wellbeing should not be limited to biological or medical terms; rather, it should be viewed as a philosophical inquiry into what it means to live a good life.² Second, there was a lack of empirical rigour in the then-current psychological theories of well-being; they had not been tested and could not be. A key component of mental health is psychological well-being, which

can be described as resilience (coping, emotion control, and healthy problem solving), as well as hedonic (enjoyment, pleasure) and eudemonic (meaning, fulfilment) happiness.

The six criteria of wellbeing are,

1. Self-Acceptance
2. Personal Growth
3. Purpose in Life
4. Positive Relations with Others
5. Environmental Mastery
6. Autonomy

Self-acceptance

Self-acceptance refers to having a positive attitude toward oneself, including both one's good and bad qualities, and having positive thoughts about one's past. It is one of the components of Ryff's psychological well-being model.

Personal Growth

Has a sense of ongoing progress views oneself as expanding; is open to new experiences; feels as though one is attaining their full potential; recognizes changes in one's own conduct over time that reflect increased efficacy and self-knowledge.

Purpose in Life

Possesses a sense of direction in life and goals, believes that life has meaning both now and in the past, and has goals and purposes for living.

Positive Relations

Has relationships with people that are warm, fulfilling, and trustworthy; cares about other people's well-being; is able to be intimate and empathetic with others; and comprehends the give-and-take nature of human relationships.

Environmental Mastery

Has a sense of control and competence in controlling the environment; manages a wide range of external activities; effectively takes advantage of opportunities found nearby; and is able to select or create contexts that suit their requirements and values.

Autonomy

Has the ability to control one's behavior internally, is self-determining and autonomous, is able to withstand social pressure to think and act in specific ways, and assesses oneself according to personal standards.

2. The Perma model of wellbeing (Seligman's 2011)

The PERMA Model represents the five core elements of happiness and well-being. PERMA model proposes that wellbeing has several measurable elements, each contributing to wellbeing. The PERMA Model was created by American psychologist and educator Martin Seligman. Seligman is a practising psychologist, therefore he is aware of how common it is for people to look for their ideal circumstances regardless of their age, orientation, or place in life. A growing body of empirical evidence suggests that positive emotions, engagement, relationships, meaning, and accomplishments (PERMA) may be a robust framework for the measurement, management and development of wellbeing.

Five core elements of psychological wellbeing are:

1. Positive emotion
2. Engagement
3. Relationships
4. Meaning
5. Accomplishment

Positive Emotions

Experiencing positive emotions such as happiness, satisfaction, self-regard, serenity, and cheerfulness on a regular basis.

Engagement

Having interests and pursuits that deeply captivate us, resulting in the regular experience of flow and personal growth.

Relationships

Experiencing Affection, Friendship, and Love with other being in different contexts.

Meaning

Believing in and working towards something that transcends ourselves and lifetimes.

Accomplishment

Experiencing a sense of accomplishment on a regular basis be in the occupational domain or in our private lives.

3. Holistic Model of Subjective Well- being (2P+2S Model) (Barman,2013).

The holistic approach of the subjective well-being can be measured by analysing major components which decides the quality of life as a whole. In order to measure the holistic approach of subjective well-being a holistic model has been developed. The model consists of 2P and 2S components (Barman, 2013). The 2P consists of Psychological well-being and Physical Well-being and the 2S consists of Social well-being and Spiritual well-being. The model indicates how single component influence the well-being of an individual and as well as the exchange of energy between these components which ultimately influence each other to be the part of overall subjective well-being of an individual. Additionally the model also indicates how each component of the subjective well-being is affected by the cognitive judgement of an individual. Thus, the main purpose of this model is to provide the comprehensive framework covering the all possible element of subjective well-being.

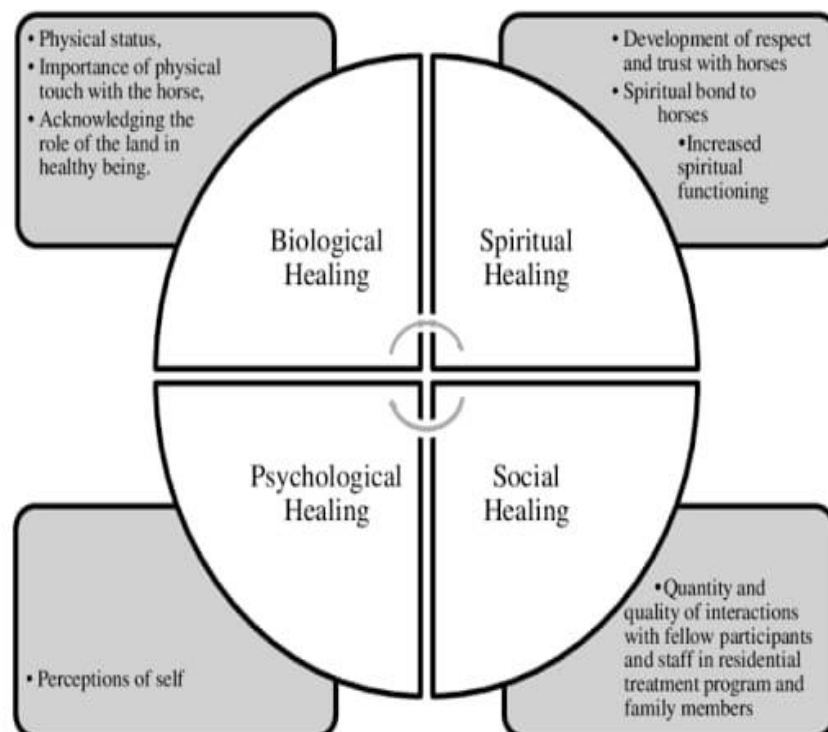


Figure 2.1. Holistic Model of Subjective Well- being (Barman, 2013).

Aggression

Aggression is defined as an action or response by a person that causes anything unpleasant for another person in the social sciences and behavioural sciences. Some definitions call for the person to have the intent to cause harm to another person. Human aggression can be divided into two subtypes: reactive-impulsive aggression and controlled-instrumental violence. The frustration-aggression hypothesis states that aggression is a result of frustration. In contrast to affective states, Dollard et al. characterize frustration as an event (Breuer and Elson, 2017). John Dollard defined frustration as an unanticipated roadblock to a target that a person had hoped to reach.

Researchers tested the frustration-aggression hypothesis and discovered that the effect of loss on aggressive conduct is mediated by negative affect (Breuer et al., 2015). This finding suggests that the frustration-aggression hypothesis might be used to explain how people utilize video games. Excitation transfer theory is based on Schechter and Singer's (1962) theory that the experience of emotions depends on autonomic arousal and cognitive interpretation of the arousal state. The theory suggests that people rely on external rather than internal cues to distinguish and label specific emotions. A necessary condition of excitation transfer theory as applied to aggression requires that person experiences anger when provoked, directed at the source of the provocation.

