

REPRESENTATION OF AGGRESSION THROUGH LANGUAGE: A COMPARATIVE STUDY OF HOSTILITIES AND DAY SCHOLARS

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Abstract

This quantitative study is done to explore the level of aggression through language shown by hostilities and day scholars. The sample consisted of twenty hostel girls and twenty day scholars while the age limit of 20-23 years. Close ended questionnaire was constructed for in-depth interview. Microsoft Excel is used to analyze the data. Then after analysis there aggression level is compared. The results show that day scholars have high aggression than hostel girls. While living in hostel, social circle of students expand. Because in hostel all the students belong to different cities and different regions. Their native tongue are different from each other so they talk in different languages. Sometimes their tone of language and selection of words during conversation negatively affects other's mood and thus cause aggression. The target person expresses his aggression by hitting, screaming, shouting or by his words. It may be physical or verbal. But the aggression show by hostilities is less than the aggression shown by day scholars. Compromising, responsible and social, theses are few personality characters that are associated with hostel students. But besides this, hostel students are less aggressive than regular day scholars. During their stay in hostels, they know how to suppress their anger, frustration and dislikes. But the students who come from home daily are more aggressive than hostilities. They cannot control their anger and frustration. The results of this research are helpful for those students and parents who consider that hostilities have immature language skills and exhibit high level of aggression. But actual findings show that day scholars are much aggressive. And they show all types of aggression direct and indirect as compared to hostilities.

Key Words:- Language of hostilities and day scholars, Behavior, Aggression (Direct & Indirect).

Introduction: -

Education plays an important role in character building. Everybody acquires knowledge from birth to death. Sometimes people get the facilities of education in their native regions near their houses, but sometimes they have to leave home and go to other places for the sake of education. In Pakistan, the people of rural and urban areas have to go to other cities for higher education where there are good universities. There, students often stay in hostels (Ahmed & Malik, 2019; Khan, 2020).

A hostel is a place where students from the same or different programs stay together like family members while pursuing education. These students differ in nature and language, which can lead to challenges (Ali, 2021; Rehman et al., 2023). Students face many difficulties in hostels, and living with peers who have different attitudes, words, and language can profoundly affect their behavior (Hussain, 2020).

Aggression is one of the main problems throughout the world (Smith & Jones, 2022). Everybody is suffering from aggression. Boys, girls, students, job holders, adults and old men are all affected by this phenomenon (World Health Organization [WHO], 2021). Students who live in hostels also face aggression (Khan et al., 2020). In hostels, there are many students whose language, nature, and communication styles differ from others (Ali, 2019). During their stay, all

the students interact with each other, and these differences can lead to hostility that affects them through language barriers (Chen & Wang, 2021). This often results in creating aggression (Anderson & Bushman, 2018).

Aggression is fundamentally a behavior that aims at expressing one's anger, either through destroying objects or by physically or psychologically hurting others (Berkowitz, 2020). Different people show different types of aggression (Archer & Coyne, 2015). Each student's way of expressing aggression differs from others (Robertson et al., 2023). Aggression manifests in different forms, including direct aggression, indirect aggression, hostile aggression, and instrumental aggression (Baron & Richardson, 2019). In direct aggression, people intend to hurt others through their acts or language, encompassing both physical and verbal aggression (Geen, 2021). During conversations, individuals may use harsh words that mentally harm others (Infante & Wigley, 2020). When recipients of aggressive acts internalize this treatment, they may subsequently displace their anger onto other people or objects (Marcus-Newhall et al., 2020). This phenomenon demonstrates how someone's words can instigate aggression in others, known specifically as verbal aggression (Tedeschi & Felson, 2020). Verbal aggression includes behaviors such as name-calling, cursing, and using hurtful language (Infante et al., 2022). Physical aggression, by contrast, involves physically beating others to cause harm (Archer, 2021).

Indirect aggression represents a distinct type that includes gossiping and backbiting (Björkqvist et al., 2022). Unlike direct forms, indirect aggression involves no physical or verbal abuse directed at the target; rather, it consists of speaking negatively about someone in their absence (Owens et al., 2020). This form of aggression can be equally damaging to interpersonal relationships (Archer & Coyne, 2015).

1.1. Statement of the Problem: -

The main problem that everybody face is aggression especially verbal aggression that is caused by language of the people and their selection of words. Like what types of words they use during conversation either bitter words or sweet words. Language of the people play important role in making personality of a person. Personality and behavior of humans are affected by surroundings. During conversation, language of the person also affect the attitude of the listener. People get aggressive with each other's words. Sometimes they take out their anger on each other, sometimes on things. But all this has a deep impact on their personality. Students face aggression at university and hostels. Away from parents, they interact other hostilities students who comes from different areas. Their behavior and way of communication affects each other. And this cause aggression in them. Day scholars also face aggression during their interaction with other students.

1.2 Significance of the Research: -

Before choosing this research topic, I talked to people about their thoughts on letting their children stay in hostels for studies. Many parents hesitate to send their kids to hostels because they worry about their experiences there. Some even believe hostels have a negative influence, making children more aggressive. Students, too, are often nervous about living with others who have different attitudes and behaviors.

This research aims to compare aggression levels between hostel and day-scholar students. Many parents, especially those with daughters, prefer daily pick-up and drop-off because they fear their sensitive nature might make them vulnerable to harsh words.

At The Women University Multan, I studied verbal aggression levels among hostel and day-scholar girls to see who displays more aggression and whether their language influences each other. The research also explores the types of aggression girls show during university life. The findings will help girls who want to stay in hostels during their studies and reassure parents concerned about hostel life increasing aggression.

1.3 Research Objectives:-

- To explore the impact of language on the behavior of students.
- To bring forth the kinds of aggression shown by students living in hostel & by day scholars.

1.4 Research Questions:-

- To what extent does language cause aggression?
- How many types of aggression triggered by language are expressed by students?

Literature Review:-

2.1. Related Researches:-

Aggression manifests linguistically through various features, including insults, threats, sarcasm, exclusionary language, hate speech, and heightened emotional lexicon (Doe & Smith, 2021). Corpus linguistics has proven valuable in identifying these patterns at scale. For instance, Garcia and Lee (2023) analyzed online forums frequented by adolescents, finding significantly higher frequencies of dehumanizing metaphors and explicit threats in threads related to inter-group conflicts within residential school communities compared to general teen forums. Similarly, Chen (2022) applied sentiment analysis and discourse analysis to social media posts from known school conflict zones, demonstrating that aggressive intent was often signaled not just by overtly hostile words, but by specific syntactic structures like imperative commands coupled with negative evaluative adjectives. These findings highlight the complexity of identifying aggression beyond simple keyword searches.

