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A Study Of Aggression And Psychological Hardiness Of School Students In Relation To Their Gender And Locale

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ABSTRACT

The objective of this paper is to study and find out the difference between aggression and psychological hardiness among 200 school students of Barnala district. Aggression Inventory by Sultania (2006) and Psychological Hardiness Scale by Singh (2011) were used. Descriptive statistics and t-test were employed. The results of the study showed that there is no significant gender and locale difference among school students on aggression. The results of the study also depicted that there is no significant gender and locale difference among school students on psychological hardiness. Moreover, there was a positive and significant relationship between aggression and psychological hardiness of school students.

Keywords- Aggression, Psychological Hardiness and School Students

Introduction

Young generation of today is being affected by the changes of life and values and faced a very higher level of stress. Youth face many challenges at this stage which results high level of stress which gets manifested in form of psychological problems like aggression, emotional tensions, suicide, rebelliousness, destructiveness, non-conformity, and defiance.

Aggression is any form of behavior that is intended to injure another person physically or verbally or to destroy property. Aggressive behavior may be direct or indirect and may be internally or externally directed in nature. Aggression has theoretically been explained from several angles. From the psychoanalytical perspective, aggression results from an instinctive drive. Ethological approach explains aggression as a self-perpetuating instinct. The frustration aggression hypothesis links aggression to frustration. Aggression has also been explained through the social learning model, being learnt directly or vicariously from act of aggression by others. Aggressive behavior is always maintained through contingent reinforcement. The progress of a society depends upon the type of the education being provided to the students in the schools. If the present education which is being imparted to our students is evaluated, then it will come that it is defective in evaluating the values of life due to that the orient generally behave in an undisciplined way. This is the main reason of worry for education is indiscipline in the society and in the school. The indiscipline among students especially in the schools is due to aggression among the adolescents.

Psychological hardiness is one of the most important characteristics of personality of human being which is motivated to a person to bear stressful and difficult situations of life. It is a multifactor structure that everyone possesses to some extent and it consists of 3C's commitment, control, and challenge. Hardy individuals have a high sense regarding life and work commitment, a greater feeling of control over what happens to them, and are more open to changes and to face challenges in life. They believe that positive and negative events are the consequences of one's actions. They also consider change as a fixed rule of life and an opportunity for learning and growth, rather than a threat to their safety. Hardiness is a stable personality trait or ability that protects individual from the negative effects of adversity (Howard and Johnson, 2000; Hollister-Wagner, Foshee and Jackson, 2001). Thus, Psychological hardiness is the process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress - such as family and relationship problems, serious health problems, or workplace and financial stressors. It means bouncing back from difficult experiences. Research has shown that hardiness is ordinary, not extraordinary. People commonly demonstrate hardiness.

OPERATIONAL DEFINITIONS OF USED TERMS

1. **Aggression:** Aggression is a form of behaviour characterized by physical or verbal attack. It may be directed outward against others or inward against the self, Aggression refers to scores of school students on scale by Sultania Aggression Inventory (2006) which measures different dimensions – Assault, Indirect Aggression, Irritability, Negativism, Resentment, Suspicion, Verbal Aggression and Guilt. The higher scores in this scale indicate the higher level of Aggression.
2. **Psychological Hardiness:** Psychological hardiness is the ability of a person to bear extreme difficult condition or stressful situations. Psychological hardiness refers to scores of school students on scale by Singh (2011) - which measures different dimensions viz. I. Commitment, II. Control, III. Challenge. The higher scores in this scale indicates the higher level of psychological hardiness.
3. **School Students:** The school students who are studying in 11th and 12th classes in school are taken for present study.

OBJECTIVES OF THE STUDY

1. To study difference in aggression and psychological hardiness among school students in relation to gender.
2. To study difference in aggression and psychological hardiness among school students in relation to locale.
3. To study the significant relationship between aggression and psychological hardiness among school students.

HYPOTHESES OF THE STUDY

1. There is no significant difference in aggression among school students in relation to gender.
2. There is no significant difference in aggression among school students in relation to locale.
3. There is no significant difference in psychological hardiness among school students in relation to gender.
4. There is no significant difference in psychological hardiness among school students in relation to locale.
5. There is no significant relationship between aggression and psychological hardiness among school students.

