



A COMPARATIVE STUDY OF AGGRESSION AMONG MALE AND FEMALE OF SENIOR SECONDARY SCHOOL STUDENTS

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ABSTRACT

The main aim of this study was to examine the aggression among senior secondary school students in relation to different dimensions of aggression. For this, 100 male and 100 female senior secondary school students from different Govt. schools of Sonipat Distt. Of Haryana were included in the present study. Selected students were tested with Arnold H.Buss and Mark Perry scale (1999) on aggression. Obtained data were analysed by applying descriptive statistics (Mean, S.D.) and t-ratio. Result revealed that females are high on Physical aggression but males students are higher on Verbal aggression. Similarly, female students are having more anger than males but male students having more hostility than female students. The present findings have important implication for teachers to understand the behavior of students.

KEYWORD: Aggression, Secondary School Student.

INTRODUCTION

Aggression is a word that we use every day to characterize the behavior of others and perhaps even of ourselves. Social psychologists define aggression as behavior that is intended to harm another individual who does not wish to be harmed (Baron & Richardson, 1994). Social psychologists use the term violence to refer to aggression that has extreme physical harm such as injury or death, as its goal. Thus violence is a subset of aggression. All violent acts are aggressive but only acts that are intended to cause extreme physical damage such as murder, assault, rape, and robbery are violent.

TYPE OF AGGRESSION

There are two fundamental types of aggression which are caused of different psychological processes. Emotional or impulsive aggression refers to aggression that occurs with only a small amount of forethought or intent and that is determined primarily by impulsive emotions. Emotional aggression is the result of the extreme negative emotions we're experiencing at the time that we aggress and is not really intended to create any positive outcomes. Instrumental or cognitive aggression, on other hand is aggression that is intentional and planned. Instrumental aggression is more cognitive than affective and may be completely cold and calculating. Instrumental aggression is aimed at hurting someone to gain something—attention, monetary reward or political power. Sometimes it is hard to distinguish between instrumental and emotional aggression and yet it is important to try to do so. Social psychologists agree that aggression can be verbal as well as physical. Physical aggression is aggression that involves harming others physically—for instance hitting, kicking, stabbing or shooting them. Nonphysical aggression is aggression that does not involve physical harm. Nonphysical aggression includes verbal aggression (yelling, screaming, swearing and name calling) and relational or social aggression, which is defined as intentionally harming another person's social relationships, for instance by gossiping about another person, excluding others from our friendship or giving others



the “silent treatment” (Crick Grotper, 1995). Nonverbal aggression also occurs in the form of sexual, racial and homophobic jokes and epithets, which are designed to cause harm to individuals. Some examples of non-physical (adapted from Archer & Coyne, 2005) aggression that have been observed in children and adults.

- Gossiping
- Spreading rumors
- Criticizing other people behind their backs
- Bullying
- Leaving others out of a group or otherwise ostracizing them
- Turning people against each other
- Dismissing the opinions of others
- “Stealing” a boyfriend or girlfriend
- Threatening to break up with partner if the partner does not comply.

FACTORS AFFECTING AGGRESSION

The researches told many factors which are responsible for the production of aggression. These factors mainly classified in three categories.

- **Social Factors**
- **Personal Factors**
- **Environmental Factors**

SOCIAL FACTORS -There are some conditions or situations in the social environment that accounts for the aggression. Some of the social factors are briefly discussed below:

i) Frustration

Frustration is major cause for the aggression. When one person may have done something that blocked or thwarted the other from reaching his goals in other words, first person frustrated the other. This Frustration-Aggression hypothesis gives two points.

- a) Frustration always turned into aggression and
- b) Aggression always born from frustration.

ii) Direct Provocation

It sometime provoke by physical or verbally a person by another. At the time we generally become aggressive especially when we know that the second person try to harm him.

iii) Exposure to Violence in Media

The different source of media like television, cinema, movies etc. has been found to increase the aggression on the part of viewers. Apparently, by the research of Huesmann (1986) it can be said that when viewers witness scenes in which character assault one another, they can acquire new and often ingenious way of assaulting others.

iv) Increase in Excitement

The excitement introduces within from different sources like playing different competitive games, different exercise and some types of music increase the aggressiveness.

PERSONAL FACTORS

Some type of people has aggression within their character and in some cases it is almost absent. But different characteristics of people which cause the aggressive behavior are :-

i) People of Psychic Nature

People with some qualities like (a) to much competitor (b) always in haste and are called people of psychic nature which often indulge themselves in aggressive acts. Some recent findings suggest that sex hormones especially the male sex hormone testosterone may play a great role in aggression.



ii) Sex

Sex may also affect the aggression. But in this case it is too difficult to say. But generally we say that males are more aggressive than females. But there are some gender differences which include in aggressiveness. According to various researches males are direct aggressive than females like physical attacks, to hit someone etc. but females involve in indirect aggression.

