

Effect of Indian Mantras on Aggression and Self-Esteem in Youth

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Abstract

The main purpose of this research was to find out the effect of Indian mantras on aggression and self-esteem among youth. The sample consisted of 120 boys and girls were selected random sampling methods from the Rajkot (Saurashtra). The research tool for aggression measurement scale developed by Bansal P was used in this research. Gujarati translation of which done by Jogsan Y. A. and Doshi D. R. or Self-Esteem Scale developed by Rosenberg. Gujarati translation which done by Jogsan Y. A. and Doshi D. R. Here 't' test and Pearson's correlation was applied to check the significance differences and correlation on Indian mantras on Aggression and Self-esteem in youth. The results revealed that Indian mantras was significant effect on the pre-test and post-test mean scores of aggression among youth. Similarly, a significant effect of Indian mantras was found on the pre-test and post-test mean scores of self-esteem among youth. Here correlation between Aggression and Self-esteem is -0.45. which was Negative correlation. Here correlation significant at 0.01 level. It means that Aggression increase than Self-esteem decreases and Aggression decrease than Self-esteem increases.

Keywords: Aggression and Self-esteem

Introduction

Youth today face increasing academic, social and personal pressures that often contribute to psychological problems such as aggression, stress, anxiety and emotional instability. Among these, aggression has become a growing concern as it negatively affects interpersonal relationships, academic performance and overall well-being. At the same time, self-esteem plays a vital role in shaping an individual's personality, confidence, emotional resilience and mental health. Low self-esteem is often associated with higher levels of aggression, depression and poor coping abilities.

From a gender perspective, research findings on aggression show mixed results. Generally, males tend to display higher levels of physical aggression, such as fighting or direct confrontation. Whereas females are more likely to show relational or indirect aggression, such as social exclusion, spreading rumors or verbal conflict.

Self-esteem refers to the overall evaluation a person makes about their own worth and abilities. According to gender differences, research in psychology shows that males and females may develop self-esteem in slightly different ways due to socialization, culture expectations and life experience. Generally, studies suggest that males often report slightly higher self-esteem during adolescence and early adulthood, especially in areas related to confidence, leadership and achievements. Females, on the other hand, may experience more fluctuations in self-esteem. Often influenced by body image concern, social comparison

and emotional relationship. However, this is not universal. Many females have high and stable self-esteem and many males may struggle with low self-esteem depending on personal experience, family environment, and social support. Psychologists emphasize that self-esteem is not fixed by gender; it is shaped more strongly by upbringing, education, peer relationships and cultural norms than by biological sex alone.

Indian traditions have long emphasized the use of sacred mantras as a means of promoting mental peace, emotional balance and spiritual well-being. Chanting or listening to Indian mantras is believed to calm the mind, improve concentration, reduce stress and foster positive emotions. Recent psychological and neuroscientific studies have also suggested that meditation and mantra chanting may contribute to improved emotional regulation and psychological health.

In this context, it is important to examine whether Indian mantras can positively influence the psychological well-being of young people by reducing aggression and enhancing self-esteem. Therefore, the present study aims to investigate the effect of Indian mantras on aggression and self-esteem among youth using a scientific and psychological approach. The findings of this research may contribute to the fields of psychology, education and mental health by providing evidence for the potential benefits of integrating traditional Indian practices with modern psychological interventions.

In this research Mantras is above,

- ॐ मंत्र
- ॐ भूर्भुवः स्वः तत्सवितुर्वरेण्यं,
भर्गो देवस्य धीमहि धियो यो नः प्रचोदयात्.
- ॐ सहनावतु,
सह नौ भूकत,
सह वीर्यं करवावहे,
तेजस्विनावधितमस्तु,
मा विद्विषावहे,
ॐ शान्तिः शान्तिः शान्तिः
- ॐ त्र्यम्बकं यजामहेसुगन्धिं पुष्टिवर्धनम्,
उर्वारुकमिव बन्धनान्मृत्योर्मुक्षीय मामृतात्.

What is aggression?

“Aggression as a learned behaviour through observation and imitation, especially from models in society.”
Bandura, A. (1973)

“Aggression is behaviour intended to injure another person physically or psychologically and emphasizes the role of environmental cues.”

Berkowitz L. (1993)

Aggression refers to any behaviour, action or attitude that is intended to cause harm, injury or discomfort to another person, one self or even property. It is a complex psychological and social behaviour that can be expressed physically, verbally or indirectly.

In psychology, aggression is not only about physical violence. It also includes verbal abuse (such as insulting or threatening), emotional harm (such as humiliation or intimidation) and indirect actions (such as spreading rumours or social exclusion). The key element in aggression is intent to harm.

Aggression can arise due to many factors, including frustration, stress, fear, competition, environmental influence and learned behaviour from family or society. For example, if a person is blocked from achieving a goal, they may experience frustration, which can sometimes lead to aggressive behaviour.

Psychologists also classify aggression into different types:

Hostile aggression: driven by anger with the main goal of harming someone.

