

GENDER DISPARITY IN ATTRIBUTION OF AGGRESSION AND ACADEMIC SUCCESS AMONG UNDERGRADUATE STUDENTS OF MANAGEMENT STUDIES IN PAKISTAN

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ABSTRACT

The terrain of gender disparity in education has seen much change in recent decades. This article reviews the empirical research and theoretical perspectives on gender inequalities in academic performance and emotional instability in terms of aggression. Much of the literature on children and adolescents attends to performance differences between girls and boys. Emotional problems might prevent even intelligence to extent and educational performance may suffer because of concentration and interest in learning. Teachers, parents and students might find out how aggression is affecting academic performance of the students in classrooms among boys and girls. The current study indexes the sample of o' level and intermediate students in determining the discrepant scores on aggression scale and academic performance. Findings drawn with the independent sample t-test between boys and girls have important implications for our understanding of the rising gender difference in aggression and academic achievements.

INTRODUCTION

Human being has been created with unique features and everyone has its own personality in societies. Interaction of different individuals with different personality is essential to survive within a social life. The terrain of gender disparity in aggression has frequently been reported, such that in physical aggression boys and men exhibit greater aggression than girls and women, especially in terms of (Burton, Hafetz, & Henninger, 2007). There are many problems in homes and schools that are very common in children who are suffering from many learning problems. Emotional problems are very common, these emotional problems might prevent even in intelligence to extent and education may suffer because of concentration and interest in learning. This study will help to find out the extent of prevalence of aggression along with academic performance among gender. A gender disparity is a difference of biological or physiological individual characteristics naturally related with either males or females of a species in general. Socio-political issues come up in the study of humans in categorizing whether a gender disparity results from the biology of sexual characteristics. Most adults think of fighting when they hear the word aggression. This type of aggression is called hostile aggression and is used when a person wants to hurt someone or something. Very serious cases of hostile aggression are often called violence.

However, not all aggression is hostile. Sometimes people can be aggressive without meaning to hurt others. For example, some children will push others so they can be first in line. They just want to be first and these children do not connote to hurt others. This type of aggression is called instrumental aggression because it is used only when somebody want something, such as an object or attention, and do not intend to hurt others. (Berkowitz, 1984). Instrumental and hostile aggression can also be called direct aggression because they directly hurt other people and objects. Aggression can also be indirect. Indirect aggression when people gossip, try to break up friendships and tease others (Crick & Grotpeter 1995). Indirect aggression is also called symbolic or relational aggression. (Horowitz & Bordens, 2008). This type of aggression is often seen when young children use phrases such as, 'You can't play with us', or 'He has girls' germs'. Generally, girls use more indirect aggression than boys do, and boys more direct aggression than girls. (Tremblay, Hartup & Archer, 2005). Aggression is any behavior in which individual is intended to harm another person that the target person want to avoid. (Michener, Delamater, & Myers 2004). According to this definition, a bungled assassination is an act of aggression; its involve intended to harm that the target surely would wish to harm. Parke & slaby, 1983, defines that any intentional behavior designed to hurt physically or psychologically to another individual or group. (Reeve & Smith, 2005). In Physical Aggression men are much more probably engaged.

In Verbal Aggression men and women are uniformly seem to be engaged. There is a difference in experiencing of aggression among men and Women. Loss of self-control and excessive stress is often become a cause of aggression in the view of women . (Campbell & Muncer, 1987). Aggressive actions often used by males to get control the others, feel it a challenge to integrity or self-esteem. Men are more likely to view their aggressive actions as constructive (instrumental aggression). Women experience greater guilt and anxiety after being violent than men. Researches in Finland showed adolescent girls are much more than adolescent boys likely to engage in not direct aggression. (Bjorkqvist, Lagerspatz, & Kaukainen, 1992). To better understand if there is a difference between gender and aggression comparing definitions of both subjects is necessary. Gender difference is a distinction of biological or physiological characteristics typically coupled with either males or females of a class in general. Aggression is termed as a behavior among members of the similar class that is intended to cause pain or harm that takes a diversity of forms and can be mental, physical, or verbal. Now the question concerning a difference among genders can be explored.

