



2021

ISSN: 2349 - 4891

ISSN: 2349 - 4891

International Journal of Recent Research and Applied Studies

(Multidisciplinary Open Access Refereed e-Journal)

Examining Competent Based Teacher Education in context of Aggression

Preeti Goel¹ & Dr. Ishrat Naaz²

¹M.Ed. Scholar, School of Education, Galgotias University, Gautam Budh Nagar, Uttar Pradesh, India

²Assistant Professor, School of Education, Galgotias University, Gautam Budh Nagar, Uttar Pradesh, India

Received 01st March 2021, Accepted 24th March 2021

Abstract

India has become the first country in the world having maximum youth. (Office & Implementation, 2019) Most of youth now a day's suffering from various grim issues and found to be more aggressive day by day. Media has witnessed for such aggressive behaviour among youth. It not only effects individual but effect family and society adversely. A class room where a youth spends his lots of time with his peer and teachers gets influence by them and their surroundings. Research has exposed that teachers' verbal aggressive behavior stimulate students' aggressive behavior, sedative the tendency of class participation, and pass over their teachers (Geiger, 2017). Hence, the teachers should do self-analysis of their own aggressive behaviour and write down their individual experiences in order to understand their reactions and impact of it on the growth and development of the children and modify their behaviour accordingly. Teacher should be competent to deal with such behaviour in classroom. To develop this skill in teachers requires competency-based teacher education in context of transaction education in emotional rich classroom. National Council of Teacher Education also shows importance to deliver competency-based teacher education that deal with emotions also. National Education Policy 2020 shows concern about adolescents' issue such as drug abuse, harassment including violence and suggest for developing mechanism that deals with such issue effectively and timely (sec. 8.11, pp. 33). For developing such mechanism teacher should be competent enough to deal with aggression of self as well as of students. But institutions that train budding teachers have been slow to put up programs that deal with the issue of student aggression. Therefore, this paper focuses on how teachers build up their competencies to deal with own as well as student aggression in emotionally vibrant classrooms. This paper also explored the skills required for teachers in determining and controlling factors related with aggression and violence in school, risk factor of aggression on students, teachers and society and talks about few suggestions for teacher educators in quest of restructuring present practices to deal with students' violence.

Key Words: Aggression, Emotional Intelligence, Competent Based Teacher Education, Competent Teacher, Teacher Training Institute, Teacher Education Programme

© Copy Right, IJRRAS, 2021. All Rights Reserved.

Introduction

There is a drastic increase in the case of aggression among youth. Aggressive behaviours include hitting, slapping, rape, wildness, shooting in school, bunking off and other high-risk behaviours with target to badly harm self and other (Dear, 1995; Knitzer, Steinberg, & Fleisch, 1990; National School Board Association, 1994). The spread of such behaviour among youth impacted society, teacher as well as individual. Therefore, it is a big worry to students, educators and parents alike. Youth spend their lots of time in classroom with their peer and teachers.

Correspondence

Dr. Ishrat Naaz

Assistant Professor

School of Education, Galgotias University, Greater

Noida,

Gautam Buddh Nagar, Uttar Pradesh-203201

Classrooms are emotional places, where all emotions like enjoyment, excitement, anger, hurt and boredom, happiness have their unique place at different times. Hence, ability of adolescents to equilibrium their emotional responses to anger is being increasingly acknowledged as an important skill for ensuring academic success, mental health, and healthy alteration into adulthood (Eisenberg et al., 2010). The job of a teacher is not only to provide knowledge to his pupil but also understand them, managing their emotions in the accurate manner, at the right time and by a right method. Hence, it is necessary to understand that the budding Indian society can attain holistic development with the help of the skilled teachers who act as an influential agent in spreading such required competencies. It is therefore necessity of the emerging Indian society to develop competent teacher who act as a powerful agent for channelize student emotions in right way. Mudaliar Commission in its report (1952-53, pg. 127) also agreed that teacher's personal behaviour, educational qualifications, skills and status in the school as well as in

the community are the most important factors in pondering and thereconstructing of current education. Hence, researcher's main objective is to determine the risk factors of aggression on student, teacher and society. Secondly, researchers want to explore factors associated with aggression among youth. Thirdly researcher investigated various practices which should be followed in making of competent teachers in context of aggression.

