

A COMPARATIVE STUDY OF THE
SIGNIFICANCE OF OVERT
AGGRESSION ON UNDERACHIEVEMENT
WITH MENTALLY RETARDED AND
JUVENILE DELINQUENT ORIENTED
NORM VIOLATING YOUTH

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ORIENTED NORM VIOLATING YOUTH

An Abstract
Presented to
the Faculty of the Graduate School
Austin Peay State University

In Partial Fulfillment
of the Requirements for the Degree
Education Specialist

by
Betty A. Bodwine

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ABSTRACT

This study was designed to investigate the relationship of the effects of overt aggressiveness on the academic underachievement of two institutionalized populations of educable mentally and normal delinquent youth.

The subjects used in this experiment were drawn from a population universe of 100 institutionalized youth between the chronological ages of 17 and 25 by random sampling methods. The subjects were divided into four groups: aggressive retardates, docile retardates, aggressive delinquents, and docile delinquents. Groups were tested by the administration of Bodwine's behavioral list for overt aggressiveness and extreme docility in both. The retardates used in the study tend to have slightly higher chronological ages.

The two groups within both the normal delinquent and the mentally retarded populations were classified as docile or aggressive according to rating scales distributed to cottage counselors, teachers, and work-detail supervisors. These subjects were administered the Wechsler Intelligence Scale for Adults. All subjects were also administered the Wide Range Achievement Test. The learning quotient was used to determine academic underachievement scores of subjects. The docile and aggressive groups within the two populations were tested for significant differences wherein ratings on the scales designed to quantify degrees of aggressiveness were concerned. Coefficients of correlation between

degrees of aggressiveness as indicated by the rating scales and academic underachievement among all groups were established.

Based on the findings, the researcher accepts the null hypothesis number one; that there was no relationship between underachievement and overt aggressiveness among the institutionalized delinquent population.

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A Field Study
Presented to
the Faculty of the Graduate School
Austin Peay State University

In Partial Fulfillment
of the Requirements for the Degree
Education Specialist

by
Betty A. Bodwine

May 1980

To the Graduate Council:

I am submitting herewith a Field Study written by Betty A. Bodwine entitled "A Comparative Study of the Significance of Overt Aggression on Underachievement with Mentally Retarded and Juvenile Delinquent Oriented Norm Violating Youth." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Education Specialist, with a major in Administration and Supervision.

William S. Williams
Major Professor

We have read this field study
and recommend its acceptance:

Robert Wayne
Minor Professor
or
Second Committee Member

George Rawlins
Third Committee Member

Accepted for the
Graduate Council:

William H. Ellis
Dean of the Graduate School

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INTRODUCTION

Since the blurred lines between the retarded population and the delinquent population were re-established by Doll, Tredgold, and their successors, after being obscured by British writers, it has been evident these are two distinct and separate populations. This is a fact of existence despite the truism one still usually gets categorized into these groups by a diagnosis or a designation. Perhaps the most fundamental differences between these groups arises out of the ex post facto conditions of their human relations and human interactions subsequent to their becoming so categorized as belonging to one group or another.¹

If the foregoing statement is true, one might expect to find differences in the reactions, adjustments, and adaptations of members of these groups to conditions in their psychological environment. Consequently, the products of these psychological processes might be expected to yield different results.

The literature on institutionalized population, be they retarded or delinquent incarcerated, is replete with references to the tendency of their members to vegetate or waste away with marasmus. Much ado has been made over the loss of human potential in a population victimized by this dread disease.

¹Alfred F. Tredgold, A Textbook on Mental Deficiency (Baltimore: Wood Company, 1937), 6th ed., p. 9

This wasting away is more often reflected in underachievement.

Much of this underachievement is felt to be the direct result of a marked lack of motivation rather than a mere lack of environmental stimulation.

The role of overt manifestations of aggressiveness as differentiated from passive aggressiveness, described by Zigler and Williams,² in the underachievement of both institutionalized populations posed an interesting paradox. On one hand, it has acted as the necessary enthusiasm vital to move institutionalized subjects from their environment. On the other hand, the literature is replete with allusions to how the turning out of teachers by aggressively hostile youth impedes the educational process.

The study explores the effects of the manifestation of overt aggressiveness on the underachievement of these two populations. It was aimed at effecting a clarification of these apparent contradictions.

Purpose of the Study

This study was designed to investigate the relationship of the effects of overt aggressiveness on the academic underachievement of two institutionalized populations of educable mentally and normal delinquent youth.

²Edward T. Zigler and J. Williams, "Institutionalization and Effectiveness on Social Reinforcement," Journal of Abnormal Social Psychology, Volume LXVI, (1963), p. 205.

Statement of the Problem

The problem explored in this treatise was designed to test the relationship between two variables, academic achievement and overt aggressiveness as distinguished from passive aggressiveness, among an institutionalized population diagnosed as educable mentally retarded subjects by individual psychological evaluation, and to compare this to the relationship between overt aggressiveness and underachievement among an institutionalized juvenile delinquent population. The following questions were designed to guide this research:

1. Is it possible to test the relationship between aggression and underachievement?
2. Is there a correlation between underachievement and overt aggressiveness in the institutionalized population of the mentally retarded and delinquent youth?
3. Does overt aggressiveness exert an inhibitory or an enhancetory effect on underachievement?
4. Does aggressiveness in population contribute to a factor in underachievement?

Hypothesis

The hypothesis as studied indicated that there was no effect toward underachievement relations between overt aggressiveness and underachievement among institutionalized delinquent population. It also stated there was no effect toward underachievement relations between overt aggressiveness and underachievement among the institutionalized mentally retarded population.

Methodology

The vegetative-automatic and social-emotional aspect of Bodwine's Behavior Rating Scale was used on 100 institutionalized youth currently diagnosed as being educable mentally retarded subjects. The ten most aggressive, as indicated by Bodwine's test, were chosen from this same universe. The same procedures were repeated with the delinquent group. The Wechsler Individual Adult Intelligence Scale and the Wide Range Achievement Test were administered to each subject. These achievement grade scores in reading, spelling, and arithmetic were converted to underachievement indexes using the learning quotient method.

Limitations

The following restrictions were significant in the present study:

1. The subjects were restricted to Tennessee Training Center and Spencer Youth Center.
2. Data collected in this study were subject to the degree of cooperation exhibited by the participant.
3. Only guidance counselors of both institutions were involved in collecting data.
4. The relatively small sample used to administer the survey might bias the results.
5. The study is not intended to be compared with other institutions.
6. Observations were limited to 30 minutes per institution.
7. Bodwine's scale is not standardized or tested for validity.

Definition of Terms

Aggression is defined as the fighting instinct in beast and man which is directed against members of the same species. The thesis for

man and beast alike is: Agressive instincts dominate behavior unless curbed.³

"Passive aggression" has to do with an individual who is frequently rewarded for submitting to aggression, and perhaps, even invites aggression. Not only does such an individual seem to derive some satisfaction from being continually insulted or beaten up, but he actually acquires a legitimate place in the hierarchial structure of the peer group. He is the butt or the scapegoat upon whom others practice their aggression in a situation that appears to be mutually rewarding in that the aggression proves his vigor, and the victim gains the attention of someone who otherwise might be too far above him to pay him any heed.

"Mental retardation" refers to significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period.⁴

"Juvenile delinquency" usually refers to the violation of a law by a juvenile. It includes those acts which would be crimes if adults committed them, such as auto theft, burglary, and also those acts which are illegal only for boys and girls, such as staying out after a curfew or drinking alcoholic beverages. The term juvenile delinquent has come to include anything that youngsters do that goes against the standard of society.

The terminology for the word "vegetate" is when an individual leads a passive, effortless existence.

³J. P. Scott, "That Old-Time Aggression," Man and Aggression, ed. by M. F. Ashley Montagi (New York: Oxford University Press, 1968), p. 51.

⁴Daniel P. Hallahan and James M. Kauffman, "Mental Retardation," Exceptional Children, (New Jersey: Prentice-Hall, Inc., 1978), p. 64.