Fresh researches of children's aggression have illustrious difference between physical aggression in overt form, got more usually amongst boys than girls, and "relational aggression" (social or indirect aggression, such as excluding a child from play), found more commonly among girls (Crick & Grotpeter, 1995; Crick et al., 1999). Gender differences in aggression have frequently been reported, such that in especially physical aggression men and boys show more aggression than women and girls (Burton, Hafetz, & Henninger, 2007). However Rachel Simmons the author of the New York Times bestseller *Odd Girl Out: The Hidden Culture of Aggression in Girls*, the first book to discover the incident of harassment between girls suggests that females are not necessarily less aggressive, but tend to express through not only physical aggression, but also from beginning to end non-physical means, such as handling, exclusion, and gossip (Dettinger & Hart, 2007). This type of aggression is referred to as relational aggression. Relational aggression has been described as the kind of aggression which is not physical, but does harm to others via manipulation, social inclusion/exclusion, and damaging of relationships with others (Crick & Grotpeter, 1995). Relational aggression are of two types: proactive and reactive. When behaviors are a source for attaining a goal is termed as proactive relational aggression.

The behaviour in response to aggravation is form of aggression appeared and is termed as reactive relational aggression, with the intent to retaliate. Many previous studies have found girls to exhibit their conduct more pro social and less antisocial, and to have closer and less conflictual relationships with their teachers (Birch & Ladd, 1997; Furrer & Skinner, 2003; Hamre & Pianta, 2001; Howes et al., 2000; Hughes, Cavell, Willson, 2001; Kesner, 2000; Ryan, Stiller & Lynch, 1994; Saft & Pianta, 2001; Silver et al., 2005). Impacts of Aggression on Achievement: become a source of Conflict with the Teacher and making it not as good as? It have indicated in many studies that relations between social behavior of children and their academic performance (for an illustration of a study that did not find these associations (Duncan et al., 2007). In a review spotlight the externalizing behavior, Hinshaw (1992) summarizes evidence on four possible explanations for associations with achievement: 1) achievement affects externalizing behavior; 2) externalizing behavior affects achievement; 3) there is a reciprocal relationship between externalizing behavior and achievement; and 4) some third variable affects both externalizing behavior and achievement similarly.

Analyses for the current study are based on this framework, and extend it to assess mediators of the association between aggression and achievement. Looking across extant studies, there is evidence for all of Hinshaw's (1992) explanations. First, results of some studies suggest that achievement affects students' social behavior. Miles and Stipek (2006), for example, found that poor literacy achievement in 1st and 3rd grades predicted relatively high aggressive behavior in 3rd and 5th grades, respectively. There is also evidence for Hinshaw's (1992) second explanation, that conduct problems affect academic achievement. Aggression and other externalizing behaviors may directly affect engagement and learning. For example, students who are aggressive may spend relatively more time misbehaving or being disciplined, reducing the amount of time they have to spend engaged in academic work. Consistent with this proposal, Coie and Dodge (1988) found that 1st- and 3rdgrade students who were aggressive were more likely to be reprimanded by the teacher and spent less time "on task" than other children. Arnold (1997) similarly observed that misbehavior (aggression, hostility and noncompliance) predicted low on-task behavior in their study of 4- to 6-year-old boys. The misbehavior prompted teachers to remove boys from the activity, and presumably as a consequence, they spent less time learning the material presented during that lesson.

Accordingly, the present study assesses the degree to which changes in aggression predicted changes in achievement. Aggressive behavior may also undermine engagement and learning indirectly. In this study the hypothesis that the effect of aggression on students' engagement and learning is mediated by the relationships students develops with their teachers is tested. Specifically, it is proposed that aggressive students form conflict oriented relationships with teachers, which presumably diminishes their desire to engage in the work the teacher gives them, and thus undermines their academic engagement and achievement. Our hypothesis is based on a set of empirical findings, summarized below, which support each of the links in the proposed model. Taken together, the evidence suggests the model, but it has not been previously tested directly. Several studies have demonstrated associations between teacher-student relationships and academic performance for adolescents (Crosnoe, et al., 2004; Gregory & Weinstein, 2004). Connell and his colleagues (Connell, 1990; Connell & Wellborn, 1991; Skinner & Belmont, 1993).

