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Aggression and adjustment among young adults

Maneet Kaur

M.A Psychology, School of Social Science and Languages, Lovely Professional University

Dr. Sanjay Ghosh

Assistant Professor Psychology, School of Social Science and Languages Lovely Professional University

Abstract--Objective: This study was undertaken to determine aggression and adjustment among young adults. Method: To achieve the objectives of the present study the sample of 100 subjects were taken (50 males and 50 females) randomly and were matched in age, sex, education, and occupation. All the subjects were the students of LPU. All the subjects were free from any major physical or psychological illness. Buss and Perry aggression tool and Adjustment inventory for college students were employed with each of the subjects. Results: Results revealed that male subjects showed gross deterioration in aggression and adjustment patterns. Females have showed more greater prominence in adjustment and aggression predispositions. The findings of the study may be implied that males show more hostility (Berkowitz, 1993) and due to parenting protection towards females in turn exhibit better adjustment compared to males. Whereas more responsibility and rejection among male subjects prone them towards less affectively adjusted in different sphere (Pedrosa, 2020). Conclusion: In the domain of aggression male subject scored higher than the females in all the section of it viz anger, physical aggression, hostility and verbal aggression. In adjustment patterns female subjects expressed more predominance on each sphere of it.

Keywords---Aggression, Adjustment, Home, Health, Social, Emotional, Educational, physical, and verbal aggression, hostility, Anger.

Introduction

In spite of the fact that it might appear that everyone gets it what hostility is, there's significant contradiction approximately the exact definition. The simplest definition of "aggression," and the one favoured by those with a learning theory or behaviourist approach, is that it is any behaviour which hurts others. Higher

aggressive levels can create problems in different areas of life and interferes or can have significant impairments in various domains in once life.

But this definition ignores the intention of the individual who does the act, and this factor is critical. If we ignore intent, some actions that are intended to hurt others would not be la-belled aggressive but they turn out to be harmless. Thus, we need to distinguish harmful behaviour from harmful intentions. Aggression is de-fined here as any action that is intended to harm others. While it is always difficult to determine someone's motive, we can recognise this restriction because the best way to describe provocation meaningfully is to use intent.

A social distinction needs to be drawn between antisocial aggression and prosocial aggression. Normally we think that aggression is bad; but some aggressive acts are good. Many aggressive acts are dictated by social norms and are therefore described as prosocial: Acts of law enforcement, appropriate parental discipline, and obeying the orders of commanders in war time are regarded, as necessary. Some aggressive acts that fall between prosocial and antisocial might be labelled sanctioned aggression. This kind of aggression includes acts that are not required by social norms but that are well within their bounds; they do not violate accepted moral standards.

A third useful distinction is between aggressive behaviour and aggressive feeling such as anger. Our overt behaviour does not always reflect our internal feelings. Someone may be quiet angry inside but does not make any overt efforts to hurt another person. In considering both the factors that increase anger and the restraints that may prevent it from being translated into aggressive action (Hebert, et. al, 1994), we must examine two separate questions what produces aggressive feelings and what produces aggressive behaviour?

While most social psychologists reject the view that human aggression is strongly deter-mined by genetic factors, evolutionary-oriented theorists claim that genetic factors play some role in such behaviour. Drives theories suggest that aggression stems from extremely elicited drive to harm or injure others. The frustration-aggression hypothesis is that the most famous example of such theories. Modern theories of aggression, such as general aggression model, recognise the importance in aggression of learning various eliciting input variables, individual differences, effective state, and especially cognitive processes.

Unlike the well-known anger aggression theory, not all aggression is motivated by frustration, and frustration does not necessarily contribute to aggression. Frustration is robust elicitor of aggression only under certain limited conditions. In contrast, provocation from other is a powerful elicitor of aggression. Each mild teasing can stimulate aggression, although such effects are common in certain cultures than in others. Heightened arousals can increase aggression if it persists beyond the situation in which it was induced and is unknowingly interpreted as anger generated in the new context.

