

A Study on Aggression and Social Adjustment among Mizo Adolescents

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Abstract: The study examined the relationship and comparison of gender difference among Mizo adolescents, the age groups of 16-21 were selected by using the psychological scales of Aggression and Social Adjustment (100 students, N =100, 50 males and 50 females). Results showed that the Age difference emerged to be positively related to dependent measures and predicted the adjustment problems in the targeted population.

Keywords: 1.Adolescents, 2.Aggression, 3.Social Adjustment.

INTRODUCTION

The term aggression is a used frequently to describe the behavioral activities of others as well as others as well as ourselves. In psychology, the concept of aggression is referred to a variety of behavior which results in emotional as well as physical harm those people who do not want to be harmed. (Baron and Richardson, 1994).The World Health Organization (WHO, 2002) categorized the forms of aggression in two categories namely physical and verbal aggression. Physical aggression can be described as the use of force against another person as the use of force against another person that results in physical, sexual or psychological harm. Whereas the verbal aggression can be described as using abusive language, threats of physical harm or harming one family.

Aggression has sometimes been divided into affective (or reactive) and instrumental aggression. Affective aggression is aggression associated with negative affect(usually anger). Instrumental aggression is typically goal driven and is relatively devoid of affect. Aggression has a greater probability of being repeated when it is reinforced. Reinforcement of aggression can also increase a person's reactivity to aggressive stimuli of the environment. When a person attacks another person, especially when he is not angry, he has probably been reinforced for aggression in the past and expects rewards again. When aggression eliminates pain, it is reinforced. Restoring one's self-esteem through successful relation is also an important reward for aggression. It cannot be concluded that aggressive act reflects aggressive value.

The concept of adjustment originated in biology and has derived from Darwin's concept of evolution in the mid eighteenth century which was later on borrowed by the psychologists and renewed 'adjustment', which is considered as an 'index of integration between needs and satisfaction and is related to achievement, social acceptance, age, sex, economic security and moral standards'(Chauhan, Tiwari, 1972). An individual's adjustment largely depends on his action and interaction in the course of his competence in meeting his biological and psycho-social needs within the framework of environmental facilities and constraints.

Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It can be defined as a psychological process. It involves coping with new standard and value. We live in a society and form opinion about others and others have opinions about us. We try to behave according to the norms of society so that we adjust with others. But it is not an easy talk because each individual is a unique organization. The organization has to make special efforts to adjust with other unique organization with well society and social adjustment is the direction.

Social adjustment has been considered as one of the major contributing psychological factor in characterizing the individuals. The learners have to develop the adjustmental ability which in turn will make the individuals to grow as responsible citizens of the society.

STATEMENT OF THE PROBLEM

Adolescents are the period of identity confusion, the stage of developmental process, physically, psychologically, and not yet reached maturity. This could lead to psychological vulnerable among adolescents. It is also assumed that there is a high chance of gender difference among adolescents.

Around 1950s, a number of pioneering researches were done on aggression especially focusing on adolescents, young men, adults and women. These studies suggested that males, particularly young male adults, are more aggressive than their female counterparts. But the concept of aggression has changed especially in gender view. The change is set that an increase in the number of criminal act and antisocial acts are committed by young girls. There is statistical proof that gender differences are more sufficient in the stage of adolescence than any other stage (Estevez et al., 2012). Awareness of the gender stereotypes increases during growth and development of the person. During the childhood gender stereotype are stiff but imprecise as, they enter adolescence boys and girls develop the new cognitive skills and they become more aware of the plurality of approaches to gender roles. Adolescents are able to achieve greater objectivity from external perceptions to generate more autonomous, propositional thinking, critical, and to relativism more widely the traits assigned by society to men and women

OBJECTIVES

1. To find out the relationship between Aggression and Social Adjustment among young adolescents.
2. To find out the gender difference in aggression
3. To find out the gender difference in Social Adjustment

HYPOTHESIS

1. There is a significant relationship between male and female in Aggression
2. There is a significant difference between male and female in Social Adjustment.
3. There is a significant relationship between aggression and social adjustment among young adolescents

METHODOLOGY

Sample:

100 students (N=100,50 males and 50 females) ranging from 16-21 years have been selected randomly from Govt. Mizo Higher Secondary School and Govt. Hrangbana College.

Psychological Tools:

Aggression: The Aggression Scale (AS-MB) was developed by Dr. (Mrs.) G. P. Mathur and Dr. (Mrs.) Raj Kumari Bhatnagar. This scale can be used in any group (above 14 years). It consists of 55 statements. Each statement describes different forms of individual's aggression in different situations. It is a Likert type of 5 point scale. In this scale statements are in two forms. i.e. Positive and negative. According to the total scores, the subject can fall in the category of high aggression, average aggression and low aggression.

Social Adjustment: The Social Adjustment Inventory (SAI) was developed by Dr. Roma Pal. This inventory is used to assess social adjustment of Higher Secondary and College going pupils. It consists of 60 items followed by 'Yes' or 'No' responses. The inventory can be administered individually as well as on group. The total scores of the subject represent his/her social adjustment.

