

ORIGINAL RESEARCH

A study on aggression among Indian students by using buss - perry scale

Mamidiseti Sai Ganesh¹, Sachidananda Moorthy², Satya Abhishek Kombathula³¹Assistant Professor, Chalapathi College of Pharmacy, Mothadaka, Guntur, Andhra Pradesh, India²Professor and Head, Department of Pharmacology, Konaseema Institute of Medical Sciences and Research Foundation, Amalapuram, Andhra Pradesh, India³Ph.D (Tech.)Pharmacology, Department of Pharmaceutical Sciences and Technology, Institute of Chemical Technology, Mumbai, Maharashtra, India**Corresponding Author**

Sachidananda Moorthy

Professor and Head, Department of Pharmacology, Konaseema Institute of Medical Sciences and Research Foundation, Amalapuram, Andhra Pradesh, India

Email: drnsm@yahoo.com

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ABSTRACT

Background: Aggression has become more common in the younger generation. This may be due to family, peer, and economic problems. This study aims to measure the extent of aggression among the students and its effects on their professional, private, and social lives. **Materials and Methods:** A prospective study was conducted among Indian undergraduate students by using the Buss-Perry Aggression Questionnaire (BP-AQ) scale which was circulated through Google Forms to various undergraduate students. **Results:** A total of 234 Indian undergraduate students participated in the study and among them, 47.9 % males and 52.1 % females. The majority of the study participants (60.3%) were between the age group 21-23 years. The majority of study participants (56%) had physical aggression of range >27 and 51.8% had Verbal aggression of range >15. **Conclusion:** More aggressive behaviour was found among undergraduate students in India, which may lead to poor academic performance and impaired professional and social relationships. It also results in increased stress, depression, and other psychological abnormalities among the students.

Keywords: Aggression, Buss-Perry Aggression Questionnaire, Students, verbal and physical aggression

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INTRODUCTION

Nowadays most of the students are more aggressive due to family, peer, and economic problems. In the aggressiveness mostly females are having more aggression compared to males.⁽¹⁾ However, our young generation is wasting their good life in aggressive activities, violence, and getting involved in crimes.⁽²⁾ Interrupted relationships with family, teachers, and peers, academic backwardness compared to high expectations, a curiosity to explore sexual practices, and drug abuse are the main triggering factors in the psychological imbalance in youth.^(3,4) The Aggression Questionnaire (BP-Buss and Perry's (1992) AQ) is a widely used correction method that is used in many countries.⁽⁵⁾ Measurement of aggression in research and applied settings Buss and Perry (1992) built the BP-AQ using a combination of techniques and materials exploratory factor analysis of the Buss-Durke Hostility buss & Durke inventory (Buss & Durke, 1957) was used to decide on which items to include in the

inventory.⁽⁶⁾ Include in the BP-AQ. Physical aggression behaviour that causes or threatens personal injury to others. This includes hitting, kicking, biting, using weaponry, and breaking toys or other possessions. Verbal aggression refers to using aggressive language towards others, whether it's polite or rude towards others. This behaviour is an expression of a form of communication that tends to be destructive both in social media and face-to-face situations.⁽⁷⁾ Anger is an emotion that almost everyone experiences. Stress is often a result of times in their lives. Feeling anger is not a bad thing, it's just not right or wrong but it is a negative emotion, that is to say, it tends to bring one.⁽⁸⁾ The person is moody. Hostility is a common feature of normal behaviour, but can also be a major factor in mental and emotional disturbance is a more appropriate fit for their data than other models and represents a superior way to measure and understand aggression.^(9,10)

MATERIALS AND METHODS

This was a prospective study conducted among Indian undergraduate students by using the Buss-Perry Aggression Questionnaire (BP-AQ) scale which was circulated through Google Forms to various undergraduate students.^(5,11) In this study, students from various undergraduate colleges with both genders of all age groups were included. A total number of 234 undergraduate students participated in the study by filling BP-AQ scale. A link was generated for the questionnaire which was prepared in the format of Google form and this link was circulated among the social media groups to get the responses from the study participants. By using this

questionnaire we can measure the Aggression among the students.⁽¹¹⁾ It differentiates More and Less aggression by measuring the four aspects of trait aggressiveness anger, hostility, and verbal and physical aggression that are typically used both individually and/or combined to create an overall aggressiveness index.^(12,13)

RESULTS AND DISCUSSION

Table 1 represents the Gender-wise categorization of the study participants. A total of 234 Indian undergraduate students participated in the study and among them,112(47.9) were found to be males and 122(52.1) were found to be females.

