



RESEARCH ARTICLE

A Comparative Study of Punitiveness among School Children in Context to Gender and Religion

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ABSTRACT

On a sample of 200 school going boys and girls representing in equal strength the variable of religion, Rosenzweig's picture. Frustration study as adapted to Indian conditions was administered to determine the direction of aggression caused by simulated frustrated situations. Whereas on intropunitiveness no significant differences were evidenced between Hindu and Muslim Ss and between boys and girls, on extrapunitiveness and impunitiveness significant difference existed. Muslim Ss scored higher on extrapunitiveness and Hindu Ss on impunitiveness, while boys had a higher score than girls on extrapunitiveness.

Key words: School Children, Gender and Religion

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INTRODODUCTION

The present study aims at observing the different forms of aggressive behaviour of children of school going age expressed in reaction to simulated frustrating situations they may be exposed to in their day to day life. While there may be numerous modes of aggressive behaviour and the channels on which these may operate, the intent of the present study is to circumscribe itself to the analysis of aggression in children as a consequence of frustrating situation. To this effect numerous studies has been carried out, focussing either on the direction of aggression (Nelson, Gelfand and Hartmann, 1969) or type of reaction (Rosenzweig, 1951) or both (Sharma & Sharma, 1977; Sinha, 1973; Marinal and Day, 1983). The theoretical concepts on which the P.F., Study is based has its roots in Rosenzweig (1938, 1943). P.F. was developed primarily as a tool for the exploration of concepts underlying frustration theory rather than as a clinical or diagnostic device.

Projective techniques have attracted researches on aggression (Bass 1961; Megargee, 1970). Of the projective techniques, Rosenzweig's picture frustration test has gained highest popularity. The P.F. test was intended to measure two types of responses to frustration:-

1. Intropunitiveness (or inner directed aggression)
2. Extrapunitiveness (or aggression directed against the external world)

For the purpose of present study, aggression should be defined as a response to either frustration or attack and may be instrumental to the acquisition of an extrinsic reward. Aggression is dispositional and is related to the characteristics of individuals, implying individual differences in the frequency or intensity of responding to frustrating situation.

Three possible direction of aggression may be defined in the following manner:

1. EXTRAPUNITIVENESS:

Aggression is used directly and overtly towards the personal or impersonal environment, emphasizing the severity of the frustrating situations blaming an external agency for the frustration or placing some other persons under obligation to solve the problem at hand.

2. INTROPUNITIVENESS:

Here aggression is used overtly and directly by the subject against his ownself assuming himself to be a martyr, accepting frustration as beneficial, acknowledging or assuming responsibility for correcting the frustrating situation.

3. IMPUNITIVENESS:

Aggression is avoided or evaded in an open form, and frustrated situation is described as significant, as if no one is to blame and the frustrating situation viewed as likely to be improved by just waiting or conforming (Rosenzweig, 1934).

In the present investigation, the direction of aggression among school children is to be studied in relation to the two differentials of sex and religion.

METHOD

TOOLS:

The present study had made use of the children's form of Rosenzweig P.F. Study, as adapted to the Indian conditions by Udai Pareek (1959).

SAMPLE AND ADMINISTRATION OF THE TOOL:

In order to have a representative sample of school going children (age 9 to 13 years), a number of schools, colleges were approached keeping in view the availability of subjects of both sexes and religion. A preliminary sample drawing study was carried out to locate the desired sample. Before the investigator, helped by another investigator, actually conducted the data-gathering session, the appropriate authorities and teachers in various colleges and schools were consulted who arranged the different sessions on behalf of the investigator.

As the study purported to determine difference in the direction of aggressive behaviour among school children as related to certain social differentials, a sample of school children, was drawn, who were administered the P.F. study.

The sample (N = 200) is representative of the initial sample (250) and evidently represented in terms of number of subjects in each of the comparison groups formed on the basis of variables eg, religion and sex. The factorial design being '2x2' each variable was represented by two groups and so the division of total sample in terms of one variable implied that the rest two variables were automatically equated. The 200 school children of various schools of district Aligarh forming the sample had an average age of 11 years, the range being 9 to 13 years.

RESULT AND DISCUSSION

As is evident from the foregoing tables, religion has proved to be a source of variation in extrapunitiveness and impunitiveness. Whereas in intropunitiveness this variable has proved to be ineffective in bringing about any difference. Although sex has failed to be the main effect, it has, in interaction with religion, shown that the two variables in combination than in isolation are source of variation in impunitiveness.

The results of the t-test (cf, Table No. 1) indicate that compared to Hindu Ss, Muslim Ss are more extrapunitive, whereas Hindus are more impunitive than Muslim Ss. On intropunitiveness, neither Hindu and Muslim Ss nor boys and girls have been shown significant differences.

Table 1: Showing the values of critical ratio indicating the significance of difference between Hindu and Muslim Ss on the directions of aggression

	Groups	N	Mean	S.D.	S.E.D.	C.R.	P
Extrapunitiveness	Hindu	100	9.49	2.79	.431	2.25	<.05
	Muslim	100	10.46	2.61			
Intropunitiveness	Hindu	100	4.56	1.89	.260	1.00	N.S.
	Muslim	100	4.30	1.31			
Impunitiveness	Hindu	100	5.89	1.83	.300	3.83	<.01
	Muslim	100	4.74	1.93			

Table 2: Showing the values of critical ratio indicating the significant difference between Male and Female on the direction of aggression

	Groups	N	Mean	S.D.	S.E.D.	C.R.	P
Extrapunitiveness	Boys	100	10.06	2.69	.446	2.06	<.05
	Girls	100	9.14	2.88			
Intropunitiveness	Boys	100	4.23	1.37	.260	1.58	N.S.
	Girls	100	4.64	1.85			
Impunitiveness	Boys	100	5.19	1.84	.308	0.78	N.S.
	Girls	100	5.43	2.01			

Table 3: Showing the results of analysis of variance for the direction of aggression (Extrapunitiveness)

Sources	df	Ss	Ms	F	P
Religion A	1	37.5396	37.539	8.196	<.01
Sex B	1	1.139	1.139	.248	N.S.
A.B.	1	0.002	0.002	.000	N.S.
Within	156	715.16	4.58		
	159	753.84	43.26		

Table 4: Showing the results of analysis of variance for the direction of aggression (Intropunitiveness)

Sources	df	Ss	Ms	F	P
Religion A	1	2.0266	2.6266	1.37	N.S.
Sex B	1	7.0141	7.0141	3.65	N.S.
A.B.	1	0.39	0.039	.02	N.S.
Within	156	300.0469	1.92		
	159	309.73	11.59		

Table 5: Showing the results of analysis of variance for the direction of aggression (Impunitiveness)

Sources	df	Ss	Ms	F	P
Religion A	1	52.9	52.9	11.28	<.01
Sex B	1	2.2562	2.2562	.48	N.S.
A.B.	1	50.6438	50.6438	10.80	<.01
Within	156	737.6186	4.69		
	159	837.42	110.49		

That Muslim Ss react to frustrating conditions with greater vehemence and more forcefully than Hindu Ss seems to be compatible with their perception of minority status in society and the accompanying feelings of insecurity which tend to assume an in-built and continuing frustrating state, giving rise to a retaliating tendency serving as a safeguard to their perceived insecure status. That boys are more extrapunitive than girls is an expected observation and in line with sex role stereotyping, whereby it is perhaps culturally acceptable in the case of boys to express aggression more forcefully.

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