



A Study of Leadership and Aggression among Male and Female College Students

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ABSTRACT

Aim of the study was to investigate the leadership and aggression among Male College Students Female College Students. **Hypotheses:** first there is no significant difference between Male College Students and Female College Students with respect to leadership. Second is there is no significant difference between Male College Students and Female College Students with respect to aggression. **Sample:** For the present study 120 Sample were belongings to and Aurangabad, 60 subjects were Male College Students. And Female College Students. The age range of subjects was 18-24 years. Purposive non-probability sampling technique was used. **Tools:** 1) MAP Series was constructed and standardize by Psy com. 2) Aggression Scale (A-Scale) scale was constructed and standardize by Km Roma Pal and Mrs. Tasneem Naqvi. **Results:** 1. Male College Students have significantly high leadership than the Female College Students. 2. Male College Students have significantly high aggression than the Female College Students.

Introduction:

Social learning theory (Bandura, 1973) proposes that aggression is learned vicariously through observation of and interaction with role models. According to social learning theory, when young people witness role models behaving in certain ways in social situations, they are likely to learn such behaviors. Whether they subsequently choose to enact them or not will depend on person and environmental cues. The relevance of social learning theory-based predictions has been supported in research on adolescent aggression (e.g., Dishion, Spracklen, Andrews, & Patterson, 1996), family violence (e.g., Brezina, 1999), workplace aggression (e.g., Glomb & Liao, 2003), and athlete aggression (e.g., Kreager, 2007). Aggression can include verbal behavior, non-verbal behavior (e.g., ostracizing), and physical behavior (e.g., physical assaults) (Anderson & Bushman, 2002). **Transformational leadership and aggression**

Social learning theory is central to theorizing on transformational leadership and pro-social leadership more generally (Brown & Treviño, 2006b). Building on earlier work by Bass (1998) and colleagues (e.g., Bass & Steidlmeier, 1999), Brown, & Harrison (2005) argued that “transformational leaders contribute to observational learning about ethical values and ethical conduct by demonstrating ethical behavior and communicating with about conduct standards and values”. Understanding the nature of the four behaviors comprising transformational leadership may help explain why leaders who consistently engage in these behaviors serve as role models for prosocial behavior (e.g., Bass & Steidlmeier, 1999) and minimize the likelihood of aggressive follower behavior. First, transformational leaders ‘do the right thing’ (i.e., idealized influence) by modeling prosocial behaviors (Avolio, 1999; Simola, Barling, & Turner, 2010; Turner, Barling, Epitropaki, Butcher, & Milner, 2002). Second, these leaders set high expectations (i.e., inspirational motivation) for performance and non-aggressive behaviors.



Third, transformational leaders challenge followers to think differently, which would include raising questions as to whether aggressive behavior is appropriate (i.e., intellectual stimulation). Finally, these leaders are mindful of individual needs of others (i.e., individualized consideration). In sum, transformational leaders adopt a prosocial orientation toward in-group and out-group members. When followers observe and mimic this other-orientation (rather than a self-orientation) they may be less likely to act aggressively and, with respect to a team sport context, aggress against teammates and opponents. There is some empirical support among adult samples that having a transformational leader is associated with lower levels of follower aggression and more prosocial behavior (Organ, Podsakoff, & MacKenzie, 2006). One study found that after controlling for trait aggression, employees who perceived their supervisor as more charismatic (similar to transformational leadership) used less verbal aggression (Hepworth & Towler, 2004).

More recently, Brown and Treviño (2006a) found that socialized charismatic leadership (defined as charismatic leadership that models ethical conduct) was associated with lower levels of interpersonal and organizational deviance in work groups, and this relationship was mediated by value congruence among group members. Based on the nature of transformational leadership and existing empirical evidence, we predict that transformational leaders model nonaggressive behavior, and that in turn this is related to lower levels of follower aggression. Leadership has been studied across a wide array of contexts, including organized team sport (Hopton, Phelan, & Barling, 2007; Wolfe et al., 2005). In ice hockey, where aggression is frequent, the behaviors of coaches, peers, and parents can influence player aggression. In the next sections, we develop hypotheses describing how the behavior of these different social influences may be related to player aggression.

