

Relationship Between Sexual Awareness, Sexual Attitude and Aggression Among Males and Females: A Correlational Research

Srishti Jain^{1*}

ABSTRACT

This study aimed to find out the correlation between sexual attitude sexual awareness and aggression. Convincing sampling is used, a total of 166 participants (83 males & 83 Females) falling under the age group of 18 -40 years, took part in this research and Sexual awareness tool by Snel, a sexual attitude scale by Hendrick and an aggression questionnaire by Buss are used for the collection of data. Pearson correlation and t-test are used for the analysis of collected data by the SPSS software. Findings revealed that there is no correlation between sexual attitude sexual awareness and aggression but There is a significant mean difference between the grouping variables in all three variables. Also, permissiveness and sexual monitoring are negatively correlated at a 0.05 level of significance. communion is negatively correlated to sexual consciousness at a 0.05 level and sex appeal consciousness at a 0.01 level. Permissiveness is also negatively correlated to physical aggression, hostility scale and indirect aggression at 0.01 and 0.05 levels. Birth control is positively correlated with physical aggression and indirect aggression at a 0.01 level. communion is showing a positive correlation with verbal aggression and anger scale. Sexual monitoring and sexual assertiveness are positively correlated to physical aggression at 0.01 and 0.05 levels, verbal aggression, hostility scale, anger scale, and indirect aggression are positively correlated to sexual monitoring at 0.01 and 0.05 levels of significance. Thus, recommending sex education and anger management for all age groups and gender.

Keywords: *Sexual Attitude, Sexual Awareness Aggression, Communion Birth Control, Permissiveness Sexual Assertiveness, Sexual Monitoring Sexual Consciousness, Sex Appeal Consciousness Anger Scale, Hostility Scale Indirect Aggression Verbal Aggression, Hysical Aggression*

SEXUAL ATTITUDE

Sexuality's values and beliefs These attitudes are founded on familial and societal ideas on sexuality, sex education (both formal and informal), and prior sexual experiences, and they manifest themselves in a person's sexual behaviour. (APA).

Instead of studying physiology or anatomy when it comes to sexuality, sociologists focus on how people think and act about sexuality.

¹Student, Amity Institute of Psychology and Allied Sciences, Delhi

*Corresponding Author

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The ability to have sexual feelings is what defines a person's sexuality. Because sexual behaviour is so pervasive in culture, sociologists are particularly interested in researching sexual attitudes and practices. Almost all humans have had sexual encounters at some point in their lives, no matter what time or place they were born or lived in (Broude 2003). However, each group has its definition of sexuality and sexual activity. Sex before marriage, the age of consent for sex, homosexuality (LGBTQ), sexual self-playing masturbation, and other behaviour related to sexuality are all looked at in different ways in different countries around the globe (Widmer, Treas, and Newcomb 1998). Simultaneously, sociologists have revealed that many laws in most groups are universal. Every culture has an incest taboo, but which relatives aren't good for sex varies a lot from culture to culture. Even though a woman may be allowed to have sex with people who are related to her father's family, this is not always the case with her mother's family. Social standards are also present in societies, and they serve to maintain their acceptable sexuality systems.

What is "normal" when it comes to sexual behaviour is based on what people think and do in their communities. Because monogamy is important in many cultures, people who have extramarital sex are more likely to be against them. Sexual attitudes are learned through one's family, school, peers, media, religion, and other people. People and the media have become more important than religion when it comes to sexual behaviour in most countries. This is especially true for American teenagers, who are more likely to be influenced by their peers and the media (Potard, Courtois, and Rusch 2008). People in the United States and around the world have very different views on sexuality.

In our minds, we each have our ideas of what it means to be sex and how we feel about it. Sex is not anything to be embarrassed of fly some, while others are comfortable with their sexuality.) Humanity has always placed a high value on sexuality. Due to population expansion and the subsequent rise of densely populated metropolitan areas, collective control over sexual behaviour increased in agrarian communities. As a consequence of this monitoring, more limitations on sexuality and sexual behaviour have been enforced. With the rise of patriarchal society, sexual norms evolved to emphasise sexual possessiveness and control over female sexuality. For the first time in human history, the methods in which men and women were permitted and required to express their sexuality contrasted substantially. On the other hand, civilizations throughout the world have established their own use views on gender.

Over time, the United States has seen a significant shift in sexual norms. The introduction of new artificial birth control technologies resulted in a dramatic shift in sexual behaviour. During the last half of the twentieth century, the sexual revolution, the rise of feminism, and the rise of LGBT rights helped to change society's views on sexuality in a big way, as did the rise of feminism. As a pioneer in the study of sexuality in the twentieth century, American researcher Alfred Kinsey and his Kinsey Institute for Research in Sex, Gender, and Reproduction continue to be an important resource for researchers today.

When it comes to discussing sexuality, certain cultures and families feel at ease doing so, while others do not. The media, classmates, and instructors all have a role in influencing our sexual preferences. The place of your birth, the identity of your parents and extended family, your cultural and religious beliefs, and your socioeconomic circumstances all have an impact on your sexual views.

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Your peers will have a big influence on how you think about sex. They may be eager to provide information, regardless of whether or not it is correct! Teenagers are often excited about sex conversation and feel a sense of naughtiness about it, but there can also be pressure to have sex or participate in unsafe sexual behaviour, which many young people are not ready for. Any sort of sex mocking or bullying of a young lady can leave a young woman with long-term bad sexual views that are difficult to change.

Traditional and social media both have a significant influence on developing sexual views, and young people nowadays have easy access to sexual information from around the world, some of it very explicit. This makes it extremely difficult for any young lady to discover her sexual comfort zone. For some young people, social media poses serious dangers.

The majority of young people now understand that social media is not private and that all remarks and photographs must be carefully evaluated before being posted online. However, young people are still extremely vulnerable on social media. Strangers on the internet can potentially exploit young people by tricking them into giving sexual details or meeting up for textual activity. Any use of social media should be done with caution.

Most of the world's religions have set moral rules for people to follow when they have sex. In many countries today, the long-running debate about gay marriage shows how religion has an impact on sexuality. Sex is seen differently by different religions. Some see it as something that should only be done in the framework of marriage, while others see it as something that should be avoided at all costs. Still, others believe that sex should only be used to reproduce. Self-control over sexual desire and sex drives is important in many religions. They also have rules about what can be done with sex and when and how it can happen. It is usually a matter of religious beliefs whether or not sex before marriage, birth control, polyamorous relationships, or abortion are good things for people to do.

From creating one of the earliest pieces of literature to present times, India has played a key part in the history of sex, from writing one of the first pieces of literature to modern times being the foundation of the philosophical focus of new-age organisations' ideas on sex. It might be said that India was the first to employ art and literature to teach sexual education. In India, as in many other countries, there was a distinction in sexual habits between common people and powerful rulers, with powerful people frequently engaging in hedonistic lifestyles that did not reflect popular moral beliefs. Many of today's regular (and not-so-common) sexual habits, such as the custom and art of kissing, originated in India and spread with the early stages of globalisation.

Hindu, Buddhist, and Jain scriptures provide the earliest evidence of sex ideas, with the earliest being the world's oldest existing literature. It's hard to argue with the Vedas' views on sexuality and marriage, the oldest canonical texts in the world. It was used in many Vedic ceremonies, including the Ashvamedha Yajna, which ended with the chief queen laying on a dead horse in an act of sexual fantasy; and it was also used to protect and boost the kingdom's output, as well as its ability to fight and defend itself. As early as 1400 BCE, the Indian epics, the Ramayana and the Mahabharata had a huge impact on Asian culture. They influenced Chinese, Japanese, Tibetan, and Southeast Asian cultures, as well as many other cultures. Texts from Indian religious traditions show that at least in ancient India, sex was thought of as a shared responsibility between a husband and wife. In these texts, the husband and wife were both happy with each other, but sex was seen as a private thing. Polygamy is

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thought to have been legal in ancient times. Using this method, it looks like only kings and people who want to keep monogamous marriages have used it in real life. Polygamy is a common practice in many cultures because it helps to keep the dynastic line going.

Sexual literature in India has been known for a long time. The Kama Sutra texts are the most well-known. Some of the people who lived in the ancient world were philosophers, soldiers, and nobles, as well as servants and concubines. They also kept these books. In addition to being literate and educated, these individuals were also able to speak and write. Love, passion, and pleasure are all things that can be done through the sixty-four arts of love that came from India. Arts started in Sanskrit and were subsequently translated into other languages, such as Persian or Tibetan, before being re-evaluated. Only a few of the original texts have survived, and the only evidence of their existence may be discovered in the works of other authors. Sir Richard Burton and F. F. Arbuthnot's translation of Vatsyayana's Kama Sutra is one of the best-known examples. The Kama Sutra is now thought to be the world's most popular secular book. Couples in a marriage should be able to enjoy each other's presence, as explained in this article.

