



AGGRESSION AND RESILIENCE AMONG COLLEGE STUDENTS

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ABSTRACT

INTRODUCTION

Aggression is an over display of anger towards self, another person or animal, or objects in one's surrounding. This display of anger may cause physical or non-physical harm, by the means of hitting, pushing, screaming or yelling. Resilience is often defined as ones' capability to recover from or modify difficulties.

METHODS

The current research aims to study and compare Aggression and Resilience among college going students. It was hypothesised that there will be a significant difference between male and female in levels of aggression and resilience. It was also hypothesised that there will be a significant relationship between the three variables, i.e., Aggression and Resilience in males and females. Pearson correlation and T- test were used to statistically analyse the relationship and difference between the variables.

RESULTS & CONCLUSION

Results revealed an insignificant negative relationship between aggression and resilience for both male and female population. No significant difference exists between male and female students in aggression. No significant difference exists between male and female students in resilience.

KEY WORDS: Aggression, Resilience, college students

Aggression is a range of behaviour or actions that can cause both psychological or physical harm to others, self, or objects in the environment. Aggression is a reply that carries virulent stimuli to the other person or object, as explained by Buss (1961). Aggression is an act or behaviour with an intention to cause harm to another living being, emotionally or physically. Aggression is an over display of anger towards self, another person or animal, or objects in one's surrounding. This display of anger may cause physical or non-physical harm, by the means of hitting, pushing, screaming or yelling.

Baron (1994) describes aggression as any class of behaviour directed with a goal to injure or hurt someone who is driven to evade such actions.

Social psychologist characterize aggression as an action that is planned to hurt another person who does not wish to be hurt. Subsequently it incorporates the perception of goal, what resembles aggression from a standpoint may not appear that way from another, and that same unsafe action could conceivably be viewed as forceful depending upon its goal. Decisive disruption is, be that as it may, saw as more terrible than accidental damage, even when the damages are indistinguishable (Ames and Fiske, 2013).

Resilience is the capacity to recover from or modify difficulties. Actually, resilience is an individuals' ability to maintain a good health and bear harsh surroundings, such that the individual not only bounce back from tough circumstances, but also gets stronger in the process. A resilient individual discovers new options, is flexible, acclimates to environmental fluctuations, and swiftly gets well on the removal of stressful event. Consequently, it is effective coping with stress and problematic events. Newman and Blackburn describe resilience as a pattern that is adaptive in nature. When an individual uses said resources, resilience becomes stronger and whether these resources are internal or external to a person, they encourage them and give them immunity against certain events (Akbari, 2017).

Sharma and Sangwan (2018) assessed the coping skills of adolescent as per area of residence and studies a relationship between coping skills and adolescent aggression. Positive Proactive Coping Inventory by Greenglass et al. (2008) and Mathur and Bhatnagar's (2012) Aggression scale was applied. Results showed that with aggression preventive, instrument and avoidance coping increases whereas proactive and reflective coping decreases. Bajwa et al. (2017) studied the factors contributing to the level aggression levels in 200 adolescents. Aggression Scale by G.P Mathur and Rajkumari Bhatnager was used. The results showed an average level of aggression was associated with factors like family and personal factors.

In the study, investigating the effect of resilience trained by psychological means on the variables aggression and happiness among students, results indicated that happiness and aggression reduction were affected by training individuals with resilience, (Akbari,2017). Kim, Seok, Choi, Jon, Hong, Hong & Lee (2015) studied the relationships between early-life stress, resilience, depression, anxiety, and aggression in young adults. Emotion regulation exhibited the most valuable effect between resilience factors on reducing severity of psychopathologies. Hartley (2011) investigated a relationship between measures of interpersonal resilience, intrapersonal resilience, and mental health in relationship to academic and social integration. Results showed that intrapersonal resilience features contributed to explaining discrepancy in collective grade point mean in

addition to aptitude and achievement. The results also showed a strong correlation among the inter- and intrapersonal resilience features and mental health.

METHODOLOGY

Aim:

To study and compare levels of Aggression and Resilience among college students.

Objective:

1. To study the difference in the level of Aggression among male and female college students.
2. To study the difference in the level of Resilience among male and female college students.
3. To study the relationship between Aggression and Resilience among male college students.
4. To study the relationship between Aggression and Resilience among female college students.

Hypotheses:

H1: There will be a significant difference in level of Aggression among male and female college students.

H2: There will be a significant difference in level of Resilience among male and female college students.