"Achievement" is defined as on or above grade level accounting for the individual's mental age. Achievement is indicated by a learning quotient of 90 or above.

"Underachievement" means a subject is functioning two (2) years below grade level accounting for the individual's mental age. Underachievement is indicated by a learning quotient of 89 or below.

REVIEW OF THE LITERATURE

The literature is replete with studies on the achievement of children and youth. The bulk of these studies have dealt with need for achievement and test anxiety; for example, McClelland, Atkinson and Litwin, Sarason, Mandler and Craighill.⁵ The most lasting contributions of these works may well lie in the instruments designed to measure motive strength arising out of the inferences drawn from the works of some of the aforementioned writers.

Dollard and others wrote one other work which was devoted exclusively to the measurement or classification of motives. They tried to objectify the psychotherapeutic processes by categorizing events into eighteen categories under our general classifications, motive categories, pathological indicators of unconscious motives, understanding and management motives, tension reduction motives, and lastly, categories of minimal theoretical basis such as laughter, negation, sighing, weeping and affirmation.⁶

Other studies have investigated the motives behind aggressive behavior. One theory which has received wide attention is the frustration-aggression hypothesis. Dollard, Doob, Miller, Mowrer

⁵William McClelland, et al "Hostile Behavior," Journal of Psychology, Vol. IX, (January 1953), pp. 452-456.

⁶J. Dollard, L. W. Doob, N. E. Miller, O. H. Mowrer, and Sears, "Frustration and Aggression" (New Haven: Yale University Press, 1939), p. 989.

and Sears mentioned in their history that all aggressive behavior is the consequence of frustration.⁷

Rosenzweig further classified aggressive responses as intro-punitive.⁸ Fritz Redi believed aggression and its concomitant and resultant hostility are learned responses which act as defense mechanisms against feelings of guilt, fear, insecurity, and anxiety.⁹ Culbertson and her associates divided the studies on aggression into three categories: hostility or aggression as a response to frustration, as a defense against anxiety-provoking feelings, and as a drive against which defenses must be developed.¹⁰ The relationship between overt and covert aggression was studied by Glueck.¹¹

According to Patterson, aggressive behavior is one facet of the socialization process which is an object of concern both to parents and to the professionals who work with children. It is one of the most frequent behavior problems for which children are referred to out-patient clinics.¹²

⁷Ibid.

⁸S. Rosenzweig, "Types of Reaction to Frustration," Journal of Abnormal Psychology, Vol. 29 (1935), pp. 298-300.

⁹Fritz Redi and D. Dineman, Children Who Hate, (Glencoe, Ill., Free Press, 1959), p. 9.

¹⁰Ellen Culbertson, et al, "Patterns of Hostility Among the Retarded," AAMD Journal, Vol. 66, (1961).

¹¹M. R. Glueck, "The Relation Between In the Tat and Behavioral Hostility," Journal of Projective Techniques, Vol. 19, (1955), pp. 23-26.

¹²G. R. Patterson, "A Tentative Approach to the Classification of Children's Behavior Problems." (Unpublished Ph.D. dissertation, University of Minnesota, 1956).

Studies such as that of Morris have shown aggressive behavior in the child is significantly associated with psychotic and antisocial behavior patterns in later life.¹³ Bandura and Walters stated that until recently there was little progress in providing sound empirical basis for the various explanations for aggressive behavior.¹⁴

In one of the earlier formulations by Dollard and others, frustration was assumed to be a necessary and sufficient condition for the occurrences of aggressive behavior.¹⁵ This position was later reformulated by Miller to state that response classes other than aggression could be associated with frustration. When an aggressive behavior was observed, the paradigm would assert that frustration was always the antecedent. Miller mentioned the initial formulation of the frustration aggression hypothesis did not deal with the process by which learned aggressive responses come under the control of the stimuli associated with frustration; in effect, it was assumed an aggressive response to frustration of an ongoing sequence was an innate relationship.¹⁶

A review of the research studies relevant to the frustration-aggression hypothesis led Bandura and Walters to two general conclusions: (1) For most children, frustration was not an effective stimulus for eliciting aggressive behavior. It is also supported in

¹³H. H. Morris, "Aggressive Behavior Disorders in Children," American Journal of Psychiatry, 1956, p. 112.

¹⁴A. Bandura and H. R. Walters, Aggression, (Chicago: University of Chicago Press, 1963), pp. 364-415.

¹⁵Dollard, Frustration and Aggression, p. 164.

¹⁶E. N. Miller, "The Frustration Aggression Hypothesis," Psychological Review, 1941, p. 336.

the observational study by Fawl of children's behavior in natural settings. Fawl's data showed that frustration and emotional situations occurred frequently in the daily life of the normal child. However, his data also showed that these events were not correlated with the occurrence of aggressive behaviors.¹⁷ (2) Aggressive behavior is very likely the result of direct training.¹⁸

Davitz's study showed that following direct training for aggressive behaviors, children displayed these behaviors when frustrated. He said it was possible to train children to be more constructive when frustrated and the training contingencies are the critical variables.¹⁹ Chittenden and others, in their earlier studies of ascendant behavior, said the problem was to conceptualize the more general set of variables that occurs in the natural milieu and that actually constitutes such training for the acquisition of assertive and aggressive responses.²⁰

Konrad Lorenz pointed out fighting behavior in the animal kingdom had evolved in many different ways and usually served some useful function, such as the dispersal of animals throughout their

¹⁷L. C. Fawl, "Disturbances Experienced by Children in Their Natural Habitats" (Unpublished Ph.D. dissertation, University of Kansas, 1959).

¹⁸Ibid, pp. 364-415

¹⁹R. J. Davitz, "The Effects of Previous Training on Post-Frustration Behavior," Journal of Abnormal and Social Psychology, (1952), 47, 309-315.

²⁰Gertrude E. Chittenden, et al. (Monograph of the Society for Research in Child Development, 1942), p. 7.

living space and the division of land into breeding territories so that adequate food is available for the young. He describes human aggressive impulses as probably having had some such constructive function in primitive man. Aggression is therefore not necessarily an evil, but is evil because it has been distorted from its original function. Lorenz explains aggressive behavior on the basis of instinct, an idea which was popular about the turn of the century, and his solution for the problem, sublimation, was presented with equal eloquence and greater practicability by William James in his essay on "The Moral Equivalent of War," in 1910.²¹

Aggression is defined as "the fighting instinct in beast and man which is directed against members of the same species." The thesis for man and beast alike is: Aggressive instincts dominate behavior unless curbed.²²

Herbert Spencer, Freud and Lorenz shared the same idea that featured aggression instinct as a major factor in man's evolution. Freud's view on the subject was that conflict and war are inevitable, violent expressions of irresponsible human aggressive instincts.²³ Both Lorenz and Freud considered the social bond and related influences inadequate to inhibit man's dominantly aggressive, biological nature in the modern world.

²¹T. C. Schneirla, "Instinct and Aggression," Man and Aggression, ed. by M. F. Ashley Montagu (New York: Oxford University Press, 1968), p. 51

²²J. P. Scott, "That Old-Time Aggression," Man and Aggression, ed. by M. F. Ashley Montagu (New York: Oxford University Press, 1968), p. 51

²³Ibid

According to Dr. Gertrude Driscoll, who wrote an article on the "Significance of Aggressive Behavior in Children," there are many reasons for aggressive behavior. They are as follows: patterns of behavior encouraged at home, admiration which parents have for dynamic, out-going behavior, and the child who does not receive sufficient attention unless he demands it. However, Dr. Driscoll mentioned that all children who are too aggressive need to feel the teacher recognizes their good qualities and approves of them even though their behavior must be curbed.²⁴

In the 1930's and 1940's a popular theory concerning aggressive behavior was that frustration always produces aggression in some form.²⁵ In recent studies aggression has been viewed as being produced or resulting from the following: psychological, learned behavior, attention seeking, inconsistency in punishment, cultural, social class, sex, and parental factors.

