

Comparison of Aggression among Madrassa, School and College Students: A Case Study of Sialkot District

Noreena Kausar ^a Umm-e-Farwa ^b Rimsha Khalid ^c Shumaila Ilyas ^d

Abstract: The current study was conducted to compare the aggression among students from three distinct educational settings in Sialkot, Pakistan: madrassas, schools and colleges. Cross-sectional research design was used in the study. Sample was selected from schools, madrassas and colleges of Sialkot through stratified sampling technique. Sample size was determined after getting the sampling frame of target population. Sample of 500 students, 100 from madrassa, 200 from school and 200 from colleges participated in the study. Respondents were between the age ranges of 13 to 19 years. Aggression was measured by using the Aggression Scale for Adolescents (Zaqia, & Shehzadi, 2019). Results of t-test analysis showed a significant difference in aggression between males and females ($r = .007$, $p < 0.01$). Male ($M=27.48$) reported higher on aggression than females ($M=24.91$). The ANOVA revealed that aggression was found significantly lower among madrassa students ($M=21.77$), as compared to school ($M=26.29$) and college student ($M=28.68$). Teachers, school counselors, and legislators can use the study's practical implications to create intervention programs that address emotional control, violence prevention, and mental health assistance in Pakistan's diverse educational environments.

Keywords: Madrassas, Aggression, Colleges, Stratified Sampling, Schools

Introduction

Aggression is a type of behavior which interferes in students' personal, social and academic lives. According to Liu (2004), aggression is any behavior intended to intentionally cause injury to someone who would be motivated to prevent harm. Aggression is a big, complex topic in teenagers and young adults, and it can be either impulsive (reactive) or instrumental (predatory). An unplanned emotional reaction, such as yelling at a driver for cutting you off in traffic, is known as impulsive aggressiveness. According to Blair (2016), instrumental aggression is the deliberate intention to accomplish a different objective, such as harming someone during a robbery in order to get money. There are several factors that influence aggression, including social, psychological, and genetic factors. Aggression can have far-reaching effects on a person. There are several ways that aggression can manifest itself, such as verbal, relational, physical, and passive hostility (Tuvblad & Baker, 2011; Allen et al., 2018). Aggression can have detrimental effects on social interactions, mental health, and academic achievement, among other areas. Low ethical standards, depressive symptoms, and a lack of self-control or impulse control are frequently associated with aggression (Girasek et al., 2022). Additionally, people who have been physically abused are more prone to act aggressively (Auslander et al., 2016).

Factors Contributed to Aggression

Many of the individuals' personal and external factors process in a complex way to trigger aggression.

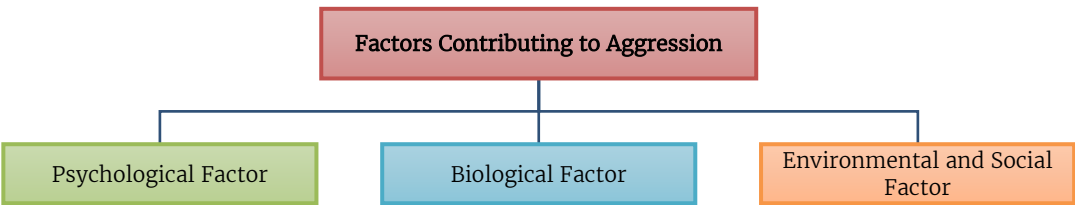
^a Assistant Professor, Department of Psychology, University of Gujrat, Gujrat Punjab, Pakistan.

^b M.Phil. Scholar, Department of Psychology, University of Gujrat, Gujrat Punjab, Pakistan.

^c M.Phil. Scholar, Department of Psychology, University of Gujrat, Gujrat Punjab, Pakistan.

^d M.Phil. Scholar, Department of Psychology, University of Gujrat, Gujrat Punjab, Pakistan.

Figure 1
Factors Contributing to Aggression



Psychological Factors

During the manic period, people with bipolar disorder are much more likely to act aggressively. Due to impulsivity, impatience, and/or communication difficulties, children with conditions like conduct disorder and attention deficit hyperactivity disorder (ADHD) may become aggressive (Farchione et al., 2007). As a coping strategy, people with low intellectual functioning could act more aggressively (Hartley & Maclean, 2008). Lack of empathy and/or boundary concerns are linked to aggression in people with specific personality disorders, including borderline personality disorder and antisocial personality disorder (Scott et al., 2017).

Biological Factors

Hormonal fluctuations and genetics can influence violent behavior. Due in part to higher testosterone levels and cultural expectations, men are frequently perceived as being more aggressive (Batrinos, 2012).

