



A STUDY ON THE LEVEL OF AGGRESSION AMONG COLLEGE STUDENTS

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Abstract:

Adolescence is a stage of life that is associated with physical and psychological changes. Psychological problems during period occurs due to the high expectation from schools and educational institutions, gender, disturbed relationships with parents, teachers, seniors and peers, family crisis which could be accompanied with substance abuse, social disadvantage, and sexual experimentation. All these factors are usually directly or indirectly associated with aggression. Against this background, the primary objective of the study was to determine the prevalence of aggression among male and female children from higher secondary school students. The study consisted of 179 students out of which 107 were females and 72 were males. The result depicted that both male and female students had equal levels of aggression irrespective of its types viz. physical, verbal, anger and hostility. A better understanding of factors not only by parents, but teachers that place youth at risk of developing aggression during adolescence is needed in order to guide the development of effective prevention efforts and help both genders lead a positive life.

Keywords: Aggression, Physical Aggression, Verbal Aggression, Anger, Hostility.

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Introduction:

Education plays an important role in the development of society and humanity. It develops the overall personality of an individual. Education teaches people how to behave in different situations (Kaur, Nivas, 2019). After home, school is the second place where a person acquires attributes. These attributes last for a lifetime. Students display various behaviours in school surroundings such as passive, antisocial and aggressive behaviour. These influence the student's life as well as academic goals and achievements. The school environment is an important aspect of education, mainly formal education. The secondary school stage is the most crucial stage of formal education (Kaur, Nivas, 2019). As members of society, individuals' behaviour impacts others. Behaviour that most people approve of such as sharing, asking for consent, tidying up, asking for help etc. are some examples of acceptable behaviour. Behaviours such as threats, shouting, derogatory remarks, aggression are unacceptable. Aggressive behaviour refers to verbal, non verbal and physical behaviour that can cause injuries to another person directly or indirectly. Aggressive behaviour affects relationships and may violate social boundaries. Hence aggression is a non acceptable behaviour.

Aggression has been defined as a behaviour whose primary or sole purpose or function is to injure another person or organism, whether physically or psychologically (Colman, 2006). Aggression is not a new concern in society especially among the youth. It is rooted in a structure which could appear in the forms of anger, violence, physical, verbal, and relational aggression (Motevalian, 2011) (Murray, 2010). Aggression could be a result of our interactions with individuals in our environment, its severity differs greatly across countries and cultures (Bergeron, Schneider, 2005). The most significant psychopathological risk factor among children and adolescents is aggression. Aggression can affect



the social, physical and psychological health of students and teachers. Buss (2005) states that aggression has the potential of leading an individual to violence and criminal activities wherein extreme cases could be closely associated with psychopathy (Coyne, Thomas, 2008). According to prior studies aggressive behaviours are generally triggered by the size of the individual's social network, efficiency in social skills, relations with peers. The sub-dimensions of student aggression can be broadly divided into four categories. These are physical aggression, verbal aggression, anger and hostility. Physical aggression refers to physically harming others, verbal aggression refers to harming others verbally, anger refers to a strong feeling that makes you hurt someone or be unpleasant and hostility refers to an unfriendly behaviour towards others (Buss & Perry, 1992).

India is a developing country. Our youth presently is indulging in many anti-social activities like- physical assault, killing, threatening, acid attack, committing suicide, terrorism etc. and aggression is majorly responsible for all these activities, which adversely affects society. Majority of the young children in India are victims of various behavioural problems such as hyperactivity, violation, non-compliance, social withdrawal, aggressiveness, disruptive behaviour etc. due to undesired and unfavourable atmosphere at home, school and society. Among these behavioural problems, aggression is the major cause of concern not only for parents and teachers but also for the entire society as a whole (Thakur, Kaur, 2021). Researchers not only in India but also worldwide have diverted their focus on the deteriorating social and moral values in the budding society caused by aggression among youth (Sidhu et al., 2019). This study will help teachers to identify probable causes of aggression and to take precautionary measures and use relevant teaching strategies while dealing with aggressive students in their classrooms. It will also help students to channelize their energy productively thus leading to overall development of the child.

