

Impact of Gender and Religion on Aggression among intermediate students of Sakra Block, Muzaffarpur, Bihar

Dr. Vikash Kumar¹, Dr. Veena²

¹Assistant Professor, Department of Psychology, R. C. College, Sakra, B. R. A. Bihar University, Muzaffarpur

²Assistant Professor, Department of Psychology, L. N. College, Bhagwanpur, Vaishali, B. R. A. Bihar University, Muzaffarpur

Abstract- Aggression is an important issue of social Psychology. It is a universal phenomenon, which is found in every organism. Aggression is forceful and hostile behaviour towards another organism or object that can result in emotional or physical harm.

The present study tries to focus on aggression of boys and girls in relation to their gender, and religion conducted on 90 intermediate students (45 boys and 45 girls) of Sakra block, Muzaffarpur district, Bihar. Selected samples were administered on the Aggression scale developed by Kumari Roma Pal and Mrs. Tasneem Naqui, was used for assessing the aggression of the students. Descriptive statistics was used to analyze the obtained data using tools such as means, SD, t- ratio. The analysis of data significantly concluded that a significant number of male intermediate students have high level of Aggression than female intermediate students It clearly points that gender plays a vital role in the aggressive behaviour and it was also found that no significant difference between Hindu and Muslim students showing aggression is affected by the gender but not religion.

Keywords: Aggression, Gender, Religion, Aggressive behaviour

INTRODUCTION

Aggression is a universal phenomenon, which is found in every being. It is an important issue of Social Psychology. Aggression is forceful and hostile behavior which involves attacking another person or object with the intent of harm. Now a days the Social Psychologist are interested to study in the field of aggression and some important researches have also been conducted by the researchers.

According to Buss (1961), "Aggression is a response that delivers noxious stimuli to another organism." In other way, Berkowitz (1975) defined as 'Aggression is the intentional injury of another.' According to Baron & Byrne (1988) 'Aggression is a behavior

directed towards the goal of harming or injuring another living being who is motivated to avoid such treatment.'

Again, Myers (1988) defined as, 'Aggression may be defined as physical or verbal behaviour that is intended to hurt someone'. In another words, Atkinson, Atkinson, Smith & Hilgard (1987), defined this term in another way, 'Aggression is the behaviour that is intended to injure another person (physically or verbally) or to destroy property.'

The term 'aggression' is a mode of frustration and according to Krech and Crutchfield (1962), 'frustration is the motivational and emotional state which results from persistent blockage of goal-directed behaviour. It may lead the individual change in cognition to maladaptive behaviour. In other words Mowrer (1938) defines, 'Frustration is a state of affairs against which the effected individual's energies are more of lots strongly mobilised which he seeks to eliminate or, if possible entirely to avoid, if happiness may fairly be said to represent the ultimate goal of all human endeavor, frustration as its anti-thesis.

Aggression has been considered as a defense mechanism in abnormal Psychology, whereas general aggression is a normal behaviour and in daily life. Freud emphasizes the study of aggression to understand the human behaviour disorders and for him, aggression is one of the consequences of frustration. Dollard, Miller, Doob, Mowrer and Sears also known as a Yale group, accepted that frustration results in aggression. Yale group hypotheses of frustration and Aggression formally advanced by Miller and Dollard (1941) and they defined aggressive behavior is a logical and expected consequence of frustration. In 1941, Millar accepted the modification made by Doob and Sears (1939) and Sears (1948) and

gives his explanation as, ‘Frustration produces, instigation to a number of different types of response, one of which is instigation to some form of aggression. The findings of Holland and Sperry (1951), Suggest that highly frustrated children are more aggressive, Whiting (1944), conducted an anthropological study of Kwama and found that the aggression is the only types of reaction to frustration.

REVIEW OF LITERATURE

There are so many studies conducted by the researcher on aggression. Some important researches and their findings are discussed here.

Thakur, S. and Grewal, K. K. (2021) conducted a study on the topic, ‘A study of aggression that there exists a significant relationship between aggression and various dimensions of family environments like cohesion, expression, conflict, acceptance and caring, independence and active recreational orientation.

Rana and Malhotra (2005) conducted a study and found that the family environment affected aggressive behaviors.

Kaur and Niwas (2015) found in his research i.e. 25% of secondary school students shows high aggression, 64% students show average aggression and only 11% students show low aggression.

Kumar and Thakur (2016) conducted a study and found a significant negative relationship between the aggression and five dimension of family environment i.e. cohesion, conflict, acceptance, and caring, Independence and active recreational orientation.

Sharma (2019) in their study found a significant negative correction between family environment and aggression.

Sidhu, Kaur, Sangha and Bansal conducted a study on the topic, ‘Aggression among adolescents: A cross sectional study’. The result shows that the total prevalence aggression was found to be 51.90% with higher score in urban population, males having more of physical aggression and females having hostility associated significantly with the age distribution, residency type, etc.

So, aggression is a growing problem in the modern era where everyone is striving to excel in his/her field, whether it is at home or at workplace. Nowadays aggression has become a universal phenomenon. The most serious effects of aggression related to psychological and behavioural disturbance. Lots of

studies described that students continue to face aggression with multiple dimensions of family environments and responsibilities together.

OBJECTIVE OF THE STUDY

The study was designed to attain the following objectives:

- (a) To find out that the impact of gender on aggression level of the intermediate students.
- (b) To find out that the impact of religion on aggression level of the intermediate students.

Hypotheses of the Study

- (a) The aggression level would be higher in male intermediate students than female intermediate students.
- (b) The aggression level would be lower in Hindu intermediate students than Muslim intermediate students.
- (c) The aggression level would be lower in Hindu male intermediate students than Muslim male intermediate student.
- (d) The aggression level would be lower in Hindu female intermediate students than Muslim female intermediate students.