It was bad for India's sexual liberalism when Islamic and Victorian English cultures came to the country. People who follow Indian religions, or dharmas, think that sex is either a moral duty of each spouse in a long-term marriage connection to the other or a desire that interferes with spiritual detachment and so must be given up. There has been a comeback in sexual liberalism among the well-educated urban population in contemporary India, but the underprivileged still experience prejudice and forced marriages as a result of their low socioeconomic status.

There are a lot of people in some Indian schools of thought who think that sexuality is important and that it can lead to spiritual enlightenment or yoga balance. Left-hand Tantra is known for its emphasis on sexual intimacy, even though it does not appear in all tantric traditions. "Tantric sex" isn't always slow and steady, and it can also lead to orgasms, which isn't what most people think. According to the Yoni Tantra, "vigorous copulation" should be done. There are also tantras that say some people aren't good at certain things. Those who adhered to Tantric practices without the guidance of a Guru, or those who had the pashu-bhava (animal disposition) such as being dishonest or promiscuous or violent, or who consumed meat or intoxicants, would only accrue horrible karma, according to this school of thought. Tantric Buddhists don't want you to ejaculate. The main goal of sexual practice in Tantric Buddhism is to use sexual energy to get to full enlightenment instead of just having fun. Tantra thinks that tantric sex is a great thing to do.

SEXUAL AWARENESS

Sexual awareness entails recognising the scope of your sexuality, as well as its inherent link to your reproductive and overall health. Moving from an outside-in to an inside-out experience of our sexuality is the goal of sexual self-awareness. It's about figuring out what we want to leave behind by knowing what we have. Rather, it's about the kind of sexual healing that allows us to appreciate the erotic pleasures we have as a part of the human experience.

It's about learning to recognise and respond to your own and your partners' emotional and physical health. It entails acknowledging everything from your sexual orientation to your

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sexual hang-ups, as well as your responsibility to prevent STIs in yourself and your partners and have satisfying, safe sexual experiences.

Sex is significantly more than just a need, a pleasurable release, and a cycle to be repeated. It's also more than the brainless, caveman response of "feels wonderful, do more" that it can feel like at times. It's inextricably linked to our physical and emotional well-being, our sense of ourselves and what matters to us, our relationships, and even how we were raised. Recognizing how important sex is and treating it with equal respect is the definition of sexual awareness.

Sexual awareness is a process as well. As we get older, we (ideally!) get better at managing our emotions, and what may have started as a wholly uncontrollable physical reaction — hello, pre-teen wet dreams — should now be something we try to fully comprehend. Because sexual awareness enhances our physical and mental health (as well as all of the other benefits listed above), it also leads to better sex.

During their undergraduate careers, about 12% of college students experienced non-consensual (up to and including sexual assault) behaviour. Whether you're in a long-term relationship or practising safe, casual sex, knowing and respecting yourself sexually puts you in a better position to know and appreciate your partners. Recognizing your spouse as a sexual person is also a component of your sexual awareness. And for all of your sex urges, hang-ups, and thoughts, each of your partners has its own. You both have sexual rights as well. Mutual sexual respect recognises that each sexual encounter involves more than just close physical contact and can have a long-term impact on each person's psyche. It's about knowing your own and others' boundaries.

Respect for sexuality includes things like a respectful approach to permission and the recognition that no sexual act can proceed without it. Compared to the sexual revolution of the 1960s, recent years have seen even more important changes in young people's sexual behaviour, thanks to social media and the web promoting easy-going lifestyles even in countries where such changes are taking longer to take place.

In the 1940s and 1950s, men and women had a lot of changes in their lives because of the sexual revolution. Young people today are the descendants of those same people. If you think about it, they're the "children of the sexual revolution," according to Billari, Caltabiano, and Dalla-Zuanna (2007). This is because they grew up in a more liberal household than their parents and grandparents did.

There has been a big change in sexual behaviour over the last 50 years, but it's part of a bigger change in how people live their lives. In the 1960s and 1970s, people in Northern and Western Europe started to get older, form relationships, and have children.

Modern civilizations have been considered the outcome of a great cultural transition, in which new beliefs and values impact people's decisions. It's becoming more important to be yourself, especially when it comes to your sexual life. People don't like social rules and authority (operated by the family, the church, the state, or other social institutions). As a result, premarital and extramarital sex, extramarital fertility, and gay relationships have become more public and institutionalised. Additionally, the pill's widespread legalisation and subsequent widespread distribution have contributed to this seismic shift in society's

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relationship with contraception. As part of this revolution, sexuality and reproduction have been separated. This has led to more gender-balanced roles between couples, and generalised sexual freedom for both men and women across the board, as well (Giddens, 1992; Goldscheider, Bernhardt, & Lappegrd, 2015; Gross, 2005).

AGGRESSION

A pattern of behaviour that is intended to cause bodily or psychological harm to others. It differs from anger in that anger is aimed at defeating the target, but not always by violence or damage. (APA).

Aggression can be divided into two types:

Hostile/hot aggression is defined as doing something violent to feel satisfied. Perhaps you're plotting a murder or robbing a bank. It provides you with some form of emotional gratification.

Instrumental/cold aggression: This refers to aggressive behaviour aimed toward preserving some form of environmental incentives, such as fighting for survival in a battle.

Aggression and violence are typically seen as male issues. This assumption is partially correct. Men are more violent than women over the world (UN Office on Drugs and Crime, 2013). Women, on the other hand, frequently engage in various forms of aggression (Richardson, 2005). Women utilise indirect aggression to an equal or larger level than males, according to research (Archer and Coyne, 2005). When someone affects another while hiding their hostile intent, this is known as indirect aggression. Spreading false rumours, gossiping, excluding individuals from a social group, making innuendos without directly accusing, and insulting others' looks or personalities are all forms of indirect aggression. From the age of 11, girls utilise indirect aggressiveness more than boys (Archer, 2004). This difference continues into adulthood, with adult women using more indirect forms of aggressiveness in numerous spheres of life than men (Björkqvist et al., 1994; sterman et al., 1998). Indeed, Burbank (1987) found that female hostility was primarily indirect and rarely resulted in physical injury in a comprehensive cross-cultural assessment of 317 civilizations. As a result, aggressiveness in women and girls is widespread in the actual world, but it takes a different form than it does in men.

Many people have tried to figure out why men are more violent than women. Many factors contribute many factors that contribute to the development of human aggression, which must be taken into account when examining how social and neurobiological effects interact to influence an individual's aggressive behaviour. In the biosocial hypothesis of Wood and Eagly (2002), the difference between men's and women's behaviour (including violence) is driven by physical differences that interact with cultural norms and practices. In their paper, they say that men and women have different physical features and reproduction, which makes it easier for women to do some things and more difficult for men to do other things. Because men are bigger and stronger, they fight more than women because they can't take care of babies. It was unlikely that women would travel vast distances to participate in combat because of essential practices like breastfeeding, mothering, and cultivating vegetables (Wood and Eagly, 2002). When people are socialised, they learn about social norms and values, which show how people divide up their work.

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According to biosocial interactionist ideas, social norms become essential because most cultures encourage combat as a means of obtaining status and because most cultures are patriarchal (i.e., men hold more power and status than women). Men are encouraged to be warriors, and women who act violently are punished. Indeed, social norms don't allow women to be physically aggressive, and girls can show this from a very young age (Eagly and Steffen, 1986). (Crick et al., 1996). On the other side, women who are assertive and dominant frequently risk retribution (Barber et al., 1999). Because of the relationship between biologically specified sex differences and societal construction, women suffer less direct violence than males practically everywhere.

Psychology has used lab aggression models to study violent behaviour since the 1960s. They let researchers study things that might make people more or less angry in a less complicated way than in the real world, without having to deal with a lot of the problems that come with that. Researchers can then figure out how hostile people are. These are two of the most common ways to study aggression: the Taylor aggression paradigm (TAP) and the point subtraction aggression paradigm (PSAP; Cherek, 1981).

In general, men are more likely to be aggressive than women. They are also more likely to be sexually aggressive than women. American women are raped at least once in their lives. Most of the time, it is by men (Centers for Disease Control, 2010). Since the age of 15, 19 per cent of Australian women had been sexually abused (Parliament of Australia, 2006). Despite this, a small number of women sexually abuse men, women, and children. Krahe and Berger (2013) say that sexual aggression is "a wide range of sexual behaviours that are forced on a victim without the victim's permission." The following are examples of sexual aggression by women: coerced sex, anal penetration, oral sex, kissing, exposing genitals, and using objects to cause harm are all examples of sexual aggression by women.

There was a meta-analysis from 2000 to 2013 that looked at the prevalence of female sexual offence in 12 countries (Australia, Belgium, Canada; Uk & Wales, France, Ireland, Nz, Norway, Scotland, Spain, Switzerland; Cortona). They used the government's official crime statistics and large-scale victimisation surveys instead of drawing random samples. According to the findings, only 2.2 per cent of sexual offenders were women. Girls were more likely to commit crimes than women of the same age, according to a new study. Approximately 40percent of the victims were male, while only 4% were female. In two-thirds of the cases, it was a woman who was the sole perpetrator. The remaining perpetrators committed the crimes in groups, almost always led by a guy (Budd et al., 2017).