Personality traits interact with situational factors to influence aggression, only if the situational factors (e.g., provocation) are above the threshold to these personal traits enhance aggression, but when the situation is strong and clear (e.g., high

provocation), individual differences also are eliminated. People showing the type A behavior pattern are more irritable and aggressive than people with type B behavior patterns. People with a high level of narcissism have an exaggerated sense of their own worth. They react with exceptionally high levels of aggression to feedbacks that threatened their inflated egos. They also view themselves more than other people, as victims of the transgression of others, and this may contribute to their heightened aggression.

Males are more aggressive than females but this difference is highly dependent on the situation and is eliminated in the context of strong provocation. Males are more likely to use a direct form of aggression than females who are more likely to use an indirect form of aggression. Both women and men who combine aggression with relationship-enhancing skills are very popular, and this, too, suggests the gender differences in aggression are smaller and more complex than was suggested in the past. In-fact men, for men, sexual jealousy is focused on sexual infidelity, whereas for women, it is often focused on emotional infidelity – the withdrawal of emotional support by the mate who is involved in other females (Buss, 2000; Thomson, Patel, Platek, & Shackelford, 2007). High temperatures tend to increase aggression but only up to the point. Beyond some level, aggression declines as temperature rise. Consuming alcohol can increase aggression both in men and women, perhaps because this drug reduced the individual capacity to process information. Bullying involves repeated aggression against individuals who, for various reasons, are unable to defend themselves against such treatments. Bullies and bully victim appear to possess lower self-esteem than children who are not involved in bullying. Domestic violence and rape are also considered to be largely a crime of aggression and power. The former is an act of violence committed by one family member against another family member and the latter involves a man's/woman's needs for control and domination. Punishment is often accepted in reducing aggression but only under certain conditions that are rarely met. The catharsis hypothesis appears to be mainly false. Engaging in vigorous activities may produce a reduction in arousal, but these are only temporary. Similarly, the likelihood of subsequent aggression is not reduced by engaging in apparently "safe" sorts of aggression. Aggression is often retrained by internal self-regulatory processes. If cognitive resources needed by these processes are depleted, however, aggression is more likely to occur. A technique that bolsters self-esteem are often effective in reducing aggression by people high in narcissism by preventing threats to their egos from triggering aggression.

Adjustment

The behavioural process of balancing conflicting needs or needs against obstacles within the environment. Adjustment, in psychological research, is the conduct cycle by which we keep harmony among our different requirements or among needs and the deterrents of environments. An arrangement of adjustment starts when a need is felt and finishes when it is fulfilled. By and large, the adjustment process includes four sections:

- 1) a need or motive as a solid persistent stimulus,
- 2) the upsetting or nonsatisfaction of this need,

- 3) fluctuated movement, or exploratory behavior joined by critical thinking (problem-solving), and
- 4) some reaction that eliminates or a minimum of reduces the initiating stimulus and completes the adjustment.

In psychology, adjustment refers to a behavioural process that balances conflicting needs or needs that are challenged by barriers in the environment. Humans and animals are constantly adjusting to their environment. For example, when they are stimulated by their physiological condition to search for food, they eat to reduce appetite (if possible) and thus adjust to the appetite stimulus. Adjustment disorder occurs when the environment has some need or inability to make normal adjustments to stress. Successful adjustment is key to achieving a high quality of life. People who are unable to adjust properly are more likely to experience medical anxiety or depression, as well as hopelessness, anaemia, difficulty concentrating, sleep problems, and irresponsible behavior. Successful adjustment of one scene may be independent of struggling to adjust to another, unrelated situation. An example of this type of approach is noticing a poor student starting to study during a break because they do not have a home environment in which to study effectively. Starting to study at another time would be considered an adequate adjustment to the situation, but it would not consider other ways that could affect their lives (i.e.: block social interactions with peers). The 'adjustment as a process' concept portrays that because the moment we are born, people are in a consistent state of adjustment. Since we exist in a state of consistent, regularly speedy alternate, it follows that we cannot wreck those modifications down into separate, unrelated challenges. This technique of attention asserts there may be no manner to regulate successfully, due to the fact something will constantly be approximately to change and activate further adjustment. This technique perspective all existing activities as inextricable from some form of adjustment. For over 50 years, clinicians have been utilizing the term adjustment disorder to depict people who are battling to manage a specific stressful circumstance or ongoing condition that causes trouble. Adjustment problems are the most well-known analysed psychological wellbeing issues and they might be diagnosed in children, youths, and adults. Most studies report about 1% of the populace may have an adjustment issue at some random time. Adjustment problems can occur due to various reasons in life, like not having enough resources to get adjusted to the new situation or emotional instability. The different areas of adjustment are family/home, academics, occupational, social, and interpersonal. A well-adjusted person does not face any severe issue in these five domains or if he/she faces some issue then he/she can resolve it without disturbance to his state of wellbeing. We all know that more than everything is bad. Similarly, excessive aggression is also bad for mind and body. The factors that contribute to aggression demand continued research investigation because of the importance of religion, race, ethnicity, and sexual orientation ("Gay bashing") have received insufficient research insufficient research attention (Dhawan, 1994). Increasing violence in the schools has terrified administrators, faculty, and students, impeding the realization of educational goals and sometimes turning schools into armed camps. Displacements of aggression onto others, catharsis, the role of alcohol and drugs, and other, yet to be identified influences on the likelihood of violence have not been thoroughly studied (O'Neal, E.C. 1994). India is taking a fast flip with the