METHODOLOGY

This study was carried out after voluntary and verbal consent from the participants and taking permission from the college. The convenient and purposive sampling procedure was followed to select the participants for the study.

Sample

A total of 90 intermediate students from colleges of Sakra block, Muzaffarpur district, Bihar by using convenient and purposive sampling techniques. The sample was divided in to two gender group i.e. Male and female. Each group represented by 45 students. Again the 60 sample was divided in to two religious group i.e. Hindu and Muslim. Further each religious group was sub-divided into two gender group i.e. male and female. Each sub group represented by 15 students. A details sample design is given below: -

Hindu		Muslim	
Male	Female	Male	Female
45	45	45	45

Inclusion Criteria: -

- 1.The age of Participants must be between 15-20 years.
- 2.The minimum educational qualification of Participants was intermediate.
- 3.By religion the participants must be Hindu and Muslim.

Tools used: -

The data for the study was collected by using the following tools:

Personal Data sheet (PDS): Personal data sheet was prepared by the researcher himself for participants identification. The detailed information regarding participants i.e. name, age, sex, religion, residence,

qualification, name of institutions, father name, address etc. included.

Aggression Scale (A- Scale): This scale was used to measures the aggression level of students. It has been developed Kumari Roma Pal and Mrs. Tasneem Naqui. This test contains 30 items and having high reliability i.e. 0.78 and high validity i.e. 0.74.

Procedure

After contacting the prospective participants and taking their verbal consent, the Aggression scale along with personal data sheet were given to participants. The purpose of the study was explained and proper information was given to them. The participants gave their responses separately. After the screening the procedure was completed.

RESULT AND DISCUSSION

The findings of the study have been displayed and discussed in the further subsection.

Table-1. Comparison between male and female intermediate students on aggression scores

Gender	N	Mean	SD	t-value	Level of Sig. (<P)
Male	45	97.22	18.47	6.217	0.01
Female	45	72.6	19.1		

As reported in Table-1 shows the mean and standard deviation in the score of male intermediate students was 97.22,18.47 and for female intermediate students was 72.60, 19.10 respectively. When the same scores were put to the T-test the value 6.217 was obtained, which was significant at 0.01 level of significance.

Thus, the hypothesis i.e. ‘The aggression level would be higher in male intermediate students than female intermediate students’ is supported by the findings. The finding indicates that male intermediate students having higher aggression level in comparison to female intermediate students.

Table-2. Comparison between Hindu and Muslim intermediate students on aggression scores

Religion	N	Mean	SD	t-value	Level of Sig(<P)
Hindu	30	78.90	25.06	0.028	NS
Muslim	30	78.70	19.91		

Table-2 shows that aggression level of Hindu and Muslim Intermediate Students. The mean and standard deviation scores of Hindu Intermediate students was 78.90, 25.06 and the mean and standard deviation scores of Muslim Intermediate students was 78.70, 19.91. The difference between both means score were found no Significant at any level.

Thus, the hypothesis i.e. ‘The aggression level would be lower in Hindu Intermediate students than Muslim Intermediate students’ is not supported by the findings. This finding indicates that there is no any difference between both Hindu and Muslim intermediate students on their aggression score.

Table-3. Comparison between Hindu male and Muslim male intermediate students on aggression scores

	N	Mean	SD	t-value	Level of Sig(<P)
Hindu male	30	94.23	16.90	0.0477	NS
Muslim male	30	96.40	18.22		

Table-3 shows that aggression level of Hindu male and Muslim male intermediate students. The mean and standard deviation scores of Hindu male intermediate students was 94.23, 16.90 and Muslim male intermediate students was 96.40, 18.22 respectively. The difference between both means scores was formed no significant at any level.

Thus the hypothesis i.e., ‘The aggression level would be lower in Hindu male intermediate students than Muslim male intermediate students’ is not supported by the findings. This finding indicates that there is no any difference both Hindu male and Muslim male students on their aggression scores.

Table-4. Comparisons between Hindu female and Muslim female intermediate students on aggression scores

	N	Mean	SD	t-value	Level of Sig(<P)
Hindu female	30	72.13	20.87	0.881	NS
Muslim female	30	68.07	14.23		

Table-4 shows that aggression level of Hindu female and Muslim female intermediate students. The mean and standard deviation scores of Hindu female intermediate students was 72.13, 20.87 and the mean and standard deviation scores of Muslim intermediate students was 68.07, 14.23 respectively. The difference between both means scores was formed no significant at any level.

Moreover, Aggression is affected by the gender but not by religion. Aggression is a growing problem in youth in their life. The problem due to high level of Aggression can be exhibited physically, psychologically and behaviorally by an individual and the best way to manage Aggression is to prevent it. The best thing is to reduce Aggression and indulge in preventive measures with functional classroom norms and to keep realistic expectations from the students equipped with the skills to achieve.

Thus, the hypothesis i.e., ‘The aggression level would be lower in Hindu female intermediate students than Muslim intermediate Students is not supported by the findings. This finding indicates that there is no any difference between both Hindu female and Muslim female students on their aggression score.

REFERENCE

FINDINGS OF THE STUDY

The findings of the present study are as follows: -

- (a) The male intermediate students having higher level of aggression than female intermediate students.
- (b) Both Hindu and Muslim intermediate students having similar level of aggression.
- (c) Both Hindu male Muslim male intermediate students having similar level of aggression.
- (d) Both Hindu female and Muslim female intermediate students having similar level of Aggression.

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CONCLUSION

On the basis of this study it can be concluded that a significant number of male intermediate students having high level of aggression than female intermediate students and no any significant difference between Hindu and Muslim intermediate students.

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