Environmental and Social Aspects

Peer relationships, family dynamics, and socioeconomic status are some examples of environmental and social factors that influence aggression (Younan et al., 2016). The social learning hypothesis, which includes Bandura's Bobo doll experiments, provide substantial evidence that individuals, particularly children, can learn aggressive behaviors simply from observing others. Of note, domestic violence and aggression through interpersonal relationships, typically related to notions of jealousy and control, are also considered (Galanki & Malafantis, 2022).

Expressions and Incidence of Aggression across Educational Contexts

The display and rate of aggression is different depending on the educational context. This study examines aggression in madrassas, mainstream schools, and colleges in the Sialkot District.

Aggression in Madrassas

Madrassas students may display lower physical aggression, but may also exhibit higher verbal and passive-aggressive (Kumar et al., 2023). At the same time rigid environments that do not provide emotionally supportive or connectedness can limit the development of social-emotional abilities. This in turn can affect the management of anger, and can complicate other behaviors related to social-emotional abilities (Crockerberg, et al., 2008).

Aggression in General School Context

Aggression has received substantial attention in schools, as educational institutions serve as the primary setting for children's socialization. 15–20% of students are engaged in aggression. It has been reported that aggression occurs more frequently during middle school (Gaffney et al., 2021). Girls exhibit relationally aggressive behavior and boys show verbal and physical aggressive behavior at schools in Pakistan. Aggression in schools can result from many individual factors such as emotion regulation and familial factors such as harsh parenting and exposure to domestic violence. Finally, the institutional factors of poor relationships with teachers and limited emotional support may contribute to aggression among children and teens in schools (Lansford et al., 2012).

Aggression in College

Aggression in college students is a major concern, with some studies indicating that between 40–60% students report engaging in at least one aggressive act in the previous year (Alami et al., 2015). In a study of college students from 16 countries, about 29% reported engaging in physical violence in the previous year. Male college students may have greater risks for aggression purposefully as a way to reinforce dominance, compared to females (Im et al., 2018). Cyberbullying is also common, with one study showing that 38% of students reported either being cyberbullied or cyberbullying another (Schneider et al., 2012). According to a study that compared the cultural backgrounds of Pakistani and Australian college students, academic expectations and sociocultural stressors were the main causes of Pakistani students' noticeably higher levels of violence (Khurshid et al., 2020).

Aggression is a complex behavior with a variety of causes and expressions that vary depending on the educational setting. Although madrassa, school, and college students all experience hostility, each group has its own antecedents, or possible risk factors. Developing solutions and fostering a more positive and healthier environment for all pupils requires a deep understanding of these context-specific risk factors.

Objectives of the Study

Followings are the objectives of the study:

- To compare the aggression of students studying in madrassas, schools and colleges
- To measure the differences in aggression with respect to the demographic variables of participants

Hypotheses

H1: Students of madrassa, schools and colleges will not vary in aggression.

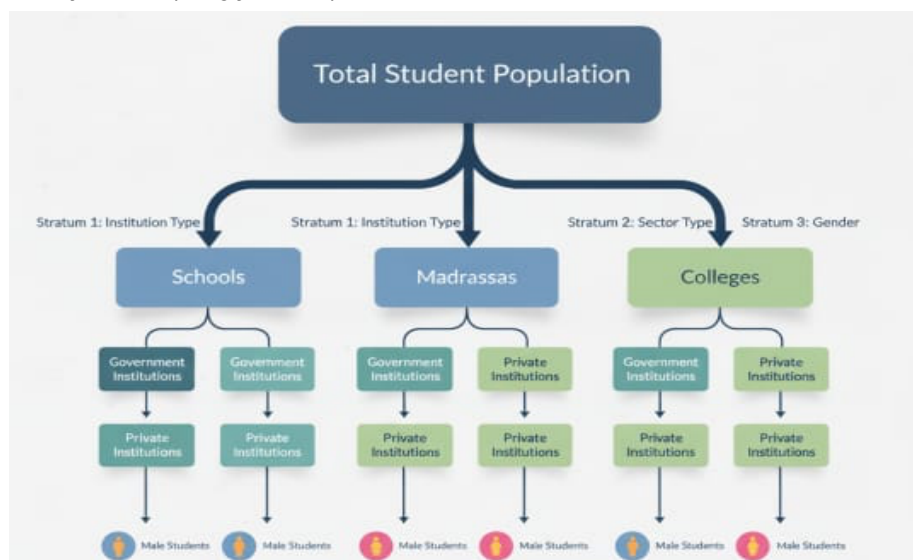
H2: Males' participants would show higher aggression as compared to female participants.