Like male-perpetrated sexual aggression, women sexual aggression is likely to go uninvestigated by the authorities (Stemple et al., 2017). A meta-analysis by Cortoni et al. (2017) found that, on average, victimisation occurs at a rate five to six times higher than the rate of offender occurrence based on crime statistics. This shows that people who have been sexually assaulted by women are less likely to report the crime to the police. There may be a fear that the victim will be condemned, punished by society, humiliated, or have their claims rejected by experts (Fisher and Pina, 2013; Stemple et al., 2017).

Most incidents of sexual aggression are linked to alcohol consumption, thus victims may place the guilt for their ordeal squarely on their shoulders. One or both partners consumed alcohol before committing the crime, according to over 70percent of female perpetrators in a large survey of German undergrads (Krahe and Berger, 2013). A common theme among

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both women and men is the act of coercing their prey into drinking alcohol and then profiting from the victim's drunken haze (Struckman-Johnson et al., 2003). As an outcome, alcohol has a major impact on female sexual crimes, as well as on the underreporting of these offences.

Three basic theories of aggression exist among psychologists, each attempting to explain why we become aggressive and if we can change our behaviour.

These are some of the theories:

Aggression theory is based on instinct

When Sigmund Freud, a famous psychotherapist from the past, came up with the idea of the "impulse hypothesis," he was a big hit. Early works by Freud say that all human behaviour comes from 'EROS,' which is the life instinct, which makes life possible.

Then again, he said in 1920 that the survival instinct couldn't explain all of humanity's drives or behaviour. This is what he meant. It's not always possible to be aggressive and still want to live and keep people alive. When Freud wrote *Beyond the Pleasure Principle*, he talked about Thanatos, which means death. This word was given to it by him. They were able to learn more about the reasons why people get angry, do things that could be very risky, and think about their past traumas again.

According to Sigmund Freud, these two drives exist side by side in every human mind, and the harmony between them is the root of all human behaviour. There's a possibility that this explains why we sometimes vent our angst on others. Even if the anger or aggression comes from inside at first, Eros wins over Thanatos. Keep us alive, the anger goes out.

What did Freud say was the best way to deal with these instincts? Not too much. If you try to fight anger, you won't get very far because it comes from an instinct that's hard-wired into our brains. His main goal was to make society so that communities stayed small. Tactical measures aimed at preventing violence within and outside the group would then be implemented to safeguard everyone in the community as a whole.

Theory of Frustration and Aggression

Miller, Dollard and other people came up with the Frustration-Violence hypothesis in 1939, which helped us figure out why people act out. According to this theory, anger is always caused by frustration. American blacks were put to the test to determine how they would behave when confronted with the frustrations of white institutions when Miller applied this theory to their lives. People feel frustrated when they can't do what they want to do because of someone or something. When it comes to completing an essay, it could be very simple, or it could be very complicated. In the theory of "frustration-aggression," anger is caused by frustration. Having high self-awareness and self-control can prevent frustration from turning into aggressiveness.

Theory of Social Learning

A theory called "social learning" says that violent behaviour is learned in the same way as other complicated types of social behaviour. It explains how people learn to be aggressive by watching others, and it gives a good set of rules for understanding and expressing the beliefs and expectations that make people do what they do in the world. This is where social learning theory comes in. It can help you understand the way people learn to be aggressive

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and how they think about the world around them, as well as the formation of and changes in expectations and how people think about the world around them. Patterson's research on how families interact and how antisocial behaviour patterns are formed, for example, is mostly based on this method (Patterson et al. 1989, 1992).

REVIEW OF LITERATURE

Hemati et al. (2022) did research on predictors of women's premarital sexual anxieties based on their knowledge and sexual attitudes. The research was conducted on 556 women size and they completed DSA inventory, SKAs. It was found that sexual anxiety & knowledge of sexual attitude had a negative correlation. The study showed that sexual anxiety in females on the brink of marriage can be predicted & it can also be increased by improving the sexual attitude, and knowledge.

Larsson et al. (2022) conducted research to determine how teenagers' sexual awareness and decision-making are influenced by individual, relational, and social contexts in rural Nicaragua. The research was qualitative; 18 semi-structured interviews with 15-19-year-old teenage boys and girls were done. Six major themes evolved during adolescence a time when life is taking transitions. Fears as a means of gaining awareness and making decisions, Consciousness of preventive measures Influences of relationships on adolescents' sexual health, supply of services and institutional influences on perceptions and in making decision Social & cultural factors affecting sexual health in teenage. Both sexes indicated concern about a variety of sexual difficulties. According to the study, both personal and societal influences in this area have a multidimensional effect on children's sexual efficacy.

Burnay et al. (2022) did a meta-analytic review, using the general aggression model as a theoretical framework, synthesising the evidence on the impact of sexualized media (both violent and nonviolent) on aggression-related beliefs, attitudes, and behaviours. More than 124,236 people participated in 166 separate studies, resulting in 321 distinct outcomes. The effects ranged from "little" to "moderate" in size ($r = .16$ [.14-.18]). Correlations between experimental, cross-sectional, and long-term research were found to be significant, which shows how the evidence is linked together. They found that the effects of violent and nonviolent sexualized media were different. The effects of violent sexualized media were stronger than the effects of nonviolent sexualized media, but they were still important and not small. It also found that violent sexualized media had bigger effects on aggression than violent media that was not sexualized. They had the same effects on both men and women, students and non-students, young and old, and from all walks of life. In addition, the effects stayed the same over time. Outliers and publication bias were shown to have no effect on the results. In general, when women are exposed to sexualized media content, especially when it is mixed with violence, it can have a negative effect on how they are seen and how they are treated.

Thulin et al. (2022) There have been a lot of efforts to get rid of youth violence, but it is still a big public health problem. We show the results of an evaluation of Youth Empowerment Solutions (YES), which is an after-school active learning programme that is run by trained local teachers and aims to get middle school students to do things that help them become more empowered in the face of institutional disadvantages like racism. To start, we used a modified randomised controlled trial design to look into the direct and indirect effects of the YES programme on prosocial and delinquent behaviour 12 months after the programme was over. After that, we looked at these models by race to see if the intervention improves

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prosocial outcomes and reduces aggressive behaviour equally for everyone. After the programme finished, YES participation led to more prosocial behaviour or empowerment, and less aggressive behaviour was directly caused by the programme itself. People of African American descent were more likely to see this trend. People in different schools and teachers also saw these results, which show that YES can be used for a long time and easily by communities. This is because YES can be used for a long time and easily by communities. For juvenile violence prevention, empowerment theory and practice, and for ethnic minorities who have been disenfranchised by the government, the findings are looked at.

Smith & Krause (2022) The finding of this meta-analysis shows how big & how big of a connection there is between these two things. Results from 18 quantitative studies that examined the association between TSR conflict and peer violence and bullying (both perpetration or victimisation) in school were incorporated into a single study. TSR conflict was linked to both bullying perpetration and bullying victimisation in a moderately significant way by the research. Three people were looked at to see if they had an effect on the link between TSR conflict and involvement in peer violence. The findings showed that bullying involvement (bullying others and being bullied) and TSR conflict were more linked in elementary school students than in secondary school students, when observers' reports were used instead of self-reports, and when well-known measures of the variables were used, too (versus new measures). These findings show how kids' teacher-student relationships and interactions with their peers at school are linked. They also show how important it is to include both perspectives in holistic climate and bullying prevention strategies at school.

Bondü & Birke (2022) Both sex offender and community samples have shown that people who have (ASF) are more likely to do things that could be dangerous. To be sure, more research needs to be done to figure out how this relationship works, and whether ASF is linked to dangerous sexual behaviour in ways other than hostile sexism against women and a desire for violent and sexual violence. ASF and violent sexism were reported by a total of 428 participants, 61.9 per cent of whom were female. When they saw images that made them feel sexually aroused, they rated how much sexual desire they felt. The response times between when a stimulus was shown and when people said they were excited were used to figure out sexual preference this way. Violent or sexually violent stimuli were positively linked to the ASF as well as the perception of sexual like. Because they weren't angry at women, they didn't have anything to do with that. Another thing that ASF was linked to was sexually sadistic behaviour that people said they did, as well as what they thought was non-consensual sexual sadism for both men and women, in both groups of people. As a result of the findings, it is possible that ASF may be connected with dangerous sexual behaviour.