Literature Review:

Kaur and Niwas (2017) conducted a study on 300 adolescents consisting of 141 males and 159 females of which 156 students studied in government schools while 144 students studied in private school. The results indicated that the mean scores of aggression in males and females are 185 and 183.79 respectively. The t-ratio is found out to be 0.41, which is lower than the t critical i.e. 1.96 at 0.05 level of confidence. The findings show that significant difference does not exist in Aggression in Gender. It was also found that the mean scores of aggression in Government and Private secondary school students is 178.43 and 190.78, respectively. The t-ratio is found out to be 4.35, which is higher than the t critical i.e. 2.58 at 0.01 level of confidence. The results show that significant difference exists in Aggression between the Government and Private secondary school students. Private school students were more aggressive than government school students.

Jamal et al., (2018) conducted a research study on 311 senior secondary school students belonging to Aligarh district only of which 152 are females and 159 are males. The researchers found that gender plays significant role in determining the level of aggression. The results indicate that females are more aggressive than males. The mean score of females (107.28) is higher than the mean score (100.77) of their male counterparts on aggression variables. The f ratio (33.614) reveals that the difference between these two mean scores is not just by chance and males and females differ significantly on their level of aggression. Sidhu et al. (2019) study revealed that the total common occurrence of aggression was found to be higher in urban population at a score of 51.9%. Females scored high on hostility – associated significantly with the age distribution, residency type, etc. whereas males scored higher on physical aggression. Bukhari et al., (2017) study revealed that there was significant difference in aggression level in females and males students. Females displayed a higher level of hostility and verbal aggression whereas males had higher levels of anger and physical aggression.



Smritikana Mitra Ghosh (2012) conducted a comparative study on aggression that consisted of 100 adolescents of which 50 were girls and 50 were boys between the age of 14 to 16 years. The study revealed that there was no significant difference between the genders on aggression. Barbara Krahe et al., (2005) conducted a study that consisted of 248 females and 400 males between the age of 17 to 29 years. The aim of the study was to examine the sex differences in relationship aggression among young adults. The results concluded that females scored higher in acts of aggression when compared to males. Leonard (2002) conducted a study to estimate the location, prevalence and severity of aggression among the community and college young adults in one year. Their results indicated that 25% of females and 33% of males experienced aggression. Akhtar et al. (2015) conducted a study to compare the aggressive behavior among males and female adolescents. The sample consists of 200 teenagers of which 100 were males and 100 were females. The results revealed that males displayed a higher level of aggression when compared to females.

Edalati et al. (2010) concluded that according to existing literature the physical aggression among females is almost equal to or higher than that to males but not less than males. Fares et al. (2011) conducted a study to examine the justification of aggressive acts among children and adolescents in various social situations as a function of sex, age, and the effect of differences in socioeconomic status. The participants were aged eight to twenty-one by using self-report questionnaire, to measure the aggressive acts in 6 social situations. The results indicated that the level of physical and verbal aggression was more in adolescents than children in many situations. The results also showed that male participants justified physical aggression more easily than female participants.

Methodology and Sample of the Study:

A descriptive survey was carried out for the present study in order to understand the level of aggression among secondary school students from across schools in Mumbai. Convenient sampling technique was used for data collection. For the purpose of this study data was collected from 8th, 9th and 10th standard students. Data was collected using a standardised questionnaire designed by Buss and Perry. (1992). The questionnaire consisted of 29 items categorised into 4 dimensions viz. Physical Aggression (PA), Verbal Aggression (VA), Anger (A) and Hostility (H). Items 9 and 16 were reversely scored. The tool was scored on a 5 point rating scale i.e. Extremely Characteristic of Me, Somewhat Characteristic of Me, Neither Uncharacteristic nor Characteristic of Me, Somewhat Uncharacteristic of Me, Extremely Uncharacteristic of Me for positive items. The following Table 1.1 depicts the sample size considered for the present study based on dimensions of Aggression viz. Physical Aggression (PA), Verbal Aggression (VA), Anger (A) and Hostility (H) demonstrated by male and female students. Figure 1.1 is a pie-chart that represents the Sample Size based on the dimensions of aggression.

Table 1.1: Sample Size for present study based on Dimensions of Aggression

Sample	Percentage (%)
Physical Aggression	30.67
Verbal Aggression	18.01
Anger	24.08
Hostility	27.24

