



basic right of the weaker persons or groups or victims from stronger one.

A large number of studies have dealt with these aspects of aggression. Keeley (1996) showed that aggression is embedded in human nature. People express their aggression differently. This difference is due to such factors as race, gender age, culture, morals and situational factors. A wide variety of studies have been done these situations.

Race is a distinctly human factor that plays a role in aggression. The Anthropological research has found that race is accompanied with distinct culture. It is found that race with distinct culture may contribute to the development of different types of aggression. Thomas (1958) has made a survey on racial differentiation in aggression. It was found that primitive people were relatively low on aggression. Lawrence Keeley (1996) argued that the "Peaceful savage" is a myth that is unsupported by the bulk of anthropological and archeological evidence. Rather, it is shown hunter societies were found to engage in conflict over status and mating opportunities.

Empirical cross-cultural research has found differences in the level of aggression between racial cultures. In one study, Andreu *et al.* (1998) found that American men resorted to physical aggression more readily than Japanese or Spanish men. But Japanese men preferred direct verbal conflict to their American and Spanish counterparts. Bowdle *et al.* (1996) showed that Southern Americans were found to become more aroused and to respond more aggressively than Northern Americans when affronted with each other. Nisbett (1993) reported a higher homicide rate among young white Southern men than among white Northern men in the United States. It was also found that Southerners appear to be more likely to subscribe to a culture of honor and adopt violence in response to insults.

Gender is another important factor that is responsible for human aggression Coie and Dodge (1997) showed that males more aggressive than females. Maccoby and Jaklin (1974) have reported similar findings. Buss (2005) made a survey and showed that majority of murders in society are committed by men. This is the most reliable example of behavioural sex differences. It is found across many different age groups and cultures. There are empirical evidences that males are quicker to aggression. Bjorkqvist *et al.* (1994) showed that males are more likely than females to express their aggression physically. They also showed that females tend to show their aggression in less overt and less physical ways. For example, females may display more verbal and relational aggression such as social rejection.

Age is also an important variable for aggression in children. Tremblay (2000) showed that the frequency physical aggression in humans peaks at around 2-3 years of age. It then declines gradually on average. These observations suggest that physical aggression is mostly not a learned behaviour and that development provides opportunities for learning of self regulation. Bongers *et al.* (2004) showed that self-regulatory abilities may be regarded as important variable of aggression. The results showed that children who fail to acquire the necessary self-regulatory abilities tend to show a typical level of physical aggression across development.

An overview of relevant studies regarding tribal community with reference to their gender and developmental stages of life span during adolescent period shows that there are many factors responsible for aggression of adolescent youth. Most of the studies have reported that aggression in adolescence originates in individual, social and community levels. There are historical events, social phenomena, cultural isolation and economic constraints connected with aggressive behaviour of boys and girls during adolescence. The present study would take into consideration all these events to account for aggressive behaviour of tribal and non-tribal boys and girls at their early and late adolescence.

### **Rationale of the Study**

Tribal people in Bangladesh have experienced a history of oppression by the then British India. During Pakistan rule, tribal people in Chittagong Hill Tracts have lost their home and lands. At present, after the independence of Bangladesh, tribal people are experiencing colonization of non-tribal people. These historical events are the important predisposing factor for undertaking this research from social psychological viewpoints. However, the rationale of this study has been given below:

- i) This is a comparative study between tribal (Chakma) and non-tribal (Bengali) students on aggression. Hence, it is hoped that the findings would provide insight for understanding the causes of aggression and violence in these two groups.
- ii) This study would provide empirical data for penetrating into gender differences on aggression.
- iii) Another important cause of this study is to identify some factors of aggression originating from adolescent period.
- iv) Lastly, it is thought that the loss of identity by the tribal adolescent youth would be reviewed in new perspective. It will help to understand physical and cultural dislocation of tribal people. Moreover, it will

help to understand tribal tradition and would provide reasons for the continuation of their cultural traditions. In a word, this study would remove confusion and contradiction that have deteriorated tribal-non tribal relationship at the present time.

### Objectives of the Study

There are several objectives of this study. These are stated below.