DELIMITATIONS OF THE STUDY

1. The study was delimited to students of Punjab State only.
2. The study was delimited to students of government and private recognized school only.
3. The study was delimited to students of 11th & 12th class.

REVIEW OF RELATED LITERATURE

Many studies from 2018 to 2025 have been conducted to explore aggression, emotional maturity, and psychological hardiness among adolescents and young adults. Kaur and Niwas found that the level of aggression among secondary school students was average, with no gender and locale difference. However, private students were significantly more aggressive than government students, and aggression negatively correlates with school environment. Singh (2018) found significant relationship between aggression and emotional maturity of secondary school students, with significant gender difference. Sidhu et al. (2019) reported that aggression was not significantly associated with gender distribution. However, males exhibit high physical aggression and females showed higher hostility. During COVID-19, Sara et al. (2021) and Amin et al. (2022) reported that there was a significant increase in aggression, with anger and hostility influencing negatively the quality of life. Kaur (2022) exhibit that there was a significant difference between aggression and home environment with reference to gender and locale. However, there was no significant relationship between the two. Li (2023) recorded that media violence, in all forms, has increased aggression, particularly, among younger children. Grover and Soni (2024) revealed that loneliness and aggression significantly affect the coping responses. Mandal and Roy (2025) reported that stress is positively correlated with aggression and negatively with resilience.

Studies on psychological hardiness and emotional maturity such as, Sethi and Singh (2018) reported that there was a significant relationship between emotional maturity and psychological hardiness. Hammoud et al. (2019) showed that there was a significant relationship between psychological hardiness and career decision-making self-efficacy. Sadeghi and Einaky (2021) revealed that mental health is positively influenced mental health. Rathee and Kaushik (2022) reported that hardiness and aggression are not related to each other. Singh et al. (2023) revealed that there was significant difference found that mixed correlation between hardiness and aggression. Kaur (2024) demonstrated the positive and significant relationship between social skills and psychological hardiness among secondary school students, with science students exhibiting high social skills. Kandu and Kumar (2025) highlighted that both, trained and untrained female students exhibit similar levels of personality hardiness and self-efficacy, though trained female students were more socially adjusted.

Overall, these studies suggest that aggression, emotional maturity, and psychological hardiness are connected.

They are shaped by gender, environment, stress, and socio-emotional factors. These factors play important roles in how adolescents develop their personalities.

SIGNIFICANCE OF STUDY

Today, Aggressive behavior is a serious problem among the adolescents. The most serious aggression occurs during the late teen years and in early adulthood. Aggressive behavior in adolescents is associated with a host of negative consequences, both immediate and long term, for both victims and perpetrators. Understanding the etiology of aggressive behavior in adolescents is essential for effective prevention of aggression. To understand aggressive behavior, distinct influences of personality, much research on these issues is needed because problems with aggression and violence continue to plague people's interpersonal lives, their intergroup interactions, and society in general (Karwe, 2017).

Aggressive behaviour of young can be seen in students in the school, colleges, neighborhood where they involve in many anti-social activities like incidents of misbehave with teachers, bullying peers, elders etc. Children learn different skills to handle different difficulties of the society and life as we know adolescence age group is one of the most challenging phases of life where an individual undergoes a lot of stress due to physiological and psychological transformations. Moreover, parental involvement also fosters the ability of patience and tolerance among children to face the adversity of the life. They should teach to their children to face the adversity of situation or uncertainty of the life.

RESEARCH METHODOLOGY: The study was conducted through descriptive method of research.

SAMPLE: 200 Arts students of 11th and 12th were taken randomly of Government and Private schools of Barnala district of Punjab only. Due weight-age was given to gender and location.

RESEARCH TOOLS

1. Aggression Inventory by Sultania (2006).
2. Psychological Hardiness Scale by Singh (2011).

COLLECTION OF DATA: The investigator personally administrated the Aggression Inventory and Psychological Hardiness Scale on the school students. The instructions given in the manual and test booklets were strictly adhered to.