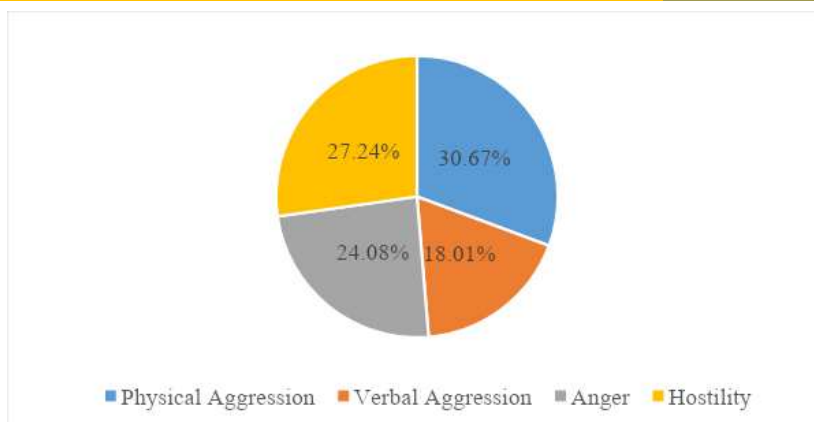


Figure 1.1: Sample Size for Present Study Based on Dimensions of Aggression

Out of 179 students, 30.67% displayed Physical Aggression, 18.01% displayed Verbal Aggression, 24.08% displayed Anger and 27.24% displayed Hostility.

Table 1.2 represents the Sample Size for the present study based on gender.

Table 1.2: Sample size for present study

	Number	Percentage
All Students	179	100
Males	72	40.22
Females	107	59.78

The total sample collected was 179 students consisting of 107 females and 72 males.

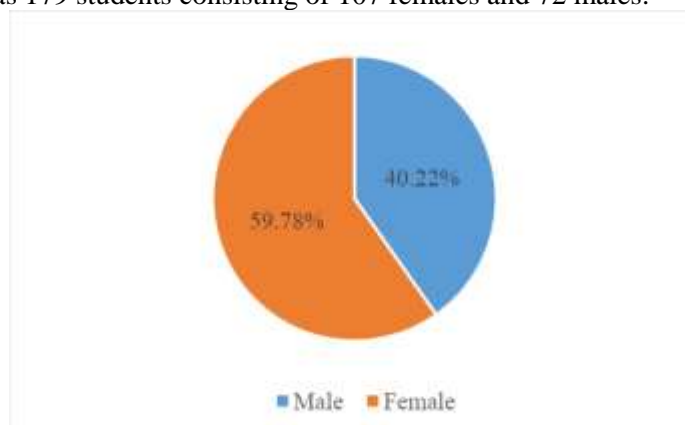


Figure 1.2: Pie-Chart Representing Sample Size of the Present Study

Out of the total sample, 40.22% students were male and 59.78% students were female.

Scope and Delimitations of the Study:

The proposed study was conducted and the data was collected from 8th to 10th standard students from Municipal, Government school and Private School. Students from other standards were not taken into consideration. The data obtained was among students residing in urban areas. Students from rural areas were not considered. The present study shows the level of aggression among students. Level of aggression among teachers, parents, principals, management,



etc were not taken into consideration. The data obtained was limited to only State Board, ICSE and CBSE boards; other boards such as IB and IGCSE boards were not taken into consideration. The present study focused on only 4 dimensions of aggression i.e. Physical Aggression, Verbal Aggression, Anger and Hostility, other dimensions were not included. The level of aggression based on gender was studied, other factors contributing to aggressive behaviour such as psychological, home environment, history of physical abuse, etc. was not considered.

Hypothesis Testing and Interpretation of Data:

Following null hypotheses were framed for the present study.

1. There is no significant difference in the level of aggression among Higher Secondary Students.
2. There is no significant difference in the level of aggression among Higher Secondary Students based on the following dimensions:
 - Physical Aggression
 - Verbal Aggression
 - Anger
 - Hostility
3. There is no significant difference in the level of aggression among Higher Secondary Students based on gender.
4. There is no significant difference in the level of aggression among Higher Secondary Students based on gender on the following dimensions:
 - Physical Aggression
 - Verbal Aggression
 - Anger
 - Hostility

The below Table 1.3 shows relevant descriptive statistical measures that were used to test Hypothesis 1 and 2

Table 1. 3: Relevant Descriptive Statistics

	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Aggression Level	83.93	83	77	13.46	0.11	1.43
Physical Aggression	25.74	26	25	4.82	0.14	1.06
Verbal Aggression	15.11	15	14	3.85	-0.03	0.00
Anger	20.21	20	18	4.31	0.00	-0.04
Hostility	22.86	23	23	5.12	-0.04	0.34

Hypothesis 1: The Mean for Higher Secondary School Students was found to be 83.93, Median was found to be 83, Mode was found to be 77 and Standard Deviation was found to be 13.46. The distribution is positively skewed. The skewness was found to be 0.11. Kurtosis was found to be 1.43 which is positive, thus the distribution is Leptokurtic.