Instrumental aggression: used as a means to achieve a specific goal (not only to harm)

Physical aggression: involves bodily harm such as hitting or pushing.

Verbal aggression: includes shouting, insulting or using harsh words.

Indirect operation: includes action like gossiping or damaging relationships

Aggression is influenced by both biological and environmental factors, hormonal change, brain functioning and genetic tendencies can play a role, while social learning, media exposure and family environment also strongly shape aggressive behaviour.

In short, aggression is a learned and situational behaviour that reflects how a person responds to anger, frustrations or threats and it can vary in intensity from mild irritation to serious violent actions.

What is self-esteem ?

“Self-esteem is closely related to self-concept and develops when a person experiences unconditional positive regard and self-acceptance.”

Rogers, C.R.(1951)

“Self-esteem as confidence in our ability to think, confidence in our ability to cope with basic challenges of life and confidence in our right to be happy.”

Branden N. (1969)

Self-esteem refers to an individual's overall evaluation of their own worth, value and abilities. It reflects how a person thinks and feels about themselves and how much respect and confidence they have in their own identity. In simple terms, self esteem means, how much you value yourself.”

Self-esteem plays a very important role in shaping personality and behaviour. A person with high self-esteem generally feels confident, capable and positive about life. Such individuals are more likely to take decision independently, face challenges and maintain health relationship. on the other hand, a person with low self-esteem may feel unworthy, doubtful and less confident. They may avoid challenges, feel anxious in social situations and be more vulnerable to stress and negative emotions.

Self-esteem also influences mental health. Individuals with strong self-esteem tend to have better emotional stability, lower levels of depression and anxiety and higher motivation. It is also closely linked with decision-making, academic performance and overall well-being.

Psychologically, self esteem develops through experience in childhood, social interaction, achievements, failures and feedback from family, friends, teachers and society environment help in building healthy self-esteem, while criticism, rejection or failure may lower it.

Some psychologist have contributed important ideas about self-esteem. For example, Nathaniel branden described self-esteem as the experience of being competent to cope with basic life challenges and feeling worthy of happiness.

Review of literature

Shaban N. and Kumar P. (2016), The present study examine young adults and aggression: a comparative study of gender differences. The aim of their study is the current study investigates the level and gender differences in aggression by involving 100 participants. 50 males and 50 females from lovely professional University, Punjab. The age of the participants range from 18 to 25 years. The aggression scale has been used over a period of 2 months to collect data from both genders. The results of the study present some interesting figures suggesting that female participants experience high aggression (30%) in comparison to male participants (22%). The results also suggest that overall 26% participants experience high aggression indicating that one fourth of the participants are on the higher side of aggression.

Kanthraj S. (2016), the present study examine a comparative study of aggression between contact game and non-contact game players of Karnataka. The aim of their study was that a total of 80 subjects were chosen out of which 40 were from contact games and 40 were from non-contact games. The subjects were chosen using a quota sampling Mehod. Aggression was measured using the Buss-perry aggression questionnaire (BAQ-1992). Which consisted of 29 questions measuring four attributes namely physical aggression, verbal aggression, hostility and anger. An independent sample 't' test was used to compare the aggression between contact game and non-contact game players. The results showed that there is a significant difference in aggression between contact game and non-contact game players where in contact game players possessed a higher level of aggression than non-contact players. The higher level of aggression can be attributed to the high amount of contact that occurs in contact games.

Nagar S. and Saxena T. (2024), the present study examine self-esteem, mental well-being and life satisfaction among young adults. The aim of their study is to explore the relationship between self-esteem, mental well-being and life satisfaction among young adults. A sample of 200 participants was selected from all over India. The study utilized the Rosenberg self-esteem scale, Warwick-Edinburgh mental well-being scale and the satisfaction with life scale to collect data. The findings revealed a significant positive relationship between self-esteem, mental well-being and life satisfaction.

Sharon J. (2022), Study on The Relationship Between Self-Esteem and Self- Efficacy Among College Students. The present study measures the level and relationship of self-esteem and self-efficacy among college students. Self-esteem is considered as a barometer of self-evaluation involving cognitive appraisals about general self-worth and affective experiences, (Murphy, Stosny and Morrel, 2005). Self-efficacy is having belief in one's level of competency. The present study includes a sample of 120 students from both the genders. The technique employed for data collection is randomized sampling. The present investigation is in the form of an exploratory and descriptive design of research. The tools used in the study are Rosenberg self-esteem scale (1965) and Self-efficacy scale by Dr. Arun Kumar Singh and Dr. Shruti Narain (2014). The major findings of the present study are that the level of self-esteem and self-efficacy are high and there is a positive relationship between self-esteem and self-efficacy of the students.