STATISTICAL TREATMENT OF DATA: Data was analyzed through different statistical techniques such as mean, standard deviation and t-test was employed to achieve the objectives and to test the hypotheses of the study.

ANALYSIS AND INTERPRETATION OF DATA

Hypothesis H1: ‘There is no significant difference among school students on aggression in relation to their gender’. To test the hypothesis descriptive statistics and t-test was employed. The results are shown in Table 1.1.

Table 1.1: Gender-wise Difference Among School Students on Aggression (N=200)

Groups	N	Mean	SD	SED	t-value	Significance
Male Students	100	36.09	4.34	0.72	1.61	Not Significant at 0.05 level
Female Students	100	34.93	5.62			

Table 1.1 and Figure 1.1 show that mean scores of male and female school students on aggression comes out to be 36.09 and 34.93 respectively with standard deviation 4.34 and 5.62 respectively. The mean scores of male school students are higher than their counterpart. The calculated t-value is 1.61 which is not significant at 0.05 level. It shows that there is no significant gender difference among school students on aggression. This means that null hypothesis ‘there is no significant difference among school students on aggression in relation to their gender’ is accepted.

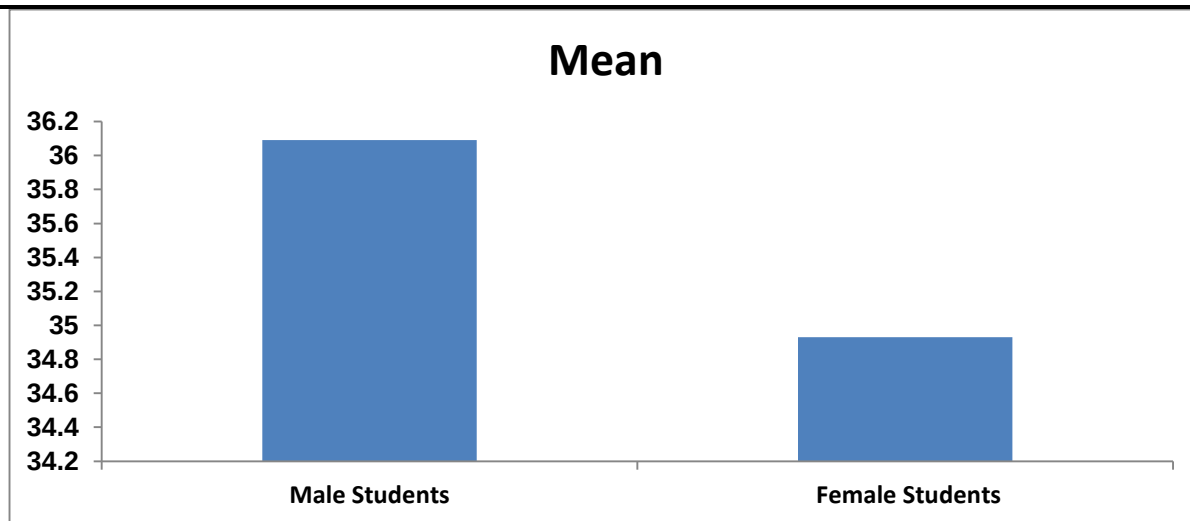


Fig 1.1 Gender-wise Difference among school students on Aggression(N=200)

Hypothesis H2: ‘There is no significant difference among school students on aggression in relation to their location’. To test the hypothesis descriptive statistics and t-test was employed. The results are shown in Table 1.2

Table 1.2: Location-wise Difference among school students on Aggression (N=200)

Groups	N	Mean	SD	SED	t-value	Significance
Urban Students	100	34.40	5.29	.736	1.07	Not Significant at 0.05 level
Rural Students	100	35.19	5.07			

Table 1.2 and Figure 1.2 show that mean scores of rural and urban school students on aggression comes out to be 34.40 and 35.19 respectively with standard deviation 5.29 and 5.07 respectively. The mean scores of rural school students are higher than their counterpart. The calculated t-value is 1.07 which is not significant at 0.05 level. It shows that there is no significant locale difference among school students on aggression. This means that null hypothesis ‘there is no significant difference among school students on aggression in relation to their locale’ is accepted.