Morse in his analysis pointed out that "aggression is a system of underlying psychological motivations which attribute some aggressive behavior to unconscious motives." Morse emphasized, "such behavior stems from a variety of motivations with quite different meaning for the personalities involved."²⁶ Freud suggested, "there is a close relationship between physiological changes and body processes on the

²⁴Gertrude Driscoll, Ph.D., How to Study Slow Learners, (Chicago: University of Chicago Press, 1962), pp. 51-65.

²⁵Daniel P. Hallahan and James M. Kauffman, "Emotional Disturbance," Exceptional Children, (New Jersey: Prentice-Hall, Inc., 1978), p. 198.

²⁶W. C. Morse, "The Education of Socially Maladjusted and Emotionally Disturbed Children," Education of Exceptional Children, third ed., (Englewood Cliffs, New Jersey: Prentice-Hall 1975), p. 565

one hand and psychological changes and self-image on the other. During adolescence, behavior changes such as aggressiveness and awareness are linked with the physiological changes."²⁷

Social learning theorists and behavioral psychologists have the strongest support on the analysis of aggression.²⁸ Hallahan and Kauffman stated, "Bandura, Patterson, Reid, Jones, and Conger studies take into account the previous experience of the child and motivational factors based on the anticipated consequences of aggression." Hallahan and Kauffman proposed that Bandura and others "viewed aggression as learned behavior, and they work from the premise that it is possible to identify experimentally the conditions under which aggressive behavior will be learned."²⁹ Bandura mentioned that children's observance of people portrayed on television and in movies, siblings, playmates, and parents has the greatest effect on aggressive behavior.³⁰ Children imitate individuals who model aggression especially those persons who are observed by them as receiving rewarding consequences and escaping punishment for their aggression, as well as those individuals who are high in social status.³¹ Similarly, Gardner says children are more likely

²⁷Rolf E. Muuss, "The Psychoanalytic Theory of Adolescent," Theories of Adolescence, (New York: Random House, 1962), p. 20.

²⁸Op. cit., p. 197.

²⁹Ibid, p. 198.

³⁰A. Bandura, "Aggression," A Social Learning Analysis, (New Jersey: Prentice-Hall, 1973), p. 216.

³¹Hallahan and Kauffman, op. cit., p. 199.

to engage in aggressive behavior if parents or teachers display aggressive behavior.³²

In a study related to aggression as a learned theory, Bronfenbrenner in his book Two Worlds of Childhood: U. S. and U. S. S. R. maintained that Erin in his field study pointed out that children who watch television programs involving a high degree of violence were rated more aggressive by their peers. He mentioned that Green, Hartman, and Berkowitz conducted experiments to determine if an aggressive stimulus such as comic books or television evokes an aggressive response. The implications of these research findings indicated that these mass media are playing a significant role in generating and maintaining a high level of violence in children and youth.³³ According to Rogers, it has been suggested by some social commentators that Americans hold a deep belief in the moral necessity of violence, and that they relate the possession of guns to maintaining the moral structure of society.³⁴

A review of concepts relative to the development of aggression indicated that researchers believe our world reinforces and rewards aggressive behavior.³⁵ Gardner theorized that aggressive behavior may

³² William I. Gardner, Children With Learning and Behavioral Problems, second ed., (Boston: Allyn and Bacon, Inc., 1978), p. 122.

³³ Urie Bronfenbrenner, Two Worlds of Childhood: U. S. and U. S. S. R. (New York: Russell Sage Foundation Publishers, 1970), p. 163.

³⁴ Dorothy Rogers, The Psychology of Adolescence, (Englewood Cliffs, New Jersey: Prentice-Hall, 1977), p. 122.

³⁵ Robert L. Hamblin, David Buckholdt, Donald Bushell, Ellis and Ferritor, "Changing the Game from Get the Teacher to Learn," Trans-action, (New Brunswick, New Jersey: Trans-action, Inc., January, 1969), p. 175.

be strengthened by the social attention it creates. He noted, "both positive and negative reinforcement underlie the development of high-rate aggressive behavior with negative reinforcement being the major processes involved."³⁶

Hallahan and Kauffman concluded aggression is encouraged by external and vicarious rewards. External rewards were listed as: suffering of the victim, obtaining desired items, power, and social status. Vicarious rewards were identified as: self-congratulation or enhancement of self-image, seeing others obtain desirable consequences for their aggression, and self-reinforcement. Hallahan and Kauffman stressed that if "Children can justify aggression in their own minds by comparison to the behavior of others or by dehumanizing their victims they are most likely to be aggressive."³⁷

Hamblin, Buckholdt, Bushell, Ellis, and Ferritor in their analysis stated that some cultures and families are brazen and open about aggression. They systematically and consciously teach their young that it is desirable and even virtuous to attack certain other individuals or groups. The booty, status, or bargaining advantages that the aggressor receives become reinforcement to continue to increase his aggression.³⁸

An additional factor involved in the development of aggressive behavior is punishment. It was reported by Hallahan and Kauffman

³⁶William I. Gardner, op. cit., p. 135.

³⁷Hallahan and Kauffman, op. cit., p. 199.

³⁸Hamblin and others, op. cit., p. 176.

"punishment increases aggression under some circumstances when it is inconsistent or long-delayed, where there is no positive alternative to the punished behavior, when it provides an example of aggression, or when counter-attack against the punisher seems likely to be successful."³⁹

Gardner similarly suggested that the excessive use of punishment procedures only result in aggressive outbursts and in excessively inhibited and overly emotional children. Whereas, on the other hand, mild punishment produces aggressive behavioral reactions, disruptive emotionality, and temper tantrums.⁴⁰

Harmowitz and Harmowitz studied aggression in children and found that the way for parents to produce a non-aggressive child is to make clear that aggression is frowned upon and to stop aggression when it occurs by avoiding punishing the child for his aggression. They justified that the most peaceful home is one in which the mother believes aggression is not desirable and "under no circumstances is ever to be expressed toward the mother, but who relies mainly on non-punitive forms of control."⁴¹

Other theoretical formulation concerning aggression evolved from the conclusion that social class, sex, and parental factors

³⁹Hallahan and Kauffman, op. cit., p. 176.

⁴⁰Gardner, op. cit., p. 314.

⁴¹Morris L. Harmowitz and Natalie Reader Harmowitz, "Aggression," Human Development, (New York: Thomas Y. Crowell Company, 1973), p. 59.

influence youth tendencies to misbehave. Rogers reported that a study of playground behaviors in Germany, Italy, and Denmark disclosed that German adults were more often aggressive toward children than Italians were toward their children or toward each other.⁴²

In their findings Bellak and Antell confirmed the common belief that children transfer abusive treatment they receive from parents to their peers. Later, as adults, these individuals discharge their aggression in disguised form, perhaps in motor vehicle accidents, suicides, or self-inflicted injuries.⁴³ Hamblin and others discovered inadvertently many adults encourage and reinforce aggressive and sometimes autistic behavior in children.⁴⁴

Some researchers believe aggression is a type of exchange behavior.⁴⁵ Sears, Marcoby, and Levin proclaimed boys become aggressive because they get something for it; they continue to be aggressive because the rewards are continuing.⁴⁶ Wattenberg pointed out that boys should be more aggressive than girls.⁴⁷ Sexton stated

⁴² Rogers, op. cit., p. 122.

⁴³ Ibid, p. 177.

⁴⁴ Robert L. Hamblin, David Buckholdt, Donald Bushell, Desmond Ellis, and Daniel Ferritor, "Changing the Game from Get the Teacher to Learn," Trans-action, (New Jersey: Trans-action, Inc., January, 1969), p. 179.

⁴⁵ Robert R. Sears, Eleanor E. Marcoby, and Harry Levin, Patterns of Child Rearing, (New York: Harper and Row Publishers Inc., 1969), pp. 325-33.

⁴⁶ Ibid, p. 331.

⁴⁷ William W. Wattenberg, The Adolescent Years, (New York: Harcourt Brace Jovanovich, Inc., 1973), p. 456.

