

A comparative study of aggression and self control on Gender (i.e. Boys and Girls) in Mizo population.

Naorem Binita Devi,
Department of psychology, MZU, India.

Abstract: *The present study has been designated “A comparative study of aggression and self control on Gender (i.e. Boys and Girls) in Mizo population”. The objectives of the present study is: “to study the correlational analysis of aggression and self-control between boys and girls included in the study; to compare the aggression between boys and girls included in the study; to compare the self-control between boys and girls included in the study. To achieve this objective eighty participants are randomly selected and included in this study. The Data are collected from Aizawl area. Participants are ranging age group from 13 to 15 years. All the participants are administered Aggression scale (to measure aggression) and the self-control scale (to measure self-control). Data can be analyzed quantitatively. The obtained data is processed to obtain: Mean and standard deviation of the Boys and Girls of all variables included in the study; Pearson’s intercorrelational analysis among all the variables included in the present study; One way of analysis for the comparisons of boys and Girls included in the study. Result has indicated that the mean value of aggression between Boys and Girls are found 79.87 and 66.42 respectively and F value between groups ($F=8.630$) are found to be significant. The mean value of self-control between Boys and Girls are found 16.15 and 17.80 respectively and F value between groups ($F=5.247$) are found statistically significant.*

Keywords: *Aggression, self control, instrumental aggression, hostile aggression.*

Human aggression is any behaviour directed toward another individual that is carried out with the proximate (immediate) intent to cause harm. In addition, the perpetrator must believe that the behaviour will harm the target, and that the target is motivated to avoid the behaviour (Bushman & Anderson 2001, Baron & Richardson 1994, Berkowitz 1993, Geen 2001).

Hostile aggression has historically been conceived as being impulsive, thoughtless (i.e., unplanned), driven by anger, having the ultimate motive of harming the target, and occurring as a reaction to some perceived provocation. It is sometimes called affective, impulsive, or reactive aggression. *Instrumental aggression* is conceived as a premeditated means of obtaining some goal other than harming the victim, and being proactive rather than reactive (Berkowitz 1993, Geen 2001).

In cognitive neo-association theory, aggressive thoughts, emotions, and behavioural tendencies are linked together in memory (Collins & Loftus 1975). Cognitive neo-association theory also includes higher-order cognitive processes, such as appraisals and attributions. If people are motivated to do so, they might think about how they feel, make causal attributions for what led them to feel this way, and consider the consequences of acting on their feelings. Such deliberate thought produces more clearly differentiated feelings of anger, fear, or both. It can also suppress or enhance the action tendencies associated with these feelings. Cognitive neo-association theory not only subsumes the earlier frustration aggression hypothesis (Dollard et al. 1939), but it also provides a causal mechanism for explaining why aversive events increase aggressive inclinations, i.e., via negative affect (Berkowitz 1989). This model is particularly suited to explain hostile aggression, but the same priming and spreading activation processes are also relevant to other types of aggression.

According to social learning theories (Bandura 1983, 2001; Mischel 1973, 1999; Mischel & Shoda 1995), people acquire aggressive responses the same way they acquire other complex forms of social behaviour—either by direct experience or by observing others. Huesmann (1986, 1998) proposed that when children observe violence in the mass media, they learn aggressive scripts. Scripts define situations and guide behaviour: The person first selects a script to represent the situation and then assumes a role in the script. Once a script has been learned, it may be retrieved at some later time and used as a guide for behaviour. This approach can be seen as a more specific and detailed account of social learning processes. Scripts are sets of particularly well-rehearsed, highly associated concepts in memory, often involving causal links, goals, and action plans (Abelson 1981, Schank & Abelson 1977). Excitation transfer theory (Zillmann 1983) notes that physiological arousal dissipates slowly. The notion of excitation transfer also suggests that anger may be extended over long periods of time if a person has consciously attributed his or her heightened arousal to anger. Social interaction theory (Tedeschi & Felson 1994) interprets aggressive behaviour (or coercive actions) as social influence behaviour, i.e., an actor uses coercive actions to produce some change in the target’s behaviour.