The GAM (Anderson & Bushman, 2002; Anderson & Carnagey, 2004) is an integrated model for the motivation and emission of aggressive behavior. Developed over the past decade, this model incorporates the most prominent theories employed to explain aggressive behavior, including cognitive neoassociation theory (Berkowitz, 1990), social learning theory (Bandura,

1983, 2001), script theory (Huesmann, 1986, 1998), social-information processing theory (Crick & Dodge, 1994; Dodge & Crick, 1990), excitation transfer theory (Zillmann, 1983), and social interaction theory (Tedeschi & Felson, 1994). According to Dewall et al. (2011), anger is mostly a maladaptive tendency that is developed in people.

Models of Aggression

1. Frustration –Aggression Hypothesis (Dollard et al, 1939).

Dollard et al. (1939) proposed that if we experience frustration, this leads to aggression. The aggression is a cathartic release of the build-up of frustration. Dollard explains that if the individual is prevented from achieving a goal by some external factor, then this will lead to frustration which will always lead to aggression.

(a) frustration always produces an aggressive urge and

(b) aggression is always the result of prior frustrations.

Neal E. Miller, one of the proponents of this theory, later noted that frustration can lead to several kinds of actions but maintained that the urge to aggression will become more dominant as the thwarting continues.

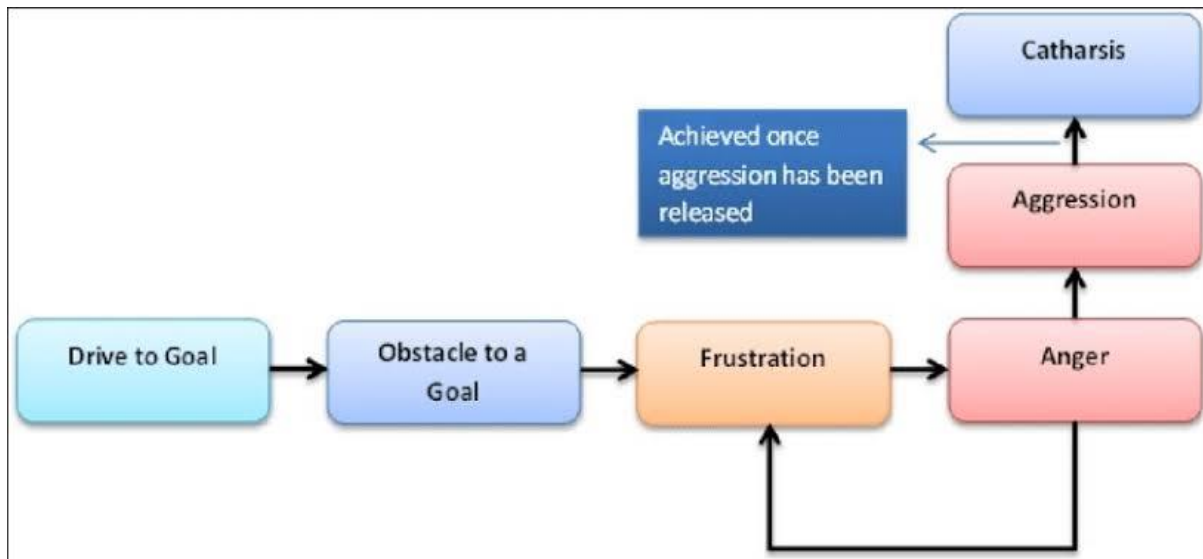


Figure 2.2. Frustration –Aggression Hypothesis (Dollard et al, 1939).

2. Cognitive neo-association theory (Berkowita,1993)

Berkowitz (1993) has proposed that aversive events such as frustrations, provocations, loud noises, uncomfortable temperatures, and odors produce negative affect. Negative affect produced by unpleasant experiences automatically stimulates various thoughts, memories, expressive motor reactions, and physiological responses associated with both fight and flight tendencies. In cognitive neo-association theory, aggressive thoughts, emotions, and behavioural tendencies are linked together in memory (Collins & Loftus 1975). Concepts with similar meanings e.g., hurt, harm and, concepts that frequently are activated simultaneously e.g., shoot, gun, develop strong associations. When a concept is primed or activated, this activation spreads to related concepts and increases their activation as well. Cognitive neo-association theory not only subsumes the earlier frustration-aggression hypothesis (Dollard et al. 1939), but it also provides a causal mechanism for explaining why aversive events increase aggressive inclinations, i.e., via negative affect (Berkowitz 1993).

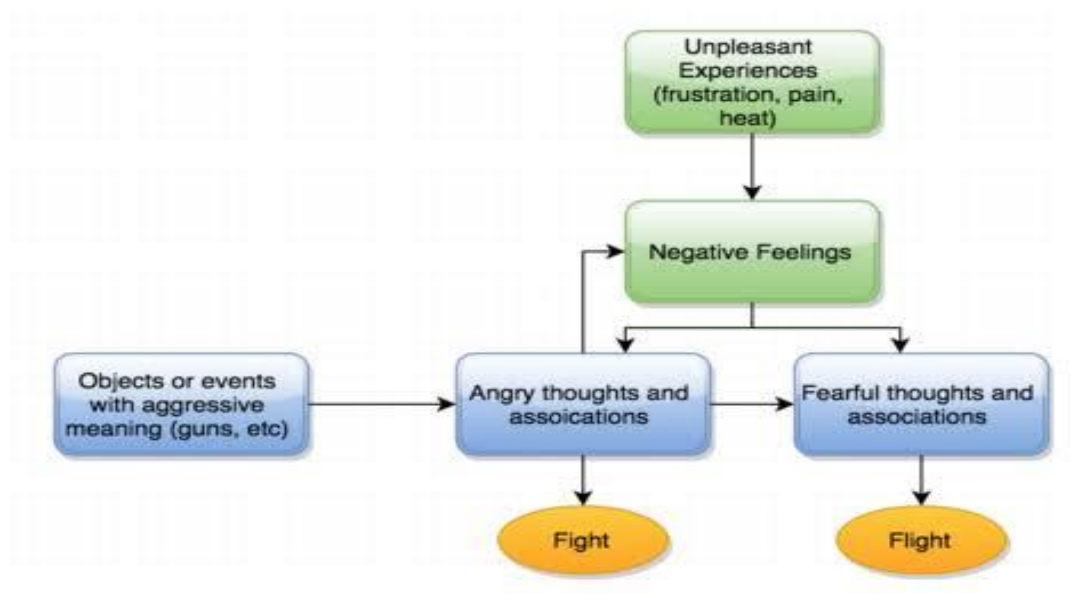


Figure 2.3. Cognitive neo-association theory (Berkowitz, 1993)

3. Excitation transfer theory (Zillman 1983)

Excitation transfer theory (Zillman 1983) notes that physiological arousal dissipates slowly. If two arousing events are separated by a short amount of time, arousal from the first event may be misattributed to the second event. If the second event is related to anger, then the additional arousal should make the person even angrier. This theory suggests that arousal occurring in one situation can persist and intensify emotional reactions in later unrelated situations. Excitation transfer theory suggests that aggression effects are likely to occur when the person involved are relatively unaware of the residual arousal and also when the person involved recognize their residual arousal but attribute it to the events occurring in the present situations. (Taylor, Helgeson Reed & Skokan, 1991). Overall it is clear that the relationship between emotion and aggression is more complex than common sense suggest strong emotional arousal sometimes produces cognitive deficit (reduced ability to formulate rational plans of actions or reduce the ability to evaluate the possible outcomes of various behaviors.

