

Comparative Study of Aggression and Emotional Expressivity among Students

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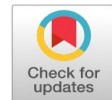
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Abstract: To examine the effect of aggression and emotional expressivity among students. The cross-sectional research design has been used to collect information from early adults. The purposive sampling technique is used in the present study. Data were collected from young adults, particularly students in the area of Haripur, Abbottabad, and Manshera. The data were collected from different institutes, including; the University of Haripur, Govt. Postgraduate College Haripur, Women, Hazara University, Ayub Medical College. The aggression and emotional expressivity scale that had greater than 0.60 alpha reliability coefficients were self-administered by authors and analyzed by using SPSS 22 version. It started in January 2020 and ended in August 2020. The authors personally approached the research participants for data collection. The total sample size of the study was 300. 50% of data was collected from males, and 50% was collected from females; hence there was a 100% response rate. Analysis shows that aggression was greater among males than in females, while females are more expressive in emotional expressivity than males. The study ensures that the emotional expressivity and aggression scale depicts that aggression and emotions play an important role in daily life.

Keywords: Emotional expressivity, Aggression, Subject nature, Gender

Received: 29 July 2021 / Accepted: 30 September 2021 / Published: 23 November 2021



INTRODUCTION

Aggression has long been a major source of concern for humanity. As Jimmy Carter put it, "unopposed aggression has become a widespread disease," and psychologists have been trying to figure out just what aggression is. "Aggression is not the problem; it is the result of a problem," Cesar Milan observed. It's defined differently by different people.

Aggression appears to be the most common deviant human behavior in society; as Prophet (SWT) said, "Forgive those who wrong you, join those who cut you off; do good to those who do you harm, and tell the truth even though it is against yourself," but sadly, aggression is now one of the most common problems among adolescents. Students are a difficult topic for researchers to address these days because it affects societies, nations, and families. This is because violent behavior is prevalent across society. Furthermore, universities are among the institutions in which the majority of the members are young people, and students often experience high levels of stress as a result of dealing with numerous personal and social annoyances. Aggressive behaviors have been observed among university students, according to evidence.

Aggression is "an act whose primary or single objective or function is to hurt physically or psychologically," according to Colman (2003:18).

Aggression is defined by Myers (2005) as "physical or verbal behavior meant to hurt someone" in his own submission. Gender differences in violence appear to exist, according to research findings.

According to Myers (2005), men claim to be more physically aggressive than women in polls. According to Shaffer (2005), research from over 120 nations throughout the world shows that boys and males are more outwardly violent, both physically and verbally than girls and women.

Emotional expressivity is critical for adaptive human functioning and is a crucial factor in psychopathology. This idea that people's mental health is associated as far as how they express their emotions is widely held by theory

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and practice in the fields of psychology, psychiatry, as well as psychotherapy (Sanni, 2013; Sloan & Marx, 2004; Waheed, Kaur, & Qazi, 2016).

Objectives of Study

- To determine the level of aggression and emotional expressivity among medical and psychology students.
- To check the effect of gender, SES, family system, and birth order on aggression.
- To investigate the effect of aggression on boys.
- To find out the level of emotional expressivity in girls.
- To find out the difference in emotional expressivity in the Socio-economic system.
- To check students from which birth order is showing more emotional expressivity.

LITERATURE REVIEW

According to the literature, considered to be a complex, subjective experience accompanied by physiological and behavioral changes. Feelings, ideas, nervous system activation, physiological changes, and behavioral problems such as facial expressions are all examples of emotion. There are many theories about how and why people feel emotions. Strong feelings directed at someone or something is referred to as emotions (Hume, 2010).

Women are supposed to be more emotionally expressive than men, according to popular thinking. Many studies have been conducted on emotional expressiveness in males and females, and there is substantial evidence showing that women are the more emotionally expressive gender (Ain, Kaur, & Waheed, 2016; Kring & Gordon, 2008). Furthermore, certain emotions have been stereotyped as being associated with each gender. Dobbs, Sloan, and Karpinski (2007) found that emotional expression is an integral aspect of human functioning and that emotional expression disorder is a common theme in studies. Emotional expressivity has been connected to a beneficial outcome.

Emotions can be explained in many ways. According to research, any who exhibited their emotional expressions had higher levels of life happiness and lower levels of social anhedonia (Gross & John, 1997).

H1: Emotional expressivity will be higher in female students than in male students.

H2: There will be a higher level of aggression in male students as compared to female students.

H3: There will be a higher level of emotional expressivity in the last-born child as compared to the middle and first-born.

H4: There will be a higher level of emotional expressivity in medical students as compared to psychology students.