The closed, high-contact nature of boarding schools ("hostilities") creates unique pressures and group dynamics that can influence aggressive language. Patel and O'Reilly (2024) conducted ethnographic research in two boarding schools, observing that aggressive language often served dual purposes: establishing dominance within peer hierarchies and reinforcing in-group cohesion against perceived out-groups (e.g., rival houses or day students). Their analysis noted a higher incidence of ritualized verbal sparring and derogatory group labels within the boarding environment compared to day student interactions observed during school hours. Building on social identity theory, Kim et al. (2021) surveyed and linguistically analyzed conflict narratives from boarding students, finding that aggression directed at out-group members (including day scholars) was frequently justified using language emphasizing loyalty and group protection, blurring the lines between aggression and perceived righteous defense. The constant proximity can also lead to specific forms of indirect aggression; Williams (2020) documented how gossip networks and subtle exclusionary language (e.g., deliberately omitting individuals from conversations) were pervasive and potent tools for relational aggression within boarding houses, often causing significant psychological distress. While day scholars experience the school environment, they also have significant lives and social networks outside of it, potentially influencing their linguistic aggression patterns. Research by Davies (2023) comparing conflict resolution dialogues found that day students were more likely to reference external mediators (e.g., parents, community figures) and external consequences

when expressing grievances or aggression, whereas boarding students framed conflicts more internally, within the school's social ecosystem. Nguyen and Brown (2022) investigated cyber aggression, discovering that while boarding students exhibited higher rates of aggression on school-affiliated online platforms, day students showed comparable or even higher rates on broader social media platforms, suggesting context dependence. Furthermore, Ibrahim (2024) explored socio-economic and cultural factors among day scholars, finding correlations between neighborhood violence exposure and the normalization of certain aggressive linguistic codes within peer groups at school, indicating external environmental influences. Direct comparisons between boarding and day students regarding linguistic aggression are emerging but still limited. A significant mixed-methods study by Rossi et al. (2021) analyzed disciplinary records involving verbal aggression and conducted focus groups across multiple schools. They reported a statistically higher incidence of recorded verbal aggression incidents per capita among boarding students, attributing this partly to constant exposure and fewer avenues for escape. Linguistically, they noted boarding students used more group-centric insults (e.g., targeting family or background was less common than targeting house affiliation or perceived group traits). Conversely, Miller and Jones (2020), in their analysis of anonymous bullying reports, found day students reported higher instances of exclusionary language and rumor-spreading related to after-school activities and social events they couldn't access, suggesting different *foci* for aggression. Peterson (2023) compared linguistic markers of stress and frustration in essays, finding boarding students used more absolutist language (e.g., "always," "never") and metaphors related to entrapment when describing conflicts, while day students used more temporal language related to escaping the school environment (e.g., "until I go home," "after school").

Much research relies on self-report, observational data, or analysis of digital traces, each with limitations. Self-reports can be biased (Taylor & Clarke, 2022), while digital analysis may miss offline nuances (Garcia & Lee, 2023). There's a particular gap in longitudinal studies tracking how linguistic aggression evolves as students spend more time in these environments (Doe & Smith, 2021). Furthermore, few studies deeply integrate socio-linguistic theory with psychological frameworks on aggression in these specific comparative contexts (Ibrahim, 2024; Patel & O'Reilly, 2024). Most studies focus on middle and high school; aggression language in younger boarding/day populations is less explored (Nguyen & Brown, 2022).

Sondhi and Kapoor (2023) analyzed mission statements and student handbooks from Indian boarding schools ("hostilities"), finding language emphasizing discipline and conformity indirectly normalized hierarchical aggression, framing it as "character building." Day schools used more collaborative language.

Chen and Ellis (2022) used discourse analysis on friendship diaries and interviews within an all-girls boarding school. They identified highly sophisticated linguistic strategies for relational aggression, including faux concern, backhanded compliments, and strategic silence, often intensified by 24/7 proximity.

Mburu (2024) studied Kenyan boarding schools, demonstrating how students code-switched between English, Swahili, and local dialects during aggressive encounters. Aggression in vernacular languages carried deeper cultural weight and humiliation, while English was often used for formal reprimands or indirect sarcasm by staff.

O'Connell and Price (2021) surveyed day students across urban schools, finding a significant correlation between experiences of exclusion by boarding peers and increased engagement in

anonymous online aggression (cyberbille) targeting those peers, often using school-specific slang and imagery.

Ferguson (2023) interviewed staff in schools with both boarding and day populations. Staff consistently perceived boarding students' aggression as more "intense" and "personal," often tied to dormitory conflicts, while viewing day student aggression as more "transactional" and linked to academic competition or social media disputes.

Thornberg et al. (2022) examined how adolescents narratively justified aggressive acts. Boarding students frequently used "provocation" and "defense of space/group" narratives rooted in the closed environment, whereas day students more often cited "reputation defense" or "retaliation for outside events."

Analyzing disciplinary meetings, Khan (2021) found boarding students used more elaborate justifications and appeals to institutional rules during conflicts, reflecting a deeper internalization of the school's power structure. Day students were more likely to reference external parental authority or societal norms.

Farc and Laineste (2020) explored "dark humor" in Estonian boarding schools. Their analysis revealed that jokes and teasing often functioned as a socially sanctioned form of aggression, reinforcing group boundaries and hierarchies, with unique linguistic patterns distinct from day student humor observed in classrooms.

While not fully longitudinal, Smith and Peterson's (2023) analysis of yearbook quotes and student publications over a 5-year period at one school suggested an increase in ironic and sarcastic language use among senior boarding students, potentially reflecting a coping mechanism or normalized aggressive style.

Comparing boarding and day student families, Davies and Liu (2024) found differences in reported communication about conflict. Boarding students reported parents often used language emphasizing resilience and "dealing with it internally," while day student parents used language more focused on mediation and external support, potentially influencing how students themselves expressed aggression.

This research is somehow related to all the above mentioned researches in calculation and analyzing of aggression. But it is different from others because this research is particularly about the comparative study of hostilities and daily coming students to analyze the aggression caused by others language.

