
A STUDY ON AGGRESSION LEVEL AMONG COLLEGE FEMALE STUDENTS



Kaur Eashtpreet*

*Assistant Professor in Psychology, JC DM, College, Sirsa (H.R)-INDIA.

E. Mail: eashtpreet.toor@gmail.com.

ABSTRACT

The main objective of the present study was to know the aggression level among college female students. 60 female college students were selected for the present study. The age of the subject were ranged between 18 to 22 years. To measure the aggression level, all the college female students were administered the aggression scale developed by Guru Pyari Mathur and Raj Kumari Bhatnagar (2004). Descriptive statistics with Analysis of variance (ANOVA) was used to analyze of the data. The results revealed that the F-value (5.11) is found to be significant at 0.01 level college students. The female students were significantly differed from each other in their aggression level.

Keywords: Aggression & College Female Students.

INTRODUCTION

The term aggression comes from the Latin word aggression, meaning attack. Aggression is defined as, any type of behavior intended toward the goal of harming or injuring another lived being who is motivated to avoid such treatment. Most people view aggression as a negative psychological characteristic; however, some sport psychologists agree that aggression can improve performance (Widmeyer & Birch, 1984). This is called an assertive behavior (Bredemeier, 1994), where a player will play within the rules of the sport at a very high intensity, but will have no intention to harm an opponent. Human aggression can be classified into direct and indirect aggression, whilst the first is characterized by physical or verbal behavior intended

“Curiosity is the best Quality of a Good Researcher”

**INDEXED: INTERNATIONAL SCIENTIFIC INDEXING (ISI)-UAE, GERMANY & ISRA,
SJIF: INDIA**

IRJPES Impact Factor (ISRA: JIF): 1. 247

to cause harm to someone, the second one is characterized by a behavior intended to harm social relations of an individual or a group (Almeida et al., 2015). There are also various theories about aggression in sport including theories of innate aggression and learned aggression which declares that aggression is a learnable behavior or the theory of failure- which considers aggression as a result of failure in achieving ones objectives (Anne Marie Bird, 1985).

Therefore, that behavior is positively reinforced and aggression is then ingrained into the male brain. Lanctot & Le Blanc (2003) conducted the Gender and Aggression Project in Canadian Institutes for Health Research and reported that gender difference in aggression have several forms. Crick (1996) theorized that different aggressive tactics were linked to different social motives, and that the importance of these motives differed for girls and for boys. Because boys emphasize dominance whereas girls emphasize intimacy, the genders presumably diverge in the development of aggressive tactics. On the other hand, men tend to be more aggressive than women (Warden, Grasso, Luyben, 2009). It is more acceptable for men to be aggressive than it is for females (which I don't think will ever change). Past meta-analyses in the encyclopedia found males regardless of age engaged in more physical and verbal aggression while small effect for females engaging in more indirect aggression such as rumor spreading or gossiping. It also found males tend to engage in more unprovoked aggression at higher frequency than females. This analysis also conforms to the Oxford Handbook of Evolutionary Psychology which reviewed past analysis which found men to use more verbal and physical aggression with the difference being greater in the physical type.

OBJECTIVE OF THE STUDY

The main objective of the study was to know the aggression level among college female students.

HYPOTHESIS OF THE STUDY

The hypothesized that there would be no significant difference in between college female students.

“Curiosity is the best Quality of a Good Researcher”

**INDEXED: INTERNATIONAL SCIENTIFIC INDEXING (ISI)-UAE, GERMANY & ISRA,
SJIF: INDIA**

IRJPES Impact Factor (ISRA: JIF): 1. 247

Website: www.sportjournals.org.in

Page 2

DESIGN OF THE STUDY

The sample of the present study comprised 60 (N=20 District level, N= 20 State Level and N=20 National Level) female college students from different colleges of Sirsa, Haryana. All the students had participated in different colleges. The age of the subject ranged between 18 to 22 years.

Instruments:

The following instrument was used for collecting the data from the sample:

Aggression Scale:

Aggression scale developed by Mathur and Bhatnagar (2004) was used to study the level of aggression of the students. This scale consists of 55 statements. It is a Likert type 5 point scale. The total number of answers constitutes the final score. Maximum score is 275 and minimum is 55. Higher scores show higher aggression level and lower scores show lower aggression level. Test-retest reliability of the checklist was found to be .88 in males and .81 in females. Validity is .80 in males and .78 in females.