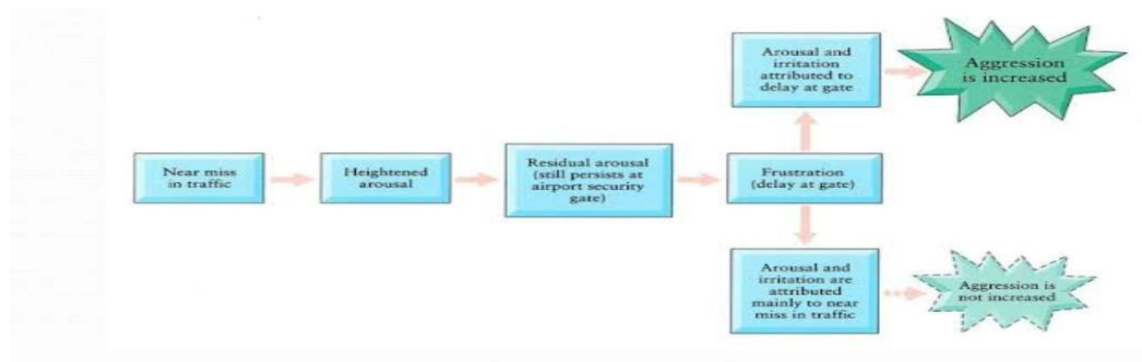


Figure 2.4 Excitation transfer theory (Zillman 1983)

Empirical review

To better understand psychological wellbeing and aggression among coastal and mainland school students as well as the relationship between the respective variables among them, it was required to review the existing literature. The empirical review entails a comprehensive report of other researchers' works related to the present study.

Psychological wellbeing and aggression

According to Harsh Meet Kaur—An Investigation of a Relationship between Aggression and Wellbeing among Adolescent In his research article, the study investigated the relationship between aggression and wellbeing among adolescents. A sample of 250 adolescents equally divided among males and females aged 16- 18 years were taken. Various self-report measures were administered, for example, aggression questionnaire by (Bu and Perry, 1992), satisfaction

with life scale by (Diener, Emmons, Larsen, and Griffin, 1985), positive affect and negative affect scale by (Watson, Clark, and Tellegen, 1988), and psychological wellbeing scale by (Ryff and Keves, 1995). Means and Standard deviations, -ratios and Correlation Analysis were carried out. Findings indicated significant and inverse relationship between aggression and wellbeing. Significant gender differences emerged in physical aggression where males scored higher as compared to females. (Kaur, 2018)

A Study of Psychological Well-being of Adolescents in Relation to School Environment and Place of living, (Bilal Ahmad Bhat, 2018) In the present age of stress and strain, the science of well-being tries to focus on what makes an individual to flourish. It studies how human assets rather than deficits are contributing toward goodness of an individual, is a promising new area of research. Advances in understanding the behavioral, biological, and social pathways to well-being will benefit individuals, organizations, and society. The life of individuals particularly the students spend in their schools, coming from different places of living, needs to be studied to have the vision of influence on psychological well-being of students. The paper analyzes the influence of school environment and the effect of place of living and type of school on the psychological well-being of senior secondary school students. It also makes some suggestions, keeping the findings of the study in mind to enhance the psychological well-being of our budding human resource. (Bhat, 2018).

Psychological Well-Being (PWB) of School Adolescents. Aged 12-18 yr, its Correlation with General Levels of Physical Activity (PA) and Socio-Demographic Factors In Gilgit, Pakistan. The researcher focused on adolescence is a critical developmental stage marked by complex transitions. The purpose of study was to assess school adolescents' PWB, examine the relationship of PA and socio-demographic factors with PWB. A cross sectional study conducted in five randomly selected schools with 345 adolescents (aged 12-18) from

grade 6th–10th. A self-administered Well-Being index was adapted to measure PWB and questionnaire for adolescents PA (PAQ-A). Socio-demographic variables determined: age, gender, household income and parental education. Bivariate and multivariate regression analyses performed to examine the association between PWB, PA and covariates. Findings indicated the mean age 14.64 (SD=1.275), 55.4% were female. Without gender difference the majority (43.4%) of adolescents showed moderate, while (23.2%) revealed low level of PWB. Participants with low level likely to have depression but scores were significantly not different between low, moderate and high PWB with PA. Socio-demographic trends of adolescents' were observed significant ($P < 0.005$) for PWB. In multivariable analysis the mean wellbeing in females adjusted for other covariates was significant ($P = 0.004$) than males. PWB importantly ($P < 0.001$) decreased by 3.36 units as its covariates increased and PA score in boys found 0.05 unit more than girls. The study results are invaluable in addressing low, moderate and high levels of PWB. Inadequate PA and PWB decreasing with some socio-demographic covariates is crucial health issue among female adolescents in Pakistan. Further studies need to find barrier, social indicators of PWB and implication of health among adolescents. (YasminKhan, Muhammad Husain and Keramat, 2015).

In this journal focused on E-Sports, Anxiety, Aggression and Psychological Well-being: A Cross-sectional Study. Electronic sports or e-sports is also known as online gaming, professional gaming, computer gaming. Nowadays E-sports has gained a lot of popularity in the area of research. The people actively participate in it and most people even consider it as their career option. Although these sports has both positive and negative effects on the life of an individual. Aim: To investigate the relationship between E-sports, anxiety, aggression, and psychological well-being among adolescents and young males and females. Materials and Methods: This cross-sectional study was conducted in Delhi and National Capital Region (Noida, Gurugram, Faridabad), from November 2020 to April 2021, included 102 participants

within the age range of 16-27 years. The quantitative research method was adopted using descriptive survey method. (Kamari Lata; Sharma, Usha; Singh, Sukhmani, 2022)

Aggression among adolescent in rural and urban area journal researcher study focused on Aggression is behaviour, verbal or physical intended to physically hurt or harm in some other way-slaps, direct insult, even gossipy digs, the consistent finding that these mainly involve adolescent. Whether aggression is manifested by individual or groups (including nations), it is the most destructive behaviour in social relations and consequently an important issue. The present study was design to know about the aggression level among adolescent boys and girls of urban and rural area. The sample was selected from urban and rural area. The study had conducted on 200 adolescent from which 100 subjects from urban area and 100 subjects from rural area. It was found that the mean score of adolescent males is significantly higher than that of females on the variable of aggression, it may be further concluded that adolescent males are more aggressive than their female counterparts and the aggression of rural and urban adolescents. As the mean score of rural adolescents is significantly higher than that of urban (Sharma, 2017).

Conclusion

The empirical studies reviewed here accounted for the understanding of the variables: Psychological wellbeing and aggression . Conversely, aggression can influence the levels of psychological wellbeing However, the studies related to these variables among coastal and mainland school Students.The main focus of the studies was on the salutary effects of psychological wellbeing and Aggression . The studies examining the role of the association of psychological wellbeing and aaggression.Among coastal and mainland school students are

inadequate. It is essential to examine how psychological wellbeing is associated with various degrees of aggressive Behaviour.