H3: There will be a significant relationship between Aggression and Resilience among male college students.

H4: There will be a significant relationship between Aggression and Resilience among female college going students.

Sample:

The representative sample consist of 200 students from a private college in Delhi NCR. Students age varied from 20 to 30 years ($M= 22.885$). Of the 200 students, 100 were males and 100 were females. The method of Random Sampling was used.

Tool description:

AGGRESSION SCALE (AS) by Dr. Guru Pyari Mathur and Dr. Raj Kumari Bhatnagar 2004. It studies level of aggression in individuals above 14 years of age. The scale consists of 55 statements, each statement focuses on a distinct aggression type in varied situation. The statements in this scale are positive and negative in nature. AS uses Likert type 5-point scale. The Test-Retest reliability is 0.88 in males and 0.81 in females. The validity of the scales is 0.80 in males and 0.78 in females.

BRIEF RESILIENCE SCALE (BRS) by Smith et al in 2008. assesses resilience as the ability to bounce back from stress. The scale has 6 statements of which 3 are positively worded and 3 are negatively worded. It uses a 5-point scale from 1 being strongly disagree to 5 being strongly agree. The responses give a range from 6 to 30, which is then divided by 6, i.e., the total number of items to obtain a score. The item mean of BRS is typically 3.5 on a possible 5 or a scale mean of 21. The scale is reliable, measures a unitary construct. It is negatively related to depression, anxiety, physical symptoms, and negative affect, with a Cronbach Alpha from 0.80 to 0.91 in different samples.

Procedure:

The data was collected from colleges in Delhi NCR region. The students were approached in-person with the preliminary details of the study. The participants volunteered. As a part of test administration, demographics forms and three tools: Aggression Scale (AS) and Brief Resilience Scale (BRS) were administered. The researcher established a rapport with them and instructions were given.

Data was collected, and scoring was done according to the manual. The data was tabulated, and statistical analysis was done.

Method of Data Analysis:

To address the research question of this study, SPSS 25.0 was used to conduct various statistical tests. First, Pearson correlation was conducted to observe the inter-relationship among the variables for both male and female population. Further, T test was used to examine the difference between the three variables for both male and female population.

RESULT

The research studies and compares level of Aggression and Resilience among college students. A population size of 200 male and female students, selected via random sampling, participated in the study. SPSS 25.0 was used to calculate Pearson Correlation and T- test. The results are tabulated and interpreted as below.

Descriptive analysis of variables

The means and standard deviations for the three variables: Aggression and Resilience for male and female population are presented in table 1.1.

Table-1.1 Descriptive statistics of Aggression and Resilience. N=100

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Female					
Aggression	100	72	241	169.66	31.567
Resilience	100	2.33	4.66	3.33	0.549
Male					
Aggression	100	74	206	164.46	26.772
Resilience	100	1.50	4.83	3.15	0.571

