

## Psychological Study of Altruism and Aggression of High School Students

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### ABSTRACT

The study was under taken to access the Altruism and Aggression on High School students. The sample of the study comprised of 70 students in which 35 boys and 35 girls Selected randomly from Gadhinglaj. Altruism and aggression scale was used for the present study. Result show that there is no gender difference was found with respect to altruism and aggression among rural adolescence.

**Keywords:** *Altruism, Aggression*

Altruism refers to behavior by an individual that increases the fitness of another individual (recipient) while decreasing the fitness of the actor. There are two major ways to measure altruism. One is investigating the amount of money an individual is willing to give to someone else in an experimental situation, such as the dictator game (Camerer, 2003), the other is using a self report altruism scale that asks respondents how they have behaved altruistically in various situation (e.g., Rushton, Chrisjohn, and Fekken, 1988 ). Previous studies have revealed that individual difference in degree of altruism. One possible contributor to individual differences in altruism is personality (Costa and McCrae, 1992). Altruistic behaviors towards strangers, however, involve neither inclusive fitness nor direct reciprocation. Indirect reciprocity and competitive altruism theories propose that actors benefit in the long term by “purchasing” increased cooperation from others when they “pay” for altruistic behavior. That is, altruistic behavior towards strangers is a form of investment (Bshary and Bergmuller, 2008). Theoretical studies indicate that building a good reputation plays an important role in the evolution of reciprocal altruism through indirect reciprocity (e.g., Nowak and Sigmund, 1998). We examined the effect of the big five traits on altruism towards each category of recipient using a multiple regression analysis. Following Ben- Ner and Kramer (2010), we predicted that personality would affect altruistic behavior toward family members less than it would affect altruistic behavior toward friends or strangers. As

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each item on the SRAS-DS addresses the frequency with one has engaged in altruistic behavior in daily life, the scores of people who do not frequently interact with others are low. Therefore, it was expected that extraversion would contribute to altruism toward all three types of recipients, as people who are high in extraversion tend to seek out opportunities to engage with others.

Aggression both verbal and physical has its effects on the population. Aggression can develop through mental illness, the environmental in which a person was raised, and socioeconomic status. Aggressive behavior can come from not only from how people live but how they were raised. A family socioeconomic status, high or low, might also play the role of developing aggressive behaviors. Colman (2013:18) defined aggression as “a behavior whose primary or sole purpose or function is to injure physically or psychologically”. Myers (2005) in his own submission defined aggression as “physical or verbal behavior intended to hurt someone”.

Fraser (1996) did a study on aggressive behavior in children and how their community, family, schools, peers, and neighborhood affected them. Aggressive behaviors that began in adolescence can stem from failures at school and home. There were services that can help these children and help them increase their social behavior. One important influence on a child’s behavior is aggression learned from siblings. Researchers were interested to find out the difference on locus of control and aggression among male and female college students.

Evolutionary – theoretical perspective, scholar argued that there are two type of altruism: Kin altruism (Hamilton 1964) and reciprocal altruism (Trivers, 1971). Evolutionary theory emphasizes reproduction and resources that facilitate it as well as providing for oneself and one’s offspring and for relatives and their offspring. The resources include food, safety and physical protection, all of which are, and have been in the ancestral environment, in scarce supply. Kin altruism implies helping related persons in order to improve their – and one’s own reproductive success. Kin altruism is undergirded by kin selection, which consist of the evaluation of characteristic conductive to the reproductive success of close relatives including willingness to sacrifice resources that aid one’s own reproduction for the benefit of kin and the ability to discern kin from others (Hamilton, 1964; Daly and Wilson, 1988). Reciprocal altruism entails making sacrifices for unrelated others who are likely to provide at least as much help in the future in a reciprocal fashion, so it entails an evolved ability to recognize potential partners to transaction and the likelihood that they will indeed reciprocal ( Fehr and Fischbacher, 2003; Trivers, 1971).

### *Objective*

1. To find out the difference between male and female High school students on Altruism.
2. To find out the difference between male and female High School student on aggression.

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### Hypotheses

1. There will be significant difference between male and female High School students on Altruism.
2. There will be significant difference between male and female High School students on aggression.

## METHODOLOGY

### Sample

The sample of the study comprised of 70 students in which 35 boys and 35 girls, Selected randomly from Gadhinglaj. The age range of the students was 14 to 16 years.

### Tools

The following standardized psychological tests used to collect the data.

1. **Altruism scale (ALTS)** This scale is prepared by Rai & Singh consist 30 items. Each item has three alternatives responses, say altruistic, neutral and egoistic. This scale had been found to be highly reliable and valid. This group test is meant for 10 to 19 years age group adolescents. The responses obtained in the form of tick marks on 30 items of altruistic scale are quantified. Each item of the scale has three alternative responses, i.e., altruistic, neutral and egoistic. In order to get a suitable classification, this test was administered on 500 boys and 500 girls in the range of 10 and 19 yrs. Reliability coefficient is 0.84 and validity co-efficient is 0.63.
2. **Manifest Aggression Scale (MAS)** This scale is developed by Dr. Ram Ashis Singh. It can be administered either individual or in group. This scale is available in Hindi and English version. Each statement has two alternative answers Yes' or 'No'. For the computation of reliability of the present MAS, the scale was administered to 250 subjects (age range was 14 to 26yrs) both male and female belonging to rural and urban strata of the society. The reliability co-efficient was .73 and validity – coefficient was 0.81.

### Statistical analysis

The data was statistically analyzed by using of 't' test to find out the difference in Altruism and Aggression.

## RESULT

*Table No -1. Significance of mean difference between male and female High School Student on Altruism*

Factor	Altruism				't' value
	N	Mean	sd	df	
Male	35	45.91	7.55	68	0.03 NS
Female	35	48.88	5.51		
Total	70				

**Table No -2. Significance of mean difference between male & female High School Student on Aggression**

Factor	Aggression			
	N	Mean	sd	df
Male	35	67.42	6.44	68
Female	35	66.97	7.29	
Total	70			

\* Significant at 0.01 level, \*\* Significant at 0.05 level, Not Significant

## DISCUSSION AND INTERPRETATION

The perusal of table -1 makes it clear that the mean score of male 45.91 (sd= 7.55) is less than mean score of female 48.88 (sd = 5.51) on Altruism. The obtained t' value is (0.03) which is statistically not significant at 0.05 level. The results make it clear that male and female are not differing significantly on their Altruism.

The perusal of table No-2 makes it clear that the mean score of male 67.42 (sd = 6.44) is more than mean score of female 66.97 (sd = 7.29) on Aggression. The obtained t' value is (0.15) which is statistically not significant at 0.05 levels. The results make it clear that male and female students are not differing significantly on their Aggression.

## CONCLUSIONS

1. There is no significant difference found between male and female students on Altruism. It means that male and female are equal to Altruism.
2. There is no significant difference found between male and female students on Aggression.

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