METHOD

Participants

The participants in this study are 300 young adults ($N = 300$) from various psychology and medical departments at universities and colleges around the country. The study's target audience was young adults, primarily students in the Haripur, Abbottabad, and Manshera areas. University of Haripur, Govt.

Postgraduate College Haripur, Women, Hazara University, and Ayub Medical College were among the institutions from which data was gathered.

Measures

The brief aggressiveness scale, which consists of 18 items, and the emotional expressivity scale, which consists of 12 items, was used in this study.

RESULTS

Table 1: Study Variable's Psychometric Properties (N = 300)

Variables	N	M	SD	α	Range		Skewness	Kurtosis
					Potential	Actual		
Emotional Expressivity	300	56.49	11.19	.67	6-102	31-89	.15	-.072
Brief Aggression	300	36.01	7.11	.61	5-60	19-55	.44	.34

The psychometric qualities of the study analysis are presented in Table 1. The reliability coefficients of emotional expressivity and brief aggressiveness are .67 and .61, respectively, indicating satisfactory internal consistency and according to reliability analysis. For emotional expressivity and the brief aggressiveness scale, the skewness results are less than two, demonstrating that univariate normality is not an issue.

Table 2: On Expression of Emotions and Brief Aggression, Overall Mean, Standard Deviation, and t Values for Men and Women were Computed (N : 300)

Variables	Male(n = 75)		Female(n = 75)		t (298)	P	95% CI		Cohen's d
	M	SD	M	SD			LL	UL	
E.Expressivity	56.34	10.09	59.64	14.22	.23	.001	-2.25	2.85	0.02
B.Aggression	37.05	7.28	34.97	6.79	-2.55	.066	-3.68	-.47	0.29

Considering emotional expressivity and aggression, Table 2 displays the mean, standard deviation, and t values for male and female individuals. The results indicate that the mean differences in emotional expressivity (298) = .23, $p > .05$. The findings show that female students ($M = 59.64$, $p > .05$) had significantly higher emotional expressivity than male students ($M = 56.34$, $p > .05$). The results show that mean differences in brief aggression were non-significant $t (298) = -2.55$, $p .05$. The findings indicate that male participants score considerably higher on acute aggression ($M = 37.05$, $p .05$) than female participants ($M = 34.97$, $p .05$).

Table 3: On Expression of Emotions and Brief Aggression, Overall Mean, Standard Deviation, and t Values for Psychology and Medical Students were Calculated (N : 300)

Variables	Psychology (150)		Medical (150)		t (298)	P	95% CI		Cohen's d
	M	SD	M	SD			LL	UL	
E.E Scale	55.05	12.53	57.93	9.48	-2.24	.000	-5.39	-.34	0.25
B.A Scale	34.53	6.63	37.48	7.28	-3.66	.116	-4.53	-1.36	0.42

Table 3 displays the mean, standard deviation, and t values for emotional expressivity and brief aggressiveness for psychology and medical students. Significant mean differences in emotional expressivity were found ($t (298) = -2.24$, $p > .05$). When compared to psychology students ($M = 55.05$, $p > .05$), medical students score significantly higher on emotional expressivity ($M = 57.93$, $p > .05$). These results indicate that mean differences in brief aggressiveness are non-significant ($t (298) = 1.50$, $p .05$). In comparison to psychology students ($M = 34.53$, $p .05$), medical students score significantly higher on brief aggressiveness ($M = 37.48$, $p .05$).

Table 4: Mean, Standard Deviation, and F Values for Birth Order on the Emotional Expressivity Scale (N = 300)

Variables	N	First (N = 97)				Middle				Last(N=87)				F	p
		M	SD	LL	UL	M	SD	LL	UL	M	SD	LL	UL		
E.E Scale	300	55.6	12.14	53.16	58.06	60.77	11.07	58.73	62.80	51.77	7.65	50.14	53.4	18.4	.00

The mean, standard deviation, and F values for individuals on emotional expressivity are shown in Table 4. The results show that the mean difference in emotional expressivity is non-significant ($F (297) = 18.4$, $p .05$). Participants in the middle birth order score higher on emotional expressivity ($M = 60.77$, $p .05$) than those born first ($M = 55.61$, $p .05$) or last ($M = 51.77$, $p .05$), and according to findings.

DISCUSSION AND CONCLUSION

As the aim of this comparative study was to find emotional expressivity and brief aggression among psychology and medical students. In this study, SPSS version 22 is operated. As in this study, data were gathered from different institutes, University Haripur, Hazara University, Ayub Medical College, and Frontier Medical College. The demographic variables such as gender and age differences in the family socio-economic system were also investigated during the course of the study.