Ferguson & Hartley (2022) Whether pornography contributes to real-world sexual aggression has been the topic of dozens of researches over several decades. Nonetheless, experts are divided on whether the impacts are real. From the 1970s to the present, the current meta-analysis investigated experimental, correlational, and demographic investigations of the pornography/sexual aggressiveness relationship. Methodological shortcomings were prevalent in this sector of research. Nonetheless, the research did not support an association between nonviolent pornography and sexual aggression. Longitudinal studies provided very scant evidence, implying the absence of long-term consequences. Although there was a weak correlation between violent pornography and sexual aggression,

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the evidence was insufficient to discern between a selection impact and a socialisation effect. Studies that used more best practices tended to give less evidence for correlations, whereas studies with citation bias, a measure of researcher expectancy, tended to have larger effect sizes. Increased access to pornography has been connected with a decrease in sexual aggression at the population level, according to demographic studies. Additional trials using enhanced procedures and preregistration might be beneficial.

Lee & Jang (2022) did a study to find out what causes college students to be more aggressive on the internet. During the survey, 400 university students filled out an online form. The personality type D and a lack of moral commitment were shown to be strong predictors of students enrolled in universities' online aggression when the data was subjected to multiple regressions. Using a regression model in an anonymous context, researchers found that male students with Type D personality traits, such as a distorted view of consequences and an inability to justify their behaviour, were more likely to engage in cyber violence. Non-anonymous cyber aggression was also more common among male students, particularly those with poor social inhibition and those with a higher predisposition for advantageous comparison, outcome distortion, and blame attribution. When the study was done in an anonymous way, there were big differences in how cyber aggressive people were based on their gender and their Type D personality. Also, the level of cyber violence was linked to Type D personalities and moral disengagement. There should be special treatment for women and people with different personalities who use the Internet. There also needs to be a lot of work done to keep moral disengagement at a minimum among students at universities.

Sierra et al. (2021) researched the impact of intimate partner violence on sexual attitudes, assertiveness and functioning in males and females with 1766 women and 1628 men, using the Spanish version of the ISA and tools measuring sexual functions and psychosexual and also demographics were collected. The result showed that for men there is an association between sexual health with an experience of physical and nonphysical abuse and on the other side, for women the association was between poor sexual health with physical abuse and non-physical. The conclusion showed that psychosexual and sexual functioning have a negative association between psychosexual and sexual functioning in both genders.

Ock (2021) did research on the effect of sexual attitude and knowledge of students from the nursing background on gender sensitivity to study its relationship. Different statistical tests (T-test, ANOVA etc.) were used for analysis. The result depicted that gender sensitivity and sexual attitude are positively correlated to each other.

Jeong et al. (2021) researched knowledge and attitude about sexuality in young people who go to school as part of this study, 802 students from fourth to sixth grade were asked to take part in it. This is what the study found: Children's knowledge of sexual things was low, and their sexual attitudes were normal. When it comes to demographic characteristics, The following are the most important findings. 1. The average level of sexual knowledge of children was 26.96, and the average level of sexual attitude was 55.70, which is the same as the average level of sexual knowledge. There were statistically significant differences in sexual knowledge based on the children's grade, their father's education, their experience of menarche, their experience of sex-related questions to their parents, their experience of sex-related questions to their teachers, and their experience of sexual education, and their sexual attitude. $F=64.031$, $p=.000$ $r=.354$, $p=.000$: The level of sexual knowledge and the sexual

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attitude of children were linked at a significant level ($r=.354$, $p=.000$). The results of this study said that different kinds of systematic sexual education programmes for different ages of children should be made, and families, society, and the country need to be more aware and concerned.

Mahalwal (2021) conducted a study on the relationship between sexual attitude, quality of life and couple satisfaction in unmarried young adults. The research was conducted with 110 college students and both sexes took participation in this research and BSA scale, WHO quality of life and CSI were used to collect the data, the gender ratio was equal and the target population were unmarried university students from (18-30) years. Different statistical tests were used to reveal the analysis, and it showed an insignificant correlation between all three variables (sexual attitude, quality of life & couple satisfaction) also men showed a higher rate of sexual attitude, habits and couple satisfaction when it is compared to another gender.

Hiel et al. (2021) looked at the link between right-wing feelings and aggression in situations that were not ideological or aggravating. Even though there is a lot of evidence that right-wing attitudes are linked to aggression based on ideology, there is still a question about whether these attitudes are also linked to aggression in situations where there aren't any ideology-based components. When people "book" hotel pool seats with towels or cars take over the mlanelanene, it's necessary to step in. In two groups of people (total number of people: 45), scenarios were given and people's self-reported hostility was recorded. The findings show that people who are authoritarian and have a social dominance orientation are more likely to show signs of interpersonal violence when they are in stressful, everyday situations. For anger and hostile thoughts, there were no big connections found.

Krahé et al. (2021) this study contributed to this field of research by examining the concept that the more realistic pornography is viewed by young people, the more likely they are to experience and engage in sexual aggression. In consensual sexual relationships, there are two ways to look for signs of sexual aggression: scripts and patterns of sexual behaviour in those relationships, and the acceptance of sexual coercion. A cross-sectional study of 1181 university students in Germany found that 762 of them were female and 419 were male. They filled out questionnaires about how often they used pornography, how dangerous sexual scripts and behaviour were, and how willing they were to be forced into a sexual relationship. In line with expectations, pornographic realism was found to be a strong indicator of dangerous sexual scripts and behaviours as well as an openness to sexual compulsion. Both routes led to indirect links between sexual aggression victimisation and perpetration, which is what we were interested in. There were no differences in the connections between males and females.

Haftkhani et al. (2020) researched the mediating role of sexual attitude in the relationship between romantic attachment styles and mutual relationships in couples referred to divorce centres with 270 subjects that were selected by purposive sampling and data was collected by using the SER questionnaire (JEIQ), SA scale (happiness and sublime 1), RA style (BSQ). Finding revealed that there was a direct and significant relationship between romantic, sexual attitudes and attachment styles with extra-marital relationships. The research model (13 variables observed) fitted and confirmed and also SA had a mediating role between romantic attachment styles and meta relationships.

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Watanabe et al. (2020) Since the late 1980s, major societal changes have occurred in Vietnam, most likely resulting in changes in adolescent sexual awareness. Without sufficient sexual education and understanding, adolescents are currently exposed to a flood of sexual information. Researchers have recognised sexual knowledge and self-esteem as global issues. The purpose of this study was to elucidate the link between sexual awareness & cognitive social capital among rural Vietnamese high school children.

Basinskaya et al.(2020) did a study that looked at how sexual awareness characteristics changed in people who were mentally ill. Fifty-two individuals were assessed before and after treatment; 32 had heterosexual paedophilia, 11 had homosexual paedophilia, and 9 had bisexual paedophilia; 22 (43,3 per cent) had schizophrenia, 18 (34,6 per cent) had an organic personality disorder, and 12 (23 per cent) had mild schizophrenia. "MiF" (a modified gender identification test) was employed, as were the "TsTO" (a colour test) and, in computerised form, the "Coding" methods, as well as the Vagner Test (which is similar to the "HAND" test). When calculating the risk of relapse and the danger level of patients, the changes found can be taken into account. This makes it easier to find real targets for psychotherapy intervention.

Plexousakis et al. (2020) studied how a sex-ed programme was put into action. It was meant to help participants become more aware of how to improve or start new relationships. Children with autism spectrum disorders benefit greatly from early treatment in areas like sex ed and family involvement, according to the study's findings. People with ASD have difficulties communicating, forming and maintaining friendships, and interacting with others in social situations. When a child has social problems and sensory problems, it can make it hard for them to have relationships.

Edard et al. (2020) did research to determine the effects of an informal education and communication package on the knowledge of adolescent females in selected schools in the Kanyakumari District regarding sexual awareness, used a quasi-experimental taltalised-standard post-test control group design. The sample group was 100 adolescent females, 50 - 50 in the experimental group and control group. The technique of purposive sampling was used. For four weeks, IEC was administered for 30 minutes once a week. The study established that the EC gramme e is an effective teaching technique for increasing adolescent girls' sexual awareness.

Jebakumari & Santha (2019) The study's goal is to see how well a sexual assertiveness training programme affects the sexual awareness and sexual assertiveness of teenagers in a few Madurai schools. Non-equivalent pre and post-tests, as well as a control group and a group that did not take the tests, were used in the study. It was done at Amutham High School and CSI High School in Madurai. The setting for the study was chosen by using a simple random sampling method. The sample size was a total of 250 young people who were going to school and were chosen for the study. 125 of them were in the experimental group and the other 125 were in the control group. There were three types of tools used: a questionnaire on sexual awareness, a 5 pointer Likert scale on sexual assertiveness, and a questionnaire for situations where sexual assertiveness was a question. It took place over a period of five weeks, with two hours of training each week for two months. Descriptive and inferential statistics were used to look at the data. Sexual awareness and sexual assertiveness were both improved by the sexual assertiveness training programme. The pre-and post-test comparisons showed that the programme was also effective at improving sexual awareness

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and sexual assertiveness in school-going adolescents. The sexual assertiveness training programme was also effective at improving sexual awareness and sexual assertiveness in school-going adolescents who answered situational questions. ($r = 0.41$): There was a strong connection between being sexually aware and being sexually assertive ($r = 0.41$). Adolescents' sexual awareness and assertiveness were insufficient to keep them safe. Among school-aged adolescents, a sexual assertiveness training programme was found to be beneficial in increasing sexual awareness and sexual assertiveness.