fast-converting world. The impact of globalization, modernization, converting wishes of the society and people and consciousness is making the youth an increasing number of bold and subsequently affecting their adjustment drastically.

Adjustment is the technique of locating and adopting modes of conduct appropriate to the surroundings or the modifications withinside the surroundings. A well-adjusted baby is person who does now no longer get affected adversely via way of means of the interactions which includes conflicts, emotions, etc., and whose persona improvement is going via a healthful direction of socialization (Sangeeta et al., 2012).

Adjustment influences the numerous components of a student's life. Yellalah (2012) located that there has been a significant courting among Adjustment and educational success of students. Pasha, H.S. and Munaf, S. (2013) concluded that social adjustment drastically influences the shallowness of the college students. Poor faculty adjustment ends in low educational success, behavioral issues, beside the point instructional aspirations or even faculty dropout (Raju & Rahamtula, 2007). If the early life is now no longer adjusted nicely, they be afflicted by numerous issues like intellectual complexity, conflicts, and anxiety. Students with low modifications tend to shape much less than acceptable self-evaluations, which drastically have an effect on their happiness, pleasure, and well-being. The researcher discovered that adjustment can be tormented by a quantity of socio-mental actors. In this micro take a look at the researcher tries to pleasant the effect of gender, region and circulate at the adjustment of university going students.

Significance of the study

This study will show the aggression levels and level of consequent adjustment issues in the young adults. Although there are many studies which have already been done on the topic of 'aggression' and its causes and origin but there is less information on the topic of adjustment and aggression among young adults. Aggression is an important factor in maladjustment, that's why if we can particularly design or particularly assess aggression that will help to make an intervention schedule for good management. So, if a person is angry then the management is worst and if a person is not angry then the management is good. So, if this thing has already been proved and in that way this experimental model can give a very valuable id to the psychosocial research that particularly by assessing aggression, we can make an intervention schedule for them. This study will further provide a solid theoretical and source material for those who in future will carry out research in this domain.

Research Objectives:

1. To see the significant difference among males and female subjects in terms of aggression.
2. To see the difference among males and female subjects in terms of adjustment.

3. To see the relationship between aggression and adjustment among male and female subjects.

Research Hypotheses

Based on the above-mentioned objectives certain hypothesis are being formulated for the present study:

1. There will be no significant difference between male and female young adults in terms of aggression
2. There will be no significant difference between male and female young adults in terms of adjustment
3. There will be no significant relation of aggression and adjustment among young adults.

Variables: In this study two psychological variables will be considered i.e., “aggression” and “gender” (I.V) and “adjustment” (D.V).

Research Design: The study consists of quantitative research design and is non-experimental, correlational in nature.

Sampling Technique: The study consists of 100 Young Adults (50 males and 50 females) selected through random sampling method.