2.2. Theoretical Framework:-

Aggression in student interactions, particularly through language, can be understood through an integration of key psychological and behavioral theories. The Behavioristic Theory suggests that aggression is a learned response shaped by environmental stimuli, where negative verbal exchanges (e.g., insults, harsh language) can trigger retaliatory aggression, reinforcing a cycle of hostility. This aligns with the Frustration-Aggression Hypothesis (Dollard & Miller, 1939), which posits that frustration from blocked goals—such as being interrupted or verbally mocked—can lead to aggressive reactions. Freud's Psychoanalytic Perspective further explains that unpleasant verbal interactions create mental distress, provoking aggressive impulses, whether expressed directly (e.g., shouting) or indirectly (e.g., spreading rumors). Bandura's Social Learning Theory emphasizes observational learning, where students imitate aggressive language from peers, teachers, or media, especially if such behavior is reinforced by social dominance or perceived success in conflicts. Additionally, Skinner's Behavioral Theory highlights how environmental conditioning influences aggression—students in hostile settings

may adopt aggressive language as a defense mechanism. Complementing this, Drive Theory suggests that psychological imbalance (e.g., stress from academic pressure or verbal clashes) fuels aggressive outbursts. Together, these theories demonstrate that language serves as both a trigger and a medium for aggression among students, driven by frustration, learned behaviors, and environmental reinforcement. Understanding these mechanisms can inform strategies to promote positive communication and reduce verbal aggression in educational settings.

Research Methodology :-

3.1. Nature Of Research:-

It is a quantitative research in which I comparatively analyze the aggressive acts of students either hostilities or day scholars due to language. And all the calculations of the questions are done statistically using numerical values and percentages. Graphs are also used to shown the analyzed data.

3.2. Delimitation of Research:-

An in-depth structured interview was conducted in The Women University Multan, Katchary Campus for data collection. A questionnaire was filled by the students. All the questions in questionnaire were structured. In many quantitative researches , structured interview is a great source of data collection. Close ended questions were used in interview. Likert scale was used and students have to answer as (strongly Disagree, disagree, neutral, agree or strongly Agree). Students were free to answer on their own. Names of the respondents were not asked in the survey but besides this their departments and residency (hostilities or day scholars) were asked and kept them confidential. No biasness was shown. All the willing students were given chance to fill the questionnaire.

3.3. Data Collection:-

For collection of data, A questionnaire was filled by University girls including 10 close ended question. The method used for this research was interview , which was structured in nature. Probability Sampling was done. A sample of 40 students for interview was selected. The interview was conducted in The Women University Multan, katchary Campus. Twenty (20) hostilities girls and twenty (20) day scholars from different departments of University like English, Information Technology, Computer Science, Sociology, Chemistry, Psychology, Education and History were selected for this Interview. The hostilities students were also selected from different hostels located near University area and also from University hostel. The reason for this choice is that students living in different hostels face different people with different attitudes. Their thoughts about verbal aggression will be different from other hostilities. Thus, it would be a good way to collect different types of answers.

3.2. Methodology:-

The whole interview is done in two days and then it is analyzed. For data analysis, I used Microsoft Excel as It is the best source to analyze Likert scale data systematically. Likert scale data is basically a data in which the researcher gets the responses and opinions of respondents through questions. Firstly, all the questions with their answer options are converted on the excel spreadsheet. Then this sheet will give the correct numerical figure of all options question by question e.g; how much respondents have answered as strongly disagree or agree for question one and so on. After all this numerical counting of all questions both for hostilities and day scholars, percentage of all values is counted. After getting percentages, pie graphs for both kinds of students is drawn. Later this, all these percentages are used to compare the aggressive level of both hostilities and day scholars. Their comparison is also shown by bar graph. All the

graphs are also generated on this sheet that show ratio between hostilities and day Scholars. Firstly, All the numbers and statistical variables of both hostel and regular students were compared question by question. At last, A final graph of hostilities and day scholars was calculated to get a final high rate ration of aggression.

Data Analysis:-

Now in this part, all the data that is collected by interview is analyzed question by question.

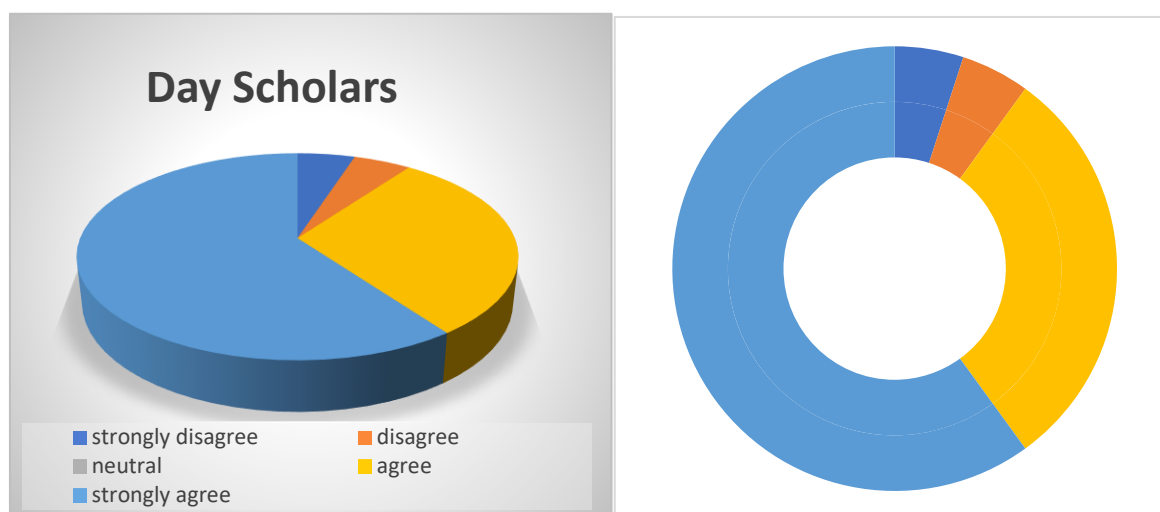
Question No 01:-

The first question in the interview was , **When someone uses bad language on my character , I show frustration.** For this question, firstly I analyzed the answers of day scholars then for hostilities.

Out of 20 day scholars, only 1 student marked as strongly disagree and 1 marked as disagree. In this question no one was neutral while 6 students were agreed and 12 were strongly agreed. The percentages of their answers are given in the following table along with pie-graphs.