Research Methodology

Aggression among 13–19-year-old students in Sialkot, Pakistan, was investigated in this cross-sectional study through survey research method. Students from Sialkot's colleges, schools, and madrassas made up the study population. The study involved 500 students in all, 250 of whom were male and 250 of whom were female. To guarantee representation from a range of educational institutions and genders, a multi-stage stratified sampling technique was applied. At first, the population was separated into three groups: colleges, madrassas, and schools. Each of these strata was then divided further into two strata for Private schools vs. Government schools, and extending that further was divided into male students and female students to correct this as it pertains to educational settings.

Figure 2

Stratified Sampling for Sample Selection



Data were collected utilizing a self-administered demographic form and aggression scale for adolescents, which was longitudinal. To meet ethical standards, the study obtained informed consent from all participants, ensured confidentiality of survey responses, and described the purpose of the study to participants. Participants with current medical and/or psychological condition were not permitted to participate in the study.

Procedure: The adolescents were taken from different schools, madrassas and colleges of Sialkot. Before giving a questionnaire to participants, they were told the objectives of the current study and also asked them if they were willing to engage or participate in the current study. They were assured that their data were used only for the research purposes. Then, they were provided with the informed consent form along with the demographic sheet and Aggression Scale (Shehzadi, 2019). For data analysis, Descriptive and inferential statistics were analyzed.

Ethical Considerations: To conduct the research concerned authorities was also contacted accordingly for taking the permission. Informed consent was taken in the written form, willingness of the participants to engage in the study was also obtained through the specified range of domain. The participants were also assured that all the information kept confidential and was used for research or academic purpose only. Informed consent, confidentiality and debriefing was practiced throughout the research.

Results

For the data analysis and interpretation, descriptive statistics, ANOVA analysis was employed to measure the comparison among madrassa, school and college students, and independent sample T-test was employed to measure the difference in relation to demographics by using Statistical Package for the Social Sciences (SPSS=24). Demographic variables, frequencies and percentages were calculated by using descriptive statistical analysis.

Demographics Characteristics

Table 1

Frequencies and Percentages of Age and Gender of Participants (N=500)

Variables	Category	F	%
Gender	Male	250	50
	Female	250	50
Age	13	23	4.6
	14	74	14.8
	15	117	23.4
	16	86	17.2
	17	37	7.4
	18	163	32.6

Table 1 showed that an equal number of males (50.0%) and the females (50.0%) engaged in the current study. It also presented minimum number of participants of age 13(4.6%) and the maximum number of participants of age 18 (32.6%) whereas there were only (14.8%) number of participants of age 14, participants of age 15 (23.4%), participants of age 16(17.2%) respectively.

Table 2

Frequencies and Percentages of Institute, School system and Class of Participants (N=500)

Variables	Category	F	%
Institute	Madrassa	100	20
	School	200	40
	College	200	40
School System	Government	27	5.4
	Private	473	94.6

Class			
9 th	132	26.4	
10 th	168	33.6	
11 th	100	20	
12 th	100	20	

Table 2 shows that the participants from the institute of madrassa were 20%, school and college students were 40%, 40% respectively. The participants from the private school system were huge in numbers (94.5), and very few participants from the government school system (5.4%). The participants of class 9th were 26.4%, participants from class 10th were 33.6%, participants from class 11th were 20%, and participants from class 12th were 20%.

Table 3

Frequencies and Percentages of Area, No. of Siblings and Birth Order of Participants (N=500)

Variables	Category	F	%
Area			
	Urban	87	17.4
	Rural	413	82.6
Number of Siblings			
	1	42	8.4
	2	98	19.6
	3	97	19.4
	4	144	28.8
	5	114	22.8
	6	5	1.0
Birth Order			
	First Born	140	28
	Second Born	194	38.8
	Third Born	91	18.2
	Fourth Born	59	11.8
	Fifth Born	16	3.2

This table shows that more participants belonged to rural areas (82.6%) however few were from urban areas (17.4%). The participants with number of siblings 4 were huge in numbers (28.8%) and participants with number of siblings 6 were lower in numbers (1.0%).