This study intends to bridge the gap in the literature by Advancing the understanding of the explicit connections between psychological wellbeing and aggression. Aggression and psychological wellbeing among students most psychologists focus on Gender-based studies differ between urban and rural studies, mobility addiction, etc., but here The researcher focused on the study of aggression and Psychological well-being among coastal And non-coastal school students. Further investigation and academic research are needed because only a limited number of Studies have unequivocally examined psychological wellbeing and aggression and their effects on school school students.

CHAPTER III

METHOD

Research methodology is a method to analytically explain the research problem. It may be described as a science of analysis how research is done systematically. In order to address an issue, it includes describing, explaining, and making predictions about phenomena. The target population, sample size, sampling method, data collection tools, and data analysis process are just a few of the components that make up the research methodology. The theoretical underpinnings for knowing which process, or set of procedures, can be used to a certain issue are provided by methods rather than solutions (Kothari, 2004).

Research design

A research design is an examination method, plan, and structure that is thought out in order to identify solutions to the research difficulties or inquiries ((Kothari, 2004). For the purpose of this study descriptive research design was found appropriate for meeting the objectives. The survey method using questionnaires was adopted for collecting data regarding the variables of the study. Descriptive research is usually defined as a type of quantitative research, though qualitative research can also be used for descriptive purposes. The research design should be (McCombes, 2023) carefully developed to ensure that the results are valid and reliable. A population, circumstance, or phenomena is intended to be correctly and methodically described through descriptive study. A descriptive research strategy can study one or more variables using a wide range of research techniques. Instead of controlling or modifying any of the variables, as is the case in experimental research, the researcher simply observes and measures them.

Participants

A total sample of 200 high School and higher secondary school students was collected by using the random sampling method. The sample consists of 100 coastal school students and 100 Mainland school students. The sample consisted of participants belonging to various coastal and mainland schools in the Thiruvananthapuram district of Kerala. Data was collected from St. Helen's G.H.S.S Lourdepuram, MVHSS Arumanoor poovar, LEO X111 Higher Secondary School pulluvila, GOV.V&G.H.S.S, Poovar, P.K.S.H.S.S Kanjiramkulam, GOV High School Kanjiramkulam, New Higher Secondary School Nellimoodu, GOV.VHSS Poovachal, St. Mary's Higher Secondary School Pattom, Thiruvananthapuram, Gov Boys Higher Secondary School Neyyattinkara Thiruvananthapuram, Gov. Girls HSS Neyyattinkara, Gov Higher Secondary School, Kulathoor Thiruvananthapuram, Gov High School Dhanuvachapuram and Christ Nagar Senior Secondary School Thiruvallom Trivandrum.

Tools used for data collection

Variables: The variables in the current study are psychological wellbeing and Aggression.

In the current study psychological wellbeing and Aggression were evaluated using well-established, standardized research questionnaires. In order to confirm the validity and reliability of the questionnaires, a number of researches statistically analysed and evaluated them.

The following scale was used to measure psychological wellbeing:

Psychological Wellbeing Scale (Ryff, 1995)

The psychological wellbeing scale is a 18-item (1-7 Likert scale) Scale for assessing psychological components of wellbeing. Ryff's Scales of Psychological Well Being, a modified 18-item version, is used to measure well-being. Self-acceptance, autonomy, environmental mastery, purpose in life, positive relationships with others, and personal progress are the six components of well-being that are represented by the three items on the scale. (Ryff, 1995).

Reliability

The test-retest reliability coefficient of RPWBS was 0.82. The subscales of Self-acceptance, Positive Relation with Others, Autonomy, Environmental Mastery, Purpose In Life, and Personal Growth were found to be 0.71, 0.77, 0.78, 0.77, 0.70, and 0.78 respectively, which were statistically significant ($p < 0.001$).

Validity

The correlation coefficient of RPWBS with Satisfaction with Life, Happiness, and Self-esteem were also found to be: 0.47, 0.58, and 0.46 respectively which were also significant ($P < 0.001$.)]

Scoring

It is a 7-point Likert scale, from 1 (strongly agree) to 7 (strongly disagree). Items 1,2,3,8,9,11,12,13,17 and 18 are reverse-scores. Subscale scores are the sum of the item scores for those items in the subscale. A total score is the sum of all item scores and ranges from 18 to 126. The scores 18 to 54 show low scores in aggression 55-90 show average scores and 91-126 show high scores in aggression.

The following scale was used to measure Aggression:

Aggression Questionnaire (AQ, Buss and Perry, 1992)

The Buss-Perry Aggression Questionnaire is a 29-item (1-5 Likert scale) four-factor instrument that measures four aspects of Aggression. The AQ is a refinement of the Hostility Inventory, a widely used instrument developed by the first author over thirty years ago. The AQ was developed from a pool of 52 items, many of which were from the original Hostility Inventory, by means of principal component factor analysis and confirmatory factor analysis.

Reliability

The AQ is a stable instrument with good test-retest reliability; over a nine-week period the test-retest correlations were .80, .76, .72, and .72 for the PA, VA, A, and H subscales and .80 for total scores.

Validity

The Scores on the AQ were moderately correlated with each other. However, when the variance in the correlations due to the anger score was partialled out, correlations were not significant; this supports the theoretical validity of the AQ in that the associations between physical aggression, verbal aggression, and hostility are due to their connection with anger. Scores also have good concurrent validity.

Scoring

It is a 5-point Likert scale, from 1 (Extremely uncharacteristic of me) to 7 (Extremely characteristic of me). Items 24 and 29 are first reverse-scored. Subscale scores are the sum of the item scores for those items in the subscale. A total score is the sum of all item scores and ranges from 29 to 145. Higher scores reflect more aggression. The scores 29-67 show high scores in aggression 68-106 show average scores and 107-145 show high scores in aggression.

Personal Data Sheet

To collect the sociodemographic details of the participants a personal data sheet was provided which included the variables such as name, place, gender, class, name and location of the school, district, and types of residence, income ration card and religion.

Informed Consent Form

To ensure the participants' voluntary participation in the study, an informed consent form was presented to them that included the terms of confidentiality and the study's objectives.

Procedure for Data Collection

For the purpose of data collection, responses were collected from coastal and mainland school students by providing questionnaires by sharing google forms. Permission from the authority of the respected schools was taken for collecting responses and the Participants were selected randomly. The consent form and the personal data sheet were provided to the participants and a healthy rapport was established, the questionnaires were provided and participants were informed about all the required details for filling up the questionnaires. In addition, participants were asked to be truthful and answer each questions in the questionnaires. For completing the surveys, 6 to 12 minutes were allotted. After data collection, scoring was done and subjected to statistical analysis.

Statistical Techniques used for Data Analysis

The following were the statistical techniques used for analysing the data. Statistical analysis for the data was done using the SPSS-22 (Statistical Package for Social Sciences) Version.

Frequency distribution and percentage

A frequency distribution is a visualization of the number of observations within a certain interval that can be either graphical or tabular in nature. The distribution is the pattern of the variable's frequency, whereas the frequency is how frequently a value occurs within an interval. 'A percentage is a ratio of a number to hundred'. The symbol % is used to indicate percentage.