Büyükbayraktar et al. (2018) researched raising sexual abuse awareness among children with special education requirements, based on the perspectives of mentally handicapped teachers. The goal of this study is to ascertain what families and students should do to prevent/stop sexual abuse among children who require special education, based on the perspectives of teachers of mentally challenged pupils. This study employed a qualitative research technique. The research sampled instructors of mentally impaired individuals who worked in Turkey's Konya area. Thirty-five teachers were included in the study population. The semi-structured interview method was employed to obtain the required data for the research. Findings indicate that persons should be educated about their private parts, and sections of their bodies, and the fact that no one should touch these areas to prevent sexual abuse of individuals with special education needs. To educate the community against sexual abuse of individuals with special education needs, instructors believe that all families/parents should be trained properly, seminars on the subject should be arranged, and the media should play a role in raising awareness.

Watanabe et al. (2018) A group of Japanese high school students in Tokyo were asked to participate in research to better understand the connection between sexual awareness and cognitive social capital (SC). third-grade high school students, who had previously taken the same questionnaire survey as second-grade students the previous academic year, were interviewed in September of 2017. Nine hundred and fifty-six of the 1073 students who were asked to participate in the poll did. Six to eight weeks prior to the 2017 survey, conducted an educational intervention with students. compared these findings to those from a previous poll conducted in February 2001. As a result of the research, able to gather information on participants' levels of sexual awareness and knowledge, as well as information on their relationships with other people who had had sexual experiences. The stud scores were given the green light by the Ethical Review Board. Both before and after the intervention, high school students' levels of sexual consciousness were significantly correlated with their SC. Both males and females were more aware of their own sexual when the SC was higher, and this was true regardless of gender. Before and after an educational intervention, the study examined the factors that influence students' sexual awareness in Tokyo high schools. Shockingly, sexual awareness was discovered to be strongly linked to SC. To help improve the reproductive health of adolescents, the issue of SC should be taken up in the near future.

Gu (2017) did a study on college student's sexual attitudes and how they have been harassed are two things you should know about. 236 university students took part in this study. There was a link between sexual autonomy and attitude, but the gender and department of the person who did the study made a big difference in the way they thought about sexual things. Women and men were very different when it came to sexual autonomy and how satisfied they were with their relationships and how they felt about sexual harassment in the

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department, The study found that college students in many different situations need sex education programmes to help them.

Ibeahim (2016) researched on Sexual attitude and self-esteem play a big role in what people don't like about high school students in Lagos State, Nigeria. 388 students were included in the sample, which had an equal number of men and women. The data was gathered using the Disapproved Sexual Behaviour Scale, and the scale's validity was checked using the test-and-retest procedure. There was a significant positive relationship between sexual attitude and disapproved sexual behaviour, and there was a significant negative relationship between senior high school students self-esteem and disapproved sexual behaviour, according to the study.

Hannah & Stagg (2016) The study examined young adult autism spectrum disorder attitudes regarding sex education and sexual awareness (ASD). The questionnaire on sexual knowledge, experiences, feelings, and needs the sexual awareness questionnaire and semi-structured interviews were used to collect data. Twenty ordinarily developing people and twenty persons with ASD participated. The qualitative interviews revealed several negative experiences with sex education, as well as issues of vulnerability, social anxiety, and ambiguous sexuality. This paper suggests that conventional sex education and relationship education is insufficient for individuals with Autism Spectrum Disorder, and that tailored techniques and curricula are required to meet their unique requirements.

Jung (2015) The purpose of this study is to determine whether there is a difference in acceptance attitudes toward sex according to sexual awareness level and to determine how sexual awareness level impacts acceptance attitudes toward sex among staff in elderly welfare facilities. Additionally, the study examines methods for practising and intervening in sex-related services for the elderly. The investigation found that there were significant disparities in acceptable attitudes toward sex between facility workers with varying levels of sexual awareness. In other words, the group with a high level of sexual knowledge had a more accepting attitude toward sex than the other groups. Additionally, awareness of sexual attitude toward sex was proven, as was the finding that the more liberal the level of sexual awareness, the more open the accepted attitude toward sex. Through discussion of the study's real-world findings, an intriguing proposal for swelfare fath practicet eats hahaha d developing a seax education programme for welfare facility staff was offered.

Shin & Park (2014) conducted research on the effect of the sexual attitude of aged people on sexual life: moderating effect of general characteristics, 322 married elderly participants from Seoul and Gangwon-do took part in the study, which used the ASA by white scale to assess their sexual life status as well as their overall demographics. 180 people had sex, but the subject showed a big difference in sexual life based on gender and how well they did in school and work. The subject's sexual attitude was very different depending on their age and sexual life status.

Hashemi (2013) researched Iranian women who were in their 50s and 60s. It looked at their sexual attitudes and how well they could have sex. More than 200 women between the ages of 45 and 65 answered a questionnaire that asked about their socio-demographics, attitudes toward sexuality, and sexual function. Statistical software was used to look at the information and compare it to three groups of people who had positive, medium, and negative feelings about sexuality. All three groups had a lot of different things to say about

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how they felt about their bodies, their sexual desires, orgasms, and their dyspareunia. Because attitudes about sex the dual function can have a big impact on women's sexual activity after menopause, any health care programme needs to think about this.

Silverstein et al. (2013) Researched a study to examine training in mindfulness meditation on interoceptive awareness and three well-known barriers to good sexual functioning: attention, self-judgment, and clinical symptoms. 44 university students, 30 of whom were female, participated in a four-month course that comprised an active control course with identical content or structure, as well as a meditation laboratory. The reaction time of physiological reactions to sexual stimuli was used to measure interoceptive awareness. To measure self-reports of psychological well-being and mindfulness were used to examine psychological barriers. The results indicated that females who participated in meditation training improved their ability to register their physiological response to sexual cues substantially faster than women who did not. Additionally, improvements in attention, self-judgment, anxiety, and depression symptoms are observed, and gains in interoceptive awareness are associated with changes in psychological obstacles such as healthy sexual functioning, attention, self-judgment, and anxiety.

Moon (2013) research was done to see if a programme that emphasises healthy sexual ideals affected effect on how teenagers thought about their sexuality and how they acted when they were younger. It was a 4-hour programme covering four different subjects and covered four different subjects and was delivered to the same one hundred sixty students in four separate 4-hour sessions. This is what happened in this study. This study asked 160 students to fill out a pre-and post-survey. In addition, a qualitative study was also done. Seventy of the 160 students were chosen at random from the group. During the interview, they were asked about their lives on their own. In a qualitative interview, the results of the survey were in line with those of the interview. Before and after the surveys for this study, they found that three different criteria (sexual awareness, sexual behaviour, and pure love family planning and acceptance) were reliable and valid. This is what happened: The sexual awareness index rose from 0.94 to 0.98% after the healthy sexuality values programme. The pure love family planning and acceptance index rose from 0.87 to 0.88, which means the programme had a positive effect on those who took it. There was no significant difference in behaviour between both male and female students ($F=0.440$, $p>0.05$) after repeated measure analysis of variance. $F=11.064$, $p0.05$: Female students saw an increase in sexual awareness. Male students saw an increase in pure love, planning for the future, and acceptance ($F=20.267$, $p0.05$), but not sexual awareness. That is to say, female students, learn healthy sexuality values through this section of the curriculum, which is why programmes aimed at teaching healthy sexuality values to adolescents should be increased. Another way to look at it is that our young people are more likely to accept double standards when it comes to men and women.

Ruble & Dalrymple (1993) presented a parental survey that examined the social-sexual awareness, sex education, and sexual behaviours of individuals with autism, a developmental impairment. Examined 100 caregiver questionnaires from persons with a DSM-III-R diagnostic and at least nine years of age. Moms were 85 per cent of the people who took the survey. Only 8 per cent said they were both parents, 5 per cent said they were fathers, 2 per cent said they were other, and 32 per cent of people were female and 68 % were men, ranging in age from 9.1 to 38.9 years old. Having an autistic son or daughter has an effect on the way their parents think about sexual relations and how important they think

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sex education is ($t = 6.99, p < 0.05$). In this study, there was no connection between the verbal level of the person and their behaviour that was not appropriate for their age group ($t = 2.56, ns$). It was shown that male parents were more concerned about their son being exploited by someone of the same sex, whereas female parents were more concerned about an opposite-sex individual. Parents' concerns and attitudes about sexuality vary, making it impossible to generalise. Sex education should be judged by how the person acts, not by how well they speak or how well they work.

METHODOLOGY

Aim

To find out the relationship between sexual attitude, sexual awareness, and aggression among males and females aged 18-40.