Question 1	No of Response	Percentage
strongly disagree	1	5
disagree	1	5
neutral	0	0
agree	6	30
strongly agree	12	60
total	20	100

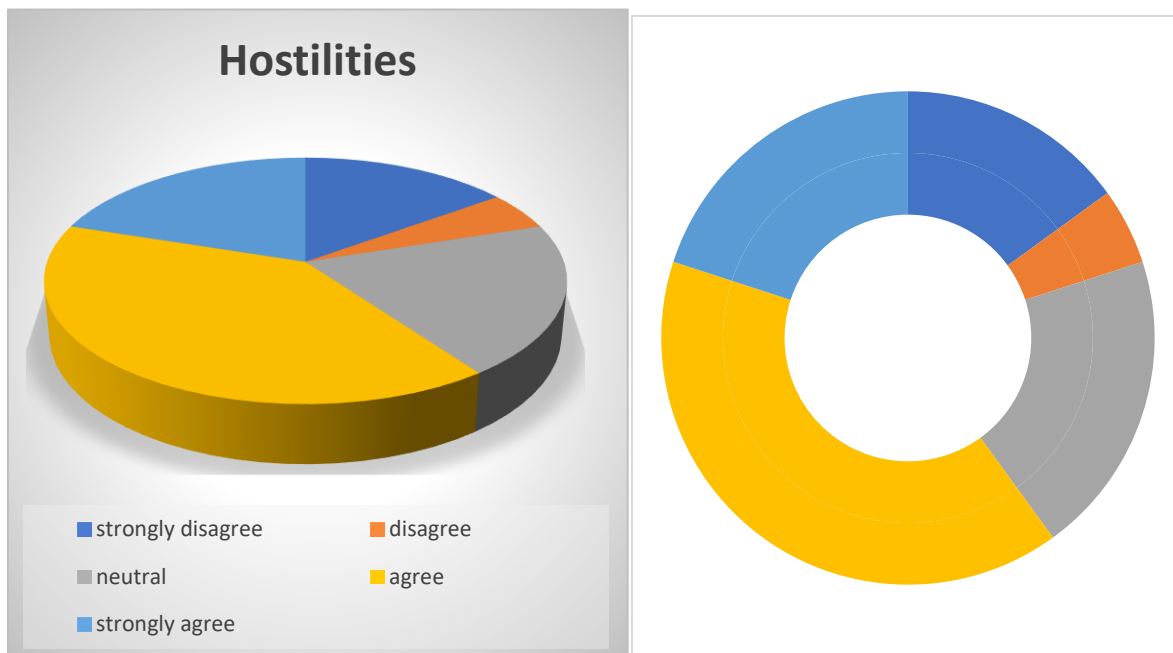
Table No 1 for day scholars



In the same question, responses of hostel girls show that 3 and 1 girls out of 20 answered as strongly disagree and disagree. And 4 girls were on neutral. The remaining girls answered as agree (8) and strongly agree (4).

Percentages re shown in table as;

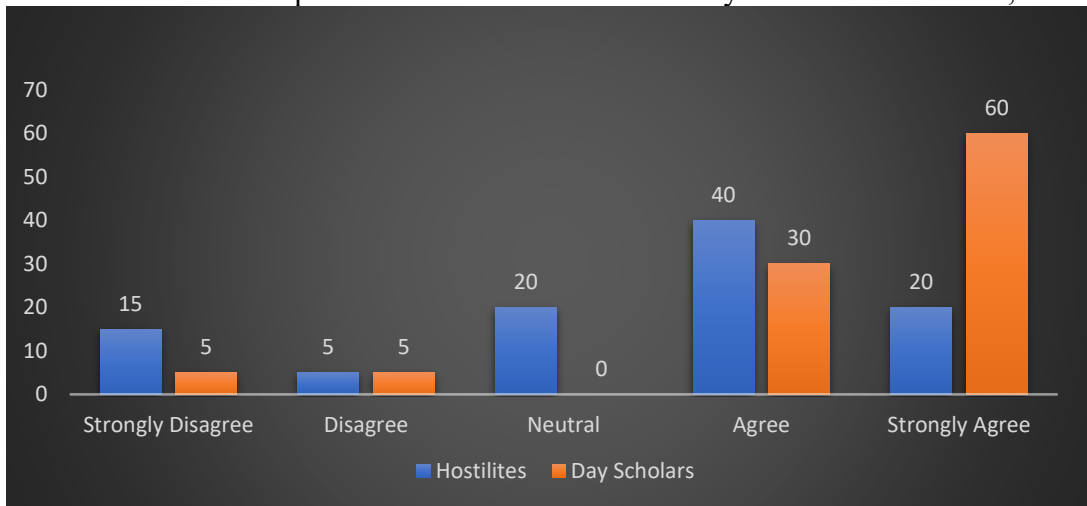
Question 1	No of Response	Percentage
strongly disagree	3	15
disagree	1	5
neutral	4	20
agree	8	40
strongly agree	4	20
total	20	100



Comparison of Both:-

Now, in this question it is seen that total 60% of the day scholars are strongly agree while only 20% hostilities are strongly agree. This ratio shows that day scholars girls show much frustration while receiving bad language.

Comparison for both hostilities and day scholars is shown as,

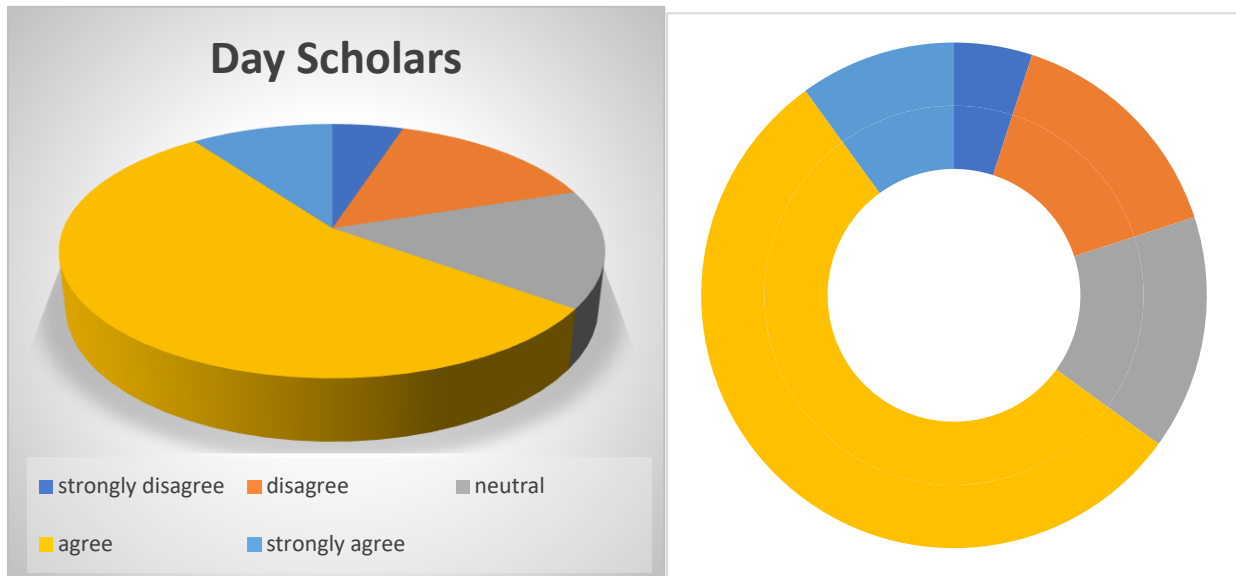


Question No 02:-

The second question in the interview was , **When someone uses skeptical language toward me , I shout angrily.** Firstly day scholars answer was analyzed then of hostilities.