- i) To study aggression as a biosocial problem in tribal and non-tribal groups in Bangladesh.
- ii) To reflect on aggressive behaviour of boys and girls in their adolescence.
- iii) To explain the phenomenon of aggression as a developmental process in early and late adolescence.
- iv) To search for some predisposing causes of aggression and to explain their moderating effects.
- v) To identify certain moderating variables of aggression in early and late adolescent period of developmental framework.
- vi) To make an enquiry into the phenomenon of aggression and to add new information to existing literature.

### Design of the Study

The study used three independent variables such as race, gender and stage of development. The race was divided into tribal and non-tribal. Tribal respondents included Chakma tribe. Non-tribal respondents included Bengalis. Gender was divided into boys and girls. Stages of development included early adolescence and late adolescence. Accordingly, the study utilized a factorial design. Thus, a 2×2×2 factorial design representing two groups of race (Chakma/Bengali), two levels of gender (boys/girls) and two levels of stage of development (early adolescence/late adolescence) was used as design of the study.

### Hypotheses of the Study

It is an empirical investigation for understanding the phenomenon of aggression of tribal and non-tribal students with reference to gender variation in their early and late adolescence. Accordingly, certain specific hypotheses have been framed. These are stated below.

**H<sub>1</sub>:** Respondents with tribal status would express significantly higher rates of aggression as compare to the respondents with non-tribal status.

**H<sub>2</sub>:** Boys would express significantly higher rates of aggression as compare to girls.

**H<sub>3</sub>:** Respondents at early adolescence would express significantly higher rates of aggression as compare to the respondents at late adolescence.

### Materials and Methods

**Sample:** The sample of this study included 320 respondents. Half of them was collected from tribal (i.e. Chakma) students and remaining half of them was collected from non tribal (i.e. Bengali) students. A student sample was used. They were collected from schools and colleges situated in Khagrachhari and Rangamati district. They were equally divided into boys and girls. Half of the respondents belonged to early adolescent group and remaining half of the respondents belonged to late adolescent group. Age of early adolescent group ranged from 11 to 14 years and late adolescent group ranged from 15 to 18 years. It is to note that both tribal and non-tribal respondents live together in the same area of Khagrachhari and Rangamati.

**Instrument:** The study used Measure of Aggressive Behaviour (Rahman 2003) was selected for the data collection of the present study. This is a short review of the development of Aggressive Questionnaire. In the perspective of this analytical representation of the Aggressive Questionnaire, Rahman (2003) adapted Aggressive Questionnaire developed by Buss and Warren (2000) in Bengali. The present study has used this Bengali adaptation Aggressive Questionnaire named as Measure of Aggressive Behaviour (MAB). The MAB contains five dimensions. These are: i) Physical Aggression, ii) Verbal Aggression, iii) Hostile Aggression, iv) Anger Aggression and v) Indirect Aggression. The MAB contained 25 items. Each item was followed by 5 alternative answers ranging from totally true to totally false. Totally true was given 5 points, true 4 points, neutral 3 points, false 2 points and totally false 1 point. The Highest Possible Score (HPS) was 25×5 = 125 and the Lowest Possible Score (LPS) was 25×1 = 25. Aggressive Behaviour Score (ABS) was worked out using the following formula.

$$ABS = \frac{HPS - LPS}{2} + LPS = \frac{125 - 25}{2} + 25 = 75$$

Hence, a score falling on 75 or above was regarded as ABS.

In order to find out the reliability of MAB, the method of split-half reliability was applied. The correlation coefficient for split-half reliability was found 0.37. When Spearman-Brown formula was used, the correlation coefficient was found to increase from 0.37 to 0.54. This indicates high reliability of the test. The MAB was confirmed by validation at several stages.

Items were constructed through open-end questionnaire. This indicated the content validity of MAB. Secondly, the judges did the scrutiny of each item. This procedure provided face validity for the MAB.

**Procedure:** The MAB was administered on 320 respondents. Half of them were Chakma and the remaining half Bengali. They were collected from different schools and colleges situated in the Districts of Khagrachari and Rangamati. The respondents were contacted in their respective schools and colleges. The teachers of these institutions were cooperative. However, the respondents were approached individually and the questionnaire was distributed to each respondent. The answering of questionnaire was an easy task. The respondents were asked to read the questionnaire attentively and to attain each question. It was a five-point scale ranging from totally true (5) to totally false (1). Each statement was followed by five alternatives. The respondents were required to give a tick mark on any one alternative. Following this procedure, data were collected from the respondents. As soon as, the data collection was completed coding was done properly for statistical analysis of the data.