Objectives

To explore the relationship between sexual attitude, sexual awareness and aggression among males and females.

Hypothesis

H1- There is a positive correlation between sexual attitude, awareness & aggression among both genders

H2- There is a significant mean difference between the grouping variable (M&F).

H3- There is a significant correlation between dimensions of each variable i.e., sexual attitude, sexual awareness and aggression.

Design

It is a correlational study, in which we are trying to find out the relation between three variables i.e., sexual attitude, sexual awareness and aggression among females and males in the age group of 18 - 40 years. The participants completed an online form containing the standardized psychological tool for the variable.

Variables

Sexual attitude, sexual awareness, Aggression.

Sample and its selection

Convenience sampling was used, for 66 participants who took part in research (83 male and 83 female) in the age group (18-40 years).

Description of tool

In the sexual awareness Tool (SAS) by Snel, two different studies were done to come up with an objective self-report instrument called the SAQ. It is designed to measure 4 personality traits that are linked to sexual awareness and sexual assertiveness, consciousness, monitoring, sex appeal-consciousness, sexual assertiveness, and sensitivity to others' evaluations of one's sexuality.

The sexual attitude scale Hendrick and Hendrick (1987) -The Sexual Attitudes Scale was made to calculate how people feel about sex in a variety of ways. Later, the scale was shorter and changed to make the Brief Sexual Attitudes Scale (BSAS), which is more efficient and easier to use. Subscales of the BSAS include Permissiveness, Birth Control and

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Communion. When you answer the 23 questions, you rate them on a 5-point Likert scale that goes from a strong agree to a very strongly disagree.

Aggression Questionnaire (AQ) by A.H. Buss & W.L. WarrenIs – A Self-report inventory that can be used to test aggressive tendencies in children and adults on a regular basis. It is possible to test a person's ability to safely and constructively channel his or her violent behaviours using the Aggression Questionnaire (AQ).

Procedure

The research problem was acknowledged and the target population was selected by random sampling The information regarding the study was given to the participants and their data was collected with the help of a standardized tool. They were asked to give their consent for the research study and their data were kept confidential.

Statistical Analyses

Pearson correlation & t-test will be used and SPSS software will be used for the analysis.

RESULT

Table-4.1 - Shows the Correlation Between Sexual Awareness, Sexual Attitude and Aggression.

		1.	2.	3.
Aggression	Pearson Correlation	1	.145	-.072
	Sig. (2-tailed)		.062	.355
	N	166	166	166
Sexual Awareness	Pearson Correlation	.145	1	-.120
	Sig. (2-tailed)	.062		.125
	N	166	166	166
Sexual Attitude	Pearson Correlation	-.072	-.120	1
	Sig. (2-tailed)	.355	.125	
	N	166	166	166

Table-4.2- showing the Mean, standard deviation and standard mean error in grouping variables

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Aggression	1	83	80.31	22.145	2.431
	2	83	94.01	23.105	2.536
Sexual Awareness	1	83	100.96	22.069	2.422
	2	83	107.60	18.051	1.981
Sexual Attitude	1	83	66.36	13.155	1.444
	2	83	60.29	15.035	1.650

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Table-4.3 - shows independent samples t-test in grouping variables

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
Aggression	Equal variances assumed	.441	.507	-3.900	164	<.001	<.001	-13.699	3.513	-20.635	-6.763
	Equal variances not assumed			-3.900	163.705	<.001	<.001	-13.699	3.513	-20.635	-6.762
Sexual Awareness	Equal variances assumed	6.224	.014	-2.121	164	.018	.035	-6.639	3.130	-12.818	-.459
	Equal variances not assumed			-2.121	157.792	.018	.035	-6.639	3.130	-12.820	-.457
Sexual Attitude	Equal variances assumed	.392	.532	2.769	164	.003	.006	6.072	2.193	1.743	10.402
	Equal variances not assumed			2.769	161.161	.003	.006	6.072	2.193	1.742	10.403

Table-4.4 shows the correlation between each of the variable sub-dimension

1. Physical Aggression	Pearson Correlation	1	.575**	.630**	.620**	.713**	.039	.221**	.154*	.101	-.220**	.247**	.145	-.112
	Sig. (2-tailed)		<.001	<.001	<.001	<.001	.620	.004	.047	.195	.004	.001	.063	.151
	N	166	166	166	166	166	166	166	166	166	166	166	166	166
2. Verbal Aggression	Pearson Correlation	.575**	1	.585**	.523**	.502**	.036	.326**	.102	.116	-.119	.100	.163*	-.050
	Sig. (2-tailed)	<.001		<.001	<.001	<.001	.649	<.001	.193	.135	.128	.202	.036	.526
	N	166	166	166	166	166	166	166	166	166	166	166	166	166
3. Anger Scale	Pearson Correlation	.630**	.585**	1	.626**	.538**	-.116	.176*	-.032	-.085	-.130	.092	.224**	-.095
	Sig. (2-tailed)	<.001	<.001		<.001	<.001	.137	.023	.679	.277	.095	.236	.004	.223
	N	166	166	166	166	166	166	166	166	166	166	166	166	166
4. Hostility Scale	Pearson Correlation	.620**	.523**	.626**	1	.590**	-.129	.220**	-.086	-.066	-.195*	.093	.086	-.077
	Sig. (2-tailed)	<.001	<.001	<.001		<.001	.099	.004	.270	.401	.012	.232	.269	.324
	N	166	166	166	166	166	166	166	166	166	166	166	166	166
5. Indirect Aggression	Pearson Correlation	.713**	.502**	.538**	.590**	1	.080	.350**	.138	.127	-.247**	.286**	.131	-.031
	Sig. (2-tailed)	<.001	<.001	<.001	<.001		.303	<.001	.075	.104	.001	<.001	.093	.692
	N	166	166	166	166	166	166	166	166	166	166	166	166	166
6. Sexual-consciousness	Pearson Correlation	.039	.036	-.116	-.129	.080	1	.290**	.584**	.459**	.027	-.080	-.162*	.110
	Sig. (2-tailed)	.620	.649	.137	.099	.303		<.001	<.001	<.001	.729	.304	.038	.158
	N	166	166	166	166	166	166	166	166	166	166	166	166	166
7. Sexual-monitoring	Pearson Correlation	.221**	.326**	.176*	.220**	.350**	.290**	1	.192*	.220**	-.160*	-.008	-.030	.009
	Sig. (2-tailed)	.004	<.001	.023	.004	<.001	<.001		.013	.004	.040	.923	.698	.910
	N	166	166	166	166	166	166	166	166	166	166	166	166	166
8. Sexual-assertiveness	Pearson Correlation	.154*	.102	-.032	-.086	.138	.584**	.192*	1	.530**	-.099	.025	-.138	-.128
	Sig. (2-tailed)	.047	.193	.679	.270	.075	<.001	.013		<.001	.207	.750	.077	.099
	N	166	166	166	166	166	166	166	166	166	166	166	166	166
9. Sex-appeal-consciousness	Pearson Correlation	.101	.116	-.085	-.066	.127	.459**	.220**	.530**	1	-.068	.112	-.230**	-.047
	Sig. (2-tailed)	.195	.135	.277	.401	.104	<.001	.004	<.001		.382	.150	.003	.543
	N	166	166	166	166	166	166	166	166	166	166	166	166	166
10. Permissiveness	Pearson Correlation	-.220**	-.119	-.130	-.195*	-.247**	.027	-.160*	-.099	-.068	1	.254**	.251**	.866**
	Sig. (2-tailed)	.004	.128	.095	.012	.001	.729	.040	.207	.382		<.001	.001	<.001
	N	166	166	166	166	166	166	166	166	166	166	166	166	166
11. Birth Control	Pearson Correlation	.247**	.100	.092	.093	.286**	-.080	-.008	.025	.112	.254**	1	.308**	.287**
	Sig. (2-tailed)	.001	.202	.236	.232	<.001	.304	.923	.750	.150	<.001		<.001	<.001
	N	166	166	166	166	166	166	166	166	166	166	166	166	166
12. Communion	Pearson Correlation	.145	.163*	.224**	.086	.131	-.162*	-.030	-.138	-.230**	.251**	.308**	1	.412**
	Sig. (2-tailed)	.063	.036	.004	.269	.093	.038	.698	.077	.003	.001	<.001		<.001
	N	166	166	166	166	166	166	166	166	166	166	166	166	166
13. Instrumentality	Pearson Correlation	-.112	-.050	-.095	-.077	-.031	.110	.009	-.128	-.047	.499**	.287**	.412**	1
	Sig. (2-tailed)	.151	.526	.223	.324	.692	.158	.910	.099	.543	<.001	<.001	<.001	
	N	166	166	166	166	166	166	166	166	166	166	166	166	166

** Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

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Table-4.5- shows the correlation between the sub-dimension of sexual attitude and sexual awareness

