



EXAMINING LEVEL OF AGGRESSION IN ADOLESCENTS: A COMPARATIVE STUDY BETWEEN MALES AND FEMALES

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Abstract: In the current study, an attempt has been made to investigate the level of aggression among teenagers. The study also looks for gender variations in the variables as mentioned earlier. Adolescent aggressiveness was measured for this study using the aggressiveness Questionnaire (BPAQ), which was created by Buss & Perry (1992). There were 60 participants in this study (30 male and 30 female), and all of them were between the age group of 13 and 16. To find the differences among adolescents, mean scores were calculated and a t-test was used. Based on the study's findings, female adolescents had a higher mean score than male adolescents, indicating that they are more aggressive than male students. According to their S.D. scores, female individuals revealed less variability than male subjects. The difference is not significant, as indicated by the calculated t-value. According to the mean scores of both subject groups, they appear to have displayed an average amount of aggression.

Keywords: Aggression, Male, Female, Adolescents, Students.

INTRODUCTION

"Aggression" describes the degree to which actions can cause oneself, other people, and environmental objects to suffer bodily or psychological pain. Aggression usually focuses on causing physical or mental harm to other individuals. Aggression is defined by the Merriam-Webster Dictionary as a strong action meant to dominate oneself or others (Graber, 2002). According to the APA Dictionary of Psychology, it is distinct from a spectrum in which anger seeks to subdue the target without causing injury. According to the Collins English Dictionary, aggression is a type of rage and resolve that prepares you to attack others. Aggression is defined by social psychologists as actions meant to cause harm to someone who does not want to be injured.

Individual differences may exist in the typical indicators and manifestations of violent conduct. Symptoms include biting, hitting, kicking, or kicking someone or something else, bullying, destroying property, having trouble calming down after acting aggressively, pinching, pushing, and teasing someone needlessly, having a headache, having trouble thinking, having trouble making decisions, having trouble focusing and concentrating, having frequent mood swings, feeling irritated, and being angry (Khalil, 2016). The two most prevalent forms of aggressiveness are impulsive and emotional. This kind of aggressiveness is driven by impulsive emotions and happens with very little intent. Another well-planned form of violence that typically serves as a means to an aim, like harming someone, is called instrumental aggression. Physical aggressiveness is when someone hurts another person by punching, kicking, stabbing, or shooting them. Nonphysical aggression includes turning people against one another, clubbing, making fun of others behind their backs, bullying, dismissing other people's opinions, threatening to end a relationship if your partner doesn't comply, and making your partner jealous by flirting with someone else. Aggressive behavior can be caused by a variety of factors, including hormone and neurotransmitter imbalances, structural abnormalities, especially in families where aggressive behavior runs in the family, and mental health conditions like attention deficit hyperactivity disorder, bipolar disorder, personality disorder, posttraumatic stress disorder, epilepsy, dementia, psychosis, substance use disorder, and any brain injury. Furthermore, a history of substance abuse, low self-esteem, trauma, low self-confidence, a lack of coping mechanisms, a lack of positive role models during childhood or adolescence, being a victim of any crime, witnessing violence or any crime at an early age, and a history of substance abuse are all risk factors for aggression.

When a child reaches adolescence, they go from being a dependent child to an adult who can support themselves (K. Sherra, 2016). This phase typically lasts until the late teens or early twenties and starts around age ten. For youngsters, it is a time of fast physical, intellectual, and emotional growth. Prospects are determined by the quality of an adolescent's experiences, relationships, and surroundings. People's access to services, the social norms that govern their communities, the degree of care and support they receive, and their capacity to influence decisions that affect them all have an impact.

REVIEW OF RELATED LITERATURE

Sharma, D., Kishore, J., Sharma, N., & Duggal, M., 2017 According to a different study, men were more prone than women to engage in physical altercations and bullying. Both offline and online hostility were more likely to target them.

Dou, C., Wei, Z., Jin, K., Wang, H., Wang, X., & Peng, Z., 2015 study found that among Chinese adolescents, poorer peer relationships, a higher family income, a mother with a higher level of education, the father's parenting styles, a lower parental connection, and an unsuitable social environment at school are all associated with an increased risk of violence.

Kanne, S. M., & Mazurek, M. O., 2010 conducted a study in which parents said that 68% of them had acted aggressively toward careers and 49% towards non-caregivers, indicating a significant prevalence. The study also found that younger individuals with more parents and greater incomes were more likely to be aggressive due to recurrent behaviors or social/communication issues.

Ramos, R. 2013 according to his study, having little parental support for non-aggressive behavior and a high degree of community violence are factors that predict aggression.

Toldos, M. P. 2004 conducted a study that revealed that boys reported higher instances of verbal, physical, and indirect aggression than girls. Adolescents were found to have an easier time justifying verbal and physical hostility than children. Though there were no differences in verbal aggressiveness, boys were more likely than girls to justify physical and verbal hostility.