**Results and Discussion**

Analysis of variance (ANOVA) was computed on total scores of the MAB. The summary of ANOVA is presented in Table 1.

**Table 1.** Summary of ANOVA involving race, gender and stage of development on the total scores of the Measure of Aggressive Behaviour MAB.

Sources of variance	SS	df	MS	F-values
Race (A)	911.25	1	911.25	7.66**
Gender (B)	2916.113	1	2916.113	24.52**
Stage of Development (C)	845	1	845	7.10**
AB	465.612	1	465.612	3.91*
AC	20	1	20	0.17ns
BC	49.612	1	49.612	0.42ns
ABC	112.813	1	112.813	0.95ns
Within Cell (Experimental Error)	37109.80	312	118.94	
Total	42430.20	319		

Ns=not significant; \* = P<0.05, \*\* = P<0.01

The results showed that the main effect of race was statistically significant (F = 7.66, df = 1/312, P<0.01). The main effect of gender was also statistically significant (F = 24.52, df = 1/312, P<0.01). Moreover,

main effect for stage of development was found statistically significant (F = 7.10, df = 1/312, P<0.01). A two-way interaction between race and gender emerged statistically significant result (F = 3.91, df = 1/312, P<0.05).

**Table 2.** Overall mean scores and significant mean differences between tribal and non-tribal, boys and girls, and early and late adolescence respondents (N = 160 for each group)\*.

Race	Respondents	Mean scores
	Tribal	
	Non-tribal	94.64
Gender	Boys	100.34
	Girls	94.31
Stage of development	Early adolescence	38.95
	Late adolescence	95.70

Mean differences were computed using Newman-Keuls formula.

An inspection of mean scores (Table 2) shows that regardless of gender and stage of development, the tribal respondents (M=99.01) expressed significantly higher rates of aggression (F = 7.66, df = 1/312, P<0.01) compared to the non-tribal respondents (M = 95.64).

Mean scores and significant mean difference (Table 2) showed significantly higher rates of aggression in boys (M = 100.34) than girls (M = 94.31) regardless of races and stages of development.

Similarly, mean scores reported in Table 2 showed significant mean difference between the respondents of early adolescent period and late adolescent period. Regardless of race and gender, the respondents belonging to early adolescent stage (M = 98.95) expressed significantly higher rates of aggression than the respondents belonging to late adolescent stage (M = 95.70).

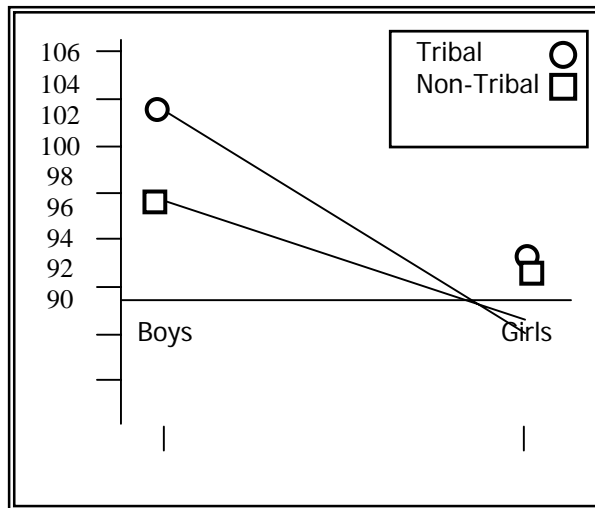
**Table 3.** Overall mean scores and significant mean differences of two-way interaction involving race and gender (N = 80 for each group).

Race	Gender	
	Boy	Girl
Tribal	103.24 <sub>a</sub>	94.79 <sub>b</sub>
Non-Tribal	97.45 <sub>c</sub>	93.83 <sub>b</sub>

Common subscripts do not differ significantly. Mean difference was computed using Newman-Keuls formula.

Mean scores shown in Table 3 indicate that in case of tribal respondents boys (M=103.24) expressed significantly higher rates of aggression than the girls (M=94.79). Similarly, in non-tribal respondents, boys (M=97.45) expressed significantly higher rates of

aggression than the girls ( $M = 93.83$ ). Results also showed that in case of boys, the tribal respondents ( $M=103.24$ ) expressed significantly higher rates of aggression in comparison with the non-tribal respondents ( $M=97.45$ ). However, in case of girls, no significant mean difference was noticed between tribal and non-tribal respondents. An interaction effect involving two-way interaction between race and gender is presented in Fig. 1.



