

A STUDY ON AGGRESSION AMONG TRIBAL AND NON-TRIBAL STUDENTS OF THE RANCHI DISTRICT

By

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Abstract—Aggression among students is a pervasive issue that affects individuals, schools and communities. This aggression is a complex issue that can manifest in various forms, including verbal, physical and relational aggression. In the present study, an attempt has been made to assess the levels of aggression among tribal and non-tribal students. The study comprised a total of 40 students, divided by gender and ethnicity. It is an empirical study based on primary as well as secondary data. The aggression scale was used to assess aggression among students. Developed by Mathur and Bhatnagar (2004). The findings of the study indicate that ethnicity and gender have no significant impact on aggression. This study can be generalised for other students also and it can assist the policy makers.

Key words: aggression, tribal, nontribal, gender, students

1. Introduction—

Aggression among students is a multifaceted issue affecting individuals, colleges and communities. It manifests in various forms, including verbal, physical and relational aggression, with severe consequences on emotional well-being, academic performance and social relationships. This aggression is a complex issue that can manifest in various forms, including verbal, physical and relational aggression.

2. Concerned Literatures-

Concept of aggression--The word aggression derives from the Latin verb "aggredi" which means "to approach" or "to go to" aggression is an action or response by an individual that delivers something unpleasant to another person. 6 Aggression can manifest physically, verbally or emotionally and can be either direct (overt action like hitting or insulting) or indirect (Such as spreading rumours or social exclusion). The term aggression refers to a range of behaviours that can result in both physical and psychological harm to yourself

others or objects in the environment. This type of behaviour centres on harming another person either physically or mentally. In general terms it may be defined as the act of beginning someone or attempting and committing suicide. The concept of aggression is used in many different contexts. Importantly, it has been applied to animal behaviours as well as human behaviours. It is used to describe personality and attitude, as well as characterize behaviour in both children and adults. When aggression is used in the medical field, it is often linked to a mental disorder, such as epilepsy (Terbartz Van Elst 2002). It is also used in military context to characterize actions of a nation against another (Nordstrom, 1998; Salter field & Seligman, 1994) and in sports to denote strongly competitive behaviour. Sometimes aggression is used in an everyday context to denote forceful but legitimate action of others in business. Historically, some investigators of human and animal behaviour, such as Sigmund Freud and Konrad Lorenz have argued that aggressive behaviours is innate but, alternatively, others have proposed that it is a learnt behaviour (Conger, Neppl, Kim & Scaramella, 2003; Huesmann, Moise-Titues, podolski & Eron 2003). In all likelihood, there are both genetic and environmental contributions towards aggressive behaviour. (Ghodsian-Carpey & Baker, 1987, Raine 1993).

Definition of Aggression -According to Baron & Richardson (1994), "Aggression is behaviour that is intended to harm another individual who does not wish to be harmed". According to Berkowitz (1945), "Aggression is a behaviour that aims to psychologically or physically harm another person. According to Mc Gee & Wilson (1984) "Any behaviour whose intent is to inflict harm or injury on another living being is aggression." Bandura (1979). "Aggression is defined as intentional infliction of personal harm and physical destruction." Freud (1915), "Aggression stems mainly from a powerful death wish or instinct (thanatos) possessed by all persons." According to Atkinson, Atkinson & Hilgard (1983), "Aggression is behaviour that is intended to injure another person (Physically or verbally) or to destroy property. "Buss (1961)," Aggression is a response that delivers noxious stimuli to another organism. According to Baron & Byrne (1995) "Aggression is behaviour directed towards the goal of harming another living being who is motivated to avoid such treatment. Atkinson and Smith (1991) defined aggression as a behaviour intended to injure someone physically or verbally or destroy someone. According to Moyer (1968), "Aggression injures another living being, or encroaches on their home or territory."

According to Colman 2003, "Aggression is behaviour with a sole purpose or function to injure physically or psychologically."

Factors Related to Aggression-

Aggression usually doesn't have one single specific cause. Rather, evidence Trusted Source suggests a number of factors can contribute to aggressive behaviour.

