

Exploring Aggression Across Multiple Variables: A Review

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ABSTRACT

Aggression is a common human emotion experienced regularly by most people. However, if not effectively managed, this emotion can be quite dangerous in both personal and professional contexts. As it is a natural emotion, it can be provoked by various factors (frustration, stress, fear, etc). Through a comparative approach, we explore variations in the ways aggression is manifested and its impact on individuals and their surroundings. This condones many types of anger, including verbal, physical, and passive-aggressive behavior. Therefore, by comparing studies on aggressiveness, we may gain a deeper knowledge of this complicated human emotion and draw useful conclusions for professionals and individuals who want to deal with aggression in both their private and professional lives. This is a comprehensive study between comparison of aggression levels of males and females which can guide us from a Forensic perspective to unleash the percentage of aggression according to the age which subject holds.

Keywords : Aggression, Aggressive behavior, Comparative study, Peer Aggression.

I. INTRODUCTION

The aggressiveness test was performed on several factors, from that some of which are reviewed in this article.

A wide variety of behaviors that carry the risk of causing bodily or psychological harm to oneself, others, or the environment are considered acts of aggression. This can be communicated physically, mentally, or vocally. Furthermore, there exist gender disparities in aggressiveness, which are impacted by

both biological variables like testosterone levels and cultural expectations [1]. The term "aggression" refers to any hostile, causing harm, or aggressive act. Generally speaking, aggressive behavior increases the possibility of hurting or damaging the target person or object. Aggressiveness and assertiveness are two different things. Aggression is viewed as a behavior type rather than as a sentiment, a rationale, or an attitude [2]. Colleges are the most significant background for developing students' emotional intelligence, the environment and training provided

there affect how emotionally intelligent students become. Students of aggression can be controlled with the aid of emotional intelligence development [3]. It has long been debatable whether aggression and sports are related. Aggressive behavior within sports is intentional and controlled by the aggressor. Also, making the distinction between contact and non-contact sports is a crucial comparison across sports [4]. "The ability to recognize, understand, manage, and effectively use one's own emotions and the emotions of others" is the definition of emotional intelligence. In sports, players require help controlling their anger to stay composed and provide their best. Within the confines of the game, a moderate amount of hostility can enhance performance and effort. On the other hand, excessive or inadequate aggressiveness might impair athletic performance [5]. Sportsmen are not invincible, but the human potential is boundless, with no restrictions on realizing ambitious dreams. Aggression serves as a means to overcome weakness and confront all challenges, ultimately leading to victory [6][13]. The main issues of society are violence and aggression. Also, emotional development plays a major role in life. An emotionally mature individual effectively expresses emotions in the appropriate context and with the right intensity. Emotions, including love, anger, and fear, significantly contribute to a child's personality development [7]. Individuals and society are being influenced by aggressive behavior among young people and teachers. An adolescent spends much of their time in the classroom, where they interact with peers and teachers [8]. Violence is a prevalent issue in every society, frequently reported in newspapers. The concerning aspect is the prevalence of violent behavior among high school students. Various factors may negatively impact the behavior of adolescents [9]. Sports psychology is the branch of psychology with the quickest rate of growth. Any kind of gaming, even sports, has a lot of positive effects on mental health. It relieves some of our stress and obligations. In general, it is difficult to characterize anxiety and sadness in

terms of a competitive spirit; yet, our players occasionally struggle with issues that they are unable to resolve. Aggression in sports refers to the display of competitive and often confrontational behavior during events [10]. In this modern world, emotions have more value due to their effects on human nature. Family is therefore extremely important to a child's growth and behavior [11]. A person's physical, emotional, and cognitive development undergoes significant changes during adolescence. People are negotiating social interactions, seeking autonomy, and finding their identities throughout this time. Adolescent hormonal changes can lead to mood swings and heightened emotional intensity, which may be a factor in violent conduct [12]. Biological, social, and cognitive development are some of the elements that can cause aggression to present differently in early and late adolescence. [14] In football, hostility combines tactical, psychological, and physical components. It enhances the competitive element of the sport when used properly. To guarantee a fun and competitive game, attackers and defenders must strike a balance between aggression and skill, discipline, and respect for fair play [15].

II. RESULTS AND DISCUSSION

There is a lot of data to suggest that guys are more likely than girls to demonstrate significant aggression as children or young adults. To investigate this, the study compared the degrees of aggression in girls and boys. One hundred youngsters, fifty males and fifty females, between the ages of fourteen and sixteen, were recruited for the study. The Aggression Scale created by Mathur and Bhatnagar (2004) (includes 55 statements) was utilized to collect the data. Higher test results indicate a high level of aggression, whereas lower scores indicate a low level of aggression. As a result, the exam was administered to people with the instructions and precautions. To assess the hypothesis, the "t" test was computed. The results showed that males and females differed significantly in their levels

of hostility ($t = 2.21$, $P < 0.05$). The t-test revealed significant differences between the two groups' degrees of animosity. Aggression was higher in boys than in girls [1].

distinctions between government and private school students (boys and girls) are done most of the time. As a result, an examination of the hostile behavior between pupils from government and private schools in the Haryana district of Sirsa was conducted on 50 boys and 50 girls from government senior secondary schools and 50 boys and 50 girls from private institutions made up the sample of 100 students, who were between the ages of 15 and 18. Dr. G.C. Pati's Aggression Test was used to evaluate aggressive behavior, and the T-test was used for statistical analysis to quantify aggression. Thus, the analysis shows that private senior secondary students have more aggression than government students [2].