Risk Factor of Aggression on Student, Teacher and Society:

There is an increase in number of incidents of aggression among youth in school as well as in society day by day. Aggression is only an emotion. Some time it is good to show aggression. Konrad Lorenz, a psychologist considered evolution is one of outcome of aggressiveness. According to him aggressiveness is beneficial and allows for the continued existence of aggressive species because the strongest beings would get rid of weaker ones and over the route of evolution, the result would be finally healthier and stronger population. But every coin has two sides. On other side it was found that aggression is associated with many risk factors like physical abuse in childhood, negative peer influence, substance abuse such as alcohol and tobacco, family violence, violence in family, psychological problems, suspicious, mood disturbance, attention deficit-hyperactivity disorder, negative childhood experience (Sharma & Marimuthu, 2014).

Therefore, it is necessity to develop skills among individual to recognize factors that cause aggressive behaviour and handle it timely by right way. There is no single theory and research for explaining cause of aggression. There are accumulated literatures which expose various factors associated with aggression.

Factors Associated with Aggression:

One of the earliest theories considered aggression as innate, unavoidable, and common to all human being emotion that leading to self as well other destruction. This is *Instinct Theory of Aggression given by Sigmund Freud in 1927*. He demonstrated this life is run by two instinctive that are life force (instinct) or Eros and death force or Thanatos. In early stage of life i.e. childhood, human behaviours are stimulated by sexual and instinctive force known as the libido, which is energy derived from the Eros, or life instinct. And the suppression of such libidinal urges is displayed as aggression. In individuals where the childhood conflict has been productively resolved, all aggression has been dissolved by adulthood in the course of development and vice versa. On the other hand, Thanatos energy or death force encourages destruction and death. In this argument between Eros and Thanatos, some of the negative energy of the Thanatos is concentrating toward others, to prevent the self-destruction of the individual but harm other. If it is directed toward own because self-

destruction like suicide. But another theory named the *Frustration-Aggression Hypothesis* proposed by John Dollard demonstrated aggression is as outcome of frustration. In this theory, frustration and aggression are related in a cause and effect relationship. Frustration is the reason of aggression and aggression is the outcome of frustration. Couple of researches explored various factors associated with aggression among individual. But herein present paper, the researcher's main focus is to explore the factors associated with aggression among youth only because according to survey (Ministry of Statistics and Programme Implementation, Government of India, 2017) conducted, India is expected to have 34.33% share of youth in total population by 2020 and this is very large proportion of population. As discussed, earlier aggression was associated with many risk factors. So, it is obligation to identify the factors that are root of aggression among youth. The accumulated literature acknowledged that aggression among youth is due to unhealthy classroom environment, ill behaviour of teacher, aggressive nature of teacher, substance abuse, severe depression, parental neglect, extreme poverty (Van Acker, 1993), perceived popularity among the peer group (Rockville, 2009), aggressive parents and academic performance (Saini S, Singh J., 2008), peer aggression, victimization and social relationships (Deb. S. & Modak SJ Inj., 2010), by showing aggressive character on media and negligence of learning to live together and learning to be factors. As per the Delor's Commission (1996), education must be in sync with all four pillars of knowledge throughout life. These are learning to do, learning to know, learning to be and learning to live together. But ignorance of these two pillars - learning to live together and learning to be in education system has become one of the bases of aggressive behaviour among youths.

As exposed above aggression among youth is caused by ill treatment of teachers (Deb et al., 2017; Gershoff, 2017; Longobardi et al., 2018). Few studies have also explored that student show aggressive behaviour if it is continuously in touch within teachers having aggressive behaviour. One of the theories of aggression named Social Theory of Aggression has demonstrated that aggressive responses can be learned by reinforcement or by imitation or by modelling (Bandura, 1965). Children imitate aggression behaviour of their model. At this stage teachers are role model for their student. Hence, students learn this by imitating aggressive behaviour of teacher. Aggressiveness among teacher is one of the major sources of aggression among children. Therefore, teacher should be trained in such a way that they identify and handle their own as well as student aggressiveness in class room. Most of teacher education institute (TEIs) have failed to offer such training that dealt with aggression (Myles, 1993).

Implications/ Suggestive Measures for Preservice and In-service Teacher Education:

Here researcher's other main objective was to explore various effective practice, skill and training that help to prepare teachers to deal with own as well as student aggression. By exploring many literature researcher's found various ways followed by many beneficiary to deal with such above mentioned situations.

