

INTERNATIONAL JOURNAL OF LAW MANAGEMENT & HUMANITIES

[ISSN 2581-5369]

Volume 6 | Issue 2

2023

© 2023 *International Journal of Law Management & Humanities*

Follow this and additional works at: <https://www.ijlmh.com/>

Under the aegis of VidhiAagaz – Inking Your Brain (<https://www.vidhiaagaz.com/>)

This article is brought to you for “free” and “open access” by the International Journal of Law Management & Humanities at VidhiAagaz. It has been accepted for inclusion in the International Journal of Law Management & Humanities after due review.

In case of **any suggestions or complaints**, kindly contact Gyan@vidhiaagaz.com.

To submit your Manuscript for Publication in the **International Journal of Law Management & Humanities**, kindly email your Manuscript to submission@ijlmh.com.

Aggression among Rural and Urban Male and Female Students in Haryana

DR. SUNITA CHAUHAN¹

ABSTRACT

The present study analyzes aggression among rural and urban male and female students. The present study was conducted among rural and urban male and female students of M.N.S. Govt. College of Bhiwani district, Haryana state, India. The sample was selected by using a random sampling method. The total sample consists of 60 females (30 rural and 30 urban), male and female. The age of students ranges between 17 to 21 years. An effective psychological tool such as an aggression scale prepared by km. Roma Pal and Dr. (Smt.) Tasneem Naqvi was administered to the selected sample. The obtained data has been analysed by using the Mean, SD, and t-test. This reveals that there is a difference in the aggression of rural and urban male and female students. The result also reveals that there is a high aggression level in urban male and female students compared to rural male and female students.

Keywords: Aggression, Adolescence, Mean, Standard Deviation.

I. INTRODUCTION

Among all developmental stages, adolescence stage is considered as a very crucial stage that needs to be studied. If the behavior of the adolescents is properly modified and their energy is properly channelized, they can prove to be a boon for the society. India is a developing country and in the present scenario, our youth is indulging in many anti-social activities like- physical assault, acid attack, killing, threatening, shooting, committing suicide, terrorism etc. and aggression is ultimately responsible for all these activities, which is not a good sign for the society. In our daily life, we observe the media reports of physical assault, acid attacks, violent threats, unexpected aggression and so many other kinds of attacks that are common in the headlines. According to Carney (2000) "Through the media, we learn of an adolescent who commits some horrifically violent act, another adolescent, for no apparent reasons or critical incident, seemingly erupts and seriously injures or kills someone.

Govender and Killian (2001) exposed the reports of 73% learners witnessing school violence, 10% reported that being a member of a group they had killed an individual, while 4% indicated

¹ Author is an Associate Professor at M.N.S GC, Bhiwani, Haryana, India.

that they had killed an individual without being a member of that group. From these studies, it seems that we are living in a world that is becoming more violent day by day. In India, majority of the young children, due to undesired and unfavorable atmosphere at home, school and society are the victims of various behavioral problems such as hyperactivity, aggressiveness, violation, non-compliance, social withdrawal, disruptive behavior etc. Among these behavioral problems, aggressive behavior is the most troublesome problem and is of key concern not only for parents and teachers but also for the entire society.

Human aggression is a social behavior, and whilst it has been studied from many perspectives, it is theoretical models and empirical research from the field of social psychology that have provided the strongest framework from which to understand it. This article focuses on the contribution of social psychologists to the understanding of human aggression, providing first some key definitions, then major theories (both classic and contemporary) and a brief summary of social psychological approaches to the study of aggressive behavior. An overview of research findings is presented, including those describing factors within a person that increase the likelihood they will aggress, situational cues that can trigger aggression, internal psychological processes that underlie an instance of aggressive behavior, and processes that increase trait aggressiveness. We conclude by suggesting a 'risk factor' framework for understanding societal violence and noting directions for future research.

Today, a lot of problems in adolescence are increasing day by day. Aggression is a burning issue in adolescence. India is a country of adolescents. Dr. A.P.J. Abdul Kalam stated the importance of adolescents. Various psychologists pointed out that this is a very sensitive stage of human development. In the present, the kind of problems facing adolescents such as family crises, improper education, poverty, less opportunities of jobs, polluted family environment, etc. The current studies indicate that a negative family environment creates high levels of family conflicts, lack of communication, parental unsupportive nature and it is caused by diverse consequences on their behavior. In Particular, aggression have the most consequences on the behavior of adolescents. Some earlier researchers pointed out that easy availability of weapons is a major cause in the current situation. The U.S. The Department of Health and Human Services (2000) conducted a remarkable study and found that female high school students are more likely to use weapons for fighting in schools. But female adolescents also engage in aggressive behavior compared to male adolescents in the present. Aggressive behavior is a sign of helplessness and hopelessness. Aggression influences so many physical, mental and emotional diseases.