ENVIRONMENTAL FACTORS

Conditions in physical environment that cause individuals to experience discomfort like uncomfortably high temperatures, disagreeable crowding, unpleasant or irritating noise etc. The negative feelings produced by such conditions can increase aggression.

i) High Temperature and Aggression

There is the commonness between temperature and aggression by different researches as Baron, 1977 & Baron and Richardson, 1994 suggested that temperature increase the aggression but to a certain limit.

ii) Alcohol and Aggression:

Like temperature there was also found very strange relation between alcohol consuming and aggression. Researches by Caprara et al. (1983) interpreted that alcohol consumption increase aggression in the sense that the people who are generally less aggressive become more aggressive after consumption of alcohol and inversely people who are more aggressive become less aggressive after high consumption of alcohol.

SIGNIFICANCE OF THE STUDY

Adolescence is a period of stress and strain which brought a big change in the behavior of males and females suddenly. Many traits like truthfulness, courage, thinking power, sympathy etc. develop during this stage. The progress of a society depends upon the nature of the education being provided to the students in the schools. The indiscipline among students especially in the schools is due to aggression among the adolescents. The aggression among adolescents results due to inadequate knowledge, unhappy experiences and lack of understanding of their needs. Since, at this span of life, aggression is also a major characteristic among adolescents. In the process of education, balanced personality plays a significant role and is the first condition for the effective teaching-learning process. Aggression is harmful aspect of the personality of a child which is expressed through the behavior of a child. The students learning and achievement in any worthwhile area depends on their ability to make adjustments in different life situations. The increasing cases of riots, suicides, violent attacks on teachers and students, abusing, antisocial behavior, rape cases, agitations and acid attacks on females etc. all show rising anger and frustration and hence the signs of increasing aggressive behavior in our adolescents. There is urgent need to study such behavior and devise ways and means to tackle to the situations of aggression in our school as well as in the society. The increasing aggression and its expression in such a frequent manner is not a good sign for the healthy and well functioning of any society. Many researchers have been conducted on aggression among students in the other countries of the world but hardly any significant study has been done in our country.

OBJECTIVES OF THE STUDY

- 1) To study the level of aggression among male and female senior secondary School students.
- 2) To compare the level of aggression among male and female senior secondary school students.

HYPOTHESES

- There will be no significant difference on different dimension of aggression among male and female senior secondary school students.

METHODOLOGY

Descriptive Survey Method was to be adopted to collect the data from the students. Therefore, after scoring data, mean, S.D, t-test were employed as statistical techniques in the present study



VARIABLE

In the present study, aggression was considered dependent variable and secondary school students as independent variable.

SAMPLE

The sample for the present study consists of 100 male students and 100 female students. The sample was selected as 200 students from senior secondary school by non-probability purposive sampling.

TOOLS USED

- 1. Arnold H.Buss and Mark Perry scale (1999) on aggression.

RESULT AND DISCUSSION

Obtained data were analysed by using descriptive statistics to ascertain the noemalcy of data, t-ratio to examine the significance of differences in mean scores of aggression on different dimensions of aggression.

Table-1 Comparison of Mean Scores

Table with 8 columns: S. No., Variables, Male Students (Mean, S.D.), Female Students (Mean, S.D.), t- ratio, Level of Significance. Rows include Physical Aggression, Verbal Aggression, Anger Aggression.

Result (Table 1) revealed that on Physical Aggression the mean score of male students (21.030) is less than the score of female students (22.970). The value of t-test is -2.923 which is significant at 0.1 levels and on verbal aggression dimension the mean score of male students (14.37) is more than the score of female students (13.80). The value of t-test is 1.172 which is significant at 0.1 levels. Perusal of above table reveal that on anger dimension the mean score of male students (15.76) is less than the score of female students (17.80). The value is 3.361 which is significant at 0.1 levels and the mean score of males students (21.35) is less than the score of Female students (21.80). The value of t-test is 0.721 which is significant at 0.1 levels. The present study was mainly carried out to differently examine the level of aggression in male and female senior secondary school students. To realize the main objective, firstly the two group of students were compared inters of their mean scores on four dimensions of aggression. Mean difference were tested with t-ratio which have depicted the female are high on aggression as compare to their counterparts male students with regard to their Physical Aggression and male students having more Verbal aggression than those of female students on Verbal Aggression. There exists significant difference on Anger dimension of Aggression between male and female school students indicating female students having more anger than those of male students and male students having more hostility than those of female students on Hostility dimension of Aggression.

The present finding is very much confirmatory to the earlier findings (e.g. Singh, Mohanty (2014), Jamal & Govil (2018), Thakur & Grewal (2021).

The results of the present study pointed out that female senior secondary school student have significantly higher mean of aggression score than male senior secondary school students. The decline of the values in our society may be responsible for increasing aggression among female students. Also, the increasing acid attack and rape cases may be one reason for behaving female in an aggressive way as they feel insecure away from the home. A healthy brain will be a valuable all in the inner attention work involved in education. Teacher can make the healthy brain of the student by introducing the extra co-curricular activities, by reducing the boredom pattern of teaching learning process and by introducing the creative skills and use of ICT's in the classrooms.



Model can be used in classroom teaching. Model can highlights the importance of teachers' social and emotional competence (SEC) and well-being in the development and maintenance of supportive teacher–student relationships, effective classroom management, and successful social and emotional learning programmes. Because these factors contribute to creating a classroom climate that is more conducive to learning and that promotes positive developmental outcomes among students.

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