

Influence of Internalized and Externalized Aggression on Students' Academic Success

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Abstract

The current research aimed to identify the relationship of internalized (anger and hostility) and externalized (physical and verbal) aggression of students' academic success. The specimen of the study was comprised of 200 undergraduate students (including 100 male and 100 female) of cities Rawalpindi and Islamabad. Two questionnaires were used for data collection. Buss-Perry Aggression Questionnaire (1992) was used to measure internalized and externalizes aggression, whereas Academic Motivational Scale was utilized for measuring students' academic success. Data were analyzed by using descriptive statistics and Pearson correlation. Findings exposed that boys expressed more externalize aggression than girls and in educational setting girls performed much better than boys. Further findings exposed a negative but moderate relationship between externalized aggression and students' academic performance and a weak correlation was found between internalize aggression and the academic performance of male students. The further result indicated a weak but negative correlation of internalizing aggression with academic performance of female students and a positive correlation of externalizing aggression with academic performance.

Keywords: Aggression, academic success, internalized, externalized, students, undergraduate

Introduction

Aggression is the most commonly used term that has different meanings and focuses on different aspects of behavior. It is considered the most significant topic of social psychology and is continuously being studied from many different perspectives. Theodore and Melvin (2002) viewed aggression in their book as "behavior intended to hurt others, whether this intent is motivated emotionally (as by anger, pain, frustration or fear) or instrumentally, as a means to end (as in punishing misbehavior)". Aggression can be the assertion of one's power, assertive or moving-out behavior. Many social psychologists perceive aggression as behavior that can be intentional, not accidental to harm others or it is not an emotion or thought. Moreover, the motive behind aggression can vary from individual to individual (Bushman & Huesmann, 2010 & Baumeister & Bushman, 2010). This definition captures the major essence of aggressive behavior and activities through which one can harm a target person.

Aggression is frequently destructive, unmistakable, or social connection to incur harm or different obnoxiousness to another person. It is important to differentiate types of aggression to fully comprehend the term aggression. Aggression can occur in different distinctive forms such as physically harming others, hurting others verbally, or harming another person's reputation. Therefore,

aggression can be studied in two major frames e.g. internal aggression (anger or hostility toward oneself) and external aggression (physical and verbal harm to other people). Numerous elements are working behind human aggression. It can be a disappointment due to blocked objectives or accomplishments. As research has appeared, it is not only physical aggression but rather all its diverse sorts that influence accomplishment. The results may have a considerably longer range than those of physical mishandling (Buhs, Ladd, and Herald, 2006).

Aggression whether it is externalized or internalized can affect major life events such as personal life, family life, and academic accomplishments as well. A few past studies demonstrated that poor academics anticipated awful conduct, which hampered academic advance (Chen et al., 2010; Christle, Jolivette, and Nelson, 2005; Schwartz, Chang and Farver, 2001). Chen and his partner (2010) discovered their exploration that aggression unique effect on later social capability and academic accomplishment. The association between intellectual capacity and forceful conduct gives off an impression of being a question of much talk in the mental group. Forceful inclinations were concentrated on in connection to understudies' review point midpoints yet few studies did in connection with internalizing and externalize aggression. Keeping the aforementioned literature, the present study firstly, aimed to identify the relationship of internalizing and externalized aggression on understudies' academic execution. Secondly, the findings of the current study will fill the void of empirical dearth as it is recommended the validation of aggression across the different contexts need more empirical inquiry (Uludag & YARATAN, 2012).

Objectives

1. To identify the relationship between academic performance and internalized and externalized aggression among students.
2. To measure internalized (anger and hostility) and externalized (physical and verbal) aggression among males and females.

Hypotheses

H1: There is a significant difference between internalized and externalized aggression and academic performance among males and females.

H2: Internalized aggression is negatively correlated with academic performance among males.

H3: Externalized aggression is negatively correlated with academic performance among males.

H4: Internalized aggression is negatively correlated with the academic performance of females.

H5: Externalized aggression is negatively correlated with academic performance among females.

Methodology

The descriptive survey research method was employed to study the influence of internalized externalized aggression on students' academic success.

Participants

Undergraduate students enrolled in colleges of cities Rawalpindi and Islamabad were identified as the target population of the present study. For the present research, the cluster sampling method was used. The sample consisted of 200 students including 100 males and 100 females, ages between 16 to 20 years.

Measures

- (a) *Buss and Perry's Aggression Scale*

To assemble the data from the participants, a modified version of Buss and Perry's Aggression (Buss and Perry, 1992) scale was employed. Students were requested to rank each item on a Likert scale. The aggression scale was comprised of 29 items about forceful propensities separated into four develops such as anger, hostility, verbal and physical aggression.

(b) *Academic Performance Scale*

While academic performance scale was comprised of 20 items identified with student's past scholastic record, inspiration, learning aptitudes, and positive attitude and anxiety.

Data Analysis

Completed questionnaires were numbered for simple distinguishing proof and were scored. Items on the five-point Likert scale were scored 1, 2, 3, 4, and 5. The two inquiries 9 and 16 were reverse scored. Pearson Product Moment Correlation Coefficient was utilized for data analysis. Mean, and the standard deviation was applied to characterize externalize and internalize aggression and scholastic execution concerning the gender. The Pearson Product Moment Correlation was used to portray the relationship amongst externalize and internalize aggression and scholastic accomplishment of male and female students.