Mean and standard deviation

The mean is the average value in a collection of numbers. In statistics, the mean is a single number that represents the middle point or typical value of a dataset. It is possible to test the population mean under a variety of assumptions, including that the population is normal or non-normal, finite or infinite, the sample size is large or small, the population variance is known or unknown, and the alternative hypothesis is either two-sided or one-sided. The "standard deviation" refers to the degree of dispersion of the data from the mean. Data are grouped around the mean when the standard deviation is low, and are more dispersed when the standard deviation is high.

t-test

A t test is a statistical test that is used to compare the means of two groups. It is often used in hypothesis testing to determine whether a process or treatment actually has an effect on the population of interest, or whether two groups are different from one another.

Pearson product-moment correlation

The Pearson product-moment correlation coefficient (Pearson's correlation, for short) is a measure of the strength and direction of association that exists between two variables

measured on at least an interval scale. When two variables are correlated, an attempt is made to create a line that best fits their data, and the Pearson correlation coefficient, or r , shows how far all of these data points are from this line.

CHAPTER IV

RESULTS AND DISCUSSION

The present study aims to explore Psychological wellbeing and Aggression among coastal and Mainland area school students. A total sample of 200 school students was collected (100 coastal) and (100 mainland) from the Thiruvananthapuram district of Kerala. The sample consisted of coastal and mainland area school students (high school and higher secondary school students). Psychological wellbeing and Aggression, were measured by using Standardized questionnaires; Psychological Wellbeing Scale (Ryff, 1995) for assessing psychological components of wellbeing. Aggression Questionnaire (AQ, Buss and Perry, 1992) used to measure four aspects of Aggression. For the purpose of data analysis, descriptive statistical techniques are used. . The normality of data analysis was determined by the values of skewness and Kurtosis. Since the data is normally distributed suitable parametric tests were used for further analysis using the Statistical Package of Social Sciences (SPSS-22.0 version). The following statistical techniques were used for data analysis: frequency distribution and percentage, mean and standard deviation, t-test and Pearson's Product Moment Correlation.

The study analyses the effect of Psychological wellbeing and Aggression among coastal and mainland area school students and it also investigates the relationship between psychological wellbeing and Aggression in coastal and mainland school students. The obtained results for the variables of interest have been presented in the tables and the results are discussed with respect to objectives and hypotheses.

Psychological wellbeing among School Students

The result obtained for Psychological Wellbeing among coastal and mainland area school students are discussed in the following tables:

Table 4.1*Frequency Distribution of Psychological wellbeing among Coastal School Students*

Variables	Level	Coastal school students(N100)
	Low	0
Psychological wellbeing	Average	68
	High	32

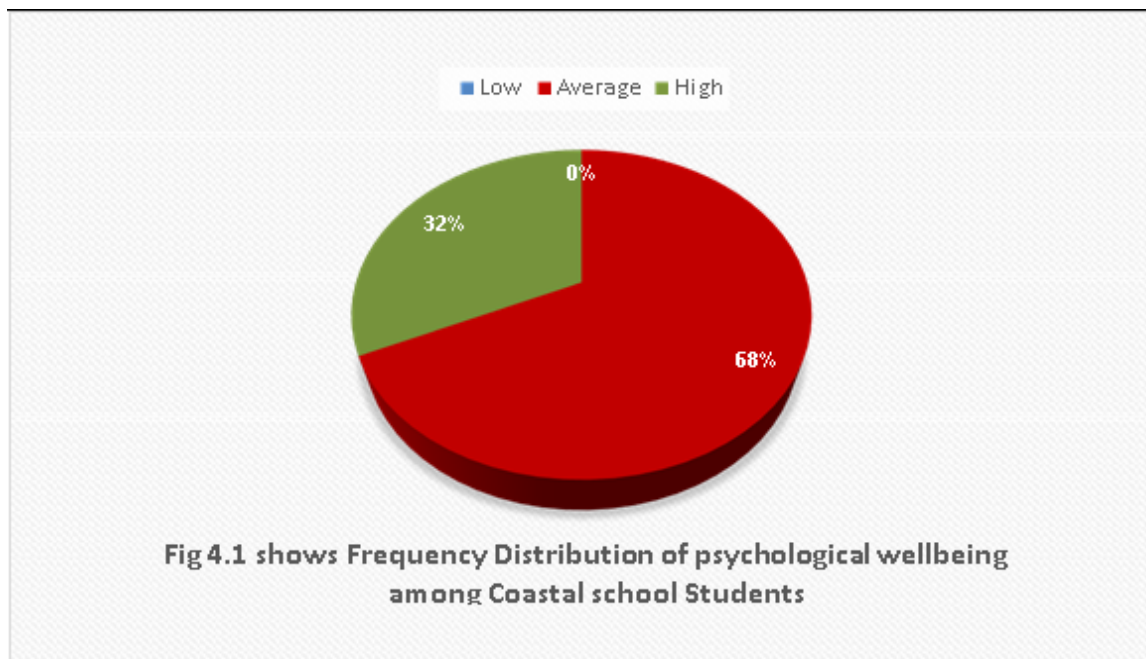


Table 4.1 and the respective figure 4.1 presents the frequency distribution of Psychological wellbeing among coastal school students (N-100). Both the table and the pie chart show that among 100 athlete students 68 % (68) have average Psychological wellbeing and 32% (32) of students have high levels of psychological wellbeing.

Table 4.2

Frequency Distribution of Psychological wellbeing among Mainland area School Students

Variable	Level	Mainland area School Students (N100)
Aggression	Low	0
	Average	74
	High	26

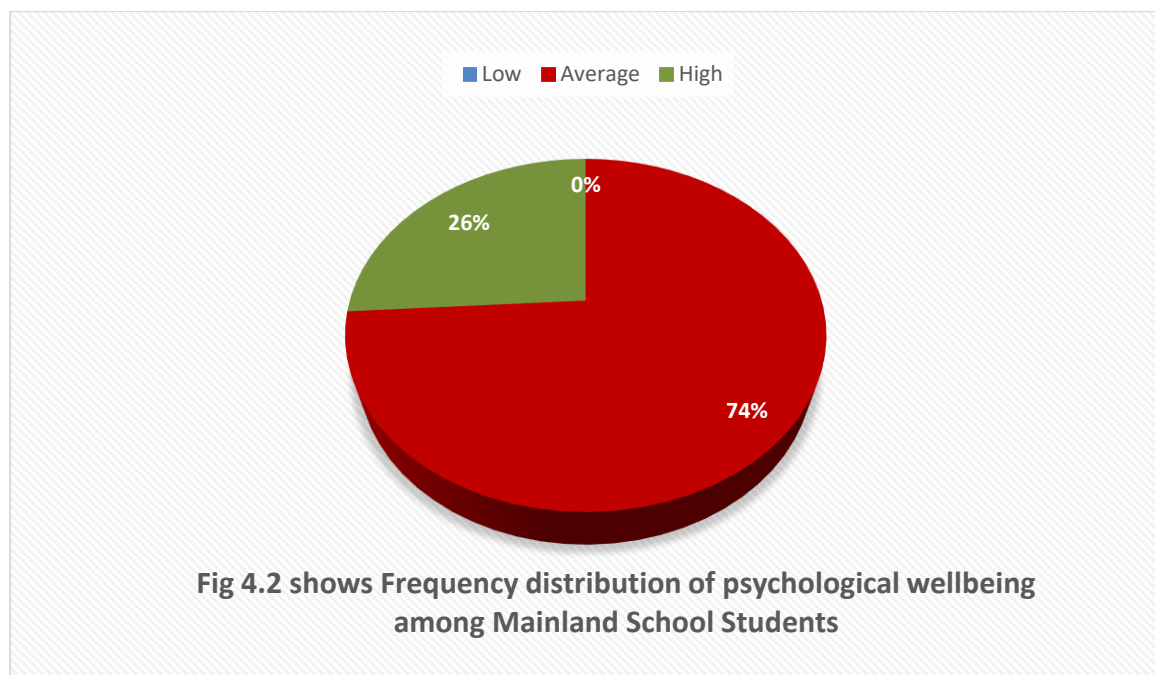


Table 4.2 and the corresponding figure 4.2 represents psychological wellbeing frequency distribution among mainland school students (N-100). Both the table and the pie chart show that among 100 mainland students 74% (74) of students have an average level of psychological wellbeing and 26% (26) of students have high psychological

wellbeing.