Professionals should be aware of the different types of aggression and how males and females use aggression. Falling into the trap of thinking "words can never harm us" could be overlooking a problem that needs to be worked on. Some schools are also seeing other forms of bullying and other non-physical forms of aggression to be just as harmful as physical forms. Strict bullying policies are being placed in schools with punishment being equal to physical aggression. In my career as a counselor the question about physical and sexual abuse is part of an evaluation. More often than not males and females will explain that emotional and mental abuse was just as prevalent as either physical and/or sexual abuse. So it is this learner's opinion that words and other non physical forms of aggression can harm us, and can often cause such depression and feelings of low self esteem. Professionals should be aware of this and deal with it accordingly. The purpose of this study is to investigate the effect of aggression on the male and female student's academic success at graduation level. The study on hand has been focused on measuring gender disparity at college level students.

METHODOLOGY

The Scale was developed manifestation of the related literature and previous researches. 28 statements were included in the scale for assessing the aggression. For scoring the questionnaire five point Likert scale was used. For establishing the content validity of the aggression, judgmental procedure was used. A panel of five experts was consulted. The experts had a long experience of psychological and class room observations. On the recommendations of the experts, the language, content and items of the aggression Scale were finalized for further study. The population of the study was business management and IT management institutes of Lahore, Faisalabad and Rawalpindi. A cluster sampling technique was used to select the schools and random sampling for the selection of students. The Sample of research was comprised of 289, male and female students of O'level.

DATA ANALYSIS

Table 1: Independent Samples t-test for Comparison of Boys and Girls on Aggression Scale Scores and students class achievements of O level students

Variables	Boys (n=127)		Girls (n=65)		t
	M	SD	M	SD	
Aggression Scale	62.87	9.17	57.87	6.28	3.92**
Achievements	85.15	8.26	84.80	8.43	0.77

** P < .01 Level of significance;

Independent sample t-test for the Aggression Scale boys ($M=62.87$, $SD=9.17$) and girls ($M=57.87$, $SD= 6.28$) conditions; $t(190)=3.92$, $p=0.000$ was significant at $\alpha = .01$. Independent sample t-test for Achievements boys ($M=85.15$, $SD=8.26$) and girls ($M=84.80$, $SD= 8.43$) conditions; $t(190)=0.77$, $p=0.001$, were not significant. Independent Samples t-test indicated that boys' students are having more scores as compared to girls' students on Aggression Scale. So the hypothesis that the aggression scores among boys and girls students is equal was rejected. Independent Samples t-test indicated that boys' students are having same achievements scores as compared to girls' students. So the hypothesis that the score on reading comprehension test scores among boys and girls students is equal on achievements was accepted.

Table 2: Independent Samples t-test for Comparison of Boys and Girls on Aggression Scale Scores and students class achievements of college students

Variables	Boys (n=51)		Girls (n=46)		t
	M	SD	M	SD	
Aggression Scale	64.60	7.62	58.24	4.95	4.92*
Achievements	84.11	11.72	85.17	6.99	-0.59

** $P < .01$ Level of significance,

Independent sample t-test for the Aggression Scale boys ($M=64.60$, $SD=7.62$) and girls ($M=58.24$, $SD= 4.95$) conditions; $t(95) =4.92$, $p=0.000$ was significant at $\alpha = .01$. Independent sample t-test for Achievements boys (84.11 , $SD=11.72$) and girls ($M=85.17$, $SD= 6.99$) conditions; $t(95) = -0.59$, $p=0.001$, were not significant. Independent Samples t-test indicated that boys' students are having more scores as compared to girls' students on Aggression Scale. So the hypothesis that the aggression scores among boys and girls students is equal was rejected. Independent Samples t-test indicated that boys' students are having same achievements scores as compared to girls' students. So the hypothesis that the score on reading comprehension test scores among boys and girls students is equal on achievements was accepted.

Table 3: Independent Samples t-test for Comparison of Boys and Girls on Aggression Scale Scores and students class achievements in different disciplines

Achievements disciplines	Variables	Boys		Girls		t
		M	SD	M	SD	
Science	Aggression Scale	61.58	7.70	57.18	6.82	2.34**
	Achievements	85.16	7.75	83.00	7.23	1.13
Mathematic and Statistics	Aggression Scale	64.12	9.67	56.51	5.44	4.42*
	Achievements	86.27	7.95	87.17	7.06	-0.56
Verbal	Aggression Scale	64.15	8.89	60.14	4.87	3.26*
	Achievements	83.98	10.84	83.50	8.48	0.25