Table 1: Gender-wise categorization of the study participants

Gender	Frequency (%)
Male	112(47.9)
Female	122(52.1)
Total	234(100)

Table 2 represents the age-wise categorization of the study participants. Among the 234 study participants,2(0.8) were in the Below18 years age group, 76(32.5) were in the 18-20 years age group, 141(60.3) were in the 21-23 years age group and the remaining 15(6.4) were of \geq 23 years of age.

Table 2: Age-wise categorization of the study participants

Age Group	Males N (%)	Females N (%)	Total N (%)
Below 18 years	1(0.9)	1(0.8)	2(0.8)
18 – 20 years	37(33.1)	39(31.9)	76(32.5)
21 - 23 years	65(58.0)	76(62.4)	141(60.3)
Above 23 years	9(8.0)	6(4.9)	15(6.4)
Total	112(100)	122(100)	234(100)

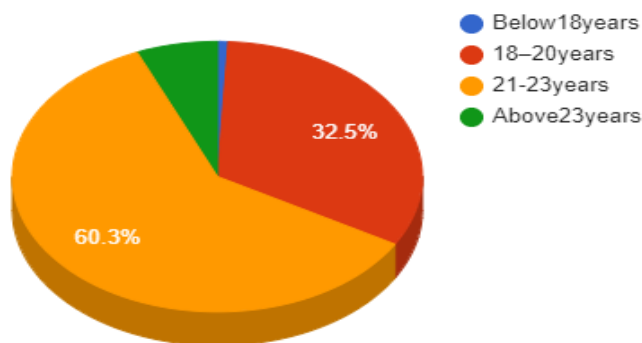


Table 3 represents the course-wise categorization of the study participants. Among the 234 study participants, 111(47.4)were studying Pharm.D, 36(15.4)were studying B.Pharmacy, 33(14.5)were studying Degree, 15(6.1) were studying B.Tech and 39(16.6)were studying other undergraduate courses.

Table 3: Course-wise categorization of the study participants

Course	Males(%)	Females(%)	Total(%)
Pharm.D	45(40.2)	66(54.1)	111(47.4)
B.Pharm	22(19.6)	14(11.5)	36(15.4)
Degree	11(9.8)	22(18.0)	33(14.5)
B.Tech	10(8.9)	5(4.1)	15(6.1)
Others	24(21.5)	15(12.3)	39(16.6)
Total	112(100)	122(100)	234(100)

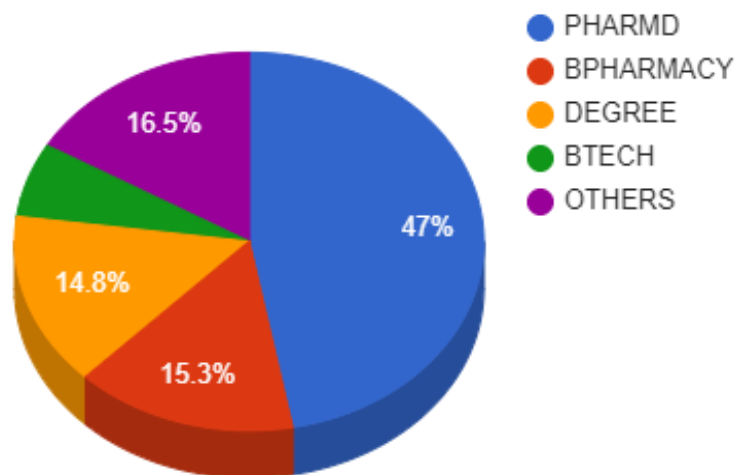


Table 4 represents the study participants 104(44.4) having physical aggression of range ≤ 27 and 130(55.6) having physical aggression of range > 27 . Physical aggression scale (range 9-45, midpoint 27).

Table 4: Physical Aggression wise categorization of the study participant

PA	Male(%)	Female(%)	Total(%)
≤ 27	55(50.9)	49(40.2)	104(44.4)
> 27	57(49.1)	73(59.8)	130(55.6)
TOTAL	112(100)	122(100)	234(100)