Instruments

1. **BPAQ - Buss and Perry Aggression Questionnaire:** BPAQ is developed by Buss and Perry in 1992. It is one of the most widely used instrument to assess aggression levels of the individual. It consists of 29 items. This scale has 4 dimensions: Anger (A), Physical aggression (PA), verbal aggression (VA) and Hostility (H).
2. **AICS - Adjustment Inventory for College Students:** AICS is developed by Dr. A.K.P. Sinha and Dr. R.P. Singh. It measures adjustment in five areas: (a) Home, (b) Health, (c) Social, (d) Emotional and (e) Educational. It comprises 102 items: Home - 16 items, Health - 15 items, Social -19 items, Emotional- 31 and Educational - 21 items.

Procedure

This research was conducted on the young adults to find out the relationship between the level of their aggression and the adjustment in domains: home, social, educational, health and emotional. Also, the gender differences were seen. For this, sample of 100 young adults were chosen via random sampling method and purpose of study was explained to them. Consent was also taken from the respondents after explaining to them the purpose of the research as well as the academic use of the data later. The questionnaires, BPAQ and AICS were given and they were instructed about the response patterns. Their confidentiality was taken care of carefully. The data was collected and tabulated in excel and finally descriptive as well as inferential statistics were applied on it. Further interpretations were made and results were discussed accordingly. The

figures/data collected was arranged and coded in excel. Then, descriptive statistics i.e., mean, median and standard deviation and inferential statistics i.e., t-test was implied for further analysis of the data. And accordingly, results were calculated.

Statistical techniques

The figures/data collected was arranged and coded in excel. Then, descriptive statistics i.e., mean, median and standard deviation and inferential statistics i.e., t-test was implied for further analysis of the data. And accordingly, results were calculated.

Findings

Result Table 1
Distribution of scores of the female subjects

S.NO.	AGGRESSION				OVERALL	ADJUSTMENT					EDUCATIC	overall
	ANGER	PHYSICAL	HOSTILITY	VERBAL		HOME	HEALTH	SOCIAL	EMOTION			
1F	31	30	16	30	97	8	9	8	18	7	53	
2F	21	25	24	18	88	9	9	11	21	8	59	
3F	30	31	29	23	113	5	7	8	19	7	49	
4F	27	19	31	24	101	12	9	8	10	23	65	
5F	17	19	24	16	76	7	8	6	17	9	48	
6F	21	25	19	18	83	13	9	10	24	9	58	
7F	20	32	25	9	86	6	5	10	24	9	58	
8F	25	24	26	14	89	5	7	7	15	12	47	
9F	23	22	28	19	92	8	9	10	11	10	50	
10F	14	21	24	16	75	5	6	8	7	6	33	
11F	8	17	24	11	60	5	2	9	12	8	37	
12F	19	21	20	22	82	4	5	7	7	5	31	
13F	7	19	24	11	61	4	7	11	18	10	52	
14F	36	21	30	30	117	11	6	9	22	10	65	
15F	17	26	25	14	82	4	3	6	9	5	28	
16F	20	25	32	12	89	8	10	8	13	6	48	
17F	16	12	22	15	65	4	5	6	7	7	33	
18F	13	18	21	17	69	4	8	4	9	5	31	
19F	19	25	11	15	70	3	5	4	4	5	25	
20F	21	25	36	11	93	11	6	13	16	7	55	
21F	19	17	13	20	69	13	9	10	24	7	62	
22F	22	29	29	15	95	2	4	8	8	5	32	
23F	29	25	29	19	103	8	4	3	10	5	32	
24F	23	29	19	14	85	6	9	7	18	9	51	
25F	17	24	30	16	87	12	7	6	17	6	50	
26F	18	28	33	15	94	7	11	12	19	10	61	
27F	23	25	23	15	86	11	6	11	16	8	56	
28F	21	20	29	15	85	6	12	13	25	12	67	
29F	20	26	28	19	92	4	7	8	15	11	49	
30F	13	11	30	13	67	5	3	9	20	12	52	
31F	20	33	23	12	88	7	11	13	14	11	60	
32F	14	18	17	13	82	5	11	10	19	12	62	
33F	16	21	22	11	64	5	4	7	11	6	36	
34F	14	11	20	19	64	7	8	7	16	6	48	
35F	16	13	26	18	73	7	8	7	16	6	48	
36F	11	12	10	16	49	3	4	4	5	3	21	
37F	15	26	23	18	82	5	7	6	24	4	52	
38F	31	30	16	30	97	11	6	9	22	10	65	
39F	21	25	24	18	88	4	3	6	9	5	28	
40F	30	31	29	23	113	8	10	8	13	6	48	
41F	27	19	31	24	101	4	5	6	7	7	33	
42F	17	19	24	16	76	4	8	4	9	5	31	
43F	21	25	19	18	83	3	5	4	4	5	25	
44F	20	32	25	9	86	11	6	13	16	7	55	
45F	25	24	26	14	89	13	9	10	24	7	62	
46F	23	22	28	19	92	2	4	8	8	5	32	
47F	14	21	24	16	75	8	4	3	10	5	32	
48F	8	17	24	11	60	6	9	7	18	9	51	
49F	19	21	20	22	82	12	7	6	17	6	50	
50F	7	19	24	11	61	7	11	12	19	10	61	
TOTAL	979	1130	1209	844	4156	342	347	400	736	388	2337	
MEAN	19.58	22.6	24.18	16.88	83.12	6.84	6.94	8	14.72	7.76	46.74	
STDEV.	6.436788	5.646021	5.509509	5.057385	14.71725	3.151676	2.494156	2.695423	5.962605	3.236022	12.95646	