Fig. 1.1 Descriptive Statistics: Mean

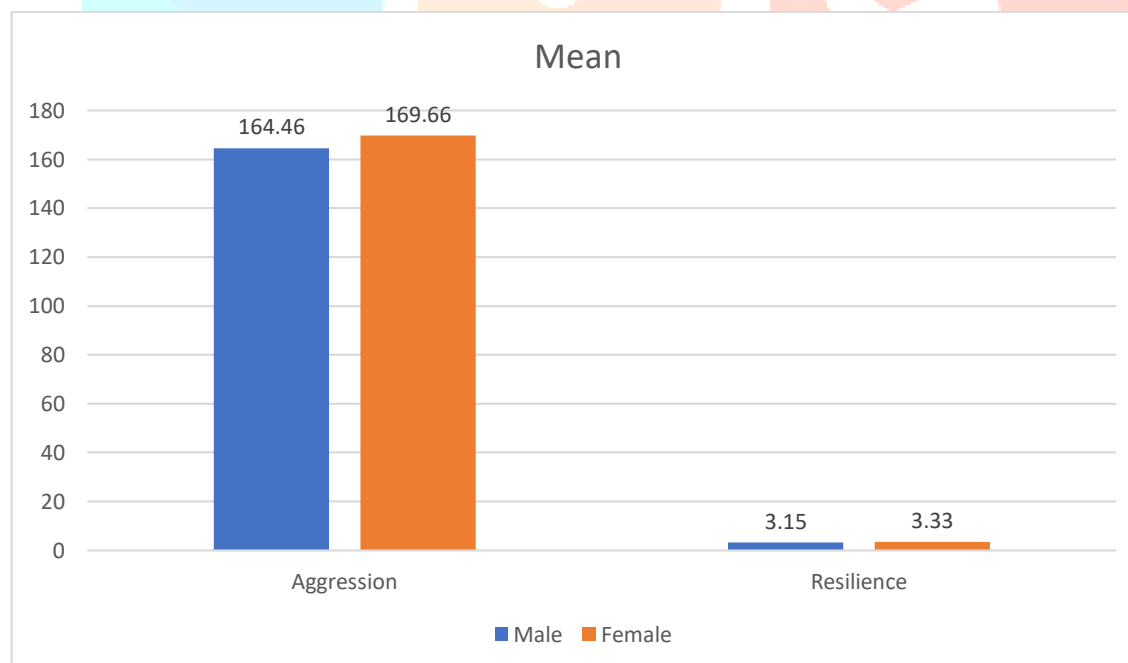
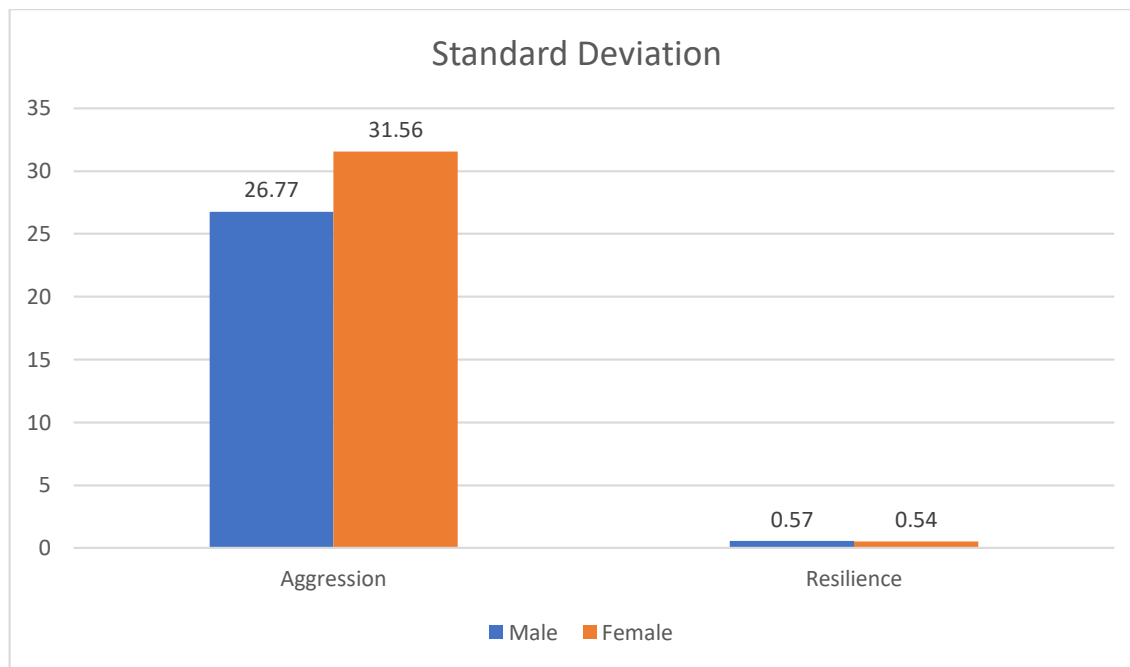


Fig. 1.2 Descriptive Statistics: Standard Deviation



As per table 1.1, Aggression has a mean value of 169.66 in females and 164.46 in males and a standard deviation of 31.567 in females and 26.772 in males. The minimum score was 72 in females and 74 in males and maximum score was 241 in females and 206 in males. The mean value of Resilience is 3.3322 in female and 3.1558 male, as indicated in table 4.1. The standard deviation is 0.54952 in female and 0.57104 in males. The minimum value is 1.50 in male and 2.33 in female and maximum score in male is 4.83 and 4.66 in female.

Figure 1.1 and 1.2 represents the mean and standard deviation for male and female college students respectively.

Correlation

Table 1.2(a)- Pearson correlation between Aggression, and Resilience among Male college students.

Variables	Aggression	Resilience
Aggression	1	
Resilience	-0.156	1

As per table 1.2(a): Aggression has a negative insignificant relationship with Resilience in male population.

Table 1.2(b)- Pearson correlation between Aggression, and Resilience in Female college students.