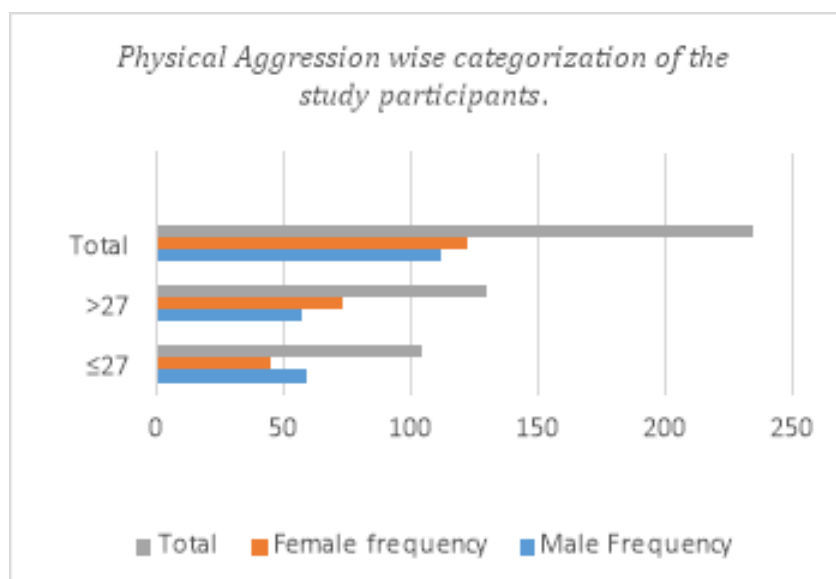


Table 5 represents the study participants 113(48.2) having Verbal aggression of range ≤ 15 and 121(51.8) having Verbal aggression of range > 15 . Verbal aggression scale (range 5-25, midpoint 15)

Table 5: Verbal Aggression-wise categorization of the study participants.

VA	Male(%)	Female(%)	Total(%)
≤ 15	53(47.3)	60(49.2)	113(48.2)
> 15	59(52.7)	62(50.8)	121(51.8)
TOTAL	112(100)	122(100)	234(100)

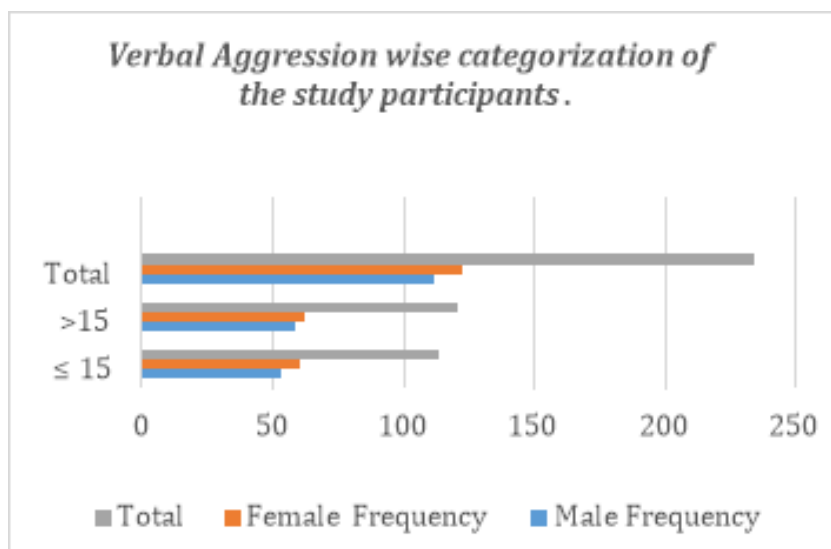


Table 6 represents the study participants 115(49.2) having Anger wise categorization of range ≤ 21 and 119(50.8) having Anger wise categorization of range >21 . Anger aggression scale (range 7-35, midpoint 21)

Table 6: Anger-wise categorization of the study participants.

Anger	Male(%)	Female(%)	Total(%)
≤ 21	58(51.7)	57(46.7)	115(49.2)
>21	54(48.3)	65(53.3)	119(50.8)
TOTAL	112(100)	122(100)	234(100)

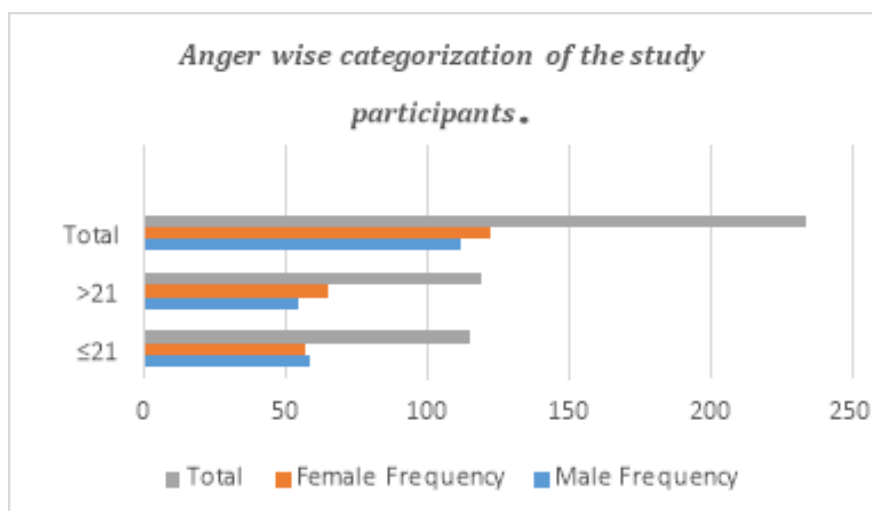


Table 7 represents the study participants 104(44.4) having a Hostility-wise categorization of range ≤ 24 and 130(55.6) having a Hostility-wise categorization of range >24 . Hostility aggression scale (range 8-40, midpoint 24)

Table 7: Hostility-wise categorization of the study participants.