Colleges provide the most crucial foundation for the development of students' emotional intelligence, therefore the atmosphere and training there have a direct impact on the development of students' emotional intelligence. The development of emotional intelligence will aid in reducing kids' levels of hostility. Thus, comparing college students' emotional intelligence and aggressiveness based on their rural and urban areas is the primary goal of this study. According to the availability of urban students at the district level and rural students between the ages of 18 and 25, the villages of Chalisgaon and Pachora taluka of Jalgaon district were intentionally chosen for the sample. 60 college students were chosen at random (30 from the rural and 30 from the urban areas). Aggression Inventory (2006) by Sultania M. K and Mangal Emotional Intelligence Inventory (2004) by Mangal S.K., and Mangal Shubhra were used for data collection. The time of thirty to forty minutes was given. Thus, students' emotional intelligence is strongly influenced by their college, experiences. The computed "t" ratio was 0.148, indicating that there is no statistically significant difference in the amount of aggression between students in rural and urban areas.

The "t" ratio, which was determined to be 1.269, indicates a considerable difference in emotional intelligence between students in rural and urban areas [3].

Contact games involve sports where physical contact is a fundamental part of the game whereas non-contact games are sports where physical contact is limited or strictly regulated. This study reveals the evaluation of aggression levels between contact and non-contact players. A descriptive comparative method was employed and to choose a sample from the complete population, the quota sampling approach was applied. A total of 80 samples (40 contact players and 40 non-contact players) were taken from the Karnataka region aged from 19-24 years. The Buss-Perry Aggression Questionnaire was used to gauge the level of aggression exhibited by the respondents. The Buss-Perry aggressiveness Questionnaire (BAQ) is the most widely used tool for measuring aggressiveness. The Buss-Durkee Hostility Inventory (BDHI) (Buss and Durkee 1957) had 29 questions on the BAQ self-report scale, each of which has a 5-point Likert response system. For statistical data, the "independent sample t-test" was employed. The degrees of animosity between Contact Game and Non-Contact Game players varied significantly; Contact Game players were more combative than Non-Contact Game players. The number of touch-in-contact games is the reason for the heightened level of animosity [4].

The two psychological constructs are aggression and emotional intelligence. As in this study, the comparison is conducted between the emotional intelligence and aggression levels of students enrolled in professional and academic courses from Sant Gadge Baba Amravati University, Maharashtra. The study involved the selection of sixty subjects, both male and female, with 10 students from each course type (academic and professional). The standard questionnaire of the "Emotional Intelligence Scale" by Dr. Sheetal Prasad (includes 40 statements) and for aggression, the questionnaire by R.L. Bhardwaj scale

(includes 28 statements) was used. Thus, the study says that students enrolled in professional and academic courses differ significantly in terms of their emotional intelligence. Students enrolled in professional and academic courses differ negligibly in terms of their level of aggression [5].

In individual and team games depending on the type of sport they play; players display varying traits and encounter unique obstacles (also aggressive behavior). To assess their levels of aggressiveness, different Indian players—from Punjab, Haryana, Rajasthan, Gujarat, Delhi, Arunachal Pradesh, Assam, Uttar Pradesh, Himachal Pradesh, Kerala, Andhra Pradesh, Bihar, Chhattisgarh, and Goa—participated in this study. The research included 1800 participants who participated in six different sports: individual athletics, basketball, hockey, handball, boxing, and wrestling. For the study aggression Scale by Tasneem Naquavi and Roma Pal was used. According to the results of the aggression study findings, the basketball player exhibits higher levels of aggression (Mean = 86.51) when compared to the other players [6].

Modern life has become more confusing due to new inventions, and confusion is prevalent everywhere. An alarming percentage of kids in Indian schools are also engaging in violent actions thus to evaluate those problems a study has been done. The sample of 160 students from the 11th class, was chosen from Senior secondary schools of Ludhiana district of Punjab. Data were gathered using the Mathur and Bhatnagar Aggression Scale (AS) and the Emotional Maturity Scale (EMS), which were administered by Dr. Yashvir Singh and Mahesh Bhargav. Utilizing the t-test and coefficient of correlation, data was examined. Thus, the results state that –

Male adolescents are more aggressive than female adolescents. Teenagers' levels of hostility are not significantly influenced by the kind of school they attend. The degree of emotional development among teenagers varies significantly depending on their gender. On the emotional maturity scale, male students' mean scores are higher than those of female

teenagers. It implies that teenagers who are feminine are emotionally more developed than those who are male. Aggression and mental distress have a strong negative association [7].