1. Restructuring of teacher education programs and having elements to train teacher to handle and identify aggression: Teacher who are dedicated to students, aware of the causes of aggression in schools, and having skill to check and reduce these problem behaviours can have an influential effect on the life of their students. Orpinas and Horne (2004) justified that teachers who were trained by GREAT (Guiding Responsibility and Expectations for Adolescents for Today and Tomorrow) Teacher Program may help fill this need. Because this programme helped to improve teachers' knowledge, self-efficacy, skills, and to create a classroom and school environment that prevents aggression. Along with this, it also help to amplify alertness of the problem of aggression in institute and classify as risk and protective factors at all level i.e. student, school, family, and community. Need was also felt to add coursework in teacher education program on the classroom and behaviour management, conflict resolution, awareness on adult student responsibility and legal rights (Furlong et al., 1994; Guetzloe, 1992).

2. Training to maintain psychological climate of the classroom: As earlier deliberated, aggression is also caused by school/institute climate. Therefore, it is essential to create congenial psychological climate in which student as well as teacher work positively and prevent induction of aggression. Teachers who are trained for conducting daily instruction infusing collaboration and team problem-solving can influence student attitudes and behaviour (Shores, Gunter, & Jack, 1993).

3. Preparation of other professionals who serve as resources: Main aim of teacher training institute is not only to prepare teacher to provide students having academic knowledge but also to prepare such professional like counsellors, school psychologists who recognized the development stage of student in regard to a tough situation and establish a short and long-term intrusion plan to address violent and aggressive behaviours. To achieve this objective teacher training programme, need to propose more integrated, multidisciplinary, trans disciplinary programs of prevention/intervention that forced eagerness to collaborate and promote secure school environment (Larson, 1994; Wehby, 1994).

4. Training on professional collaboration: Teacher education programs should call attention to the importance of collaboration with professional and teach the method of collaboration. Cantrell and Cantrell (1995)

suggested that teachers who are trained in collaboration (interpersonal skill, team problem-solving, and communication skills) having capability to maintain efficient collaborative relations with professionals (speech-language therapists, special educators, guidance, counsellors, health service providers) within the community.

5. Teacher education programs should include Yoga education as an effective program for promotion of mental health and an anger management tool: In India, yoga has been an integral part of the curriculum under the subject head 'Health and Physical Education'. Yoga is a compulsory subject up to the secondary school stage as well as in teacher education programme. Yogic Science is a group of physical, mental and spiritual practices or disciplines that promote physical, psychological, social and spiritual health and wellbeing, ultimately leading to discovery of human existence or the creation itself. The National Curriculum Framework (NCF) 2005 considered yoga as integral part of education. Amplified awareness and attractiveness of yoga in schools and colleges supply strong base to admit efficiency of education of yoga to tackle anger.

During anger arousal, a complex series of physiological events occur both in the body and in the brain. The limbic part which is amygdala. It is the storehouse for emotional memories that overrides the cortex and responds absurdly and destructively when experiencing anger. Hyperactive response in the amygdala results in lessening activity in the prefrontal cortex of the brain that help to re-engage and act in control anger (Society for Neuroscience, 2007). This hyperactive response in the amygdala can be controlled by yogic practice and meditation. Yoga program was efficient in increasing the parasympathetic activities and dropping in the sympathetic arousal and (NS et al., 2018). Therefore, it is recommended that yoga education should be multidisciplinary in teacher education. Program provides training to all teachers rather than physical education teachers only. Yoga is one such holistic or integrated approach which promotes positive health (Nagarathna R and Nagendra HR, 2008).

Conclusion:

Youth is future of society. But today's youth is suffering from one of mental illness that is aggression. Aggression has many risk factors like suicide, drug abuse, physical abuse. The present study tried to explore various factors associated with aggression of youth and found teacher aggressive behaviour and poor school environment and untrained teacher as basis of aggression among youth. Teacher is person who develops and brushed his student. And a good teacher needs skill to manage emotions of their own as well as of students. For this task he should be trained enough so that he will able to identify factors of aggression and handle it. To do so various practices were suggested. These are restructuring of curriculum of teacher education programme. So, it is important for the

teachers to learn this skill in teacher training programme. However, there appears to be a consensus considering anger as a multi-dimensional construct with its manifestations at physiological (sympathetic arousal, hyperactivity at amygdala), psychological (distorted perceptions, wrong interpretations) and behavioural (fighting, yelling, shouting) level. Holistic or integrative approaches such as a combination of spiritual and behaviour science perspective may provide better clarity on anger, its dynamics and management. Yoga is one such holistic or integrated approach which promotes positive health of students as well teachers to make the classroom environment effective and be part of teacher training to override aggression.