ANALYSIS AND RESULTS OF THE STUDY

In this present study data were analyzed by using Statistical Package of Social Science (SPSS) program software version 20.0. Descriptive statistics was used to find out the mean and S.D scores of female college students. One way ANOVA was used to analyze the mean difference.

Table No: I
Table showing the Mean and Standard Deviation Score of Female Students

Groups	Mean	Standard Deviation
District level female students	168.65	17.60
State level female students	158	23.26
National level female students	145.55	26.79

Table No: I represent the mean and standard deviation scores of district level, state level and national level female college students on aggression. From the table it is seen that the mean score

“Curiosity is the best Quality of a Good Researcher”

INDEXED: INTERNATIONAL SCIENTIFIC INDEXING (ISI)-UAE, GERMANY & ISRA, SJIF: INDIA

IRJPES Impact Factor (ISRA: JIF): 1. 247

of district level female college students on aggression is found to be (168.65), the mean score of State level female college students is found to be (158) and the mean score of national level female college students is found to be (145.55).

Table No: II

Table showing the summary of one way ANOVA on student's aggression level

Source	Degrees of Freedom DF	Sum of Squares SS	Mean Square MS	F	Remark
Between Groups	2	5346.9	2673.45	5.11	P<.01
Within Groups	57	29813.5	523.0439		
Total	59	35160.4			

From Table No: II, it is evident that the F-value for aggression is (5.11) which is significant at 0.01 level with $df = 2/57$. It means all the three groups of students such as District level, State level and national level female college students are differing from each other in their aggression level. Thus the Null Hypothesis that there is no significant difference in mean scores of aggression of District level, State level and National level female college students are rejected.

DISCUSSION

From the result it is seen that in aggression, the District level, State level and National level female college students are differing significantly from each other. The F-value is found to be (5.11) which is significant with $df = 2/57$.

CONCLUSION

After statistical analysis it is concluded that female students were significantly differed from each other in their aggression level.

REFERENCES

- Almeida D, Martins RM, Cabral Centurion JC, Rodrigo N. Behavioral, hormonal and neurobiological mechanisms of aggressive behavior in human and nonhuman primates. *Physiology & Behavior*. 2015; 143:121-35.
- Akert RM, Aronson E, Wilson TD. *Social Psychology*.
- Bredemeier, B.J. (1994). Children's moral reasoning and their assertive, aggressive, and submissive tendencies in daily life. *Journal of Exercise and Psychology*, 16,1-14.

“Curiosity is the best Quality of a Good Researcher”

**INDEXED: INTERNATIONAL SCIENTIFIC INDEXING (ISI)-UAE, GERMANY & ISRA,
SJIF: INDIA**

IRJPES Impact Factor (ISRA: JIF): 1. 247

- Ciccolella, Elizabeth Margaret, (1978) "Differences in Aggression of Male and Female" Dissertation Abstracts International 39:6.
- Crick, N. R. (1996). A Review and Reformulation of Social Information-Processing Mechanisms in Children's Social Adjustment. Psychological Bulletin, 115, 74-101. <http://dx.doi.org/10.1037/0033-2909.115.1.74>
- G.P Mathur G.P and Dr. R. Bhatnagar. Aggression Scale. Agra: Rakhi Prakashan, 2004.
- Lanctot, N., & Leblanc, M. (2003). The Structure and Growth of Violence. Interdisciplinary Conference (pp. 7-12). Edinburgh.
- Warden, K. B., Grasso, S. C., & Luyben, P. D. (2009). Comparisons of rates and forms of aggression among members of men's and women's" Journal of prevention & intervention in the community, 37(3), 209-215.
- Widmeyer, N., & Birch, J. (1984). The relationship between aggression and performance outcome" Canadian Journal of Applied Sport Sciences, 4 91–94.

“Curiosity is the best Quality of a Good Researcher”

**INDEXED: INTERNATIONAL SCIENTIFIC INDEXING (ISI)-UAE, GERMANY & ISRA,
SJIF: INDIA**