Result table 2
Distribution of scores of the male subjects

	ANGER	PHYSICAL	HOSTILITY	VERBAL	OVERALL	HOME	HEALTH	SOCIAL	EMOTION	EDUCATIC	OVERALL
1M	19	33	28	17	94	13	14	13	18	14	72
2M	27	40	20	40	127	16	16	19	30	21	102
3M	10	33	32	25	100	6	5	10	22	9	56
4M	17	31	16	13	77	7	9	10	17	5	52
5M	22	28	28	18	96	7	10	10	17	5	53
6M	24	32	34	17	107	13	9	10	24	7	62
7M	28	37	32	15	112	7	3	10	17	11	48
8M	17	21	18	17	72	6	6	9	14	10	45
9M	22	21	21	9	73	10	9	9	20	8	59
10M	26	41	40	25	122	16	16	19	30	21	102
11M	22	34	26	16	98	7	3	6	11	9	41
12M	24	29	17	13	83	11	7	11	15	12	58
13M	15	15	26	15	72	7	3	15	16	7	49
14M	16	28	17	16	77	12	10	10	20	9	63
15M	23	30	22	20	105	8	7	11	16	8	51
16M	16	30	23	18	87	8	8	11	17	8	53
17M	13	24	28	17	82	5	4	6	10	6	34
18M	22	21	26	12	81	6	4	6	17	8	44
19M	17	28	21	17	83	3	6	8	7	6	31
20M	28	32	29	18	107	10	6	7	18	10	51
21M	25	38	25	24	113	5	4	9	11	10	43
22M	15	29	33	17	94	5	6	4	13	5	33
23M	25	30	33	21	109	9	9	11	21	8	59
24M	20	21	23	14	78	5	6	12	19	13	54
25M	14	23	17	16	70	6	3	6	5	5	29
26M	22	31	23	11	87	10	3	8	11	10	42
27M	15	15	26	15	71	11	4	14	17	11	57
28M	24	36	31	16	107	8	5	12	15	11	54
29M	13	28	26	18	75	4	4	6	12	7	38
30M	24	33	37	21	115	11	10	12	16	13	65
31M	16	29	19	11	75	9	8	12	15	8	56
32M	21	24	30	15	80	9	10	7	15	5	48
33M	26	41	40	25	122	13	14	13	18	14	72
34M	22	34	26	16	98	16	16	19	30	21	102
35M	24	29	17	13	83	6	5	10	22	9	56
36M	15	15	26	15	72	7	9	10	17	5	52
37M	16	28	17	16	77	7	10	10	17	5	53
38M	23	30	22	20	105	13	9	10	24	7	62
39M	16	30	23	18	87	7	3	10	17	11	48
40M	13	24	28	17	82	6	6	9	14	10	45
41M	22	21	26	12	81	10	9	9	20	8	59
42M	17	28	21	17	83	16	16	19	30	21	102
43M	28	32	29	18	107	7	3	6	11	9	41
44M	25	38	25	24	113	11	7	11	15	12	58
45M	15	29	33	17	94	7	3	15	16	7	49
46M	25	30	33	21	109	12	10	10	20	9	63
47M	20	21	23	14	78	8	7	11	16	8	51
48M	14	23	17	16	70	8	8	11	17	8	53
49M	22	31	23	11	87	5	4	6	10	6	34
50M	27	40	20	40	127	16	16	19	30	21	102
TOTAL	1012	1449	1276	887	4604	445	382	531	870	491	2806
MEAN	20.24	28.98	25.52	17.74	92.08	8.9	7.64	10.62	17.4	9.82	56.12
STDEV.	4.84688	6.504284	6.132017	5.903337	16.70004	3.45968	3.957736	3.702674	5.739231	4.461582	18.1801