"boys regard a willingness to fight as essential to masculinity."⁴⁸

Bronfenbrenner mentioned Milgram in his study entitled "Erchmen Experiment" and noted that the impact of peer pressure had a definite effect on inducing aggressive behavior.⁴⁹

According to Rogers, both sexes of lower status youth express anger more freely than middle class youth because middle class youth are encouraged to restrain hostility.⁵⁰

The reader has observed in this chapter that there are many thoughts, ideas, and feelings dealing with motives for aggression.

⁴⁸Rogers, op. cit., p. 123.

⁴⁹Bronfenbrenner, op. cit., p. 164.

⁵⁰Rogers, op. cit., p. 123.

METHODOLOGY OF THE STUDY

This chapter will discuss the methods and analyze the instrumentation used to determine the relationship of overt aggressiveness on the academic underachievement of two institutionalized populations of educable mentally retarded and normal delinquent youth. The schools involved in this study were:

1. Tennessee Training Center
2. Spencer Youth Center

The data in this chapter were gathered from letters, books, achievement test, Bodwine's Rating Scale, observations, teachers, counselors, and social workers.

A letter and proposal were sent to various institutions for delinquent youth and mentally retarded youth asking permission to conduct the designated study at their facility. From the correspondence received the letter and proposal were submitted to the board of directors for approval of the study; also, to determine if the study could be of future use to the institution. The Spencer Youth Center and the Tennessee Training Center accepted the proposal and gave their consent for the study to be conducted at their facility. The only stipulation was that the study had to stay within the guidelines of the Federal Law. The guidelines included the following: Due to the Family Educational Rights and Privacy Act better known as the Buckley Amendment no information could be released without

the individual's consent or parental consent if the individual was a minor. The institutions that participated in the study obtained parental consent for the individuals who were involved.

The vegetative and social-emotional aspect of Bodwine's Behavior Rating Scale was hand carried and distributed to the counselors, teachers, and social workers of Spencer Youth Center and Tennessee Training Center. The subjects used in this experiment were drawn from a population universe of 100 institutionalized youth between the chronological ages of 17 and 25 by random sampling methods. The subjects were divided into four groups: aggressive retardates, docile retardates, aggressive delinquents, and docile delinquents. Groups were tested by the administration of Bodwine's behavioral list for overt aggressiveness and extreme docility in both. The ten most aggressive as indicated by Bodwine's test, were chosen and the ten least aggressive or most docile were chosen from this same universe. The same procedures were repeated with the delinquent group. The Wechsler Adult Intelligence Scale was administered by Ken Wyatt, a Counselor at Spencer Youth Center, and Fred Dinwiddie, Counselor at the Tennessee Training Center. The test was given in April 1979. The Wide Range Achievement Test was administered to each subject by the author. These achievement grade scores in reading, spelling, and arithmetic were converted to underachievement indexes by the learning quotient developed by Michael Buss.

The Wechsler Adult Intelligence Scale

According to Fradsen, the Wechsler Adult Intelligence Scale is an "aggregate" of intellectual abilities.⁵¹ Wechsler has constructed a test for adolescents and adults. The Wechsler Adult Intelligence Scale (WAIS) is for ages 16 through adulthood. This is a bifactor test, comprised of ten or eleven interrelated subjects, classified into verbal and nonverbal or performance scale. Differing only in level of difficulty, the several subjects in the test measure the same intellectual abilities. A few items, three from the verbal and three from the performance scale, suggest the nature of the abilities they measure.

Information

This scale has 29 items, such as "Who wrote Hamlet?" (WAIS). Sampling the individual's range of common scientific, social studies, and literary information, the subtest measures verbal comprehension and all round abilities to profit from school experience.

Arithmetic

Efficiency in arithmetic reasoning is measured in WAIS by 14 items, from which this one is typical: "A man with \$18 spends \$7.50. How much does he have left?" In addition to measuring reasoning with numerical symbols, the subtest measures the attention and concentration required to take in the numbers and hold them in mind while the problem is solved.

⁵¹ Arden N. Fradsen, Educational Psychology, (New York: McGraw-Hill, 1964). pp. 186-189.

Similarities

Another measure of verbal comprehension is the 13 items in WAIS which measure the ability to put ideas into classes and to formulate generalized answers.

Picture Arrangement

In seven or eight sets, the individual is shown three to six irregularly arranged cartoon-like pictures and directed to originate and formulate a "sensible story" as a guide to arranging the pictures in a meaningful sequence. The subtest seems to require both perceptual organization and verbal reasoning. Guilford would say that it is a semantic, convergent thinking system task.⁵²

Block Design

Also measuring "perceptual organization" plus convergent thinking with abstract symbols, this subtest requires the individual to analyze pictured designs and to copy them with four or nine identically shaped blocks with differently colored faces.

Object Assembly

In still another subtest involving but going beyond "perceptual organization," this time to comprehension and convergent thinking figural content, the individual is directed to construct from a miscellaneous array of five to seven jigsaw-like pieces a familiar configuration like a hand (WAIS).⁵³

⁵²Ibid, p. 187.

⁵³Ibid, p. 188.

On the WAIS, the subtests are made comparable by converting the varied raw scores into standard scores with means of 10 and standard deviations of 3. In addition to yielding profiles on the subtests, the batteries yield verbal performance, and full-scale I. Q.'s. There are deviation I. Q.'s derived by converting the sums of appropriate standard scores into equivalent I. Q. distribution of each age with means of 100 and standard deviation of 15. The scales do not yield mental ages directly. Wechsler, however, has provided a table of score age equivalents from which mental ages can be derived from WAIS scores.

The I. Q. and the comparable subtests enhance the diagnostic effectiveness of the Wechsler scale. The composite of six subtests in WAIS are: information, comprehension, arithmetic, similarities, vocabulary, and digit span. They measure verbal-abstract learning and problem-solving abilities with school-like content. The correlation of these verbal scales with the standard deviation of approximately .80.⁵⁴ The composite of five performance scale subtest in WAIS are: picture completion, picture arrangement, block designs, object assembly, and digit symbol. They measure mainly abstract problem-solving, with less school-like spatial and pictorial symbols. The correlation of approximately .70 between verbal and performance scales indicated they measure related but not identical abilities.⁵⁵ Moreover, the verbal and performance subtest contributes special, although overlapping facts to the

⁵⁴Ibid, p. 187.

⁵⁵Ibid, p. 189.

composites of abilities which the scale measures.

Wide Range Achievement Test

According to Sims, the Wide Range Achievement Test proposes to measure the school achievement of any individual (from kindergarten to college) in a total of not more than 43 minutes of testing time.⁵⁶ Success in such an undertaking obviously involves an extremely difficult job of sampling from the total of school learnings. In this test, the sampling is done, first, by limiting the measurement to certain mechanical aspects of three tool subjects (reading, arithmetic, and spelling); and, secondly, by selecting items, in each of these three areas, which showed a regularly increasing percentage of success at succeeding grade levels.

The aspects of the three subjects tested:

(1) skill in pronouncing printed words (ranging from letters of the alphabet to such words as heinous and conduit).

(2) skill in mathematical computation (ranging from counting dots to simple algebra and logs).

(3) skill in spelling words dictated (ranging from letters of the alphabet to such unfamiliar words as pusillanimous, iridescence, and eleemosynary).⁵⁷

It is evident that ability in these three skills can reflect general school achievement. The Wide Range Achievement Test is

⁵⁶Verner M. Sims, "The Wide Range Achievement Test," Book of Mental Measurement, (New Jersey: The Gryphen Press, 1965), pp. 1116-19.

⁵⁷Ibid, p. 1116.

often useful when working with students who have basic reading deficiencies or when used on a pretest or post-test basis.

As far as clinicians are concerned, perhaps a more practical question would be whether or not information relating to these three skills is of unique worth in understanding and dealing with cases which are referred to them. The author of the test is convinced that it does have value in remedial and vocational studies of children. The manual accompanying the test contains a considerable amount of "evidence," from analyses of errors and from a study of patterns of scores on the three tests, to the effect that these tests, when used along with intelligence tests, do aid in understanding the mental make-up of "problem" children.⁵⁸

⁵⁸Ibid, p. 1117.