Objective of the study:

1) Aim of the study was to investigate the leadership and aggression among Male College Students' Female College Students.

2)

Hypotheses:

1) There is no significant difference between Male College Students and Female College Students with respect to leadership.

2) There is no significant difference between Male College Students and Female College Students with respect to aggression.

Methods:

Sample:

For the present study 120 Sample were belongings to and Aurangabad, 60 subjects were Male College Students. And Female College Students. The age range of subjects was 18-24 years. Purposive non-probability sampling technique was used.

Tools

1) MAP Series was constructed and standardize by Psy com. Measure for leadership.

2) Aggression Scale (A-Scale) scale was constructed and standardize by Km Roma Pal and Mrs. Tasneem Naqvi.

Procedures of data collection

Both tests administered individuals as well as a small group. While collecting the data for the study the later approaches was adopted. The subjects were called in a small group of



30 subjects and their seating arrangements were made in a classroom. Prior to administration of test, through informal talk appropriate rapport was formed. Following the instructions and procedure suggested by the author of the test. The test was administered and a field copy of test was collected. Following the same procedure, the whole data were collected.

Variable

Independent variable-

Gender

- a) Male b) Female

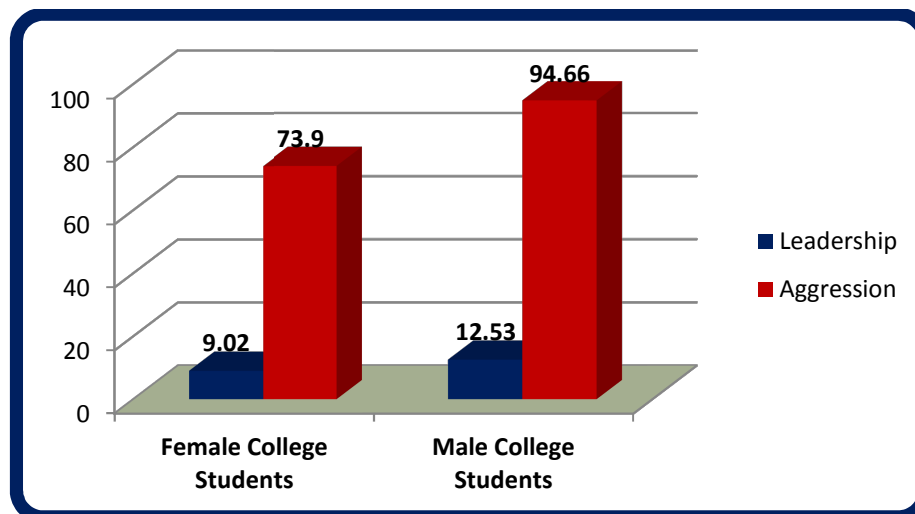
Dependent Variable

- 1) Leadership
- 2) Aggression

Statistical Analysis and Discussion

Mean Std. Deviation and t values of female and Male College Students on dimension leadership and aggression

Dimension	Female College Students (N=60)		Male College Students (N=60)		't'	df	p
	Mean	SD	Mean	SD			
Leadership	9.02	2.45	12.53	2.87	7.20	59	< .01
Aggression	73.90	9.67	94.66	11.51	9.76	58	< .01



Result showed that the Mean of Female College Students on dimension leadership was 9.02 and mean of Male College Students on dimension leadership was 12.53, the difference between the two mean was highly significant $t(78) = 7.20$, $p < .01$.

Research Null hypothesis had been rejecting there was no significant difference between Intercollegiate and Male College Students with respect to leadership. And alternative hypothesis was accepted Male College Students had significantly high leadership than the Female College Students.

Second Result showed that the Mean of Female College Students on dimension aggression was 73.90 and mean of Male College Students on dimension aggression was 94.66, the difference between the two mean was highly significant $t(78) = 9.76$, $p < .01$.



Research Null hypothesis had been rejecting there was no significant difference between team and Male College Students with respect to leadership. And alternative hypothesis was accepted Male College Students had significantly high aggression than the Female College Students.

Results:

- 1) Male College Students have significantly high leadership than the Female College Students.
- 2) Male College Students have significantly high aggression than the Female College Students.

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