Result Table 3
Overall Score Distribution for Aggression and Adjustment

Aggression		
	Female	Male
	Mean Scores	Mean Scores
	19.58	20.24
	22.6	28.98
	24.18	25.24
	16.88	17.74
Average	20.81	23.12
S.D.	3.241337	5.077348
t-score: 2.85		

Adjustment		
	Female	Male
	Mean Scores	Mean Scores
	6.84	8.9
	6.94	7.64
	8	10.62
	14.72	17.4
	7.76	9.82
Average	8.852	10.876
S.D.	3.318723	3.811808
t-score: 3.17		
t-score = 2.85		

Results and Discussion

From the results it has been found that male subjects scored slightly higher than the female subjects, which indicated that females are found to be more adequately adjusted than males (male mean= 8.9, female mean= 6.84). From the standard deviation score, it has been found that female subjects showed lesser variability of scores compare to their male counterparts (male SD = 3.45, female SD = 3.15). Their t-score (3.12) was significant at 0.01 level which means the difference between the male and female scores on whom adjustment was statistically significant in the present study.

Home adjustment is the measure of individuals who are satisfied or dissatisfied with their home life and association. In the present study females are much more satisfied in this respect. Present findings are very much in line with the study (Ialima et al; 2019) that shows females have good home adjustment and this study also indicates that the findings are contrary with the study (Lama 2010)-males are good in-home adjustment than females.

In the domain of health adjustment, result showed that the mean score of male subjects is higher than the female subjects (male mean = 7.64, female mean = 6.94). It reveals that female subject showed slightly more adjusted in health

dimension. From the SD scores (male SD = 3.95, female SD = 2.49) it reflects that female subject shows lesser variability among their scores compared to male's subjects. The t-score (1.06) has not found to be significant. So, it may say that the difference between two mean scores is not statistically significant.

Health adjustment is the measure of whether the individual had any health issues, operations, suffering from minor illness and extension of any prolonged illness. In this domain female subject showed more satisfactory adjustment about their health compared to male subjects in the present study which has been found like the findings (Ankit Patel, 2014) who found that healthy persons are adjusted in all domains of adjustment. Our present finding is not in line with the study (Dr. Pankaj Singh et al; 2017)– girls had more unsatisfactory health adjustment than boys.

In the domain of social adjustment, results showed that male subject scored less than female subjects (male mean = 10.62, female mean = 8) it indicates that females are more socially accepted. From the SD scores (male SD = 3.70, female SD = 3.69) it has been found that female subjects showed lesser variability among scores as compared to male subjects. The t-score (4.04) has been found significant at 0.01 level this implies that the difference between the means of males and female's subjects was statistically significant.

Social adjustment is the measure of whether the individuals are shy, retiring, submissive, introverted aggressive in social contact. Individual scoring high tend to be submissive and retiring in their social contact and low score indicate adjustable, approachable in social contact. Our present study is very much in line with (DeWall et al; 2009) that social adjustment among college students is related with better relationship with mother daughter and sons.

In the domain of emotional adjustment, it has been found that male subject scored higher compared to their female counterparts (male mean = 17.40, female mean = 14.72) it indicates that females are more emotionally adjusted. From SD scores (male SD = 5.73, female SD = 5.96). it has been found that female subject showed slightly more variability of scores compared to male subjects. t-scores (2.29) were found to be statistically significant at 0.01 level i.e., the difference between male and female mean scores were statistically significant.