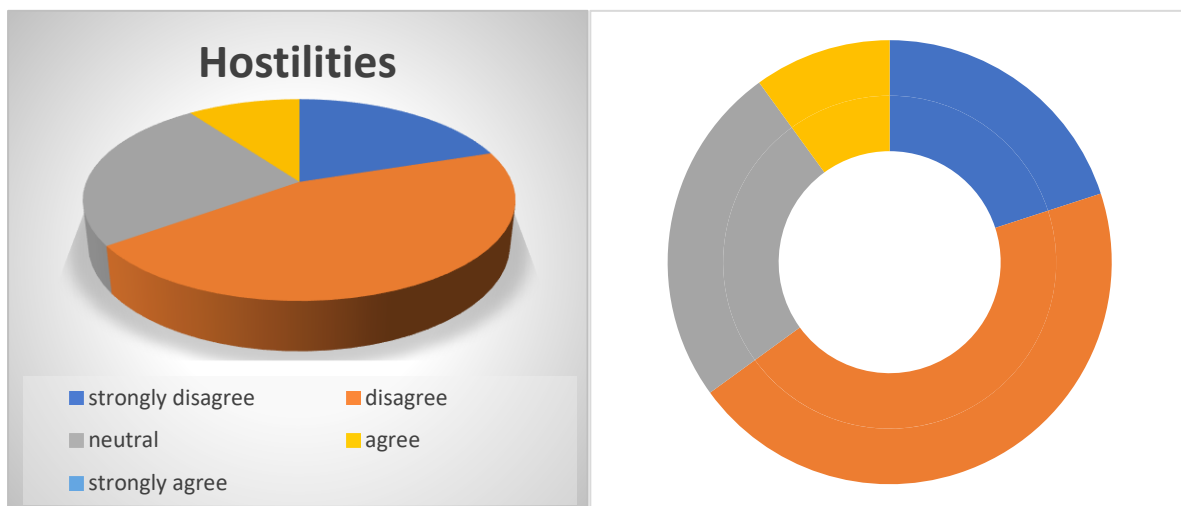
Out of 20 day scholars, only 1 student marked as strongly disagree and 3 marked as disagree. In this question 3 students were on neutral side while 11 students were agreed and 2 were strongly agreed. The percentages of their answers are given in the following table along with a pie-graph.

Question 2	No of Response	Percentage
strongly disagree	1	5
disagree	3	15
neutral	3	15
agree	11	55
strongly agree	2	10
total	20	100



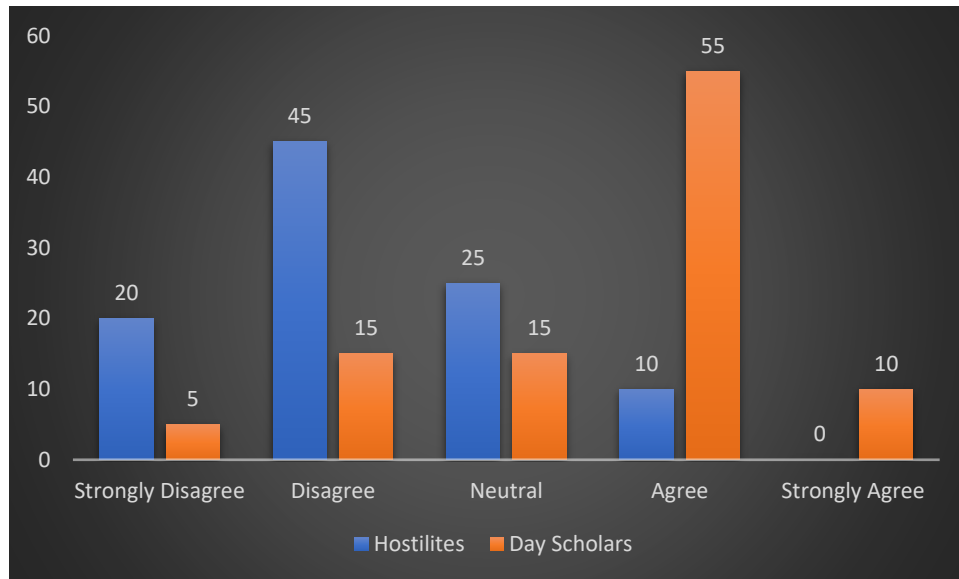
The response of hostel girls show that, 4 and 9 girls marked as strongly disagree and disagree respectively and 5 girls were neutral. 2 girls marked as agree while none of the girls was on side of strongly agree .

Question 2	No of Response	Percentage
strongly disagree	4	20
disagree	9	45
neutral	5	25
agree	2	10
strongly agree	0	0
total	20	100



Comparison of Both:-

Now, in this question it is seen that total 55% of the day scholars are agree while only 10% hostilities are agree. This ratio shows that day scholars girls have much anger issues toward skeptical language as compared to hostel girls. Comparison for both hostilities and day scholars is shown in the following graph.