Statistical tools:

1. Correlation was used to find out the relationship of aggression and social adjustment
2. t – test was used to find out the gender differences in social adjustment.

Results and Discussion:

Table-1 : Table no.1 Descriptive Statistics of the Scales/Subscales,of the Behaviouralmeasures of Mean, Standard Deviation, Skewness,Kurtosis . (Aggression, Social Adjustment scale).

SEX		ASMBTT	SAITT
Male	Mean	186.1132	92.6604
	N	53	53
	Std. Deviation	19.03404	5.32029
	Std. Error of Mean	2.61453	.73080
	Kurtosis	-.250	-.612
	Std. Error of Kurtosis	.644	.644
	Skewness	-.012	-.196
	Std. Error of Skewness	.327	.327
Female	Mean	186.2340	95.3617
	N	47	47
	Std. Deviation	15.40781	4.02398
	Std. Error of Mean	2.24746	.58696
	Kurtosis	-.370	.872
	Std. Error of Kurtosis	.681	.681
	Skewness	.158	.583
	Std. Error of Skewness	.347	.347
Total	Mean	186.1700	93.9300
	N	100	100
	Std. Deviation	17.33803	4.92213
	Std. Error of Mean	1.73380	.49221
	Kurtosis	-.208	.186
	Std. Error of Kurtosis	.478	.478
	Skewness	.040	-.188
	Std. Error of Skewness	.241	.241

Reliability indices emerged to be robust at each level of analysis and that determined applicability of the scales of the behavioral measures for the present study. The reliability coefficients emerged to be robust signifying the trustworthiness of the test scale for measurement purposes in the project population of the adolescents.

Table-1 shows the descriptive statistics of male and female on behavioural measures of Aggression and social adjustment, where it shows that the mean of male on Aggression is 186.11 with SD=19.03, Skewness= -.012(SE=-.33) and kurtosis = -.250(SE=.64) whereas female mean score on aggression is 186.23 with SD=15.41 and Skewness= -.158(SE=.35) and kurtosis = .37(SE=.68). On Social adjustment scale the male mean=92.66 with SD=5.32, Skewness= -.196(SE=.33) and kurtosis = -.61(SE=.64) whereas female mean score on social adjustment is 95.36 with SD=4.02 and Skewness= .58(SE=.35) and kurtosis = .87(SE=.68).

Table 2: Correlations

	SEX	ASMBTT	SAITT
SEX Pearson Correlation	1	.003	.275**

	Sig. (2-tailed)		.972	.006
	N	100	100	100
ASMBTT	Pearson Correlation	.003	1	.165
	Sig. (2-tailed)	.972		.101
	N	100	100	100
SAITT	Pearson Correlation	.275**	.165	1
	Sig. (2-tailed)	.006	.101	
	N	100	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

The inter scale correlation between the aggression scales and the social adjustment scale is highlighted on Table - 2 where Pearson correlation is employed to measure the relationship between the two scales. The result shows correlation of .17 between the scales which is not significant at .05 level, indicating no correlation between the two scale.

Table 3:

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ASMBTT	Equal variances assumed	1.189	.278	-.035	98	.972	-.12084	3.49152	-7.04965	6.80798
	Equal variances not assumed			-.035	97.228	.972	-.12084	3.44773	-6.96342	6.72175
SAITT	Equal variances assumed	3.388	.069	-2.835	98	.006	-2.70132	.95292	-4.59237	-.81028
	Equal variances not assumed			-2.882	95.706	.005	-2.70132	.93733	-4.56198	-.84067

The independent sample t-test was used to highlight the effects of the independent variables (2 Sex) on dependent measures (Aggression Scale and Social Adjustment Scale). The table-3 shows the Levene's test for equality of variances, the t-test and the mean differences. The Levene's test on Aggression scale shows $F=1.19$ with $\text{Sig.}=.28$ indicating equal variances assumed and the $t(98) = -.04$, $p > .05$ is not significant at .05 level indicating no significant differences between male and female on aggression scales. The Levene's test on Social Adjustment scale shows $F=3.39$ with $\text{Sig.}=.07$ indicating equal variances assumed and the $t(98) = -2.83$, $p > .01$ is significant at .01 level indicating significant differences between male and female on social adjustment scales with the mean difference of 2.70. The comparison of the mean of Sex on social adjustment is highlighted on the chart on Figure-1 where mean of male= 92.66 and female=95.36.

Conclusions:

The results showed that there is no significant difference between the two gender i.e male and female on the measures of aggression, but significant differences can be seen on the measure of social adjustment. With these findings the hypothesis number 1 i.e 'There will be differences in male and female on aggression' is rejected whereas hypothesis number 2 i.e 'There will be differences in male and female on social adjustment' is confirmed. Where female participants score higher than male on the social adjustment scale indicating higher social adjustment by the female.

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