Emotional adjustment is the measure of whether the individual is easily disturbed, nervous, depressed, irritated, excited, or stable. Our present findings may suggest some of the similar research findings which indicates maltreatment in childhood may be a precipitating factor for inadequate emotional adjustment in adulthood (Higgins et al; 2000), it also indicates that feeling of rejection or tendency of ostracization may lead to poor emotional adjustment (Lacombe et al; 2019). Our present is not in line with the findings (Rahamtula, 2007)– males are better adjusted in emotional adjustment than females.

In educational adjustment domain, male subjects scored more than female subjects (male mean = 9.82, female mean = 7.76) it indicates that female subjects showed better academic adjustment compared to male subjects. from SD scores (male SD = 4.46), female SD = 3.23) it may be said that female subject showed

lesser variability of scores compared to males' subjects. t-scores (2.64) has been found to be significant at 0.01 level. It implies that the difference of male and female subjects mean scores were statistically significant.

Educational adjustment is the measure of whether the individuals are properly adjusted in their academics- school and college achievements, fulfilling the academic goals or detached from studies, poor performance etc. Our present study was very much in line with the study (Carter et al; 2011)- females were found to be better adjusted in educational adjustment than males. Our present study is not in line with (Agarwal et al; 2017) which showed males had better educational adjustment than females. Also, our present study is contrary with (Babasaheb, 2019) which revealed no significant difference between males and females in the educational adjustment domain.

In the domain of overall adjustment, it has been found that male subject scored higher than females subjects (male overall mean =10.88, female overall mean = 8.85). it implies that female subjects of the present study are better adjusted than the male counterparts. Male subjects also showed overall greater variability than the female subjects which has been revealed from their SD values which is more in case of male subjects (male overall SD = 3.41, female overall SD = 2.97). t-score (3.17) which has been found significant at 0.01 level. It means that the difference between the males and females mean scores is statistically significant.

Our present finding is in very much line with the previous studies (Babasaheb, 2019, Muni & Pavigrahi, 1997)it indicates that females are better adjusted in all the domains of adjustment viz home, health, social, emotional, and educational compared to males. It also has proved that it goes contrary to the other previous findings (Lama, 2010 & Enochs 2006)who found that males are well adjusted than females. It can also be stated that the present findings are also not conforming with other studies (Thiyam Kiran Singh et al; 2014), which signifies that there is no difference between males and females in term of adjustment patterns.

So, from the results of present research, it may be noted that female subjects of the study do-not only show better adjustment in each of the five domains of adjustment but they also show better performance in the criteria of overall adjustment compared to the male subject of the present study. Anger is an emotion characterized by antagonism towards someone or something. It includes variety of negative responses.

In the area of anger, male subjects showed higher scores compare to female subject which has come out from the mean scores (male mean=20.24, female mean =19.58). it may be said that male subject of the present study may be more expressive towards anger as compared to the female counterparts. More consistency of the score has come from the male subject which can be traced by SD scores where female subject showed more vulnerability (male SD =4.84 and female SD =6.43). t-scores (0.58) has been found not significant, that can be implied that difference between male and female score is not statistically significant, which can be due to change factor.

Our present findings in the field of anger are very much in association with previous findings (Walker, 1998 & Green, 2000). Another interesting similarity has been found between the present study and the previous research findings is that males are showing more aggression compared to females and their scores were come out as insignificant (Raymond DiGuiseppe et al; 2010). The findings of the research are in contrary with previous research findings (Denson et al, 2018)where it expressed that woman are showing more aggression, physical assault, bullying hitting, torturing & making insulting remarks compared to males.

Physical aggression is a type of behaviour where people threatened physical harm towards others. It includes hitting severe physical assault even murder others. In this section of physical aggression male subjects scored more compared to female subject which can be traced from the mean scores where meal of male subject is higher than the female scores (male mean = 28.98 and female mean = 22.6). it indicates that the male subjects are very much vulnerable towards physical aggression as compared to their female counterparts. From the SD scores it has been found that male subject showed more variability of scores as compared to female subjects (male SD = 6.50, female SD = 5.64). The t-value (5.24) has been found significant at 0.01 level which implies the difference between the mean scores of the male and female subject is statistically significant.