Table 4.3

Psychological wellbeing among Coastal School Students

Variable	N	Mean	Standard deviation
Psychological wellbeing	100	86.0300	12.12598

Table 4.3 shows the mean and standard deviation of psychological wellbeing among coastal school students. The mean value of psychological wellbeing among coastal school students (N-100) is found to be 86.0300 (S.D. =12.12598). Thus, the result, indicates that coastal school students in the present study as a whole have an average level of psychological wellbeing.

Table 4.4

Psychological wellbeing among mainland area School Students

Variable	N	Mean	Standard deviation
Psychological wellbeing	100	84.8600	10.30448

The mean and standard deviation of psychological wellbeing among mainland school students is presented in Table 4.4. The obtained mean value of psychological wellbeing among mainland school students (N-100) is 84.8600 (S.D. = 10.30448) Thus, it can be inferred that mainland school students in the present study as a whole have an average level of psychological wellbeing.

Table 4.5

Psychological wellbeing among coastal and mainland area school students

Variable	Sample	N	Mean	S.D	t-value	Sig
	Coastal	100	86.0300	12.12598		
Psychological wellbeing					.463	.070
	Mainland	100	84.8600	10.30448		

Table 4.5 elucidates the scores of mindfulness among coastal and mainland school students (N-200). The mean value of psychological wellbeing of coastal school students (N-100) is 86.0300(S.D. = 12.12598) and mean of mainland school students (N-100) is 84.8600 (S.D. = 10.30448). The obtained t-value of coastal school students is .463 and p-value is .070 ($p > 0.05$). The t-value is non-significant at 0.05 level. Hence, the null hypothesis, that there is no significant difference between psychological wellbeing among coastal and mainland school students is accepted.

Aggression among School Students

The results obtained for psychological wellbeing among coastal and non-coastal school students are discussed in the following tables:

Table 4.6

Frequency Distribution of Aggression among Coastal School Students

Variables	Level	Coastal school students
Aggression	Low	20
	Average	69
	High	11

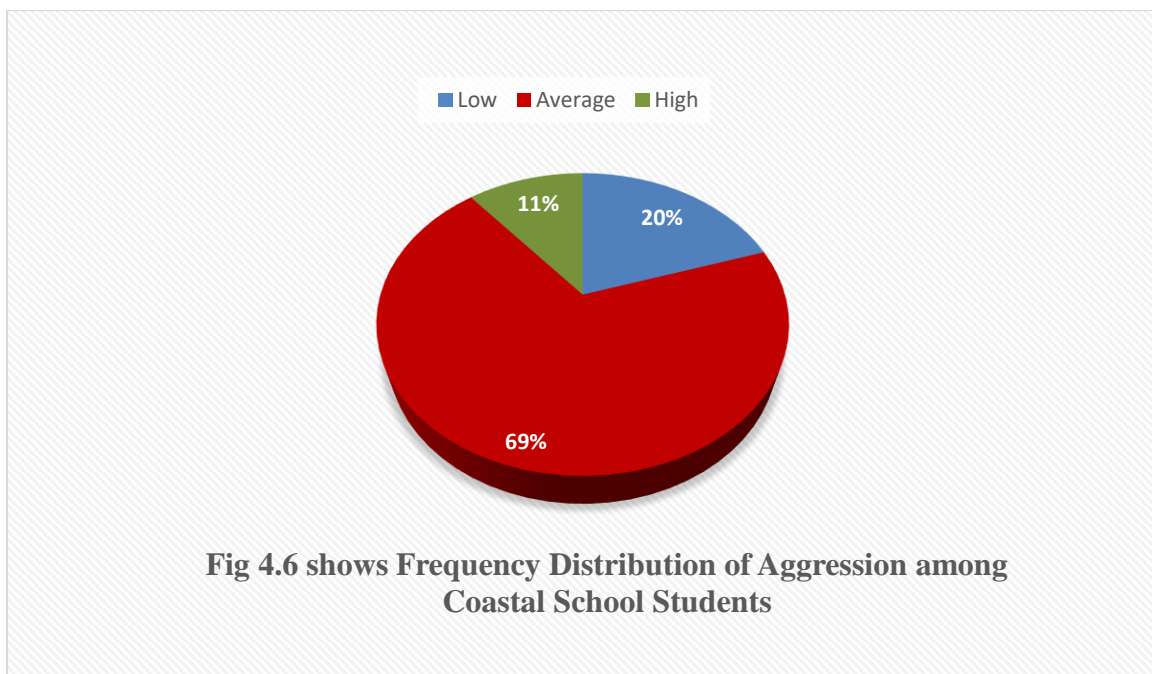


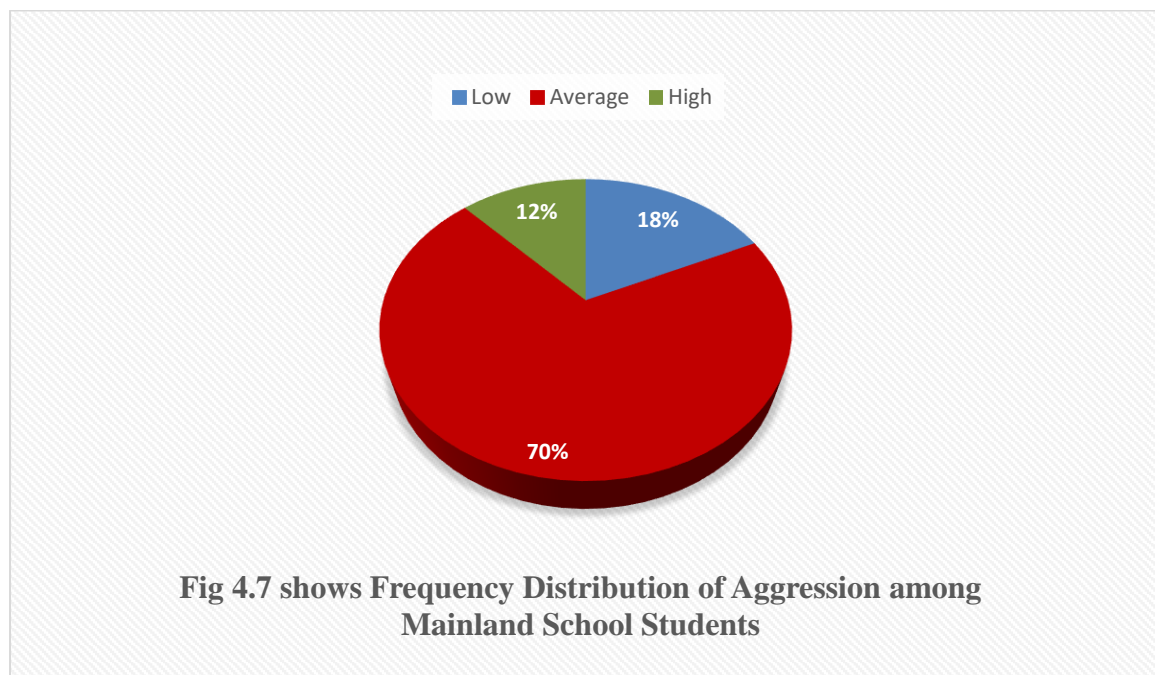
Table 4.6 and corresponding figure 4.6 shows the frequency distribution of Aggression among coastal school students (N-100). Both the table and pie chart show that among 100