Chapter 4

ANALYSIS OF THE DATA

This chapter is designed to determine the statistical analysis of the data. The information is categorized under the following headings:

1. Wechsler Derived I. Q. scores.
2. Aggression rank order retardates and delinquents.
3. Aggression rank order results.
4. Underachievement retardates and delinquents.
5. Aggression and underachievement scores of retardates and delinquents.

In analyzing the data 100 institutionalized youth were used in this study to determine the academic achievement and overt aggressiveness as distinguished from passive aggressiveness among an institutionalized population diagnosed as educable mentally retarded subjects and to compare this to the relationship between overt aggressiveness and underachievement among an institutionalized juvenile delinquent population. The schools involved in this study were Spencer Youth Center and Tennessee Training Center. The students were administered the Wechsler Intelligence Scale for Adults and the Wide Range Achievement Test. Bodwine's Rating Scale was also used to determine the ten most aggressive or least aggressive or most docile youth participating in the study. The Wechsler Intelligence Test and Wide Range Achievement Test were administered at the Spencer

Youth Center April 25, 1979 in Nashville, Tennessee under the supervision of Mr. Ken Wyatt. These test were also administered at the Tennessee Training Center in June, 1979, under the supervision of Mr. Fred D. Dinwiddie. The statistical method used to obtain the aggression and achievement scores was the Spearman P. Rank Formula.

Based on the collective data and test results it appears there is a significant relationship in aggression and underachievement in the retarded population. However, in the delinquent population there is not a high correlation between aggression and underachievement.

The Wechsler Individual Intelligence Scale for adolescents and adults gave the derived I. Q. scores along with the subjects reading, spelling and mathematical level.

Table I outlines the ten subject scores given by the researcher from her administration of Wechsler Adult Intelligence Scale. As you can see, scores range from 82 to 52 with the chronological age range from 20 to 29.

TABLE I RETARDATES

Number	Age	Reading	Spelling	Arithmetic	Verbal I. Q.	Perf. I. Q.	Full Scale I. Q.
1	25	4.0	5.0	5.0	78	69	71
2	18	4.0	4.0	4.0	66	78	74
3	25	5.0	3.0	2.2	76	77	76
4	25	3.0	3.0	3.0	73	57	64
5	23	2.0	2.0	2.0	66	65	63
6	22	3.0	3.0	2.0	64	67	63
7	21	3.0	2.0	3.0	61	64	59
8	22	3.0	3.0	3.0	59	50	49
9	24	4.0	4.0	4.0	58	58	54
10	20	1.4	1.5	1.0	53	56	52

Table II outlines the ten subject scores given by the researcher from the administration of Wechsler Adult Intelligence Scale. As you can see, scores range from 101 to 84 with the chronological age range from 16 to 19.

TABLE II
DELINQUENTS

Number	Age	Reading	Spelling	Arithmetic	Verbal I. Q.	Perf. I. Q.	Full Scale I. Q.
1	16	6.9	5.5	6.7	103	97	100
2	17	6.9	5.5	6.7	103	95	100
3	16	6.8	5.8	5.7	96	92	94
4	17	4.2	4.0	5.5	94	103	97
5	17	4.0	4.0	4.0	94	94	94
6	17	6.8	5.5	6.1	93	104	97
7	17	6.6	10.2	5.3	90	94	91
8	16	7.3	6.8	3.9	86	92	88
9	17	6.0	6.0	5.0	83	83	83
10	16	3.5	2.6	3.4	79	91	84

A ranking is an ordering of individuals or objects according to some characteristic of interest. In Table III each block represents the scoring of the ten questions administered by the researcher. The subjects were tested by the administration of Bodwine's behavioral list of overt aggressiveness and extreme docility. Each subject was observed 15 minutes in their classroom. The subjects were ranked according to behavior first observed to behavior that consistently reoccurred. The categories used were:

scale of rally, frequently, often, and constantly. The terminology for each category was defined as:

1. Scale of rally indicated the behavior first detected.
2. Frequently indicated behavior happening often or at short intervals.
3. Often indicated behavior that occurred many times.
4. Constantly indicated behavior that continued to reoccur.

TABLE III
AGGRESSION RANK ORDER RETARDATES

Number	Scale of Rally	Frequently	Often	Constantly
1	2/3/1	4/4/3	2/2	1/4
2	4/2/3/1	2/2	3/2	4/4
3	1/2	1/4/3/2	2/2/1	4
4	3/2	3/4/1	3/4/2	3/3
5	2/2/2	3/2/1	2/1/2	2
6	1/2/3	2/2	1/2	1/2/3
7	4/2/1	4/3	1/4/2	4/1
8	1/1	2/2	2/2/1/1	2/4
9	1/1/2	2/3/4	1/1	1/1
10	4/1/1	4/1/1	2/1/2	2

Note: The answers in each block represent the scoring of the ten questions.

Bodwine Test Key

1. Fidgeting in seat
2. Displays hyperactivity
3. Teases or disturbs peers
4. Fights and bullies
5. Is overtly disobedient
6. Is covertly disobedient
7. Displays aggression toward authority
8. Exhibits disrespect for authority
9. Is actively hostile toward authority
10. Exhibits lack of internal control

A ranking is an ordering of individuals or objects according to some characteristic of interest. In Table 4 each block represents the scoring of the ten questions administered by the researcher. The subjects were tested by the administration of Bodwine's behavioral list for overt aggressiveness and extreme docility. Each subject was observed for 15 minutes in their classroom. The subjects were ranked according to behavior first observed to behavior that consistently reoccurred. The categories used were: scale of rally, frequently, often and constantly. The terminology for each category was defined as:

1. Scale of rally indicated the behavior first detected.
2. Frequently indicated behavior that happened often or at short intervals.
3. Often indicated behavior that occurred many times.
4. Constantly indicated behavior that continued to reoccur.

TABLE IV

AGGRESSION RANK ORDER DELINQUENTS

Number	Scale of Rally	Frequently	Often	Constantly
11	2/1/2	1/1/1	1/1/1	2
12	1/1/1	1/1/1	1/1	1/1
13	1/1/1	4/1	2/1	1/1/1
14	3/1/1	2/1	1/1	2/2/1
15	1/1/1	3/1/1	1/1/1	2
16	1/2/3	2/1/1	1/1/1	1
17	2/1/1	1/1	3/1	2/2/1
18	1/1	1/1/1	1/1	1/1/1
19	1/1/1	1/1	1/1	1/1/1
20	4/1/1	1/1/1	4	1/1/1

Note: The answers in each block represent the scoring of the ten questions.

Bodwine Test Key

1. Fidgeting in seat
2. Displays hyperactivity
3. Teases or disturbs peers
4. Fights and bullies
5. Is overtly disobedient
6. Is covertly disobedient
7. Displays aggression toward authority
8. Exhibits disrespect for authority

9. Is actively hostile toward authority
10. Exhibits lack of internal control

Explanation of Terms Used in Test Key

Fidgeting in seat is behavior that displays uneasiness or restlessness as shown by nervous movements.

Displays hyperactivity is a higher degree of inappropriate motor activity than is considered typical for a particular age group.⁵⁹ This behavior is not considered a normal behavior. It is often associated with brain damage. Also, it suggest a medical problem or an emotional reaction to stress.

Teases or disturbs peers, and fights and bullies is aggressive behavior inflicted to cause pain and discomfort to others for no socially acceptable purpose.

Is overtly disobedient is conduct that is open to view (refusing or neglecting to obey).

Is covertly disobedient is behavior that is concealed.

Displays aggression toward authority is acting out behavior directed toward adults. These include: use of profanity, refusal to comply with request, yelling, destructiveness, vandalism, impertinent, and assaultive.

Exhibits disrespect for authority is lack of high or special regard toward adults.

Actively hostile to authority is conduct that exhibits overt antagonism (unfriendly).

⁵⁹Daniel P. Hallahan and James M. Kauffman, "Learning Disabilities," Exceptional Children, (Prentice-Hall, Inc., New Jersey, 1978), p. 142.