**Fig. 1.** Effect of two-way interaction involving race and gender.

The present study has focused on aggression as a psychological phenomenon. Consequently, it has carried out an empirical investigation on different forms of aggression in tribal and non-tribal students in two Districts of Chittagong Hill Tracts. The participants were boys and girls at their early and late adolescent stages.

The first prediction of the present study was related to racial identity of tribal and non-tribal population. It was hypothesized that respondents with tribal status would express significantly higher rates of aggression compared to the respondents with non tribal status. The findings of the present study have provided empirical confirmation to this hypothesis. The results show that regardless of gender and stage of development, the tribal respondents expressed significantly higher rates of aggression than the non-tribal respondents. This finding may be supported from various theoretical imports as well as empirical studies. For example, theories of fraternal relative deprivation (Davis 1959; Runciman 1966; Gurr 1970) have stated that racial groups with disadvantageous status may express violent aggression to change the present order of society in their favour and this may encourage them to participate in riot and civil

strife. Higher aggressive behaviour of tribal people may be due to experience of additional challenges including geographical isolation, high rates of unemployment, restrictive policies regarding the use of natural resources, poor economic condition and negative attitudes of the administrators and significant others towards the tribal inhabitants. In fact, tribal communities have taken initiative to restore their culture in the area of Chittagong Hill Tracts. They desire self-governance, land claims and cultural facilities. They believe that non-tribal people appear as great hindrance to materialize these policies in reality. Thus, a psychological war-fare begins to express higher aggressive behaviour on the part of the tribal people.

Another important prediction of the present study was that boys would express significantly higher rates of aggression as compared to girls. This hypothesis relates the importance of gender variation in aggressive and violent behaviour. The results have demonstrated significant main effect on gender and showed that boys express higher rates of aggression than girls. This finding has relevancy with several theoretical imports. Theories on biological aggression have stated that hormonal effects lead the males to express higher aggression than the females. It is the responsibility of the males to provide protection for homeland and family members. In case of human beings, it is supposed that males will provide protection, security and shelter to the females. In these acts of self-preservation of species, males use instrumental aggression. Some social theories of aggression support this viewpoint (Burbank 1987; Cook 1992; Glazer 1992). These investigators described sex differences as natural developmental course and suggested that sex difference is an aggressive style that appears during all stages of life such as childhood, adolescence and adulthood. They claimed that human males are more aggressive than females. These findings provide empirical support to the findings of the present study.

The third prediction of this study was that respondents at early adolescence would express significantly higher rates of aggression compared to the respondents at late adolescence. Many researchers have reported empirical findings in support of this hypothesis. For example, Baumrind (1972), Dornbusch *et al.* (1987) and Steinberg *et al.* (1991) described developmental course as the source of hostile and aggressive behaviour of boys and girls. Higher aggression at early adolescent stage as compared to late adolescent stage may be explained in terms of cost/benefit and effect/danger ratio formula. In fact, with the increase of age, boys and girls gather more experiences and understand the consequence of the aggression. So they use indirect technique of aggression at their late adolescent stage.

This technique is called social manipulation. It consists of attacking a target person indirectly thereby remaining unidentified and avoiding counter-attack. This explanation might be applicable in case of lower aggressive behaviour of the respondents at their late adolescent stage.

The present results on interaction effect between race and gender have provided some important and significant findings. The tribal boys expressed higher aggression compared to the non-tribal boys. Again, tribal boys expressed higher aggression compared to both tribal and non-tribal girls. However, no significant difference in aggression between tribal and non-tribal girls was found. Moreover, non-tribal boys expressed higher aggression than both tribal and non-tribal girls. A common thread running under these findings appears to exhibit that tribal as well as male status has greater influence in the act of aggression in the subjects under study.

### Conclusion

This study contributes substantially to the literature regarding aggression effected by racial identity, gender influence and developmental process. An additional strength of this study is that it examines both tribal and non-tribal children in the same environmental situations. However, the study has suggested further investigation for meaningful explanation and understanding of aggression prevailing among tribal and non-tribal people in their ecological context.

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