Aggression is most widely researched of all child behaviour problems and is described in two

main forms, namely direct - physical aggression and indirect - relational aggression, depending on their method of harm. Direct aggression harms others by damaging their physical well-being and includes physically and verbally aggressive behaviour, while indirect aggression harms others by damaging social relationships.

Adolescence typically impacts adolescents. The behavior of adolescents has changed extremely. They avoid their usual activities, become shy nature, refuse to engage in new experiences. Adolescence is a critical developmental period by which social, emotional and physical changes to the body can build up negative self-perception. Previous studies have shown that adolescent behavior is highly determined by emotions, whereas aggression in adolescent females was a risk factor for the development of internalising problems such as aggression. In addition, there is growing concern for co-occurrence of behavioral, emotional and cognitive problems. Aggression is a word that we use every day to characterize the behavior of others and perhaps even of ourselves. We say that people are aggressive if they yell at or hit each other, if they cut off other cars in traffic, or the tube in frustration.

Social psychologists define aggression as behavior that is intended to harm another individual who does not wish to be harmed (Baron & Richardson, 1994). Because it involves the perception of intent, what looks like aggression from one point of view may not look that way from another, and the same harmful behavior may or may not be considered aggressive depending on its intent. International harm is, however, perceived as worse than unintentional harm, even when the harm is identical (Ames & Fiske, 2014).

According to Baron and Byrne: "Aggression is behavior directed towards the goal of harming another living being who is motivated to avoid such treatment." **Bandura, 1973.** "Aggression may be defined as harmful behavior which violates social conversation and which may include deliberate intent to harm or injure another person." **Buss, A. H. 1961.** "Aggression is a response by an individual that delivers something unpleasant to another person." **Types of Aggression.**

1. **Verbal Aggression:** It is not the direct form of aggression. It refers to communication aiming to insult or hurt another person, and tries to cause psychological pain.
2. **Physical Aggression:** Physical aggression is behaviour, which intends to harm or injure others physically or damage different parts of a body. It includes kicking, molestation, pushing, hair pulling, shooting and so on.
3. **Emotional Aggression:** Emotional aggression is a behavior that is accompanied by negative emotions and often occurs with a small amount of vision and is determined by impulsive emotions.

4. **Instrumental Aggression:** Instrumental aggression refers to a behavior where the main aim is to achieve some external goal. The main Purpose of this type of aggression is to achieve some rewards.
5. **Relational Aggression:** Relational Aggression means not to harm another person physically, but by breaking a relationship or causing damage to social status or prestige such as threatening to end a friendship, backbiting etc.

II. CAUSE OF AGGRESSION

A large number of researchers have been conducted by various psychologists to find out the root cause of aggression.

- **Biological Cause:** Biological Cause is related to the internal functioning of the body. First, it is estimated that poor brain functioning is the real cause of aggression. However, sometimes sex hormones are also considered to the reason behind aggressive behavior.
- **Family Cause:** Children spend most of the time with family members. They learn values and behavior from parental behavior such as moral, problem solving techniques etc. In addition, in the same way, children adopt parent's aggressive behavior. It is the fact that children get affected emotionally, socially, physically and behaviorally due to domestic violence.
- **Social Cause:** It is observed in many schools that teachers terrify the students for a numberless reason. Which develops intolerance and fear in the mind of the learners and makes them aggressive, to take revenge on the teacher.
- **Environment cause:** It is true that most of the time children are influenced by society. Community plays a key role in making a child aggressive. Generally, it has been observed that if adolescents do not get right advice and support from adults they may commit mistakes.

Therefore, present research work as an attempt to understand and reduce the cause of this aggressive behavior and to lead a healthier life.

(A) Review of Literature

Many studies have been conducted to study the relationship aggression and family environment among adolescents. Rana and Malhotra (2005) demonstrated that family environment affected aggressive behaviour. Gender differences, as expected showed that boys scored higher than girls did on physical, verbal and indirect aggression. Kaur and Niwas (2015) found average aggression level among secondary school students. 25% of secondary school students show

high aggression, 64% students show average aggression and 11% students show low aggression. A positive correlation was found between aggression and most of the dimensions of family environment. Kumar and Thakur (2016) in their study found a significant negative relationship between the aggression and five dimensions of family environment (i.e. cohesion, conflict, acceptance and caring, independence and active recreational orientation).