Exhibits lack of internal control is the ability to stop behavior before intervention is required

TABLE V
AGGRESSION RANK ORDER RESULTS

<u>Retardates</u> (highest)		<u>Delinquents</u> (lowest)	
Number	Score	Number	Score
1	26	11	13
2	27	12	10
3	23	13	14
4	28	14	15
5	19	15	13
6	19	16	14
7	25	17	15
8	19	18	10
9	17	19	10
10	19	20	16

Table VI and VII shows how achievement grade scores were converted to underachievement indexes by the learning quotient. The learning quotient is a number score, similar to I. Q. in value, which represents tool-subject achievement in relation to ability. The formula used was:

$$LQ = \frac{TSCL + 5}{MA} \times 100$$

TSCL is the subject's tool-subject grade level for any tool-subject which the examiner wishes expressed by the LQ:5. The MA is the subject's mental age. Mental Age can be determined from a given I. Q. by the formula, I. Q. \times CA (Chronological Age) \div 100.⁶⁰

$$I. Q. = \frac{MA}{CA} \times 100$$

$$MA = \frac{CA \times I. Q.}{100}$$

⁶⁰John Stellern, Stanley F. Vasa, and Jack Little, Introduction to Diagnostic - Prescriptive Teaching and Programming, (New Jersey: Exceptional Press/Glen Ridge, 1976), pp. 172-73.

TABLE VI

UNDERACHIEVEMENT RETARDATES

Number	I. Q.	Reading Score	Mental Age	Years Behind
1	82	4.0	17	8
2	81	4.0	18	8
3	76	5.0	19	7
4	64	3.0	16	8
5	63	2.0	14	7
6	63	3.0	13	5
7	59	3.0	12	4
8	49	3.0	11	4
9	54	4.0	13	4
10	52	1.4	10	4

TABLE VII
UNDERACHIEVEMENT DELINQUENTS

Number	I. Q.	Reading Score	Mental Age	Years Behind
11	100	6.9	17	5
12	100	6.9	19	5
13	94	6.8	18	5
14	97	4.2	18	8
15	94	4.0	18	8
16	97	6.8	16	4
17	91	6.6	15	4
18	88	7.3	14	2
19	83	6.0	15	4
20	84	5.5	15	7

Part 1 of Table 8 gives the ranking order of the results of the aggression and underachievement scores of the retardates.

Part 2 of Table 8 shows and explains the formula used to determine the coefficient of the correlation. The Spearman p Rank formula was used in this study.

$$p=1- \frac{6 \sum d^2}{N (N^2 - 1)}$$

If r is applied to the ranks rather than to the observation, the results is Spearman's coefficient of rank correlation, more readily computed from where d is the difference in rank between y and x. Here $p=1$ corresponds to complete agreement and $p=-1$ to complete reversal in the two sets of ranks, for example:

Consider the rankings of observers P and Q d,+3, 1, 0, 1-4,-2

so that

$$p=1- \frac{6 (24)}{6 (6^2 - 1)} = 0.31$$

This formula indicates only slight agreement between P and Q. In fact, a value of $\sum d^2$ that is 4 or smaller or 66 or larger would be needed for rejection of the null hypothesis, H_0 , of independent rankings at a 5 per cent level of significance.

$$p=1-\frac{6 \sum d^2}{N (N^2 - 1)}$$

$$10 (100-1)$$

$$10 (99)$$

$$1-\frac{6 \sum d^2}{990}$$

$$1= .09$$

$$= .91$$

Steps:

1. Students were ranked according to aggression scores.
2. Students were ranked according to underachievement scores.
3. Students were placed in the correlation in the order of

highest scores to lowest scores.

4. X^1 gives the aggression rank.
5. X^2 gives the underachievement rank.
6. D^1 gives the difference of X^1 and X^2 .
7. D^2 gives the square root of D^1 .
8. Add D^2 together and get summation of D^2 .
9. Multiply 6 times the summation of D^2 .
10. N indicates the number of subjects.
11. Multiply N times $N^2 - 1$ $10(100-1)$.
12. Subtract 1 minus 100. $(100-1)$.
13. Multiply 10 times ninety-nine and get total

$$1-\frac{6 (\sum D^2)}{990}$$

$$10 \times 99 = 990$$

14. Divide 96 by 990 and get total

$$\begin{array}{r}
 6 \quad D^2 \\
 1- \quad \underline{\hspace{2cm}} \\
 990 \\
 1= \quad .09 \\
 = \quad .91
 \end{array}$$

15. Subtract decimal nine hundredth from 1 and get total

$$\begin{array}{r}
 6 \quad D^2 \\
 p= \hspace{15em} 1- .09 = .91 \\
 \underline{\hspace{2cm}} \\
 N \quad (N^2 - 1)
 \end{array}$$

Results

In the retardate population aggression and underachievement go together hand in hand. There appeared to be a high correlation between the two sets of ranks. If a subject had high aggression tendency he also showed to be high in underachievement. An example: The student who ranked number 1 in aggression ranked number 2 in underachievement. Also, the student who ranked number 2 in aggression ranked number 1 in underachievement and so forth. In the delinquent population aggression and underachievement does not go together hand in hand. According to the results, it shows that a subject can be high aggressively but not necessarily high in underachievement.

TABLE VIII

AGGRESSION AND UNDERACHIEVEMENT SCORES OF RETARDATE

Aggression Score		Underachievement Score	
Number	Rank Order	Number	Rank Order
4	1	2	1
2	2	4	2
1	3	1	3
7	4	3	4
3	5	5	5
5	6	6	6
6	7	7	7
8	8	10	8
10	9	8	9
9	10	9	10

Spearman p Rank		Number	X1	X2	D1	D2
p=1-	6 D ²	4	1	2	1	1
		2	2	1	1	1
	N (N ² - 1)	1	3	3	0	0
	10 (100-1)	7	4	7	3	9
	10 (99)	3	5	4	1	1
1-	6 (D ²)	5	6	5	1	1
		6	7	6	1	1
	990	8	8	9	1	1
1=	.09	9	10	10	0	0
=	.91					

Part I of Table 9 gives the ranking order of the results of the aggression and underachievement scores of delinquents.

Section 2 of Table 9 shows and explains the formula used to determine the coefficient of the correlation. The Spearman p Rank formula was used in this study.

$$p=1- \frac{6 \sum D^2}{N (N^2 - 1)}$$

Here $p=1$ corresponds to complete agreement and $p=-1$ to complete reversal in the two sets of ranks.

$$p=1- \frac{6 \sum D^2}{N (N^2 - 1)}$$

$$10 (100 - 1)$$

$$10 (99)$$

$$1- \frac{6 \sum D^2}{990}$$

$$= .46$$

$$= .54$$

Steps:

1. Students were ranked according to aggression scores.
2. Students were ranked according to underachievement scores.
3. Students were placed in the correlation in the order of the results. (highest to lowest scores)
4. X^1 gives the aggression rank.
5. X^2 gives the underachievement rank.
6. D^1 gives the difference of X^1 and X^2 .