		1.	2.	3.	4.	5.	6.	7.	8.
1. Permissiveness	Pearson	1	.254**	.251**	.499**	.027	-.160*	-.099	-.068
	Correlation								
	Sig. (2-tailed)		<.001	.001	<.001	.729	.040	.207	.382
	N	166	166	166	166	166	166	166	1666
1. Birth Control	Pearson	.254**	1	.308**	.287**	-.080	-.008	.025	.112
	Correlation								
	Sig. (2-tailed)	<.001		<.001	<.001	.304	.923	.750	.1500
	N	166	166	166	166	166	166	166	1666
3. Communion	Pearson	.251**	.308**	1	.412**	-.162*	-.030	-.138	.230***
	Correlation								
	Sig. (2-tailed)	.001	<.001		<.001	.038	.698	.077	.0033
	N	166	166	166	166	166	166	166	1666
4. Instrumentality	Pearson	.499**	.287**	.412**	1	.110	.009	-.128	-.0477
	Correlation								
	Sig. (2-tailed)	<.001	<.001	<.001		.158	.910	.099	.5433
	N	166	166	166	166	166	166	166	1666
5. Sexual-consciousness	Pearson	.027	-.080	-.162*	.110	1	.290**	.584**	.459***
	Correlation								
	Sig. (2-tailed)	.729	.304	.038	.158		<.001	<.001	<.0011
	N	166	166	166	166	166	166	166	1666
6. Sexual-monitoring	Pearson	-.160*	-.008	-.030	.009	.290**	1	.192*	.220***
	Correlation								
	Sig. (2-tailed)	.040	.923	.698	.910	<.001		.013	.004
	N	166	166	166	166	166	166	166	1666
7. Sexual-assertiveness	Pearson	-.099	.025	-.138	-.128	.584**	.192*	1	.530***
	Correlation								
	Sig. (2-tailed)	.207	.750	.077	.099	<.001	.013		<.0011
	N	166	166	166	166	166	166	166	1666
8. Sex-appeal-consciousness	Pearson	-.068	.112	-.230**	-.047	.459**	.220**	.530**	1 1
	Correlation								
	Sig. (2-tailed)	.382	.150	.003	.543	<.001	.004	<.001	
	N	166	166	166	166	166	166	166	1666

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table-4.6 - Shows the correlation between sexual attitude variables and aggression variables

		1.	2.	3.	4.	5.	6.	7.	8.	9.
1. Permissiveness	Pearson	1	.254**	.251**	.499**	-.220**	-.119	-.130	-.195*	-.247**
	Correlation									
	Sig. (2-tailed)		<.001	.001	<.001	.004	.128	.095	.012	.001
	N	166	166	166	166	166	166	166	166	166
2. Birth Control	Pearson	.254**	1	.308**	.287**	.247**	.100	.092	.093	.286**
	Correlation									
	Sig. (2-tailed)	<.001		<.001	<.001	.001	.202	.236	.232	<.001
	N	166	166	166	166	166	166	166	166	166
3. Communion	Pearson	.251**	.308**	1	.412**	.145	.163*	.224**	.086	.131
	Correlation									
	Sig. (2-tailed)	.001	<.001		<.001	.063	.036	.004	.269	.093
	N	166	166	166	166	166	166	166	166	166
4. Instrumentality	Pearson	.499**	.287**	.412**	1	-.112	-.050	-.095	-.077	-.031
	Correlation									
	Sig. (2-tailed)	<.001	<.001	<.001		.151	.526	.223	.324	.692
	N	166	166	166	166	166	166	166	166	166
5. Physical Aggression	Pearson	-.220**	.247**	.145	-.112	1	.575**	.630**	.620**	.713**
	Correlation									
	Sig. (2-tailed)	.004	.001	.063	.151		<.001	<.001	<.001	<.001
	N	166	166	166	166	166	166	166	166	166
6. Verbal Aggression	Pearson	-.119	.100	-.163*	-.050	.575**	1	.585**	.523**	.502**
	Correlation									
	Sig. (2-tailed)	.128	.202	.036	.526	<.001		<.001	<.001	<.001
	N	166	166	166	166	166	166	166	166	166
7. Anger Scale	Pearson	-.130	.092	.224**	-.095	.630**	.585**	1	.626**	.538**
	Correlation									
	Sig. (2-tailed)	.095	.236	.004	.223	<.001	<.001		<.001	<.001
	N	166	166	166	166	166	166	166	166	166

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8. Hostility Scale	Pearson Correlation	-.195*	.093	.086	-.077	.620**	.523**	.626**	1	.590**
	Sig. (2-tailed)	.012	.232	.269	.324	<.001	<.001	<.001		<.001
	N	166	166	166	166	166	166	166	166	166
9. Indirect Aggression	Pearson Correlation	-.247**	.286**	.131	-.031	.713**	.502**	.538**	.590**	1
	Sig. (2-tailed)	.001	<.001	.093	.692	<.001	<.001	<.001	<.001	
	N	166	166	166	166	166	166	166	166	166

Table-4.7 Shows a correlation between sub-dimensions of sexual awareness and aggression

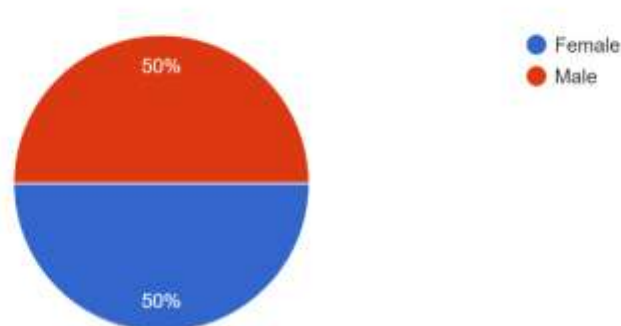
		1.	2.	3.	4.	5.	6.	7.	8.	9.
1. Physical Aggression	Pearson Correlation	1	.575**	.630**	.620**	.713**	.039	.221**	.154*	.101
	Sig. (2-tailed)		<.001	<.001	<.001	<.001	.620	.004	.047	.195
	N	166	166	166	166	166	166	166	166	166
2. Verbal Aggression	Pearson Correlation	.575**	1	.585**	.523**	.502**	.036	.326**	.102	.116
	Sig. (2-tailed)	<.001		<.001	<.001	<.001	.649	<.001	.193	.135
	N	166	166	166	166	166	166	166	166	166
3. Anger Scale	Pearson Correlation	.630**	.585**	1	.626**	.538**	-.116	.176*	-.032	-.085
	Sig. (2-tailed)	<.001	<.001		<.001	<.001	.137	.023	.679	.277
	N	166	166	166	166	166	166	166	166	166
4. Hostility Scale	Pearson Correlation	.620**	.523**	.626**	1	.590**	-.129	.220**	-.086	-.066
	Sig. (2-tailed)	<.001	<.001	<.001		<.001	.099	.004	.270	.401
	N	166	166	166	166	166	166	166	166	166
5. Indirect Aggression	Pearson Correlation	.713**	.502**	.538**	.590**	1	.080	.350**	.138	.127
	Sig. (2-tailed)	<.001	<.001	<.001	<.001		.303	<.001	.075	.104
	N	166	166	166	166	166	166	166	166	166
6. Sexual-consciousness	Pearson Correlation	.039	.036	-.116	-.129	.080	1	.290**	.584**	.459**
	Sig. (2-tailed)	.620	.649	.137	.099	.303		<.001	<.001	<.001
	N	166	166	166	166	166	166	166	166	166
7. Sexual-monitoring	Pearson Correlation	.221**	.326**	.176*	.220**	.350**	.290**	1	.192*	.220**
	Sig. (2-tailed)	.004	<.001	.023	.004	<.001	<.001		.013	.004
	N	166	166	166	166	166	166	166	166	166
8. Sexual-assertiveness	Pearson Correlation	.154*	.102	-.032	-.086	.138	.584**	.192*	1	.530**
	Sig. (2-tailed)	.047	.193	.679	.270	.075	<.001	.013		<.001
	N	166	166	166	166	166	166	166	166	166
9. Sex-appeal-consciousness	Pearson Correlation	.101	.116	-.085	-.066	.127	.459**	.220**	.530**	1
	Sig. (2-tailed)	.195	.135	.277	.401	.104	<.001	.004	<.001	
	N	166	166	166	166	166	166	166	166	166

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Fig 1-

Gender
166 responses



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Fig 2-

Occupation
166 responses

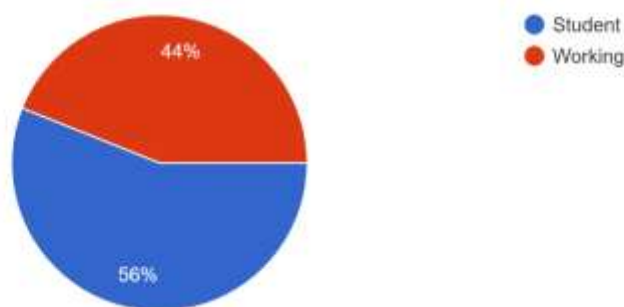
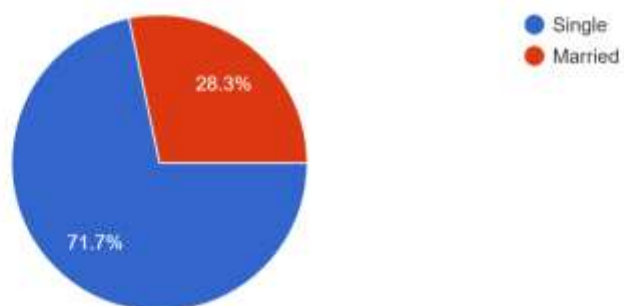