Guerra, N. G., Rowell Huesmann, L., & Spindler, A. 2003 study discovered that exposure to violence in society changed children's aggressive behavior by causing them to imitate violence and altering their cognitive development as they grew older.

OBJECTIVES

1. To determine the level of aggression of adolescents.
2. To study the comparison of the level of aggression between male and female adolescents.

HYPOTHESIS

1. There will be no significant difference between the level of aggression among adolescents.
2. There will be no significant gender differences between males and females concerning aggression.

METHODOLOGY

Sample

The area of study is Chandigarh. The sample of 60 adolescent students was selected through a purposive sampling technique. Thirty male and thirty female respondents between the ages of thirteen and sixteen form a sample of the study.

Tool Used

For data collection standard tool "The Aggression Questionnaire (BPAQ) developed by Buss & Perry (1992)" was used. It consists of 29 statements, which are further divided into four dimensions; Physical aggression, Verbal aggression, Anger, and Hostility.

Collection of Data

Data was collected through online mode.

Statistical Techniques

Mean, Standard Deviation, and T-test were used to calculate the data.

FINDINGS

Table I shows the mean & s.d score of male adolescents.

MALE		
Dimensions	MEAN	S.D
Physical Aggression	20.6	4.64
Verbal aggression	25.2	5.62
Anger	14.6	4.31
Hostility	22.9	6.58
Total	83.3	16.53

The above table shows the mean score for male adolescents is 83.0, and the S.D. score is 16.53. The scores of female adolescents indicate that they show an average level of aggression.

Table II shows the mean & s.d score of female adolescents.

FEMALE		
Dimensions	MEAN	S.D
Physical Aggression	21.0	3.85
Verbal aggression	25.8	4.48

Anger	16.2	2.69
Hostility	24.9	5.13
Total	88.0	10.35

The above table shows the mean score for female adolescents is 88.0, and the S.D. score is 10.35. The scores of female adolescents indicate that they show an average level of aggression.

Table III shows the comparative analysis of both (male & female) adolescents regarding aggression.

DIMENSIONS	MALES		FEMALES		t-value	p-value
	MEAN	S.D	MEAN	S.D		
Physical aggression	20.06	4.64	21.0	3.85	0.3634	0.7176
Verbal aggression	25.02	5.62	25.8	4.48	0.4573	0.6492
Anger	14.06	4.31	16.2	2.69	1.7249	0.0899
Hostility	22.09	6.58	24.9	5.13	1.3129	0.1944
Total	83.03	16.53	88.0	10.35	1.3200	0.1920

The above table shows the comparative analysis of both (male & female) adolescents regarding aggression, the overall mean score of male adolescents is 83.03, and the S.D. score is 16.53, whereas the mean score for female adolescents is 88.0, and the S.D. score is 10.35 and as shown t- value is not significant.

DISCUSSION

According to the study's findings, the mean scores for both groups revealed an average degree of hostility. As shown in the above tables, the average score of female participants is higher than that of male participants. The mean scores of female adolescents were higher than those of male adolescents in the Anger dimension (Mean Scores: Female subjects = 21.0, Male subjects = 20.6). According to the S.D. scores (male subjects = 4.64, female subjects = 3.85), female adolescents exhibited less variability than their male counterparts. There is no significant difference between male and female teenagers, according to the t-value (0.3634). The mean scores of female adolescents were marginally higher than those of male adolescents in the physical aggression component (Mean Scores: Female subjects = 25.8, Male subjects = 25.2). Regarding S.D. scores (female participants). There is no significant difference between male and female adolescents, according to the t-value (0.4573). The mean scores of female adolescents were higher than those of male adolescents in the verbal aggression component (Mean Scores: Female subjects = 16.2, Male subjects = 14.6). According to the S.D. scores (male subjects = 4.31, female subjects = 2.69), female adolescents exhibited less variability than their male counterparts. There is no significant difference between male and female adolescents, according to the t-value (1.7249). The mean scores of female adolescents were higher than those of male adolescents in the hostility component (Mean scores: Female subjects = 24.9, Male subjects = 22.9). According to the S.D. scores (male subjects = 6.58, female subjects = 5.13), female adolescents exhibited less variability than their male counterparts. According to the t-value (1.3129), there is no significant difference between male and female adolescents. In comparison to male adolescents, female adolescents scored higher overall, according to the mean scores of both genders (Mean Scores: Female subjects = 88.0, Male subjects = 83.3). According to the S.D. scores (male subjects = 16.53, female subjects = 10.35), female adolescents exhibited significantly less variability than male adolescents. It is evident from the t-value (1.3200) that there is no statistically significant difference between adolescents who are male and those who are female. Additionally, it was observed that the level of violence displayed by both male and female teenagers was average.

CONCLUSION

The study's findings indicate that both male and female subjects' levels of aggression were examined, with female adolescents scoring higher than male adolescents. Furthermore, it can be said that the scores of adolescents who are male and those who are

female do not differ significantly. The null hypothesis has been accepted in this instance. Additionally, the mean ratings for both groups show that their levels of hostility are average.

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