Objective

1. To examine the main impact of Indian Mantras variable on Aggression Among Youth
2. To examine the main impact of Indian Mantras variable on Self-esteem Among Youth
3. To check correlation between Aggression and Self-esteem

Null hypothesis

1. There will be no significant difference of Indian mantras on Aggression Among Youth

2. There will be no significant difference of Indian mantras on Self-esteem Among Youth
3. There will be no significant correlation between Aggression and Self-esteem

Methodology

Sample

In the present study a total 120 samples were selected as the sample out of which 60 male and 60 female Where included in this research, the selection of the sample was done through the random sampling.

Research variable

1. **Independence variable :** Gender (Male-Female)
Indian mantras
2. **Dependent variable :** Aggression
Self-esteem
3. **Control variable :** Age : 18 to 25
Areas : Rajkot

Research tool

Aggression scale : Considering the purpose of the present research, the aggression scale developed by Bansal P. was used to measure aggression. Its Gujarati translation has been done by Doshi D. R. and Jogsan Y. A. Total of 30 statements have been included in this scale. The reliability of the aggression scale is 0.82.

Self- esteem scale : Considering the purpose of the present research the self-esteem scale developed by Rozen burge (1965). Its Gujarati translation has been done by D. R. Doshi and Y. A. Jogsan. A total of 10 statements have been included in this scale. The scale generally has high reliability. The test-retest correlations are typically in the range of 82 to 88. The scale had criterion validity of 0.55.

Procedure

In the present study the researcher approached the selected participants for data collection. The purpose of the study and all necessary instructions were clearly explained to them and they were assured that the information provided would be kept strictly confidential. The research questionnaire was then administered. Participants were instructed to complete the personal information sheet and were guided on how to respond to the questionnaire items. Data were collected after ensuring that the participants understood the instructions.

Result and Discussion

Table 1

Table showing the mean score and t-value of the pre-test and post-test of Aggression on boys

Sr.	Variable	N	Mean	t	Sig.
1.	Pre-test	60	121.03	15.27	0.01
2.	Post-test	60	85.83		

Significant level = 0.01 = 2.63
0.05 = 1.98
NS = Not Significant

The table no. 1 shows the mean score and 't' value of pre-test and post-test of aggression on boys. Here the mean score of pre-test is 121.03 and post test is 85.83. Here 't' value is 15.27. Which is significant. So, we can say that the first hypothesis is rejected.

Table 2

Table showing the mean score and t-value of the pre-test and post-test of aggression on girls

Sr.	Variable	N	Mean	t	Sig.
1.	Pre-test	60	85.33	25.44	0.01
2.	Post-test	60	64.83		

Significant level = 0.01 = 2.63

0.05 = 1.98

NS = Not Significant

The table no. 2 shows the mean score and 't' value of pre-test and post-test of aggression on girls. Here mean score of pre-test is 85.33 and post test is 64.83. Here 't' value is 25.44. Which is significant. So, we can say that the first hypothesis is rejected.

Table 3

Table showing the mean scores and t-value of the pre-test and post-test of self-esteem on boys

Sr.	Variable	N	Mean	t	Sig.
1.	Pre-test	60	22.90	23.19	0.01
2.	Post-test	60	36.07		

Significant level = 0.01 = 2.63

0.05 = 1.98

NS = Not Significant

The table no. 1 shows the mean score and 't' value of pre-test and post-test of self-esteem on boys. Here the mean score of pre-test is 22.90 and post test is 36.07. Here 't' value is 23.19. Which is significant. So, we can say that the second hypothesis is rejected.

Table 4

Table showing the mean scores and t-value of the pre-test and post-test of self-esteem on girls

Sr.	Variable	N	Mean	t	Sig.
1.	Pre-test	60	18.00	21.59	0.01
2.	Post-test	60	35.47		

Significant level = 0.01 = 2.63

0.05 = 1.98

NS = Not Significant

The table no. 1 shows the mean score and 't' value of pre-test and post-test of self-esteem on girls. Here the mean score of pre-test is 18.00 and post test is 35.47. Here 't' value is 21.59. Which is significant. So, we can say that the second hypothesis is rejected.

Table 5

Table showing the correlation between aggression and self-esteem

Sr.	Variable	N	Mean	r	Sig.
1.	Aggression	120	89.26	-0.45	0.01
2.	Self-esteem	120	28.11		

Significant level = 0.01 = 0.23

0.05 = 0.18

NS = Not Significant

Table 5 shows that the correlation between aggression and self-esteem among young adults was -0.45, indicating a negative correlation. This means that as aggression increases, self-esteem decreases, and as aggression decreases, self-esteem increases.

Conclusion

1. A significant difference was found of Indian mantras variable on Aggression among youth.
2. A significant difference was found of Indian mantras variable on self-esteem among youth.
3. A negative correlation was found between Aggression and Self-esteem.

Limitation and Suggestion for future research

Limitation: This study has several limitations that can be addressed by future research. First the participants consist of only boys and girls of Rajkot district, Gujarat. So, it is not representative of all boys and girls. However, a more representative participant might yield different results.

Future research: endeavour can be executed to analyse more than 120 data samples with efficiency to attain better results. For the accumulation of information, variegated methods except questionnaire.

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