In educational contexts, teacher aggression is a worrying problem. It's critical to distinguish between teacher-directed hostility and teacher-exhibited aggression since both situations have different consequences. The study involved 60 student teachers (B.Ed.2nd year) from Khalsa College of Education in Punjab (30 in the humanities and 30 in the sciences). Student teacher's information was gathered using the Buss-Perry Aggression Scale, 1992 (includes 29 statements). Student teachers from the humanities (N=30; M=77; S. D=23.8045) showed substantially lower peak flow scores than student teachers from the sciences (N=30; M=85.7; S. D=17.45); $t(60) = 1.456$, $p = 0.075$. Despite science student teachers (M=85.7; S. D=17.45) scoring better than humanities student teachers (M=77; S. D=23.8045), there was no significant influence of disciplines ($t(60) = 1.7$, $p = .097$) [8].

Aggression may be impacted by a number of things, such as gender and residential area (urban vs rural). This research examines the level of violence among students in secondary schools by taking into account their gender and place of residence. A sample of 457 secondary school students from the Indian Union Territory of Jammu and Kashmir's Rajouri and Poonch districts provided the data. During the data-collecting phase, a self-standardized hostility scale was employed. The collected data was analysed using SPSS V.25 (includes t-tests, the mean, and the standard deviation). The study's findings indicate that male secondary school pupils exhibit higher levels of hostility in comparison to their female peers. Regarding residence, the current study's findings show that students with rural backgrounds tend to be more violent than those with urban backgrounds [9]. The study's goal was to assess the levels of anxiety (natural stress response), hostility (state of antagonism, anger, or aggression) and frustration (emotional

response) associated with sports rivalry between chess and basketball players. As everyone is aware these days, children's obstinate apathy is growing every day. Parents frequently teach their children many small skills, hobbies, and sports to keep them from becoming disruptive at home. The purpose of the study was to examine basketball and chess players' anxiety levels in relation to rivalry in sports. Thirty male state-level basketball players and thirty male chess players made up the study's sixty male subjects. They were in the age range of twelve to eighteen. Sports acquisition was conducted using Martin's (1990) competitive anxiety questionnaire. An independent 't' test was used as the data analysis method. There was no appreciable difference between chess players and basketball players, it was decided, and their concern was tied to sports competition [10].

The study leads to the analysis of aggression concerning the family climates of adolescents of Class 10th boys and girls. A random sample of 200 students—100 boys and 100 girls—enrolled in Ludhiana's government- and private-recognized senior secondary schools for the tenth grade were collected. The current study's methodology is mostly descriptive and survey-based. To determine the association between boys' and girls' home climate (both positive and negative), and aggressiveness, the coefficient of correlation was utilized with the help of a T-ratio significant ratio between them was calculated. Thus, it revealed the insignificant positive relation between aggression and a favorable family climate for boys whereas negative for girls [11].

A descriptive study was done on a sample of 200 adolescents taken from Ludhiana, Sangrur, and Hoshiarpur (Punjab). Aggression Scale by Dr. G.P. Mathur and Dr. Raj Kumari Bhatnagar (2012) and the Family Environment Scale by Dr. Harpreet Bhatia and Dr. N.K. Chadha (2015) was used for data collection. Thus, the statistical analysis made it abundantly evident that teenage pupils' household environments and general aggressiveness were significantly correlated [12].

Thirty players were from individual games and thirty players were from team games during the intercollegiate men's basketball player survey conducted through the Kumar Stander Zed questionnaire at Gulbarga University. Following data collection, the researchers used statistical techniques to evaluate and test the hypothesis. They discovered that, as compared to individual Gulbarga University intercollegiate players, team members had a more aggressive tendency [13].

100 high school students between the ages of 12 and 18 comprised the sample. Following that, each student was split evenly into early and later teens. The M.K. Sutaria Aggression Inventory (AI) was therefore employed in the study. Data obtained were subjected to t-test analysis. The findings indicate that early adolescence scored higher than later adolescence [14].

During an inter-university match, forty football players (20 Attackers and 20 Defenders) were selected at random for this study. The ages of the people varied from 17 to 25. Aggression in the chosen sport was considered an independent variable. The sport aggression questionnaire developed by Anand Kumar & Prem Shanker Shukla (1988) was used to quantify sport aggressiveness. Using descriptive statistics and an independent "t" test, the difference between attacker and defense football players in terms of sport aggressiveness was shown to be significant.

It is determined that there are notable differences in sports aggression between football players who attack and protect the ball, leading one to believe that defenders are more aggressive than attackers [15].

III.CONCLUSION

This review of cited research offers insightful information on a range of topics connected to emotional intelligence, aggression, and associated psychological features. The results provide information that can guide treatments and plans for

encouraging better behavioral and emotional outcomes in a range of contexts. This thorough study includes statistical data comparing the levels of aggression in males and females, which can help us from a forensic viewpoint determine the proportion of aggression based on the age of the subject. It is also helpful in the formulation of more precise risk assessments, successful preventative and rehabilitation plans, and the equitable and just treatment of those involved in the legal system.

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