Jain (2017) revealed that there were significant mean differences among aggression level of adolescents of cohesive family environment and adolescents of poor family environment. When both the groups of adolescents were compared on overall ten measures of family environment scale (viz., cohesion, expressiveness, conflict, independence, achievement orientation, intellectual orientation, active recreational orientation, & moral religious emphasis) it was found that high aggression level adolescents come from poor family environment. Sharma (2019) a significant negative correlation between family environment and aggression. Significant differences were found between adolescents of congenial and average, average and poor, congenial and poor family environments in their aggression. Adolescents of congenial family environment were less aggressive.

(B) Objectives of the study

The following are the objectives of the present research study

1. To compare the aggression of rural and urban Male and female students.

(C) Hypothesis

The following hypothesis was framed for this study. There would be significant difference in aggression among urban and rural male and female students.

III. SAMPLE

The sample for the present study consists of male and female (rural and urban) sport students of various M. S. N. Govt. College of Bhiwani district, Haryana state, India. The sample has been selected by using a random sampling method. The total sample consists of 60 male and female (30 rural and 30 urban) students. The age of the male and female students ranges from 17 to 22 years old.

(A) Variables Used

- a. Independent variables:** Rural male and female student, Urban male and female students.
- b. Dependent variable:** Level of aggression

(B) Tools used

The following standardized scale is used to collect the data.

- **Aggression Scale:** This scale is developed by Dr. Tasneem Naqvi and Km. Roma Pal. The scale has 30 items. Each item has six options such as 'like too much', 'more like', 'like simple', 'like less', 'very little like' & 'don't like it at all'. There is no time limit but it can be completed within 30 minutes. The reliability coefficient is determined by two methods and it found a split - half reliability coefficient found .82 and test - retest reliability coefficient found .78. The validity of the scale has 0.74 and 0.78 respectively.

(C) Procedure

The data was collected from Govt. School and Private School where teachers were selected for data collection. Good Support was established with the participates. They were given a briefing about the aim of the present investigation. Instructions were given according to the use only for research purpose. So they were addressed as when required.

(D) Statistical Analysis: The obtained data has effective statistical tools of Mean, SD, 't' test.

IV. RESULT AND DISCUSSION**Table No.1 Showing Mean, SD and 't' value of rural and urban male and female students.**

The table no. 1 shows that the mean score of rural male and female students is 64.6 (SD=17.59) which is less than the mean score of urban male female students 71(SD=17.59). The obtained 't' value is -5.39 which is statistically significant at 0.01 & 0.05 level. So, it means that the first hypothesis " There would be significant difference between aggression of rural and urban male and female students" is accepted.

Variable	Male and female students	N	Mean	SD	df	't' value
Aggression	Rural	30	64.6	17.59	58	5.39**
	Urban	30	71	17.59		

*significant at 0.01 level, ** significant at 0.05 level, * significant

V. CONCLUSION

1. Higher Aggression level of urban male and female students.
2. Comparative value of Aggression level is more in urban group students as compare to rural group students.
3. Due to higher significant value or level of aggression is higher.

VI. REFERENCES

- Bhagi. M & Sharma, S. (1992). *Encyclopaedic Dictionary of Psychology*(Vol. 1) Animal Publisher, New Delhi.
- Bhatia, H. & Chadha, N.k., "Family Environment Scale". *National Psychological Corporation*, Agra. (2015).
- Broota, A. (2008) " Hot Cross kids: A Growing Number of Angry Urban Children are Capable of Violence" Pp 22-26 cited by Sharma,G. *The week*, Jan, 2008.
- Carney, J.V. (2000). "Bullied to Death". *School of Psychology International*, 21(2), 213-223.
- Clare, *Foundations of Educations: Thought and Practice*. Surya Publication, Meerut. (2003).
- Coi, J.D. & Dodge, K.A (2000). "Aggression and Anti Social Behaviour" in W. Damon (Series ed) and N. Eisenberg (vol.ed); *Handbook of Child Psychology, Social Emotional and Personality Development*, Wiley, New York.
- Govender, K., & Killian, B. J. (2001). "The Psychological Effects of Chronic Violence on Children Living in South African Townships", *South African Journal of Psychology*. 31(2), 1-24.
- Harvey, M., & Byrd, M. (2000). "Relationship Between Adolescents Attachment Styles and Family Functioning.,*Adolescence School*, 35(138), 345-356.
- Jain,J.(2017)."Family Environment and Aggression in Adolescents: A Correlational Study" *Indian Journal of Health and Wellbeing*.8(7),598-601.
- Johanson, R. " Aggression in Man and Animal" in Philadelphia: Saunders.(1972). [11].Kaur,D. & Niwas, R. (2015). *Aggressive Behaviour of Secondary School students in Relation to their Family Environment*. Scholarly