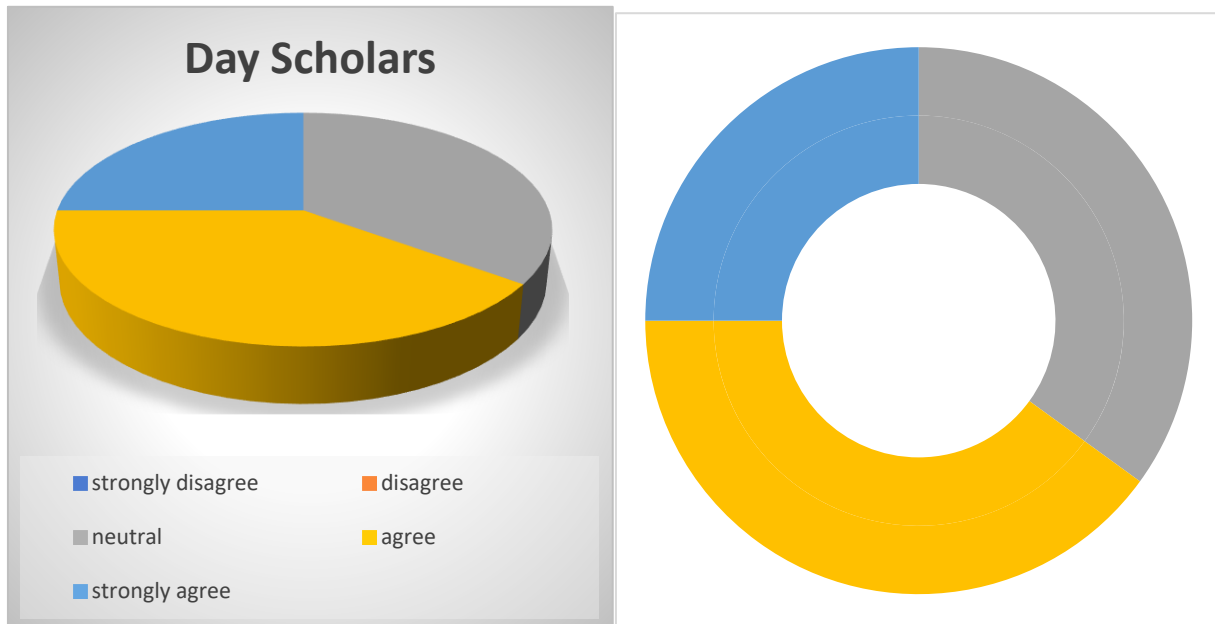
Question No 03:-

The next question was , **when someone yelled during normal conversation, I feel I lose my control.**

In the analysis of day scholars response, no one of the girls were on disagree or strongly disagree side while 7 of the girls were neutral. 8 and 5 girls answered as agree and strongly agree respectively.

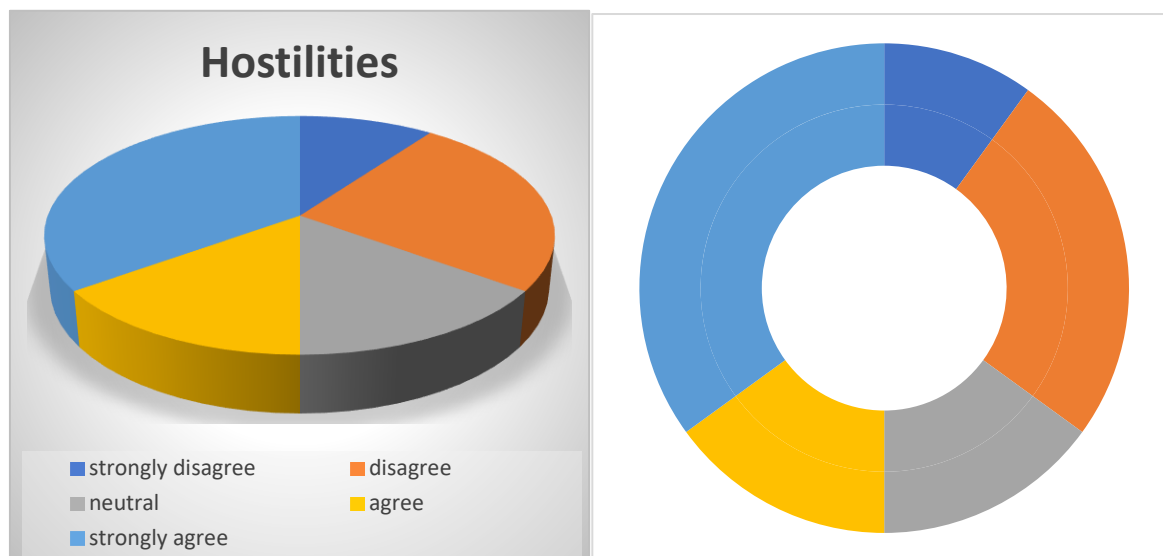
Their answer are shown in graph and table as follows.

Question 3	No of Response	Percentage
strongly disagree	0	0
disagree	0	0
neutral	7	35
agree	8	40
strongly agree	5	25
total	20	100



When hostel girls response is analyzed, it shows that 7 hostel girls were on disagree side and 10 were on agree side. 3 students answered as neutral and show that they neither feel to lose control nor they express it.

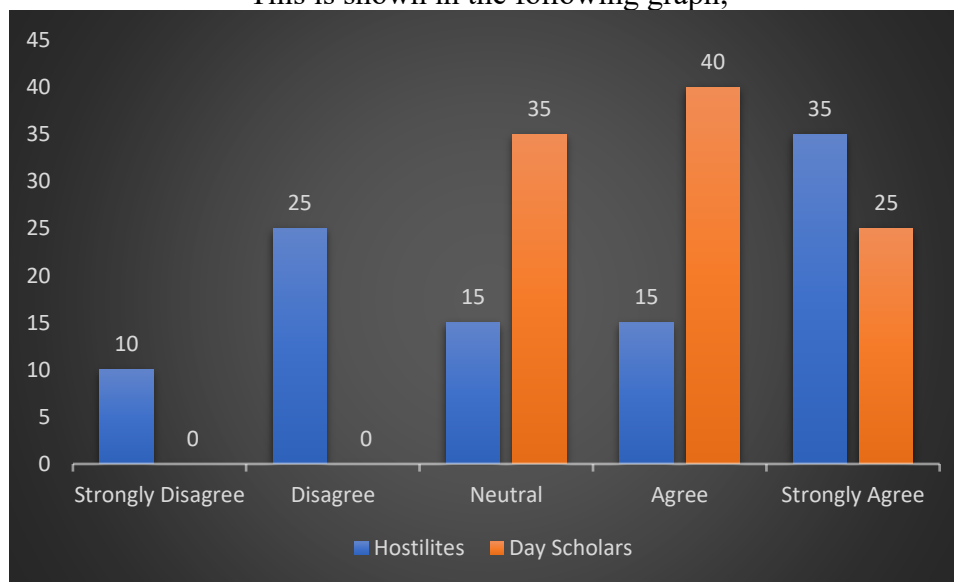
Question 3	No of Response	Percentage
strongly disagree	2	10
disagree	5	25
neutral	3	15
agree	3	15
strongly agree	7	35
total	20	100



Comparison of Both:-

40% of the day scholars are agree on the point that they feel to lose control during conversation while others yelled but only 15% hostilities are agreed to this. 35% hostilities and 25% day scholars are strongly agree on this point. But the average shows that as compared to hostilities, day scholars face much problem to handle their control .