7. D^2 gives the square root of $D1$.
8. Add D^2 together and get summation of D^2 .
9. Multiply 6 times the summation total. 6 D^2 .
10. N indicates the number of subjects.
11. Multiply N times $N^2 - 1$. $(10(100-1))$
12. Subtract 1 minus 100. $(100 - 1)$.
13. Multiply 10 times 99 and get total

$$\begin{array}{rcl}
 & 6 & D^2 \\
 1- & \frac{\quad}{990} & 10 \times 99 = 990
 \end{array}$$

14. Divide 456 by 990 and get total.

$$\begin{array}{rcl}
 & 6 & D^2 \\
 1- & \frac{\quad}{990} &
 \end{array}$$

$$1 = .46$$

$$1 = .54$$

15. Subtract decimal 54 hundredths from 1 and get total.

$$\begin{array}{rcl}
 & 6 & D^2 \\
 p=1- & \frac{\quad}{N(N^2 - 1)} & 1 - .46 = .54
 \end{array}$$

TABLE IX

AGGRESSION AND UNDERACHIEVEMENT SCORES OF DELINQUENTS

Aggression Score		Underachievement Score	
Number	Rank Order	Number	Rank Order
20	1	14	1
17	2	15	2
14	3	20	3
13	4	11	4
16	5	12	5
11	6	16	6
15	7	13	7
12	8	19	8
18	9	18	9
19	10	17	10

Spearman p Rank		Number	χ^1	χ^2	D^1	D^2
p=1-	6 D^2	20	1	3	2	4
	$N (N^2 - 1)$	17	2	10	8	16
	10 (100 - 1)	14	3	1	2	4
	10 (99)	13	4	7	3	9
	6 (D^2)	16	5	6	1	1
1-		11	6	4	2	4
		15	7	2	5	25
		12	8	5	3	9
=	.46	18	9	9	0	0
=	.54	19	10	8	2	<u>4</u>

SUMMARY, FINDINGS, AND CONCLUSIONS

The introduction indicated the retarded and delinquent populations are distinct and separate. Perhaps, the most fundamental differences between the two populations arise out of the ex post facto conditions of their human relations and human interaction subsequent to their becoming so categorized as belonging to one group or another.

This study investigated the relationship of the effects of overt aggressiveness on the academic underachievement of two institutionalized populations of educable mentally and normal delinquent youth.

The problem explored in this study was designed to test the relationship between two variables, academic achievement and overt aggressiveness as distinguished from passive aggressiveness, among an institutionalized population diagnosed as educable mentally retarded subjects by individual psychological evaluation, and to compare this to the relationship between overt aggressiveness and underachievement among an institutionalized juvenile delinquent population.

The author hypothesized the presence of marked tendency or predisposition toward overt aggressiveness does tend to enhance the promotion of underachievement among the institutionalized delinquent population.

The method of this research was to employ the vegetative-automatic and social-emotional aspect of Bodwine's Behavioral Rating Scale. It was used on a population of 100 institutionalized youth currently diagnosed as being educable mentally retarded subjects. The ten most aggressive, as indicated by Bodwine's test, were chosen and the ten least aggressive or most docile were chosen from this same universe. The same procedures were repeated with the delinquent group. The Wechsler Intelligence Scale for Children and the Wide Range Achievement Test were administered to each subject. These achievement grade scores in reading, spelling, and arithmetic were converted to underachievement indexes by the Potential Academic Achievement of Children at various intelligence quotient levels.

Several terms were defined. These terms included the following: aggression, passive aggression, overt aggression, marasmus, mental retardation, juvenile delinquency, vegetate, achievement, and underachievement.

The literature suggested in Dollard's report showed the justification for the classification of motives. Motives were categorized into eighteen categories under our general classifications, motive categories, pathological indicators of unconscious motives, understanding and management motives, tension reduction motives, and lastly, categories of minimal theoretical basis such as laughter, negation, sighing, weeping, and affirmation.

Other studies investigated the motives behind aggressive behavior. One theory which has received wide attention is the

frustration-aggression hypothesis. According to Dollard and others aggressive behavior is the consequence of frustration.⁶¹

A review of the research studies relevant to the frustration aggression hypothesis led Bandura and Walter to two general conclusions: (1) For most children, frustration was not an effective stimulus for eliciting aggressive behavior. (2) Aggressive behavior is very likely the result of direct training.⁶²

Konrad Lorenz and others explained aggressive behavior on the basis of instinct. Aggression is defined as "the fighting instinct in beast and man which is directed against members of the same species." The thesis for man and beast alike is; aggressive instincts dominate behavior unless curbed.⁶³

Gertrude Driscoll, hypothesized there are many reasons for aggressive behavior. They include the following: patterns of behavior encouraged at home; admiration which parents have for dynamic, out-going behavior; child does not receive sufficient attention unless he demands it.⁶⁴

In recent studies aggression has been viewed as the following: psychological, learned behavior, attention seeking, inconsistency in

⁶¹Dollard, Frustration and Aggression, p. 164.

⁶²A. Bandura and H. R. Walters, Aggression, (Chicago: University of Chicago Press, 1963), pp. 364-415.

⁶³T. C. Schneirla, "Instinct and Aggression," Man and Aggression, ed. by M. F. Ashley Montagu (New York: Oxford University Press, 1968), p. 51.

⁶⁴Gertrude Driscoll, Ph.D., How to Study Slow Learners, (Chicago: University of Chicago Press, 1962), pp. 51-65.

punishment, cultural, social, class, sex, and parental factors. Morse reported "aggression is a system of underlying psychological motivations which attribute some aggressive behavior to unconscious motives."⁶⁵

Social learning theorists and behavioral psychologists have the strongest support on the analysis of aggression. They viewed aggression as learned behavior, and they felt aggressive behavior could be identified experimentally under the conditions for which it was learned. In a study realistic to aggression as a learned theory it was proven by Erin, Green, Hartman, and Berkowitz that an aggressive stimulus evokes an aggressive response. According to their findings, an aggressive stimulus has a definite influence in generating and maintaining violence in children.⁶⁶

A review of concepts relative to the development of aggression indicated that researchers believe our world reinforces and rewards aggressive behavior. Hamblin and others believed some cultures and families systematically and consciously teach their young that it is desirable and even virtuous to attack certain other individuals or groups. The booty, status, or bargaining advantages the aggressor receives become reinforcement to continue to increase his aggression.⁶⁷

⁶⁵W. C. Morse, "The Education of Socially Maladjusted and Emotionally Disturbed Children," Education of Exceptional Children, third ed., (Englewood Cliffs, New Jersey: Prentice-Hall, 1975), p. 565.

⁶⁶Urie Bronfenbrenner, Two Worlds of Childhood: U. S. and U. S. S. R. (New York: Russell Sage Foundation Publishers, 1970), p. 163.

⁶⁷Robert L. Hamblin, David Buckholdt, Donald Bushell, Ellis and Ferritor, "Changing the Game from Get the Teacher to Learn," Trans-action, (New Brunswick, New Jersey: Trans-action, Inc., January, 1969), p. 175.

Punishment is an additional factor involved in the development of aggressive behavior. Hallahan and others concluded when punishment is inconsistent or long delayed it increases aggression.⁶⁸ Gardner suggested the excessive use of punishment procedures only result in aggressive outbursts and in excessively inhibited and overly emotional children.⁶⁹

Other theoretical formulation concerning aggression evolved from the conclusion that social class, sex, and parental factors influence youth tendencies to misbehave. Bellah and Antell stated children transfer abusive treatment they receive from parents to peers.⁷⁰ Some researchers believed aggression is a type of exchange behavior. Boys become aggressive because the rewards are continuing. It was pointed out lower status youth tend to be more aggressive than middle class youth because middle class youth are conditioned to restrain hostility.

The writer discussed the methods and analyzed the instrumentalities used to determine the relationship of overt aggressiveness on the academic underachievement of two institutionalized populations of educable mentally and normal delinquent youth. The subjects used

⁶⁸ Daniel P. Hallahan and James M. Kauffman, "Emotional Disturbance," Exceptional Children, (New Jersey: Prentice-Hall, Inc., 1978), p. 198.

⁶⁹ William I. Gardner, Children With Learning and Behavioral Problems, second ed., (Boston: Allyn and Bacon, Inc., 1978), p. 122.

⁷⁰ Dorothy Rogers, The Psychology of Adolescence, (Englewood Cliffs, New Jersey: Prentice-Hall, 1977), p. 122.

in this experiment were drawn from a population of 100 institutionalized youth between the chronological ages of 18 and 29 by random sampling methods. The subjects were divided into groups: aggressive retarded, docile retarded, aggressive delinquents, and docile delinquents. Groups were tested by the administration of Bodwine's behavioral list for overt aggressiveness and extreme docility in both. Also, the Wechsler Individual Intelligence Scale and the Wide Range Achievement Test were administered to each subject.