** $P < .01$ Level of significance,

Independent sample t-test in science discipline for the Aggression Scale boys ($M=61.58$, $SD=7.70$) and girls ($M=57.18$, $SD=6.82$) conditions; $t(75) =2.34$, $p=0.024$ was significant at $\alpha = .05$. Independent sample t-test in science discipline for Achievements boys (85.16 , $SD=7.75$) and girls ($M=83.00$, $SD=7.23$) conditions; $t(75) = 1.13$, $p=0.23$, were not significant. Independent Samples t-test indicated that boys' students are having more scores as compared to girls' students on Aggression Scale. So the hypothesis that the aggression scores of students' achievements in science discipline among boys and girls is equal was rejected. Independent Samples t-test indicated that boys' students are having same achievements scores as compared to girls' students. So the hypothesis that the of students' achievements in science discipline among boys and girls is equal was rejected.

Independent sample t-test in Mathematic and Statistics discipline for the Aggression Scale boys ($M=64.12$, $SD=9.67$) and girls ($M=56.51$, $SD=5.44$) conditions; $t(60) =4.42$, $p=0.01$ was significant at $\alpha = .01$. Independent sample t-test in science discipline for Achievements boys (86.27 , $SD=7.95$) and girls ($M=87.17$, $SD=7.06$) conditions; $t(85) = -0.56$, $p=0.33$, were not significant.

Independent Samples t-test indicated that boys' students are having more scores as compared to girls' students on Aggression Scale. So the hypothesis that the aggression scores of students' achievements in Mathematic and Statistics discipline among boys and girls is equal was rejected. Independent Samples t-test indicated that boys' students are having same achievements scores as compared to girls' students. So the hypothesis that the of students' achievements in Mathematic and Statistics discipline among boys and girls is equal was rejected.

Independent sample t-test in Verbal discipline for the Aggression Scale boys (M=64.15, SD=8.89) and girls (M=60.14, SD=4.87) conditions; $t(123) = 3.26, p = 0.00$ was significant at $\alpha = .01$. Independent sample t-test in science discipline for Achievements boys (83.98, SD=10.84) and girls (M=83.50, SD=8.48) conditions; $t(123) = 0.25, p = 0.43$, were not significant. Independent Samples t-test indicated that boys' students are having more scores as compared to girls' students on Aggression Scale. So the hypothesis that the aggression scores of students' achievements in verbal discipline among boys and girls is equal was rejected. Independent Samples t-test indicated that boys' students are having same achievements scores as compared to girls' students. So the hypothesis that the of students' achievements in verbal discipline among boys and girls is equal was rejected.

DISCUSSION AND CONCLUSION

This study looked into the difference found between the aggression and achievements. With few exceptions there existed difference between the aggression among male and female students. There found no difference of achievements among gender. It is supported by the studies that the gender disparity in aggression especially in physical aggression male show evidence of greater aggression than female (Burton, Hafetz, & Henninger, 2007). Generally, males bring into play more direct aggression than females. (Tremblay, 2002). Many previous studies have found girls to exhibit their conduct more pro social and less antisocial, and to have closer and less conflictual relationships with their teachers (Birch & Ladd, 1997; Bracken & Crain, 1994; Furrer & Skinner, 2003; Hamre & Pianta, 2001; Howes et al., 2000; Hughes, Cavell, Willson, 2001; Kesner, 2000; Ryan, Stiller & Lynch, 1994; Saft & Pianta, 2001; Silver et al., 2005). Many researches found that there existed relationship of aggression and performance in terms of achievements. In some studies it is illustrated that there existed no association between students' academic performance and emotional instability (Duncan, 2007). Nevertheless, results observed in students at adolescent level did not predict the change in achievements due to the emotional instability.

There found differences of academic performance among children studies but results of the present study is consistent with some of the studies. It was observed no difference of achievements among males and female students at graduation level. Aggression levels of male and female students have been observed in different subject areas. There found difference of aggression level among the Business management and IT students' in Science, mathematics & statistic and Non mathematics area subjects. Male students were more prone to aggression as compared to the female students. there laid persistently no difference in Academic performance among the Business management and IT students' in Science, mathematics & statistic and Non mathematics area subjects. It is conclusively predicted that male students' of Business management and IT are more aggressive of Science, mathematics & statistic and Non mathematics area subjects. Similar results are sustained in all subject areas of the students. All area students and partial analysis in Science, mathematics & statistic and Non mathematics area subjects, academic performance is not different among the Business management and IT students.

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