Hostility	Male(%)	Female(%)	Total(%)
≤ 24	53(47.3)	51(41.8)	104(44.4)
>24	59(52.7)	71(58.2)	130(55.6)
TOTAL	112(100)	122(100)	234(100)

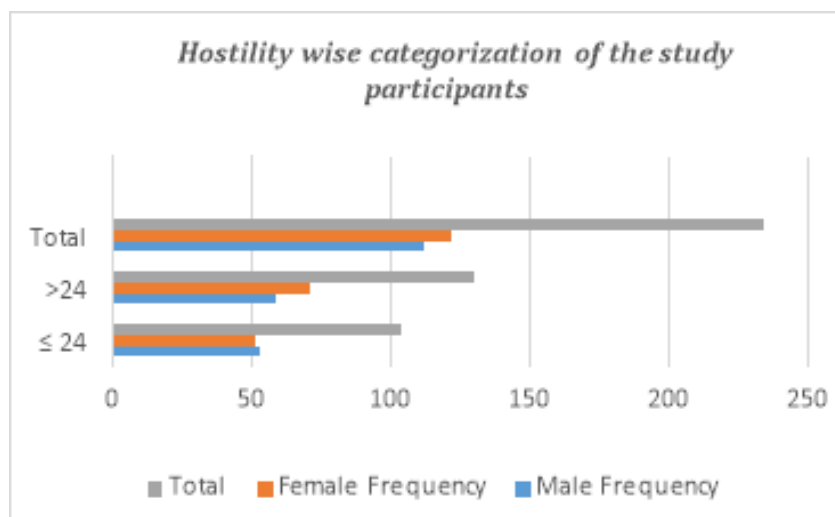
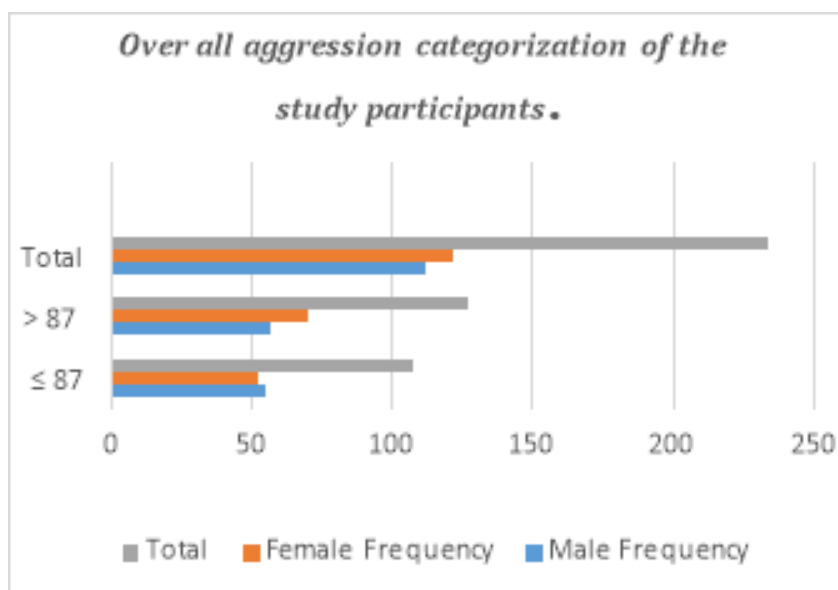


Table 8 represents the study participants 107(45.7) having an Overall aggression-wise categorization of range ≤87 and 127(54.3) having an Overall aggression-wise categorization of range >87. Overall score (range, 29-145, midpoint 87)

Table 8: Overall aggression categorization of the study participants.

Overall Aggression	Male(%)	Female(%)	Total(%)
≤87	55(49.1)	52(42.6)	107(45.7)
>87	57(50.9)	70(57.4)	127(54.3)
TOTAL	112(100)	122(100)	234(100)



CONCLUSION

In this study, more than half of the study participants were observed to be with more aggressive behaviour. More aggressive behaviour among undergraduate students may lead to stress, depression, anxiety, poor academic performance, and impaired social relationships. Academicians along with the support of health care professionals should take responsibility for creating awareness regarding aggressive behaviour which might have a great impact on the student’s academic career and overall well-being.

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