Results

Table 1. Comparison of internalized and externalized aggression and academic performance of male and female students

Descriptive Statistics					
Variables	Types	Mean		Std. Deviation	
		Male	Female	Male	Female
Internalize Aggression	Anger	15.06	15.21	3.626	3.546
	Hostile	15.23	15.20	3.402	2.954
Externalize Aggression	Physical	25.30	20.34	4.184	4.098
	Verbal	13.35	11.82	3.217	2.765
Academic Performance		51.58	53.47	7.428	7.163

Table 1 indicates the difference between internalized and externalized aggression and the academic performance of male and female students. It shows that externalize aggression is much higher in male students than females as the mean score of the male in physical aggression is 25.30 (SD =4.184) and verbal aggression is 13.35 which is higher than the score of the female. Whereas there is not much difference in the mean score of internalized aggression between male and female students. Further higher levels of externalized aggression result in the reduction of academic performance in male students. The academic performance of female students with low externalize aggression is higher than male students, as the mean score of female students is 53.47 and male students are 51.58. So the result supported study hypothesis no.1 that there is a significant difference between internalizing and externalize aggression and academic performance of male and female students.

Table 2 indicates the relationship of internalized and externalized aggression with the Academic Performance of male students. Results indicated a negative but moderate correlation between externalized aggression and academic performance and a negative but weak correlation was found between internalize aggression with academic performance of male students. The p-value was taken

as the level of significance, for all indicators $p < 0.05$). Results supported hypothesis no. 2 and 3 that Internalize and externalize aggression is negatively correlated with the academic performance of male students.

Table 2. Relationship of internalized and externalized aggression with Academic Performance of male students. (n=100)

Correlations			
Types of Aggression		Academic Performance	Sig. (2-tailed)
Internalize	Hostile	-.221	.001
	Anger	-.368	.007
Externalize	Verbal	-.588	.004
	Physical	-.446	.000

Table 3. Relationship of Internalized and externalized aggression Academic Performance of female students.

Correlations			
Types of Aggression		Academic Performance	Sig. (2-tailed)
Internalize	Hostile	-.108	.284
	Anger	-.068	.501
Externalize	Verbal	.058	.567
	Physical	.076	.450

Table 3 shows the relationship of internalizing and externalize aggression with the academic performance of female students. Results indicated a negative correlation of internalizing aggression with the academic performance of female students and a positive correlation of externalizing aggression with academic performance. However, the correlation is weak. But the relationship is non-significant for internalizing and externalize aggression as for all indicators $p > 0.05$. So the hypothesis no. 4, Internalize aggression is negatively correlated with the academic performance of female students is therefore accepted. Whereas hypothesis no.5, Externalize aggression is negatively correlated with the academic performance of female students is rejected.

Discussion

Results exposed that there is a significant difference between internalizing and externalize aggression and academic performance of male and female students. Furthermore, Internalize and externalize aggression is negatively correlated with the academic performance of male students on the other end, Internalize aggression is negatively correlated with the academic performance of female students whereas Externalize aggression is positively correlated with the academic performance of female students. From the consequence of the previous study, it has been seen that each society all over the world male show significantly more aggressive behavior than female (Anderson & Bushman, 2002).

The findings of the current study found to consistent with previous researches which indicate that highly aggressive adolescents are involved in unexplained absences and low academic success (Schwartz *et al.*, 2006; Uludag, 2013; Khurshid *et al.*, 2017). Studies suggest males tend to engage in

more unprovoked aggression at a higher frequency than females (Campbell, 2007; Del Giudice, 2015). Previous studies conducted on aggression found that boys were not only physically and verbally aggressive but they were more aggressive than girls (Rana, 2007; Kumar, 2013 & Myers 2005). However, the result is inconsistent with Fares et al., (2011) who found that there was no difference between males and females in verbal aggression. Finding also indicated that a negative but moderate relationship between externalized aggression and students' academic performance was found and a negative but weak correlation was found of internalizing aggression with students' academic performance of male students.

The further result indicated a weak but negative correlation of internalizing aggression with academic performance of female students and a positive correlation of externalizing aggression with academic performance. These findings were found to be inconsistent with a study that exposed that poor academic performance occurs with externalizing behavioral problems (Hawkins, Farrington, & Catalano, 1998; Huizinga. Loveland *et al.*, (2007) found that there is no positive outcome of aggression and investigated the negative impact of aggression on students' academic performance which leads toward absenteeism.

Practical implications

Results exposed aggression exists within the educational setting whether in the form of external aggression or internal aggression. The antisocial tendencies of students such as aggression could be triggered from various sources. Further research may include searching for deeper connections of teacher-student relations, peer problems such as pressure, perceived injustice from teachers and administration, and family troubles, etc in this regard. To mitigate the effects of internalizing and externalizing aggression attention must be given to all reported cases of aggression by college authorities to encourage the aggrieved students to report offenses against them instead of retaliation. Moreover, every institution should have a code of conduct document which should be given to every student on admission.

Recommendations

Following recommendations are made in light of the findings and conclusion.

1. The study was delimited to government colleges, so a future study must be carried out in private institutions. Comparison of public and private institutions must be carried out for sharing best practices regarding modifying students' behavioral problems.
2. Parents should participate in intervention programs when their children display significant aggressive behavior to prevent the development of antisocial behavior among their children.
3. Aggressive adolescents whether boys and girls both can also be benefited greatly from cognitive-behavioral programs which provide new coping techniques
4. Because of the prevalence of verbal and physical aggression among students, teachers should pay greater attention to the students both in the classroom and at the playground where such aggressive behaviors are usually displayed and aggressors should be adequately monitored. Counseling facilities should be provided to them to reduce stress and frustration.

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