The details of the analysis are given below. For this purpose, two scales were used first is the emotional expressivity scale which is 17 items scale developed by Kring et al. This scale's emotional expressiveness is defined as the outward expression of emotion in general, regardless of the content of the emotion or the way with which it is conveyed (i.e., verbal or facial). The second scale was the brief aggression scale which is 12 items scale developed by Bryant and Smith (2001). Data was collected from different institutes. For this purpose, 300 samples are used to collect data from different institutes. The percentage and frequency were calculated in Table 1. After this analysis, the reliability of scales Cronbach's Alpha was used. Data analyzed reveals that the emotional expressivity scale shows good reliability of .67 and reliability of the brief aggression scale also shows good reliability of .6 as these values is shown in Table 2.

A set of hypotheses concerned with this study was tested. Independent-test was implemented in order to find differences among various demographic variables. In order to analyze the relationship among study variables, Pearson correlation was implemented. One way ANOVA also computed. The findings of the study are in accordance with various previous research.

The first hypothesis was proposed that Emotional expressivity will be higher in female students than in male students. The first hypothesis is also accepted by the results and supported by the literature. Over the years, there has been a widespread belief that women are more emotionally sensitive than men.

Many types of research have been conducted on emotional expressiveness in men and women, and there is substantial evidence demonstrating that women are the more emotionally expressive gender (Kring & Gordon, 1998). Furthermore, certain emotions have been stereotyped as being associated with each gender. Emotions of happiness, melancholy, and fear are regarded to be more distinctive of women, whereas men are believed to be more characteristically angry (Kelly & Hutson Comeaux, 1999). The analysis of the current study reveals that emotional expressivity will be higher in females than in males, as shown in Table 3. Results supported the hypothesis, so hypothesis no 1 is accepted.

The 2nd hypothesis stated that there would be a higher level of aggression in men students in contrast to female students. This hypothesis is also supported by the results and literature as, according to the study, existing evidence suggests that males are consistently more likely to be more aggressive than females (Fagan & Lindsey, 2014). The analysis of the current study reveals that male is more aggressive than females, as shown in Table 3. Results support hypothesis no 2, so hypothesis no 2 is also accepted.

The 3rd hypothesis stated that there would be a higher level of emotional expressivity in a middle-born child as compared to first and last born. The hypothesis is also supported by the results and literature; according to a study by Eisenman (2014), parents' behavior toward their children has a major impact on the child's behavior and can even influence the formation of his or her personality. For example, research has shown that first-born children are more likely to show higher levels of anxiety than their later-born siblings because they are more expressive than the last-born and first-born. This can be explained by the parent's behavior toward the first-born child: they are unfamiliar with the concept of raising a child, have never experienced parental anxiety, and are thus more careful when it comes to any activity involving the first-born child. By the time they get a second or third chance, it's too late. The analysis of the current study reveals that a middle-born child is more expressive than a first and last-born child. So hypothesis no 3 is also accepted.

The 4th hypothesis stated that there would be a higher level of emotional expressivity in medical students as compared to psychology students; this hypothesis is also supported by results and literature. According to the study of Karolina (2016), medical students are exposed to emotionally intense incidents that can be either negative or positive; they show their emotions. Successful emotional regulation and expressivity have been shown to contribute to health care worker's performance. Due to these conditions, they are expressive in showing their emotions to others.

LIMITATIONS

- The sampling and findings are limited.
- A sample has been taken from limited institutes. That's why it would be difficult to generalize the findings.
- Only young adults have been taken as a sample.
- Only BS Psychology and MBBS students were selected.
- Limited demographic variables have been used in research to describe the nature of the sample.
- The sample was taken from Haripur and Abbott bad only. Data must need to collect from different areas and districts for comparison and generalization.
- There was some problem with the statements on the "Brief Aggression Scale". So, it was difficult for some participants to give accurate responses.

IMPLICATIONS OF THE STUDY

- The findings of this study are applicable in the education field because this study is related to students and teachers as well.
- Teachers can deal with and educate students according to their level of emotional expressivity and aggressiveness by considering their level according to gender, birth order, family system, and SES.
- The findings of this study can be implemented in rehabilitation centers.
- The results of the present study can be further used by different researchers, practitioners, counselors, NGOs, and organizations.
- The findings of the current study can be used by interviewers, evaluators, and selection committees for any program. They can judge the psychological well-being of the interviewee, contestant, or participant by observing their expressiveness and aggression level.
- This study can be applied in parenting and help the parents regarding their children's issues related to emotions and aggression.

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