This is shown in the following graph;

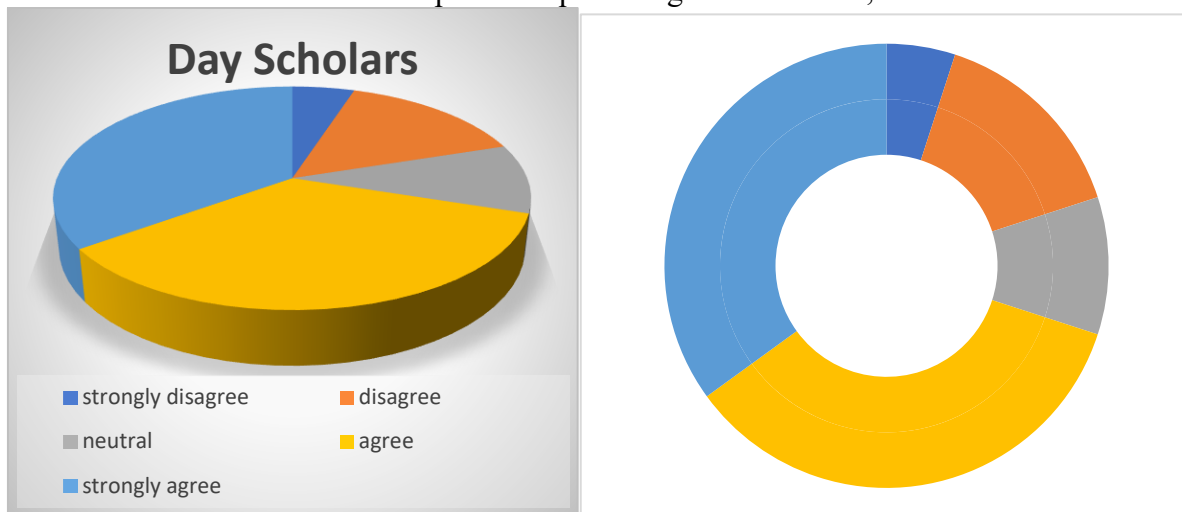


Question No 04:-

When question like , **When I dislike others tone of language, I get irritated**, asked from students . Day scholars answered it as 4 were disagreed and 2 were neutral. Total 14 students were in favour of agreement.

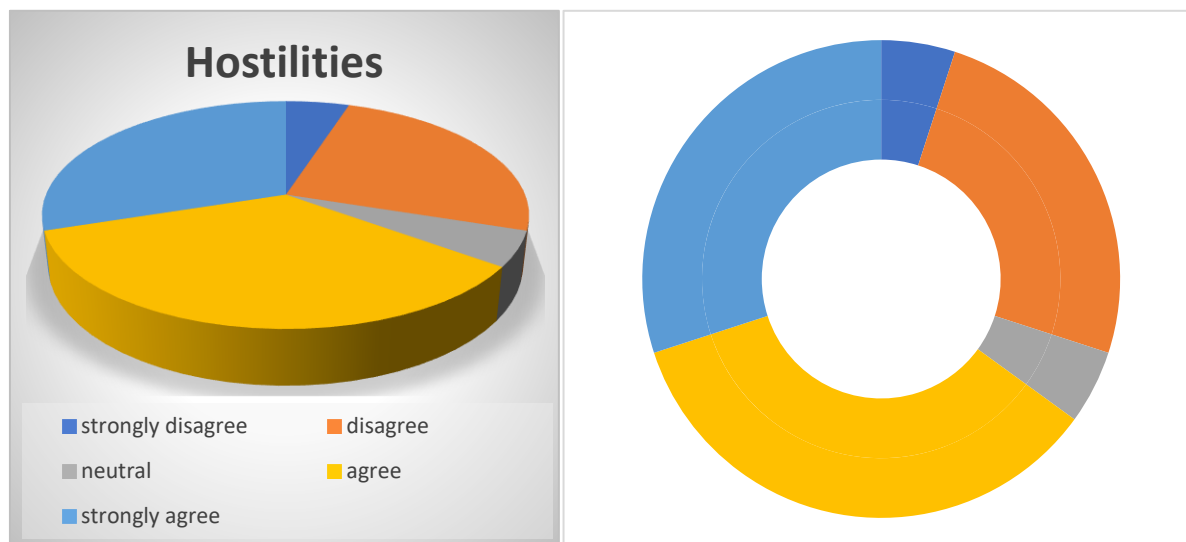
Question 4	No of Response	Percentage
strongly disagree	1	5
disagree	3	15
neutral	2	10
agree	7	35
strongly agree	7	35
total	20	100

Graph for its percentages is shown as;



While the answer of hostilities was almost equal to the day scholars. In all option hostilities ratio was like 5% for strongly disagree, 25% for disagree, 5% for neutral, 35% for agree and 30 for strongly agree.

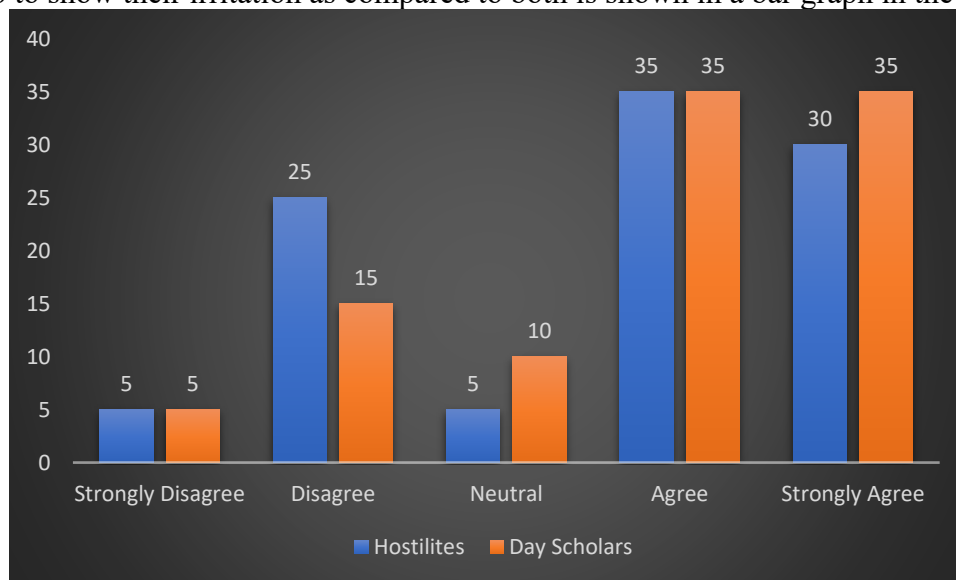
Question 4	No of Response	Percentage
strongly disagree	1	5
disagree	5	25
neutral	1	5
agree	7	35
strongly agree	6	30
total	20	100



Comparison Of Both:-

The analysis of this question shows that both the hostilities and day scholars equally get irritated when someone uses bad language toward them but here's day scholars slightly face greater irritation then hostilities.