The Wechsler Individual Intelligence Scale has been defined as an aggregate of intellectual abilities. The subtest are made comparable by converting the varied raw scores into standard scores with means of 10 and standard deviation of 3. In addition to yielding profiles on the subtest, the batteries yield verbal performance, and full scale I. Q's. There are deviation I. Q's derived by converting the sums of appropriate standard scores into equivalent I. Q. distributions of each age, with means of 100 and standard deviation of 15.

The Wide Range Achievement Test measures the school achievement of any individual from kindergarten to college in a total of not more than 43 minutes of testing time. In this test, the sampling is done, first, by limiting the measurement to certain mechanical aspects of three total subjects (reading, arithmetic, and spelling); and, secondly, by selecting items, in each of these three areas, which showed a regularly increasing percentage of success at succeeding grade levels. This test along with the intelligence test, do aid in

understanding the mental make-up of problem children.

The writer analyzed and interpreted the statistical analysis of the data. The information included the following:

A. Tables 1 and 2 gave the derived I. Q. score along with the spelling subjects reading, spelling, and mathematical level.

B. Tables 3 and 4 showed the ranking and scoring of the ten questions administered by the researchers.

C. Tables 5 and 6 gave the results of Bodwine's Behavioral Rating scale.

D. Tables 6 and 7 showed how achievement grade scores were converted to underachievement indexes by the Potential Academic Achievement of Children at various intelligence quotient levels.

E. Tables 8 and 9 gave the ranking order of the results of the aggression and underachievement scores of the retardates and the delinquents. It also explained the formula used to determine the coefficient of the correlation.

Findings

There appeared to be a direct correlation between overt aggressiveness and underachievement of the mentally retarded and the normal delinquent populations. However, overt aggressive tendencies tended to have an enhancing effect on academic underachievement as it was manifested in the normal delinquent population; whereas it had a militating effect on the promotion of underachievement in the retarded population according to the correlation indices.

It was found to be an actual boon to academic achievement along the latter population while acting as a definite detriment to the former.

It has been pointed out in several studies the use of any institutionalized population tends to obscure final findings in testing relationships of many variables. It appeared in this study aggressive tendencies have served as a motivating catalyst to move the retardates from their inertia and to force them to explore their environment. These findings appear to have very limited ex post facto application.

It is further pointed out with the normal child (if the delinquent can be said to be normal) there are no utilitarian implication for the presence of overt aggressive tendencies at all.

The author concluded that during the early periods, philosophers placed emphasis on frustration, instinct and direct training as the motives for aggression. Today, emphasis is placed on punishment, cultural, sex, class, family, and imitation. Learned behavior is the most supportive theory. Therefore, based on the data included in this study it is essential that educators and parents provide and direct childrens behavioral patterns toward an acceptable educational and environmental setting.

Based upon the findings of this study these recommendations are proposed for future studies:

1. A follow up study should be made on the significance of overt aggression on underachievement with mentally retarded and juvenile delinquent youth.

2. It is recommended the same test repeated in different settings to determine correlation.

3. This study has implications to an educational setting if the subjects are kept together in an isolated institution you will have this type of behavior. Therefore, it is recommended subjects be separated or trained in a different setting.

4. A comparative study should be designed to determine the effectiveness of the instruments used in this study.

As a result of this research, and due to our rapid innovative society, it is obvious there is a need for continuous study in the area of aggressive behavior. It is hoped this study combined with many other studies in this area will throw light on all concerned individuals to strive and continue to work in this area.

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APPENDIX

LETTERS OF APPROVAL

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL REHABILITATION
1808 WEST END, ROOM 1400
NASHVILLE, TENNESSEE 37203

April 18, 1979

Mrs. Betty A. Bodwine
Rt. 6 Box 308
Salem Road
Clarksville, Tennessee 37040

Dear Mrs. Bodwine:

Thank you for your letter dated April 11, 1979 concerning A Comparative Study on the Significance of Overt Aggression on Underachievement with Mentally Retarded and Juvenile Delinquent Youth.

Usually our Agency does not become involved in such research projects due to the large number of requests that we receive and the responsibility which we have of confidentiality of our clients' records as well as such studies usually require some of our staff time.

In reviewing your proposal, it is not clear whether or not our State Agency could benefit from the research which you are proposing to do. However, since our Agency has been involved in working with the educable mentally retarded and work closely with the Division for Education of the Handicapped, we feel the study will be of some benefit to our Agency and would have to forego any judgment until after the study is completed.

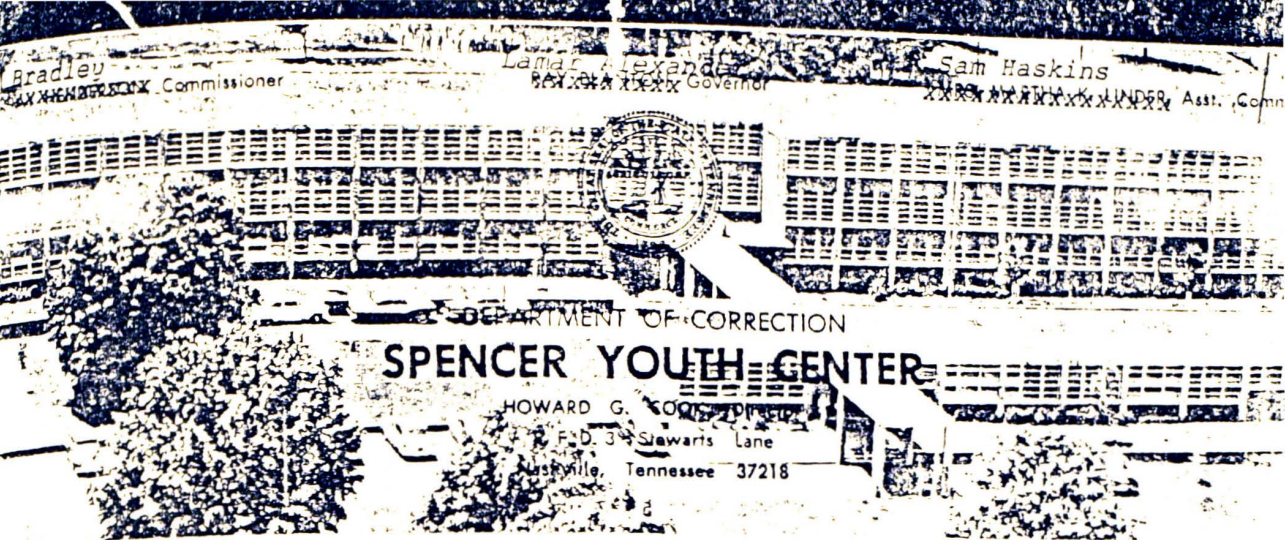
I have contacted Mr. Fred Dinwiddie, who is the Training Center Manager in Clarksville. He has advised me he has a good working relationship with Austin Peay State University and that he has discussed your project with you. He feels that the results of the project may make some contribution to the individuals he is working with and which you will be testing. It will be necessary for Mr. Dinwiddie to obtain approval from our clients and where appropriate the client's parents to participate in the research.

Enclosed for your information is Section 1361.47 of our Federal Regulations. Part 6, which I have underlined, deals specifically with your request. Before undertaking this study, please read this information and be sure that you can assure our Agency that confidentiality of the information shall be retained.

We would appreciate an abstract of this study when it is completed in order that we may be able to determine the usefulness of such a study to our clients. Thank you for your interest in the Division of Vocational Rehabilitation.

Sincerely yours,





April 12, 1979

Dr. Allan Williams
Education Department
Austin Peay University
Clarksville, Tennessee 37040

Dear Dr. Williams:

At the request of Ms. Betty Bodwine, I am writing to inform you that Ms. Bodwine has contacted me regarding her Field Study, and we have arranged an appointment at which time I will assist her in every way possible. Also, please be advised that her study at Spencer Youth Center most definitely has our approval, and I am most willing to work with her toward the completion of her project.

Yours very truly,

Ken Wyatt

Ken Wyatt
Director of Counseling

cc: Ms. Betty Bodwine