Hypothesis 2: For Physical Aggression among Higher Secondary School Students, the Mean was found to be 25.74, Median was found to be 26, Mode was found to be 25 and Standard Deviation was found to be 4.82. The distribution is positively skewed. The skewness was found to be 1.14. Kurtosis was found to be 1.06 which is positive thus the distribution is Leptokurtic.

For Verbal Aggression among Higher Secondary School Students, the Mean was found to be 15.11, Median was found to be 15, Mode was found to be 14 and Standard Deviation was found to be 3.85. The distribution is negatively skewed. The skewness was found to be -0.03. Kurtosis was found to be 0 thus the distribution is Platykurtic.

For Anger among Higher Secondary School Students, the Mean was found to be 20.21, Median was found to be 20, Mode was found to be 18 and Standard Deviation was found to be 4.31. The distribution is symmetrical. The skewness was found to be 0. Kurtosis was found to be -0.04 thus the distribution is Platykurtic.

For Hostility among Higher Secondary School Students, the Mean was found to be 22.86, Median was found to be 23, Mode was found to be 23 and Standard Deviation was found to be 5.12. The distribution is negatively skewed. The skewness was found to be -0.04. Kurtosis was found to be 0.34 which is positive and thus the distribution is Leptokurtic. The Table 1.4 below shows relevant Inferential statistics for Male and Female Secondary Students used to test Hypothesis 3 and 4.

Table 1.4: Inferential Data Analysis

		N	Mean	t value	p value	LoS
Higher Secondary School Students	Female	107	83.76	0.21	0.83	NS
	Male	72	84.18			
Physical Aggression	Female	107	25.48	0.90	0.37	NS
	Male	72	26.14			
Verbal Aggression	Female	107	15.20	0.36	0.72	NS
	Male	72	14.99			
Anger	Female	107	20.18	0.13	0.87	NS
	Male	72	20.26			
Hostility	Female	107	22.91	0.15	0.88	NS
	Male	72	22.79			

Hypothesis 3: The t value of all male and female students was found to be 0.21 and the p value was found to be 0.83 which is greater than 0.01 and 0.05, thus it is not significant. Therefore, null hypothesis is accepted. There is no significant difference in the level of aggression among Higher Secondary Students based on gender.

Hypothesis 4: The t value of Physical Aggression, Verbal Aggression, Anger and Hostility among Male and Female Higher Secondary students was found to be 0.90, 0.36, 0.13, 0.15. respectively and the p value was found to be 0.37, 0.72, 0.87, 0.88 respectively which is greater than 0.01 and 0.05, thus it is not significant. Therefore, null hypothesis is accepted. There is no significant difference in the level of aggression among Higher Secondary Students based on gender on Physical Aggression, Verbal Aggression, Anger and Hostility.

**Discussion and Conclusion:**

The result of the present study showed that there is no significant difference in the aggression level and its dimensions based on gender. This indicates that both Male and Female students have the same level of Aggression.

The findings of the present study were similar to those conducted by Ghosh (2012) who conducted a comparative study on aggression on 100 adolescents and the research stated that there is no significant gender difference on aggression. Kaur and Niwas (2017) conducted a study on 300 adolescents consisting of 141 males and 159 females revealed that significant differences do not exist in Aggression among adolescents based on gender. Panchal and Yadav (2021) also in their study on aggression among students revealed that significant differences did not exist between males and females. The results differ from the general notion that males are more aggressive than females.

Theories of social learning indicate violent behaviour is learned and retained through environmental interactions. Aggression does not develop overnight, and is mostly bred at home. According to experts aggression is a combination of factors such as increased access to abuse on media, increased exposure to abuse on the internet, lack of parental control, lack of parental attention, burden of performing at school etc. Hence moulding young minds with the right attitude from a young age is critical. The problem of aggressive behaviour among adolescents of school students is a serious problem. Some Risk factors for aggressive behaviour include age greater than 12 years, unfavourable school atmosphere, playing violent sports, smoking, watching action movies to a larger extent, a personal history of physical abuse, being the second-born child of the family, attending urban schools and having a history of dropping class. There has long been interest in using the classroom to enhance students' mental health by enhancing a child's social skills and enhancing their capacity to work well with classmates. Additional research is required for primary care physician education. When young people experience bullying at school, it's important to assess how bad it is by using a victim crisis intervention programme or a selective screening.

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