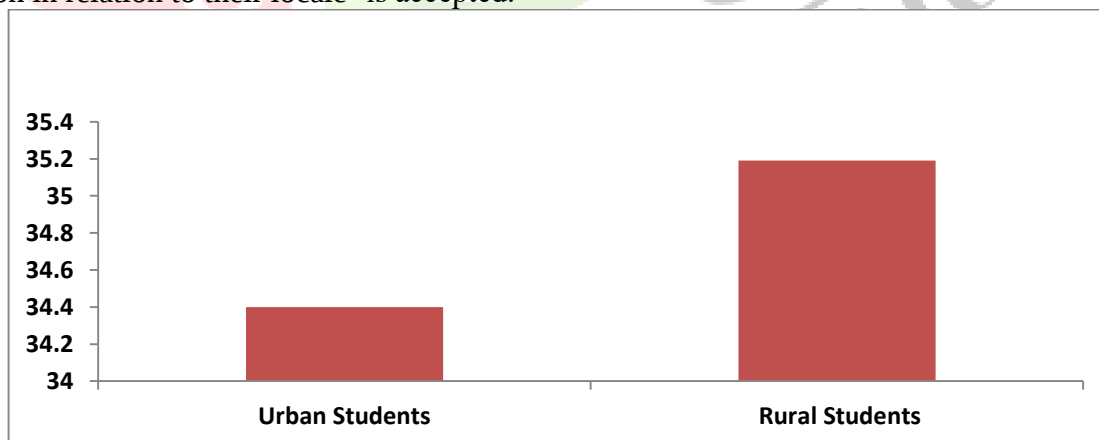


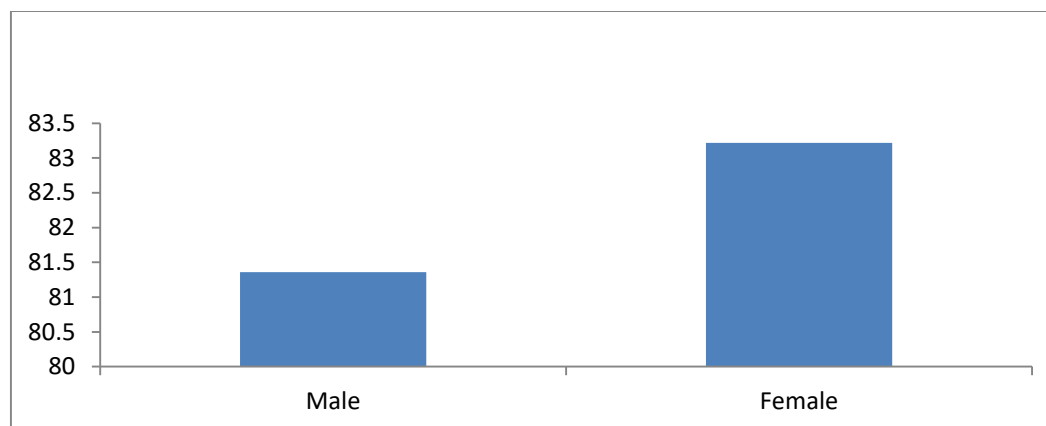
Fig 1.2 Location-wise Difference among school students on aggression (N=200)

Hypothesis 3: ‘There is no significant difference between male and female school on psychological hardness’. To test the hypothesis descriptive statistics and t-test was employed. The results are shown in Table 1.3.

Table 1.3: Gender-wise Difference among School Students on Psychological Hardiness (N=200)

Groups	N	Mean	SD	SED	t-value	Significance
Male	100	81.36	9.36	1.25	1.50	Not Significant at 0.05 level
Female	100	83.22	8.24			

Table 1.3 and Figure 1.3 show that mean scores of male and female school students on psychological hardiness is 81.36 and 83.22 respectively with standard deviation 9.36 and 8.24. The calculated t-value is 1.50 which is not significant at 0.05 level. That mean null hypothesis 'There is no significant gender difference among school students on psychological hardiness' is accepted.