Researchers like Sunil Saini, Neelam Goyal; Narendra Kumar (2010) had found that psychological aggression was associated with physical aggression, negotiated skills and positive physical and emotional feelings. Negotiation skill was the only significant predictor of men to women psychological aggression and, in women-to-men psychological aggression, negotiation skill and positive feelings are significant predictors. Path analysis is also done and they have found strong evidence of physical aggression as the mediator between negotiation skills, positive feelings and psychological aggression in men to women and women to men psychological aggression. The findings have important implications in understanding and treating psychological aggression in marital relationships. Other Researchers like G.B. Manjula and Rajeshwari N. Kenchappanavar (2013) have revealed that commercial female sex workers and gays differ significantly on aggression, depression and loneliness. Further, it has been found that rural and urban commercial female sex workers have differed significantly on aggression, depression and loneliness. Similarly rural and urban gays have differed significantly on all the three variables.

Methodology:

The present study has been designed to investigate "A comparative study of aggression and self control on Gender (i.e. Boys and Girls) in Mizo- population ranging age of 13 to 15 years.. For this study, a sample of 80 participants is randomly selected from Mizoram. All the participants are administered: aggression scale and self-control scale (SCS).

Sample:

Sample (N=80 i.e., Boys =40; and Girls = 40) for the present study was drawn randomly from Aizawl area. The selected participants are administered tests of the aggression scale and self-control scale (SCS). The testing is made on individual setting.

Tests Used:

The following tests are used for the present study:

1. Aggression scale
2. Self-control scale

Procedures:

The randomly selected samples for the present study from different parts of Aizawl are administered individually.

Scoring of the test:

Hand scoring was done by using prescribed scoring keys for different tests.

Statistical analysis:

Data can be analyzed quantitatively. The obtained data is processed to obtain the following information:

1. Mean and standard deviation of the Bank employees and businessmen of all variables included in the study.
2. Pearson's intercorrelational analysis among all the variables included in the present study.
3. One way of analysis for the comparisons of bank employees and businessmen included in the study.

I. RESULT

The result tables for the present study were as follows:

TABLE:I

Mean, standard deviation of boys and girls aggression and self control

Variables	N	Mean	S.D.
Aggression \ Boys	40	79.87	23.97
Girls	40	66.42	16.23
Self-control Boys	40	16.15	3.50
Girls	40	17.80	2.91

TABLE:II

Intercorrelation matrix for all the variables included in the study.

AGG	Self-control	
AGG	----	-.049
Self-control		----

Note: *p<.05; **p<.01

TABLE:III

Summary of ANOVA of significance difference between Boys and Girls on aggression and self-control

Variables		SS	df	MS	F
AGG	Between groups	3618.050	1	3618.050	8.630SN
	Within groups	32702.150	78	419.258	
	Total	36320.200	79		
Self-C.	Between groups	54.450	1	54.450	5.247SN
	Within groups	809.500	78	10.378	
	Total	863.950	79		

Figure:1

Mean Bar diagram showing boys (M=1) and girls (F=2) on self control (SC).

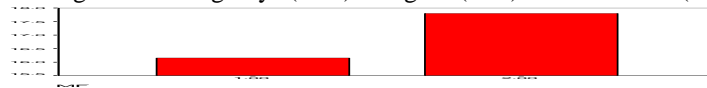


Figure:II

Mean Bar diagram showing for boys (M=1) and Girls(F=2) on Aggression (A).



II. DISCUSSION

The results are discussed in the following ways:

The mean value of aggression between Boys and Girls are found 79.87 and 66.42 respectively and F value between groups (F=8.630) are found to be significant.

The mean value of self-control between Boys and Girls are found 16.15 and 17.80 respectively and F value between groups (F=5.247) are found statistically significant.

III. Conclusion

In conclusion part, the investigator found very interesting finding between the boys and girls on aggression and measures of self-control. The investigator can develop the self control is the predictor variable of aggression in latter study. Here the investigator is not establishing but from this result the investigator infer such hypothesis.

IV. Acknowledgement

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