The result of the present study is very much similar the research findings (UN office on Drugs & crime, 2013, Raymond DiGuiseppe et al. 2010) which shows male express more physical aggression than females. The present findings do-not follow other researcher findings (Edalati et al. 2010) where it was mentioned that females showed more physical aggression than males. It has also revealed that present finding is not in line with other previous studies (Archer 2000), which implies that there is not specific difference between males and females in terms of physical aggression.

Hostility is a form of emotionally charged anger or aggressive behaviour. It may persist for longer time and may be expressed in terms of verbal or physical aggression in later course of life. In the field of hostility, the results indicates that male subjects of the present study showed more hostility compared to the female subjects which has been expressed in their mean scores where mean scores of male subjects are higher than the mean scores of female subjects (male mean = 25.52, female mean = 24.18). From the SD scores it has been noted that male showed more variability of scores than the female subjects (male SD = 6.13, female SD = 5.50). t-score (1.15) has not been found statistically significant.

The present findings are very much in line with the previous findings (Sarason, 1961) which revealed that males are much more prone to hostility than females. The results also showed contrary to the other research findings (Berring, 2009) where it showed that females are more hostile than male subjects. Verbal aggression is a deliberately harmful behaviour that is typically both unprovoked and repeated. It may go to further extent with using abusive language and remarks towards others.

In this section of verbal aggression, the mean of the male subject is higher than the mean of the female subject (male mean = 17.74, female mean = 16.88). It implies that males show vulnerability towards verbal aggression than females. From the SD scores it has come out that male subjects showed slightly more variability than the female subjects (male SD = 5.90, female SD = 5.50). t-value (0.7830) has been found not significant. So, the difference between the mean scores of the male and female subjects is not statistically significant.

Our current findings are similar to previous research findings (Turanovic et al; 2017) which indicates that males are more verbally aggressive compared to female subjects. The results also prove contrary to other research findings that say about dominance of female subjects on verbal aggression compared to males (Crick & Grotpeter, 1995).

Overall aggression is an overt or covert, often harmful social interaction with the intention of inflicting damage or other harm upon other individuals. It may occur either reactively or without provocation. It can be caused by frustration and the feeling of disrespect.

If we analyse the overall scores of male and female subjects in aggression domain, we may find that mean of the male subjects is higher than the mean of female subjects (male overall mean = 23.12, female overall mean = 20.81). From SD score it has been found male subjects showed more variability of responses compared to female counterparts (male overall SD = 5.08, female overall SD = 3.24). t-value (2.85) has been found significant at 0.01 level which implies that difference between male and female mean is statistically significant. It may be inferred that male subjects in the present study are more prone to aggression as compared to their female counterparts.

Present findings are very much like their previous research studies (Walker, Richardson & Green, 2000) who expressed that males are more prone to aggression compared to females. The findings also prove contrary to the other research findings (Denson et al, 2018) where the dominance of female subjects was found in the field of aggression as compared to the males.

Conclusion

From the above results, it may be concluded that, in the domain of aggression male subjects scored higher than the females in all the sections of it viz anger, physical aggression, hostility and verbal aggression. It implies that male subjects of the present study showed more aggression in those mentioned sections of it. It also showed female subjects showed more balanced behaviour with regard to aggression. In adjustment patterns female subjects expressed more predominance on each sphere of it. So, in the present study female subjects were more adjustable in different situations and emotional regulation in aggression.

In the present study therefore, it may suggest that null hypothesis has been accepted and alternative hypothesis has been accepted. There is a relation between aggression and adjustment among young adults. Present study has proved that aggression and adjustment are two important factors for the young

adults for maintaining relationship in different aspects. So, the title of the present study is very apt and justified.

Research limitations

1. This study was not possible to conduct along with their family members. More information can be assessed from those persons for their comprehensive analysis.
2. The subjects could not be assessed in different situations weather there is a variance of anxiety and adjustment problem in their lifestyle.

Research conflict: No Research conflict

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