**Fig 1.3 Gender-wise Difference among school students on psychological hardiness (N=200)**

Hypothesis H4: 'There is no significant difference among school students on psychological hardiness in relation to their locale'. To test the hypothesis, Descriptive statistics and t-test was employed. The results are shown in Table 1.4.

1.4: Location-wise Difference among School Students on psychological hardiness (N=200)

Groups	N	Mean	SD	SED	t-value	Significance
Urban Students	100	81.55	11.07	1.37	1.37	Not Significant at 0.05 level
Rural students	100	83.00	8.07			

Table 1.4 and figure 1.4 show that mean scores of rural and urban school students on psychological hardiness is 81.55 and 83.00 respectively with standard deviation 11.07 and 8.07. The calculated t-value is 1.37 which is not significant at 0.05 level. That means, there is no significant location-wise difference among school students on psychological hardiness. It shows that null hypothesis 'There is no significant difference among school students on psychological hardiness in relation to their locale' is accepted.

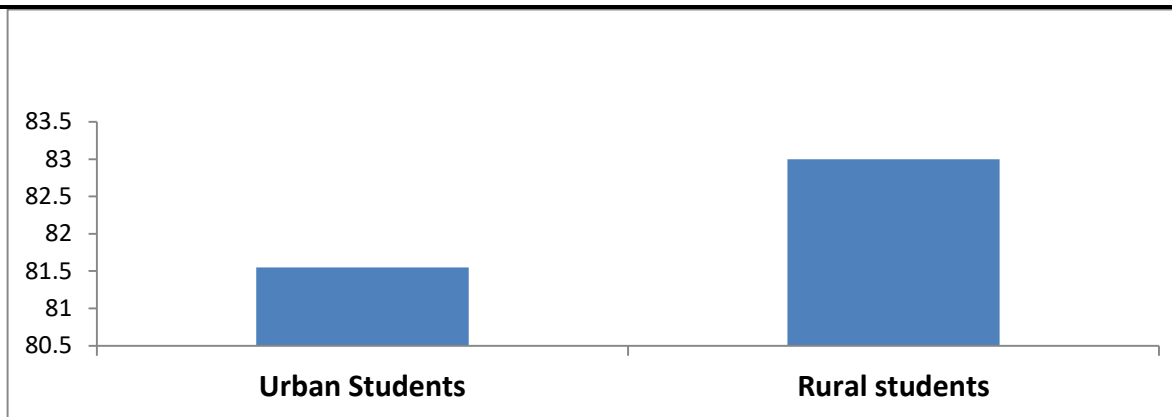


Fig 1.4 Location-wise Difference among School Students on psychological hardiness (N=200)

Hypothesis 5: 'There is no significant relationship between aggression and psychological hardiness among school students.' To test the hypothesis, coefficient of correlation was calculated. The results are shown in Table 1.5.

Table 1.5: Relationship Between Aggression and Psychological Hardiness among School Students. (N=200)

Groups	N	Mean	Correlation
Aggression	200	35.30	0.21
Psychological Hardiness	200	82.29	

Table 1.5 shows the coefficient of correlation between aggression and psychological hardiness among school students comes out to be 0.21 which is significant at 0.01 level. The results of the correlation present that there is a positive and significant relationship between aggression and psychological hardiness among school students. It shows that null hypothesis 'there is no significant relationship between aggression and psychological hardiness among school students' is rejected.

MAJOR FINDINGS

1. There is no significant gender difference among school students on aggression.
2. There is no significant locale difference among school students on aggression
3. There is no significant gender difference among school students on psychological hardiness.
4. There is no significant locale difference among school students on psychological hardiness
5. There is a positive and significant relationship between aggression and psychological hardiness of school students.

DISCUSSION

The results revealed no significant difference in aggression and psychological hardiness with reference to gender and locale, as supported by the findings of earlier studies such as, Kaur & Niwas, 2018; Sidhu et al. (2019); Kaur, (2022). Whereas, it reported a positive and significant relationship between aggression and psychological hardiness, like the result of Singh et al. (2023). This further exhibit that emotional resilience and aggression are interconnected traits of personalities which are shaped by social and environmental factors.

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