References:

1. Chatha R, Nagarathna R, Padmalatha V, Nagendra HR. Effect of yoga on cognitive functions in climacteric syndrome: a randomised control study. *BJOG*. 2008;115(8):991-1000. doi:10.1111/j.1471-0528.2008.01749.x
2. Cantrell, M. L., & Cantrell, R. P. (1995). Programs that work in reducing aggression and violence: Emerging best practices in homes, schools, and communities. In L. M. Bullock & R. A. Gable (Eds.), *Perspectives on school aggression and violence* (pp. 18-21). Reston, VA: The Council for Children with Behavioral Disorders
3. Dear, J. (1995). Creating caring relationships to foster academic excellence: Recommendations for reducing violence in California schools. Sacramento, CA: Commission on Teacher Credentialing.
4. Deb S., Kumar A., Holden G.W., Rowe L.S. School corporal punishment, family tension, and students' internalizing problems: evidence from India. *Sch. Psychol. Int.* 2017;38(1):60-77.
5. Eisenberg, N., Spinrad, T. L., & Eggum, N. D. (2010). Emotion-related self-regulation and its relation to children's maladjustment. *Annual Review of Clinical Psychology*, 6(March), 495-525. <https://doi.org/10.1146/annurev.clinpsy.121208.131208>
6. Furlong, M. J., Morrison, G. M., & Dear, J. D. (1994). Addressing school violence as part of school's educational mission. *Preventing School Failure*, 38, 10- 17.
7. Gable, R. A., Manning, M. L., & Bullock, L. M. (1997). An Education Imperiled: The Challenge to Prepare Teachers to Combat School Aggression and Violence. *Action in Teacher Education*, 19(1), 39-46. <https://doi.org/10.1080/01626620.1997.10462852>
8. Geiger B. Sixth graders in Israel recount their experience of verbal abuse by teachers in the classroom. *Child Abuse Negl.* 2017;63:95-105
9. Gershoff E.T. School corporal punishment in global perspective: prevalence, outcomes, and efforts at intervention. *Psychol. Health Med.* 2017;22(S1):224-239.
10. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3959019/figure/F1/?report=object-only>
11. http://mospi.nic.in/sites/default/files/publication_reports/Youth_in_India-2017.pdf
12. Knitzer, J., Steinberg, Z., & Fleisch, B. (1990). *At the schoolhouse door: An examination of programs and policies for children with behavior and emotional problems*. New York: Bank Street College of Education.
13. Longobardi C., Settanni M., Prino L.E., Gastaldi F.G.M. Emotionally abusive behavior in Italian middle school teachers as identified by students. *J. Interpers Violence*. 2018;33(8):1327-1347.
14. Ministry of Human Resource Development. (2020). National Education Policy 2020 Government of India. *Government of India*. https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English.pdf
15. Myles, B. S. (1993). A survey of teachers needs and concerns in responding to problem students. Unpublished manuscript. Department of Special Education, University of Kansas, Lawrence.
16. Office, C. S., & Implementation, P. (2019). Youth in India. *Youth in India*. <https://doi.org/10.4324/9780367142049>
17. Orpinas, P., & Horne, A. M. (2004). A teacher-focused approach to prevent and reduce students' aggressive behavior - The GREAT Teacher Program. *American Journal of Preventive Medicine*, 26(1 SUPPL.), 29-38. <https://doi.org/10.1016/j.amepre.2003.09.016>
18. Prevalence of violence against children in families in Tripura and its relationship with socio-economic factors. Deb S, Modak SJ *Inj Violence Res.* 2010 Jan; 2(1):5-18.
19. Rockville, MD: US Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Office of Applied Studies; 2009.
20. Sharma, M., & Marimuthu, P. (2014). Prevalence and psychosocial factors of aggression among youth. *Indian Journal of Psychological Medicine*, 36(1), 48-53. <https://doi.org/10.4103/0253-7176.127249>
21. Saini S, Singh J. Gender differences in relational aggression and psychosocial problems in romantic relationships among youths. *J Indian Acad Appl Psychol.* 2008;34:279-86
22. Shores, R. E., Gunter, P. L., & Jack, S. L. (1993). Classroom management strategies: Are they setting events for coercion? *Behavioural Disorders*, 18,92- 102.
23. S. Deshpande & A. Mani. (2018). Effect of integrated yoga module for anger management on heart rate variability in high school children—a pilot study. *Journal of Cardiology & Current Research*, 11(6), 257-263. <https://doi.org/10.15406/jccr.2018.11.00413>
24. Wehby, J. (1994). Issues in the assessment of aggressive behavior. *Preventing School Failure*, 38,24-28.