Variables	Aggression	Resilience
Aggression	1	
Resilience	-0.126	1

As per table 1.2(b): Resilience is negatively related to Aggression in female population.

T- Test

Table 1.3- Individual Sample T- Test

Variable	Group	N	Mean	SD	t-value	p-value
Aggression	Male	100	174.35	13.41	-2.496	0.013
	Female	100	180.51	20.70	-2.496	0.014
Resilience	Male	100	3.15	.57	-2.226	0.27
	Female	100	3.33	.54	-2.226	0.27

The mean value of aggression in male is 174.35 and in female is 180.51 and standard deviation is 13.41 in male and 20.70 in female. There is no significant difference between male and female in Aggression ($t_{99} = -2.496$). The mean value of resilience in male is 3.15 and standard deviation is 0.57, while mean value of resilience in female is 3.33 and standard deviation is 0.54. There is a statistically insignificant difference between male and female in Resilience ($t_{99} = -2.226$)

DISCUSSION

This study is aimed at studying and comparing aggression and resilience among male and female college going students. A relationship between aggression and resilience is studied among male and female population in this research, along with a difference in levels of aggression and resilience in males and females.

As per table 1.1, the mean value of aggression in female is 169.66 (N=100) with a minimum score of 72 and maximum score of 241. A mean value of 164.46 (N=100) is indicated in male population with a minimum score of 74 and maximum score of 206. Standard deviation came out to be 31.567 in female population and 26.772 in male population. Female college students in resilience have a mean value of 3.332 (N=100) and a standard deviation of 0.549 with a minimum score of 2.33 and maximum score of 4.66. Male college students have a mean value of 3.155 (N=100) and a standard deviation of 0.571 with a minimum score of 1.50 and maximum score of 4.83 in brief resilience scale.

A negative insignificant relationship exists between aggression and resilience. This means that more resilient the person is the less likely it is for him/her to depict aggressive behaviour. A correlation of -0.156 was seen in male students and -0.126 was seen in female students. This suggests that a highly resilient individual will depict less aggressive behaviour and will score low in aggression scale.

Therefore, it can be said that hypothesis 3 and hypothesis 4 are proven to be correct. Hypothesis 3: there will be a significant difference between aggression and resilience in male college students. Table 1.2(a) shows that there is a significant relation between the three variables in male population. Hypothesis 4 states that there will be a significant relationship between aggression and resilience. Table 1.2(b) shows that there is a significant relationship between the variables among female college students. Empirical evidence in resilience show how important resilience is in leading a happy and a healthy life, along with increasing efforts, in difficult situations. Aggression is any form of behaviour directed with a goal to injure or hurt someone who is driven to evade such actions. This study has found that enhancing resilience can help reduce aggression in college students. It also indicates no significant difference among the aggression levels in male and female students, however, a significant difference was found in resilience between male and female students.

The scores of T test are tabulated in table 1.3. The score suggests no significant difference between aggression levels in male and female students. The mean value for male and female came out to be 174.35 and 180.51 respectively. Hence, Hypothesis 1: There will be a significant difference in the aggression levels among male and female college students is rejected.

T- test results show a mean value is 3.15 and 3.33 respectively for male and female students in resilience. There is a no significant difference in males' level of resilience and females' level of resilience. Hypothesis 2: There will be a significant difference in the levels of resilience among male and female college students is also proven to be rejected. This suggests that both male and female lying between the ages of 20 to 30 years have similar levels of aggression and resilience.

CONCLUSION

The important finding in this research study suggests insignificant negative relationship between Aggression and Resilience. This is true for both male and female college going students. No significant difference exists between male and female students in Aggression. No significant difference exists between male and female students in Resilience. Hypotheses 1 & 2 are rejected, and 3 & 4 are proven in this study. Thus, it can be said that an increased level of Resilience can help reduce aggression in both male and female college going students. It can also be said that both male and female students have similar levels of aggression but vary in terms of resilience.

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Appendix A: List of Tables

Table 1.1- Descriptive statistics of Aggression and Resilience. N=100

Table 1.2(a)- Pearson correlation between Aggression, and Resilience among Male college students.

Table 1.2(b)- Pearson correlation between Aggression, and Resilience in Female college students

Table 1.3- Individual Sample T-Test

Appendix B: List of Figures

Figure 1.1- Descriptive Statistics: Mean

Figure 1.2- Descriptive Statistics: Standard Deviation

