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A Comparative Study to Assess the Level of Aggression among Boys and Girls Studying in Selected Colleges of District Ludhiana, Punjab

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Abstract: ***Introduction****: Aggression among college students may be influenced by individual, family, social, and environmental factors. Understanding aggression among male and female students may help in identifying students who require appropriate guidance and support.*
Objective: *To assess the level of aggression among boys and girls studying in selected colleges of Ludhiana, compare aggression between the two groups, determine its association with selected demographic variables, and prepare information pamphlets to reduce aggression.*
Material and Methods*: A quantitative approach with a comparative descriptive research design was adopted. Sixty undergraduate students, comprising 30 boys and 30 girls, were selected using quota sampling from selected colleges of Ludhiana, Punjab. Data were collected using a structured demographic questionnaire and a 30-item self-structured aggression scale. The scale classified aggression as normal, low, moderate, high, and very high. Data were analysed using frequency, percentage, mean, standard deviation, independent t-test, and ANOVA.*
Results: *Among boys, 17 (56.6%) had moderate aggression and 13 (43.3%) had low aggression. Among girls, 18 (60%) had low aggression, 10 (33.3%) had moderate aggression, and 2 (6.66%) had high aggression. The mean aggression score was 63.27 ± 10.84 among boys and 59.47 ± 17.10 among girls. The difference between the groups was not statistically significant ($t=1.03$, $p>0.05$). Age was significantly associated with aggression among boys, whereas socioeconomic status showed a significant association among girls. Other selected variables did not show significant associations.*
Conclusion*: Both boys and girls demonstrated low to moderate levels of aggression, with no significant difference between the groups. Early identification, counselling, emotional regulation, and appropriate educational interventions may help reduce aggressive behaviour among college students.*

Keywords: Aggression, Boys, Girls, College students, Comparative stud

I. INTRODUCTION

Aggression is a behavioural response that may be expressed through physical, verbal, or emotional actions and can affect interpersonal relationships and student well-being. Factors such as anger, stress, family environment, peer relationships, socioeconomic conditions, and social experiences may contribute to aggressive behaviour among young people.

Previous studies have reported varying patterns of aggression between male and female students. Some studies have found higher aggression among males, whereas others have reported no significant gender difference. Studies

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conducted among adolescents and college students have also identified associations between aggression and factors such as socioeconomic status, family environment, substance use, and other personal characteristics.

Understanding aggression among college students is important because persistent aggressive behaviour may affect academic performance, relationships, psychological well-being, and the social environment of educational institutions. Therefore, the present study was undertaken to assess and compare the level of aggression among boys and girls studying in selected colleges of Ludhiana, Punjab and to determine its association with selected demographic variables.

II. MATERIAL & METHODS

Study designed setting

A quantitative research approach with a comparative descriptive research design was adopted. The study was conducted among undergraduate students in selected colleges of Ludhiana, Punjab.

Sample and sampling technique

The sample consisted of 60 undergraduate students, including 30 boys and 30 girls. Quota sampling was used to select participants who fulfilled the inclusion criteria. Students aged 19 years and above who were willing and available during data collection were included. Students who were unwilling to participate or absent during data collection were excluded.

Data collection tool

Data were collected using two sections:

Section A: Socio-demographic information including age, gender, socioeconomic status, type of family, family history of mental health illness, substance use, number of siblings, father's occupation, and mother's occupation.

Section B: A 30-item self-structured aggression scale. Each item was scored according to the specified response categories. The total score ranged from 0 to 150 and was classified as normal (0–30), low aggression (31–60), moderate aggression (61–90), high aggression (91–120), and very high aggression (121–150).

Validity and reliability

The reliability of the tool was established using the split-half method, with a reliability coefficient of r=0.95.

Ethical consideration : NIILM University Kaithal, Haryana and permission And from concerned institutes of Ludhiana. Written informed consent was obtained from all participants before data collection. Participants were informed about the purpose of the study, voluntary participation, confidentiality, and their right to withdraw from the study

Statistical analysis

Data were coded, tabulated, analysed, and interpreted using descriptive and inferential statistics. Frequency, percentage, mean, and standard deviation were used for descriptive analysis. Independent t-test and ANOVA were used to compare aggression levels and determine associations with selected demographic variables.

III. RESULTS

Among the 60 participants, 30 were boys and 30 were girls. Most boys (66.6%) and girls (56.6%) were aged 19–20 years. Most participants belonged to the middle socioeconomic group, while nuclear families were common among girls and single-parent and nuclear families were equally represented among boys. Most participants reported no family history of mental health illness and no substance use.

Among boys, 13 (43.3%) had low aggression and 17 (56.6%) had moderate aggression. None had normal, high, or very high aggression. Among girls, 18 (60%) had low aggression, 10 (33.3%) had moderate aggression, and 2 (6.66%) had high aggression. None had normal or very high aggression.(table-01)

The mean aggression score was 63.27 ± 10.84 among boys and 59.47 ± 17.10 among girls. The calculated t-value was 1.03, indicating no statistically significant difference in aggression levels between boys and girls at the 0.05 level of significance.(table-02)

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Regarding demographic associations, age was significantly associated with aggression among boys, whereas no significant association was observed among girls. Socioeconomic status showed a significant association with aggression among girls, while it was not significant among boys. Type of family, family history of mental health illness, substance use, number of siblings, and parental occupation did not show significant associations with aggression in the respective groups.

Information pamphlets were prepared and distributed as planned to provide information aimed at reducing aggression among students.