coastal school students 20% (20) of students have low aggression. 69% (69) of students have an average level of aggression and 11% (11) of students have high aggression.

Table 4.7

Frequency distribution of Aggression among mainland area school students

Variables	Level	Mainland area school students(N-100)
Aggression	Low	18
	Average	70
	High	12



The frequency distribution of authenticity among non-athlete college students (N-100) is presented in Table 4.7 and respective figure 4.7. Both the table and the pie chart show that among 100 mainland school students 18% (18) of students have low aggression, 70% (70) of students have average levels of aggression and 12% (12) of students have high levels of aggression.

Table 4.8

Aggression among Coastal School Students

Variable	N	Mean	S.D
Aggression	100	84.3900	19.36982

Table 4.8 shows the mean and the standard deviation of aggression among coastal school students (N-100). The mean value of aggression coastal school students is found to be 84.3900 (19.36982). Thus, from the mean score of aggression, it can be found that Coastal school students in the present study as a whole have an average level of aggression.

Table 4.9

Mean Value and Standard Deviation of Aggression among Mainland area School Students

Variable	N	Mean	S.D
Aggression	100	82.8400	20.00317

Table 4.9 shows the mean and standard deviation of aggression among mainland school students (N-100). The mean value of aggression among mainland school students is found to be 82.8400 (S.D. =20.00317). From the mean score of aggression, it can be inferred that mainland school students in the present study as a whole have an average level of aggression.

Table 4.10

Variables	Sample	N	Mean	S.D	t-value	Sig
	Coastal	100	84.3900	19.36982		
Aggression					.556	.579
	Mainland	100	82.8400	20.03165		

Table 4.10 represents the scores of aggression among coastal and mainland school Students (N-200). The mean value of aggression of coastal school students (N-100) is 84.3900(S.D. = 19.36982) and the mean of mainland school students (N-100) is 82.8400 (S.D. = 20.03165). The obtained t-value of coastal school students is .556 and p-value is .579 ($p > 0.05$). The t-value is non-significant at 0.05 level. Hence, the null hypothesis, that there is no significant difference between aggression among coastal and mainland school students is accepted.

Table 4.11

Relationship between Psychological Wellbeing and Aggression among Coastal School

Students are discussed in the tables:

Variables	R	Sig
Psychological wellbeing	-.233*	.020
Aggression		

***Correlation is significant at the 0.05 level (2-tailed).**

The findings for the correlation between psychological wellbeing and aggression among coastal school students are shown in table 4.11. The correlation coefficient was found to be $r = -.233^*$ and the correlation is significant at 0.05 level. This indicates that there is a significant relationship between psychological wellbeing and aggression among coastal school students. Hence the null hypothesis which states that there is no significant relationship between psychological wellbeing and aggression among coastal school students is rejected. It was found that there was a slight correlation between aggression and psychological wellbeing.

Table 4.12

Relationship between Psychological Wellbeing and Aggression among mainland School Students are discussed in the tables:

Variable	R	Sig
Psychological wellbeing	.005	.960
Aggression		

Table 4.12 shows the relationship between psychological wellbeing and aggression among Mainland school students. The correlation coefficient was found to be .005 and the value is not significant at the 0.05 level. This indicates that there is no significant relationship between psychological wellbeing and aggression among mainland school students. Hence the null hypothesis which states that there is no significant relationship between psychological wellbeing and aggression among mainland school students is accepted.

According to the findings of the current empirical investigation, there is no significant relationship between aggression and psychological wellness among mainland school students.

CHAPTER V

SUMMARY AND CONCLUSION

The study aimed to examine psychological wellbeing and aggression among coastal and mainland school students. The sample size of the present study was 200 school students (100 coastal and 100 mainland). Coastal and mainland adolescent school students are selected for the study by using the random sampling technique. To measure the variables of interest, existing standardized measures are used such as psychological Wellbeing Scale by Ryff (1995) and Aggression Scale by Buss and Perry (1992). Informed consent and personal data sheet are also collected from the selected participants. After data analysis, parametric tests such as the t-test and Pearson product-moment correlation method are used for the statistical analysis of the data. The results obtained by the analysis are discussed comprehensively with respect to objectives and hypotheses.

Summary of the study

The major objectives of the study were 1) to examine psychological wellbeing among coastal school students, 2) to examine psychological wellbeing among mainland school students, 3) to examine the difference in psychological wellbeing among coastal and mainland school students, 4) to examine aggression among coastal school students, 5) to examine aggression among mainland school students, 6) to examine the difference in aggression among coastal and mainland school students, 7) to examine the relationship between psychological wellbeing and aggression among coastal school students and 8) to examine the relationship between aggression and psychological wellbeing among mainland school students. The hypotheses of the study were, hypothesis 1 being that there is no significant difference in psychological wellbeing among coastal and mainland school students. Hypothesis 2 being there

is no significant difference in aggression among coastal and mainland school students. Hypothesis 3 is that there is no significant relationship between psychological wellbeing and aggression among coastal school students. Hypothesis 4 is that there is no significant relationship between psychological wellbeing and aggression among mainland school students. The sample of the study was 200 school students (100 coastal and 100 mainland) from the Thiruvananthapuram; district of Kerala. A descriptive research design was adopted for the current study. Psychological Wellbeing Scale by Ryff (1995) and Aggression Scale by Buss and Perry (1992) were used to collect the data. Data obtained were statistically analysed using SPSS – 22 version. The statistical tools used for the data analysis were frequency distribution and percentage, mean and standard deviation, t-test and Pearson product-moment correlation method.

The findings of the present study state that there is no significant difference in psychological wellbeing and aggression among mainland school students. However, there is a correlation between psychological wellbeing and aggression among coastal school students.

Major findings and Conclusions of the Study

The major findings of the study can be concluded as

1. Among 100 coastal samples majority of the students (68%) have an average level of Psychological wellbeing.
2. 74% of students on the mainland have an average level of psychological well-being.
3. In the current study's assessment of coastal students (N-100), the overall level of psychological well-being is average (mean = 86.0300).
4. mainland school students (N-100) in the present study as a whole have an average

level (mean = 84.8600) of psychological wellbeing.