1- Biological factors Brain chemistry and other biological factors that might play a part in aggression include: •

Irregular brain development. Experts Trusted Source have linked increased activity in the amygdala and decreased activity in the prefrontal cortex to aggression. Lesions in the brain, which can happen with neurodegenerative conditions, can also lead to aggressive behaviour.

A- Genetics. Mutations of certain genes, including monoamine oxidase A Trusted Source, can also contribute. •

B- Brain chemical and hormone imbalances. Unusually high or low levels of certain neurotransmitters, including serotonin, dopamine, and gamma-amino-butyric acid (GABA), may lead to aggressive behaviour. Higher levels of testosterone can also lead to aggression in people of any gender. •

C- Side Effects of Medications and Other Substances-. Medications and substances that cause changes in the brain can sometimes lead to aggressive behaviour. A few examples include corticosteroids, alcohol, anabolic steroids, and phencyclidine (PCP).

D Medical conditions. Aggressive behaviour could happen as a result of certain health conditions that damage your brain, including stroke, dementia, and head injuries.

A- Psychological factors- Aggressive behaviour can sometimes happen as a symptom of certain mental health conditions, including:

- Conduct disorder
- Intermittent explosive disorder
- Oppositional and defiant disorder (ODD)
- Attention deficit hyperactivity disorder (ADHD)
- Post-traumatic stress disorder (PTSD)
- Autism
- Bipolar disorder

- Schizophrenia
- Depression
- Substance use disorders
- Chronic stress
- Certain personality disorders, including borderline, antisocial, and narcissistic personality disorders of course, aggression doesn't always mean you have a mental health condition, nor does having a mental health diagnosis automatically mean you'll behave aggressively toward others.

➤ Environmental factors -Circumstances and challenges in your everyday life and environment can also contribute to aggressive behaviour. 12 Aggression can happen as a natural response to stress, fear, or a sense of losing control. You might also respond with aggression when you feel frustrated, mistreated, or unheard - especially if you never learned how to manage your emotions effectively. You might also be more likely to behave aggressively if your upbringing exposed you to aggression and violence. This could happen if you:

- Had abusive parents and caregivers or siblings who bullied you
- Grew up in a neighbourhood or community where violence and Aggression happened frequently.
- Experienced cruel or unfair treatment from teachers and classmates.

3. Objectives and Hypothesis of the Study-

The present research has been done to achieve the following objectives

- 1-To measure the levels of aggression of the total sample as well as sample groups
- 2-To examine the impact of ethnicity on aggression among students
- 3-To examine the impact of gender on aggression among students

Hypothesis of the study—

Considering the objective of the present study following hypothesis has been formulated

- 1-level of aggression will vary in total and sample subgroup
- 2-There will be no significant impact of ethnicity on aggression.
- 3-There will be no gender difference in aggression among students

4. Methodology of the study-

The sample-

The sample of the present study was selected from the different colleges of Ranchi. The sample was stratified based on two variables: ethnicity(tribal and non-tribal) and gender(male and female)2*2 factorial design was used there were 4 strata from each stratum 10 students were selected randomly stratified random technique was used.

Tools—

The Following Tools were used/administration for data collection.

a)-Personal Data Questionnaire (PDQ) 40 The questionnaire was used to collect data concerning the characteristics of the sample, such as name, age, gender, religion, caste, ethnicity stream, SES etc.

b)- Aggression Scale (AS). As is a self-administering questionnaire developed by Mathur and Bhatnagar (2004). It was used to study the level of aggression of the subjects. This scale consisted of 55 statements. It is a Likert type 5 point scale. The statements are in positive and negative forms. 30 statements are in positive form and 25 in negative form. In a positive form of statements scores are given as 5,4,3,2 & 1 respectively and in negative form of statement scores are given as 1,2,3,4 & 5 respectively. The total number of answer constitute the total score. Maximum score is 275 and minimum is 55 higher scores show higher aggression level and lower scores show lower aggression level. The reliability coefficient by test-retest method is .88 in males and .81 in females. Validity coefficient is .80 in males and .78 in females

c)- Plan of analysis

Personal Data Questionnaire (PDQ) and Aggression Scale (AS) were administered to the subjects with instructions to complete all questions honestly. Scoring was done according to the scoring key of the scale, on the basis of their score data were analysed to fulfil the objectives of the study. Considering the objectives and hypotheses of the present research an attempt has been made to apply the suitable statistical techniques to analyse the data, which are as follows:

- Percentage is used to know the level of aggression of total and sample groups.
- Mean scores and SDs have been calculated from the distribution of scores on the aggression for the total and sample groups.
- Mean difference between comparable groups has also been computed by t-test.