Table 4

Frequencies and Percentages of Monthly Income, Family System and Socioeconomic Status of Participants (N=500)

Variables	Category	F	%
Monthly Income			
	20,000 – 40,000	34	6.8
	40,000 – 60,000	81	16.2
	60,000 – 80,000	170	34
	Above 80,000	215	43
Family System			
	Nuclear	448	89.6
	Joint	52	10.4
Socioeconomic Status			
	Lower	97	19.4
	Middle	179	35.8
	Upper	224	44.8

This table shows that mostly (89.5%) participants were living in nuclear family system and (10.4%) participants were living in joint family system. The monthly income level of most participants fell in the category of above 80,000 (43.0%), some were in the third category 60,000–80,000 (34.0%), few were in the second category 40,000–60,000 (16.2%) and the least was in the first category 20,000–40,000 (6.8%). The participants from upper class families were in huge numbers (44.8%), whereas some were from the middle class (35.8%) and fewer were from the lower class (19.4%).

Table 5

Cronbach Alpha Reliability and Descriptive Statistics of Aggression Scale for Adolescents (ASA)

Scales	Total Items	M	SD	A
ASA	17	26.36	9.76	.95

Note. ASA= Aggression Scale for Adolescents

The results revealed that the Aggression Scale for Adolescents (ASA) with 17 items had excellent Cronbach's reliability ($\alpha = .95$).

Table 6

Mean Comparisons of Aggression on the Basis of Gender

Variables	Male		Females		T	P	Cohen's d
	M	SD	M	SD			
ASA	27.48	10.12	24.91	8.82	3.023	.003	0.27

A statistically significant difference exists between the two groups of males (27.48) and the females (24.91) on the variable of aggression scores ($p < 0.01$). The scores of males were significantly higher in aggression than females. The value of Cohen's d (0.27) shows that effect size was small.

Table 7

Institution Based Differences in Aggression (N=500)

Variable	Madrassa		School		College		F	P
	M	SD	M	SD	M	SD		
ASA	21.77	5.37	26.29	9.48	28.68	10.69	18.19	.000

Note: M= Mean, SD= Standard Deviation, p = Significance

Results indicated that aggression was found significantly lower (21.77) among madrassa students as compared to school and college students.

Discussion

The study examined the levels of aggression in students enrolled in madrassas, schools, and colleges in the Sialkot District, both by type of educational institutions and gender. The results showed statistically significant differences in the groups' levels of hostility, underscoring the significance of social factors, religious instruction, and educational background.

Comparing the levels of violence among college, school, and madrassa students was the study's primary goal. When compared to pupils in schools and colleges, the data showed that madrassa students exhibited statistically significantly reduced levels of hostility, which contradicted the initial hypothesis that there was no significant difference (H_1). These findings are consistent with qualitative research by Bano (2015), which showed that students at madrassas tended to engage in fewer externalizing behaviors like fights or aggressive conduct. The educational environment and religious teachings of the madrassa are probably the main causes of the low levels of hostility among its students. Madrassas emphasize religion, which can promote discipline, respect for authority, and a sense of community (Bano, 2015). Due to the increased social and academic responsibilities, identity exploration, and decreased parental or teacher supervision that characterize college life, university students reported the highest rates of aggression (Banny et al., 2011; Ivaniushina & Alexandrov, 2022).

Measuring the variations in hostility by gender was the study's second objective. The findings supported the study's hypothesis by showing that male students reported higher levels of hostility than their female counterparts (Im et al., 2018). Male students had a mean aggression score of 27.48, whereas female students had a mean aggression score of 24.91. Malik, and Govil (2022) also reported that male students showed more aggression as compared to female students. The results supported previous research conducted by Archer (2000), as well as Zhu et al. (2025), who found men are more likely than females to behave aggressively in a physical manner. The results make clear to researchers that biological influences, such as hormones, and societal norms may support or even promote aggression in males (Nivette et al., 2019; Zosuls et al., 2011). Keeping in view the cultural perspective of Pakistan, the current findings are also strengthened, as it can be observed that in many sub-cultural perspectives of Pakistan males are reinforced to show aggression as compared to female.

Limitations and Strengths

The current study has limitations as data were collected only from Sialkot city of Pakistan due to time constraints, which limits the generalizability of the results. This study has small size of sample which may attributed to limit the availability of participants in madrassa institute. Data from different geographical areas need to be collected in future research.

However, the research is significant as it is the first of its kind on the comparison of aggression among students of madrassa, school and college in Sialkot Pakistan.

Conclusion

This study highlights how educational environments influence on mental health of students. Aggression in students is not a favorable phenomenon as it can have distressing effect in their academic as well as social life. Families and educational institutions needs to take primitive measures to manage the aggression in adolescents. Counseling and positive skill straining can be involved in the behavioral training steps for adolescents in schools, colleges and madrasas. During the crucial developmental stage of adolescence, students have a lot of academic, social and peer pressures. These issues if not be settled down effectively, they can trigger aggression and negative attitudes among adolescents. The alarming signs of aggression in very young age need to be managed logically.

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