5. No significant difference was observed between psychological wellbeing among coastal and mainland school students ($p = .070 > 0.05$).

8. Among 100 coastal sample, 69% of students have an average level of aggression.

9. Among 100 mainland sample, 70% of students showed a average level of aggression.

10. Coastal school students (N-100) in the present study as a whole have an average level (mean = 86.0300) of psychological wellbeing.

11. mainland school students (N-100) in the present study as a whole have an average level (mean = 84.8600) of psychological wellbeing.

12 No significant difference was observed between aggression among coastal and mainland school students ($p = .579 > 0.05$).

13. Correlation is found in the relationship between psychological wellbeing and aggression among coastal school students ($p = -.233 < 0.05$).

14. There is no significant relationship observed between psychological wellbeing and aggression among mainland school students ($p = .005 > 0.05$).

Tenability of hypotheses

The tenability of hypotheses based on the results obtained from the study is discussed here:

Table 5.1

Tenability of Hypotheses

No.	Hypothesis	Tenability
1.	There is no significant difference in Psychological wellbeing among coastal and Mainland school students.	Accepted
2.	There is no significant difference in Aggression among coastal and Mainland school students.	Accepted
3.	There is no significant relationship between Psychological wellbeing and Aggression among coastal school students.	Rejected
4.	There is no significant relationship between psychological wellbeing and Aggression among Mainland students.	Accepted

Implications of the study

The present study bestows directions for future investigation and research. The present study has a significant contribution to the literature on psychology as it enhances the understanding of psychological wellbeing and aggression and its theoretical and empirical frameworks. Most of the studies on psychological wellbeing and aggression have been employed in the normal population. There are relatively few studies based on Psychological wellbeing and Aggression.

The findings of present study convey that the participants have a mild level of Aggression and Psychological wellbeing. To enhance psychological wellbeing and to decrease the level of aggression can arrange counselling sessions, therapy, anger management strategies,

deep breathing, relaxation strategies, yoga, and meditation as well as social and life skill training programmes for students, and also provide a awareness Session for parents and teachers.

Limitations of the study

- The study is limited in the form of a research design, sample chosen and measures undertaken. The current study has limited itself to study relationship between aggression and wellbeing.
- The study was based on a small sample of 200 participants. When compared to the entire general population the sample size was found relatively too small. A comparative study can be conducted among the adolescent girls and boys with aggression psychological wellbeing.
- The findings were based on self-reported data and may have been susceptible to response biases.

Suggestions for future research

- Future research will focus on a much bigger representative sample. and cross-national comparative research.
- Future research can incorporate other demographic variables.
- Longitudinal studies can be conducted.
- Future research will benefit from using different approaches in addition to self-report measures such as observation method, parent-teacher reports and observations, experimental designs, intervention-based designs etc

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APPENDICES

Informed Consent Form

Dear participant,

I am Deepasikha, currently pursuing Master's in Counselling Psychology at Loyola College of Social Sciences Trivandrum. As a part of my dissertation, I am conducting a study on "Psychological wellbeing and Aggression" wellbeing among school students. "Your participation in this study would be greatly appreciated and I assure that your responses will be kept confidential and used only for the purpose of the research study. Some questionnaires are given below and it takes approximately 6 to 12 minutes. I am requesting you to spare sometime to fill this form.

Sincerely,

I hereby endorse that I am willing to take part in this study:

Signature.....

Personal Data Sheet

Name/Initials:

Age:

Gender: M/ F/ Other

Class:

Name and Location of the school:

District:

Type of Residence

- Rural
- Urban
- Semi urban

Income

- Low Average High
- Which Ration card are you under?
- White blue pink yellow

Psychological Wellbeing Scale

Instructions: Circle one response below each statement to indicate how much you agree or disagree.

Statements	Strogly agree						Strongly Disagre e
1. I like most parts of my personality.	1	2	3	4	5	6	7
2. When I look at the story of my life, I am pleased with how things have turned out so far.	1	2	3	4	5	6	7
3. Some people wander aimlessly through life, but I am not one of them.	1	2	3	4	5	6	7
4. The demands of everyday life often get me down.	1	2	3	4	5	6	7
5. In many ways I feel disappointed about my achievements in life.	1	2	3	4	5	6	7
6. Maintaining close relationships has been difficult and frustrating for me.	1	2	3	4	5	6	7
7. I live life one day at a time and don't really think about the future.	1	2	3	4	5	6	7
8. In general, I feel I am in charge of the situation in which I live.	1	2	3	4	5	6	7
9. I am good at managing the responsibilities of daily life.	1	2	3	4	5	6	7
10. I sometimes feel as if I've done all there is to do in life.	1	2	3	4	5	6	7
11. For me, life has been a continuous process of learning, changing, and growth.	1	2	3	4	5	6	7
12. I think it is important to have new experiences that challenge how I think about myself and the world.	1	2	3	4	5	6	7
13. People would describe me as a giving person, willing to share my time with others.	1	2	3	4	5	6	7

14. I gave up trying to make big improvements or changes in my life a long time ago.	1	2	3	4	5	6	7
15. I tend to be influenced by people with strong opinions.	1	2	3	4	5	6	7
16. I have not experienced many warm and trusting relationships with others.	1	2	3	4	5	6	7
17. I have confidence in my own opinions, even if they are different from the way most other people think.	1	2	3	4	5	6	7
18. I judge myself by what I think is important, not by the values of what others think is important.	1	2	3	4	5	6	7

Aggression Questionnaire

For the following items please rate how characteristic each is of you. Using the following rating scale record your answer in the space to the left of each item.

1. Extremely uncharacteristic of me
 2. Somewhat uncharacteristic of me
 3. Only slightly characteristic of me
 4. Somewhat characteristic of me
 5. Extremely characteristic of me
-
1. Once in a while I can't control the urge to strike another person.
 2. I tell my friends openly when I disagree with
 3. I flare up quickly but get over it quickly.
 4. I am sometimes eaten up with jealousy.
 5. Given enough provocation, I may hit another
 6. I often find myself disagreeing with people.
 7. When frustrated, I let my irritation show.
 8. At times I feel I have gotten a raw deal out of life.
 9. If somebody hits me, I hit back.
 10. When people annoy me, I may tell them what think of them.
 11. I sometimes feel like a powder keg ready to explode.
 12. Other people always seem to get the breaks.
 13. I get into fights a little more than the average person.
 14. I can't help getting into arguments when people disagree with me.
 15. Some of my friends think I'm a hothead.
 16. I wonder why sometimes I feel so bitter about things.
 17. If I have to resort to violence to protect my rights, I will.
 18. My friends say that I'm somewhat argumentative.
 19. Sometimes I fly off the handle for no good reason.
 20. I know that "friends" talk about me behind my back.

21. There are people who pushed me so far that we came to blows.
22. I have trouble controlling my temper.
23. I am suspicious of overly friendly strangers.
24. I can think of no good reason for ever hitting a person.
25. I sometimes feel that people are laughing at me behind my back.
26. I have threatened people I know.
27. When people are especially nice, I wonder what they want.
28. I have become so mad that I have broken things.
29. I am an even-tempered person.