Fig 3-

Marital Status
166 responses



DISCUSSION

In the above-conducted research, a total of 166 participants took part of which 83 were male and 83 were female, falling in the age group of 18-40, the study aimed to find a correlation between sexual awareness sexual attitude and aggression, the result showed there is no such correlation between Aggression and sexual awareness (0.145), aggression and sexual attitude (-0.072), sexual awareness and sexual attitude (-0.120). Data is shown in table no.1

To test hypotheses two Grouping variables were renamed to 1 and 2 respectively (female and male) and an independent sample t-test was conducted to test the significant mean difference between both the groups. Results revealed that, The female group in aggression (n=83) M-80.31(SD=22.145) and the male group (n=83) M-94.01 (SD=23.105). many researchers also provide strong evidence that females are less aggressive than males but women are capable of showing their aggressive side when they are provoked and then sex difference becomes very less when poking is the factor. The female group in sexual awareness (n=83) M-100.96 (SD=22.069) and the male group (n=83) M-107.60 (SD=18.051). The female group in sexual attitude (n=83) M-66.36 (SD=13.155) and the male group (n=83) M-60.29 (SD=15.035) all showed there is a significant mean difference in aggression among females and males show a mean difference of 13.7, which also shows that males are more aggressive. In sexual awareness, there is a significant mean difference because female-male show a significant difference of 6.64 which revealed that males are more sexually aware. in the sexual attitude females and males show a difference of 6.07 which is significant and also reveals that females are having a Good SA compared to males. Data is shown in table no-2. (Soltani, F, et al. 2017) Conducted research which also revealed

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that there is a direct and positive correlation between two variables i.e., sexual satisfaction and sexual attitude and also stated that women's knowledge and attitude can predict their sexual satisfaction.

Permissiveness and sexual monitoring are having a negative correlation (-0.160) at a 0.05 significant level. Donenbreg, R, G et al. (2002) conducted research on parental permissiveness and parental monitoring which suggests that parental monitoring and permissiveness are very strongly associated with sexual risk in troubled girls than troubled boys. Permissiveness is not showing any significant correlation to sexual consciousness (0.027), sexual assertiveness (-0.099) and sex appeal consciousness (-0.068). Birth control is not showing any correlation with sexual monitoring (-0.08), consciousness (-0.80), assertiveness (0.25) and sex appeal consciousness (0.112). Communion is showing a negative correlation with sexual consciousness at 0.05 level (-0.162) Wang, B et al., (2007) researched sexual attitude and communication and sexual behaviour among school students and results revealed that males were more likely to have favourable attitudes compared with females and male generally didn't communicate with parents about sexual matters but female students talked to their mother about it. and with sex appeal consciousness (-0.230) at a 0.01 level of significance but no significant correlation with sexual monitoring (-0.30) and assertiveness (-0.138). Instrumentality is not showing any correlation with sexual consciousness (0.110) sexual monitoring (0.009) sexual assertiveness (-0.128) and sex appeal consciousness (-0.47).

Permissiveness is showing a negative correlation with physical aggression (-0.220) at 0.01 level of significance, hostility scale (-0.195) at 0.05 level of significance and indirect aggression (-0.247) at 0.01 level. Lent, C, M et al., (2021) did a study in which findings showed that negative parenting predicted increases in reactive and proactive relational aggression. Birth control is showing a positive correlation with physical aggression (0.247) at 0.01 level and indirect aggression (0.286) at 0.01 level also birth control is not showing any correlation with verbal aggression (0.100), anger scale (0.092) and hostility scale (0.232). Communion is showing a positive correlation with verbal aggression (0.163) at 0.05 level and anger scale (0.224) at 0.01 level, also communion is not having any significant correlation with physical aggression (0.145) hostility (0.086) and indirect aggression (0.131). Instrumentality is showing no correlation with physical aggression (-0.112), verbal aggression (-0.50), anger scale (-0.95), hostility (-0.077) and indirect aggression (-0.031).

Physical aggression is positively correlated to sexual monitoring (0.221) at 0.01 level and sexual assertiveness (0.154) at 0.05 level also no correlation is found between physical aggression and sexual consciousness (0.039), sex appeal consciousness (0.101). Verbal aggression is showing a positive correlation with sexual monitoring (0.326) at a 0.01 level but no correlation is found between verbal aggression and sexual consciousness (0.036), sexual assertiveness (0.102) and sex appeal consciousness (0.116). The anger scale is showing a positive correlation with sexual monitoring (0.176) at a 0.05 level but no correlation is between sexual consciousness (-0.116), sexual assertiveness (-0.32) and sex appeal consciousness (-0.085). The hostility scale is showing a positive correlation with sexual monitoring (0.220) at 0.01 level but no correlation is between sexual consciousness (-0.129), sexual assertiveness (-0.086), and sex appeal consciousness (-0.066). Indirect aggression is showing a positive correlation with sexual monitoring (0.350) at a 0.01 level, no correlation is found between indirect aggression and sexual consciousness (0.080), sexual assertiveness (0.138) and sex appeal consciousness (0.127).

SUMMARY AND CONCLUSION

This chapter wraps up the overall outcomes of the analysed qualitative data, which underwent the interpretation thus reading in conclusion on the answer in response to the general and specified problem and providing recommendations based on the result found in this study.

The study aimed to find out the relation between sexual attitude sexual awareness and aggression and the results from the above data revealed that there is no such correlation between these variables, people around the world don't talk about sexual matters openly and comfortably.

Many researchers also provide strong evidence that women are less aggressive than men but women are capable of showing their aggressive side when they are provoked and then sex difference becomes very less when poking is the factor. And not only men but women also need to control their anger in situations and proper anger management sessions need to be introduced in schools and universities and it should be compulsory for students and as well as parents to understand its importance.

Talking about sexual attitude and sexual awareness, living in this present situation people don't talk about their sexual desires, or their concept of sexuality, because all are just taboo. Research proved that men don't communicate about the sexual matters with their family but on the other hand, females talk about certain things with their mothers, and the rest all the information is just coming from their peer group and social settings and which is not correct, to recommend in this, Sex education is the only main source for educating people around us. so that they can understand self-sexual awareness and develop a good sexual attitude. And research stated that there is a correlation between sexual attitude and sexual satisfaction.

Permissiveness and sexual monitoring showed a negative correlation with each other, research suggested that there is a need for intervention such as parenting skills that can help parents to improve their relationship with children and thus, they can help them in building sexual attitudes and improving their sexual awareness. Sexual consciousness is defined as one's predisposition to think about the nature of sexual concerns. It is adversely connected with communion, and it is vital to talk about your wants and needs with your partner(s) and to take into consideration theirs to have fulfilling sexual experiences. Although this communication may appear awkward or challenging, there are easy actions you may take to properly communicate and live a safer life.

Permissiveness and physical aggression, hostility scale and indirect aggression are negatively correlated a study showed that negative parenting predicted increases in reactive and proactive relational aggression. Birth control is also showing a positive correlation with physical aggression, and indirect aggression, there aren't enough studies, and most of them aren't strong enough to find out how women's brains react to aggression. There is a very small link between testosterone and aggression in both males and females, but it's not as strong as in men. Women who have a lot of testosterone and not enough cortisol are more likely to be angry, according to some research. While verbal aggressiveness and communion are positively connected, one study found that different dimensions of self-esteem, such as agency and communion, have very diverse relationships with aggression, and that implicit assessment of these self-evaluations are key factors in the prediction of violence.

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Physical aggression is positively correlated to sexual monitoring and sexual assertiveness, researches even though both sexes say they have experienced sexual violence in their relationships, the research found that males were more likely than females to be the ones who inflicted the harm. Verbal aggression is showing a positive correlation with sexual monitoring, also anger scale, hostility scale and indirect aggression are positively correlated to sexual monitoring.

Concluding from all the analysis and findings from the above and previous research, this research highly recommends that anger management sessions in school and university for both parents and students should be compulsory so that they can understand and reciprocate. Sexual attitude and sexual awareness are very important for each individual, to understand their sexual attitude and self-sexual awareness, school, university, work organisations etc should make sex education compulsory for everyone.

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Other links

- <https://www.thewomens.org.au/health-information/sex-sexuality/our-sexuality/your-sexual-attitudes>
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Conflict of Interest

The author(s) declared no conflict of interest.

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