Table 1: Frequency and percentage distribution of boys and girl students according to aggression level

Aggression levels	Boys		Girls	
	N	%	n	%
Normal (0 -30)	-	-	-	-
Low aggression (31-60)	13	43.3	18	60
Moderate-aggression (61-90)	17	56.6	10	33.3
High aggression (91 – 120)	-	-	02	6.66
Very – aggression (121 –150)	-	-	-	-

Table 2: Comparison of boys and girl's students according to aggression level.

Aggression levels	**Boys**			**Girls**			**df**	**t**
	n	**mean**	**SD**	**n**	**mean**	**SD**		
Normal	-	-	-	-	-	-	- 29	- 1.6627^{NS}
							25	0.4623^{NS}
Low aggression	13	53.076	4.627	18	48.611	8.819		
							-	-
Moderate - aggression	17	71.64	5.819	10	73.100	10.608		
							-	-
High – aggression								
Very High - aggression	-	-	-	02	91.00	-		
	-	-	-	-	-	-		

NS=non-significant

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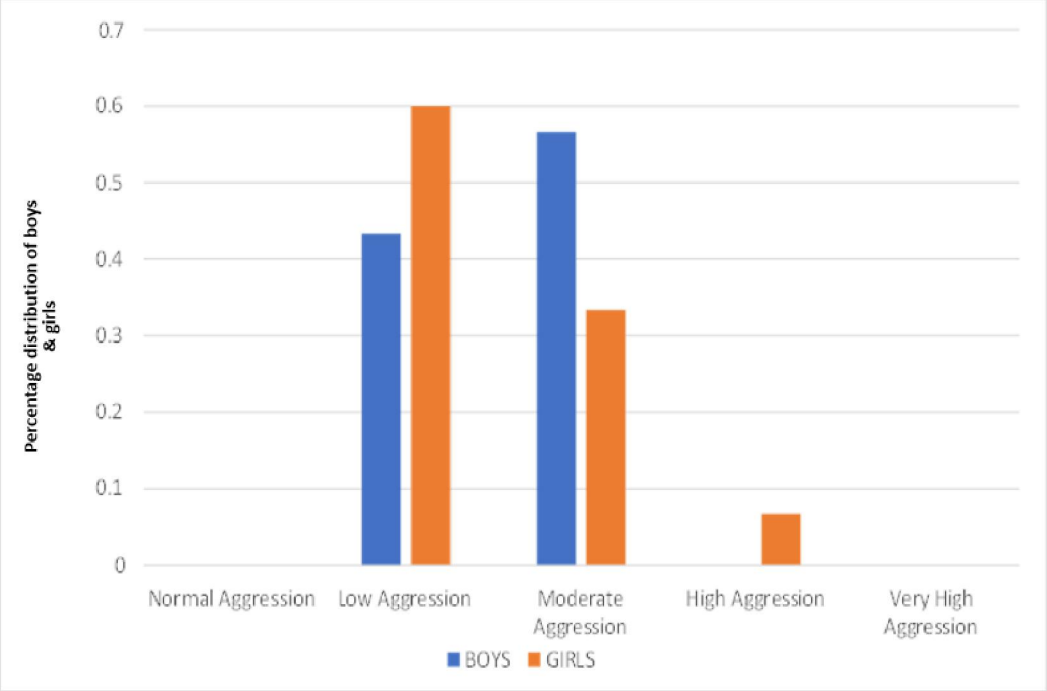

Fig 01. Level of aggression

IV. DISCUSSION

The present study found that moderate aggression was the most common level among boys, whereas low aggression was most common among girls. No, statistically significant difference was observed between boys and girls. This finding is consistent with the study by Panchal and Yadav, which also reported no significant difference in aggression levels between male and female students.

The present finding differs from studies that have reported higher aggression among boys. For example, a comparative study among middle school students reported significantly higher aggression scores among boys than girls. Similarly, studies among university students have reported gender differences in aggression. Such differences may be related to variations in age, setting, measurement tools, cultural factors, and characteristics of the study population.

In the present study, age was significantly associated with aggression among boys, whereas socioeconomic status was significantly associated with aggression among girls. However, type of family, family history of mental health illness, substance use, number of siblings, and parental occupation did not show significant associations. These findings suggest that aggression among college students may be influenced by different demographic and social factors in boys and girls.

The findings highlight the importance of identifying aggressive behaviour early and providing appropriate counselling, emotional regulation strategies, positive peer interaction, and supportive educational environments for college students.

Limitations and recommendations

The study was conducted among a relatively small sample of 60 undergraduate students from selected colleges of Ludhiana; therefore, the findings may not be generalizable to all college students. Quota sampling was used, which may limit representativeness. The study also relied on a self-reported aggression scale, which may be influenced by response bias.

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It is recommended that future studies include larger samples from multiple colleges and different geographical areas. Longitudinal and interventional studies may be conducted to identify factors contributing to aggression and to evaluate the effectiveness of counselling, anger-management, emotional-regulation, and behavioural interventions. Educational institutions may also consider regular psychological screening and awareness programmes related to healthy coping and interpersonal relationships.

V. CONCLUSION

The study concluded that low and moderate levels of aggression were observed among both boys and girls. Although the mean aggression score was higher among boys than girls, the difference was not statistically significant. Age was significantly associated with aggression among boys, while socioeconomic status showed a significant association among girls. Early identification of aggressive behaviour, counselling, emotional support, and appropriate educational interventions may help promote healthier coping and interpersonal behaviour among college students.

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Conflicts of interest: The authors declare that there are no conflicts of interest.

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