- Level of aggression and mean scores were represented through graphs to give comparative pictures of different groups.

Procedure—at first, the personal data questionnaire was administered to the students to obtain their personal information. The aggression score was obtained by administering the aggression scale. to study the level of aggression in total and sample group row scores ranging from 55 to 275 is obtained.

Percentage mean score, SDs and t-value were calculated to find the level of aggression and impact of ethnicity and gender on aggression among students

5. Results and Discussion—

Level of aggression among college students

Sample units		Low level	Moderate level	High level
	N	11	14	15
TOTAL	%	27.5%	35%	37.5%

The table no 1 show that 37% students have high level of aggression and 35% students have moderate level of aggression, and only 27.5% students have a low level of aggression

Table no-2

Level of aggression of tribal and non-tribal students

Sample units		Low level	Moderate level	High level	
Tribal students	Number and percentage	3 15%	8 40%	9 45%	
Non-tribal		8 40%	6 30%	4 20%	

The table shows that 45% tribal student have a high and 40% have moderate level of aggression and only 15 % students have low aggression and nontribal students have 20% high level aggression, 30% moderate and 40% have low aggression level so we can say tribal students have high level aggression and non tribal students have low level aggression

Table-3

Level of aggression among male and female students

Sample units		Low level	Moderate level	high-level
Male	Number and Percentage	1 5%	10 50%	9 45%
Female		11 55%	4 20%	5 25%

The table shows that only 5% male students have a low level of aggression, 50% moderate level, 45% have high level of aggression, and 55% female students have a low level of aggression, 20% have a moderate level, and only 25% high level of aggression. we can say that male students have a higher level of aggression than female students

Table no-4

Impact of ethnicity on aggression

Table 4 displays the level of aggression in tribal and non-tribal students. A t-test has been employed to find out the significant difference in aggression between tribal and nontribal students

Mean, SD and t-values showing the impact of ethnicity on aggression

Ethnicity	N	Mean	SD	t-value	Level of significance
Tribal	20	176.5	7.1044	1.583	Ns
Non tribal	20	172.7	7.834		

From Table 4 has been found that the mean scores of both tribal and non-tribal students are 176.5 and 172.7, respectively, while the standard deviations are 7.1044 for tribal and 7.834 for non-tribal students, respectively. The obtained value of t-value is 1.583 and is not significant at any level. The compound data indicate that there is no significant difference in the level of aggression between tribal and non-tribal students; thus, the null hypothesis

that there is no significant difference in the level of aggression between tribal and non-tribal students is being accepted

Table no-5

Impact of gender on aggression

Mean, from SD and t-value showing the impact of gender on the level of aggression

Gender	N	Mean	SD	t-value	Level of significant
Male	20	173.95	7.156	0.530	ns
Female	20	175.25	8.207		

From table no-5 has been found that the mean score of both tribal and non-tribal 173.95 and 175.35 while the standard deviation is 7.156 for male students and 8.207 for female students, respectively. The obtained value of t-value is 0.530 and is significant at the 0 level. The above data indicate that there is no significant difference in the level of aggression between male and female students. thus, the null hypothesis that there is no significant difference in the level of aggression between male and female students is accepted.

6. Conclusion-

This study suggests that aggression is a complex and subjective phenomenon, and factors such as ethnicity and gender do not have a significant impact on it. However, implementing various strategies can help mitigate aggression among students, promoting a more supportive and safe learning environment. Supportive environment and developing peaceful and safety condition can improve and solve this problem. The findings of the study also indicate that ethnicity and gender have no significant impact on aggression. This study can be generalised for other students also concerning to other classes and regions. The findings of this study can assist the policy makers for chalking out the strategies for the solution of this pertinent psychological issues emerging in society.

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