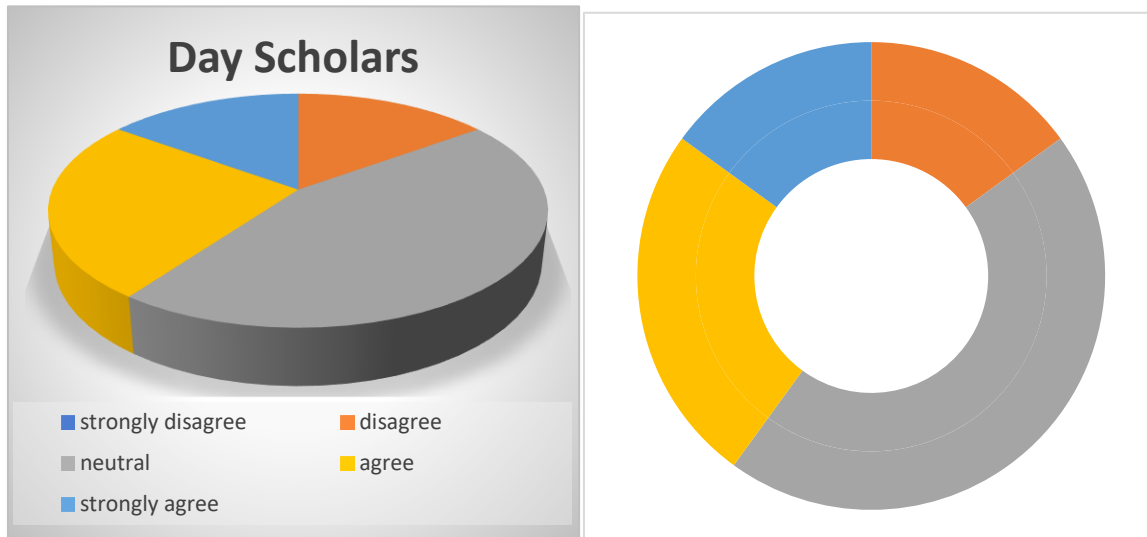
Ratio to show their irritation as compared to both is shown in a bar graph in the following;



Question No 05:-

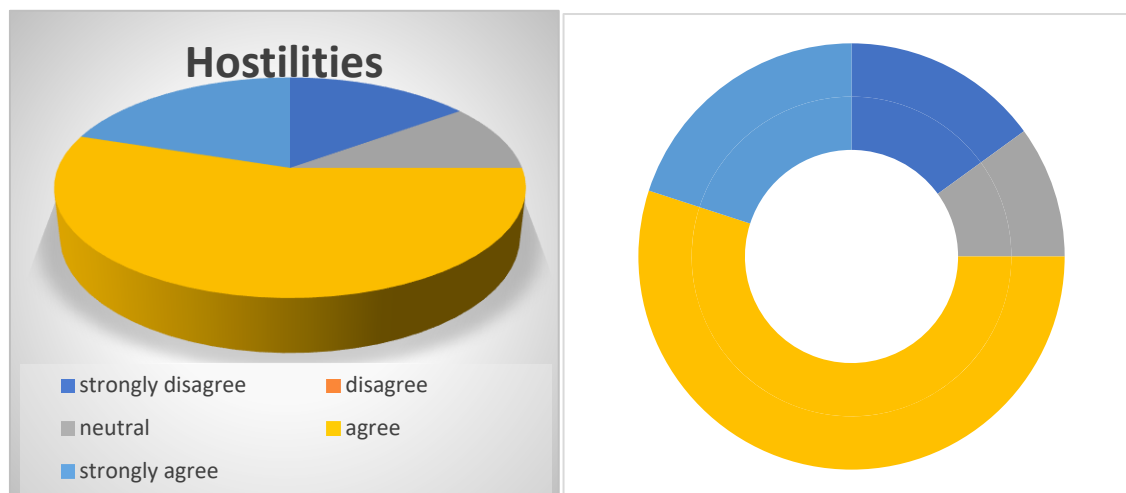
Question no 5 in the interview was, **When someone speaks bad language toward others in front of me, it provokes my temper.** In the answer of this question, none of the day scholar girl was strongly disagree but 3 were disagree. 9 students were neutral. 8 students were on the side of agreement. It shows 45% girls were on neutral side.

Question 5	No of Response	Percentage
strongly disagree	0	0
disagree	3	15
neutral	9	45
agree	5	25
strongly agree	3	15
total	20	100



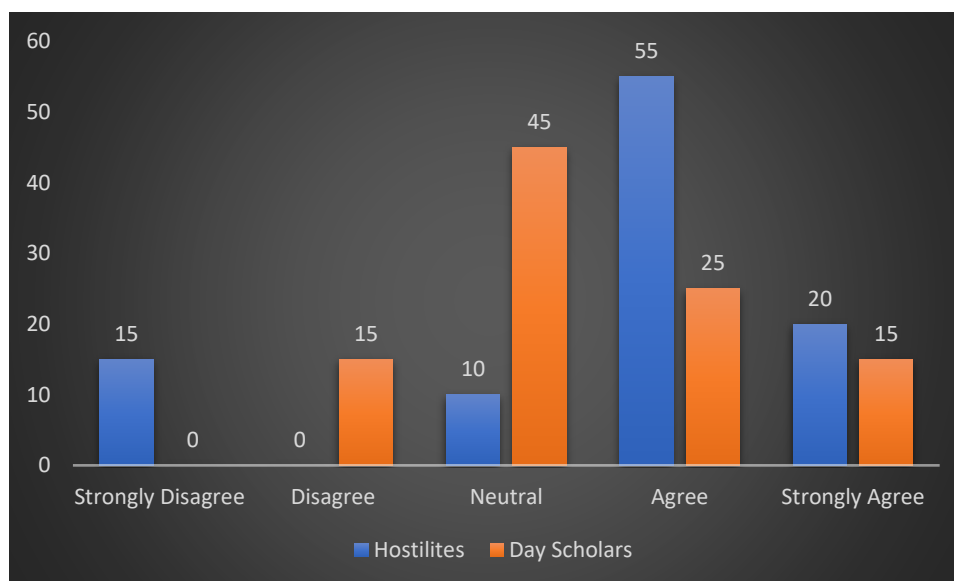
On the other side, 15 hostilities girls agree that listening about bad toward any other person provokes their temper. Only 3 girls were disagree while 2 were neutral. All the percentages and ratios are drawn in tables and graphs.

Question 5	No of Response	Percentage
strongly disagree	3	15
disagree	0	0
neutral	2	10
agree	11	55
strongly agree	4	20
total	20	100



Comparison Of Both:-

In this question, 55% hostilities were agree where as only 25 day scholars were agree. The results show that hostilities girls face much aggression toward others bad language in regard for others as compared to day scholars. While living in hostel , they form a strong bond between one an other. So listening bad about others results in making them angry.



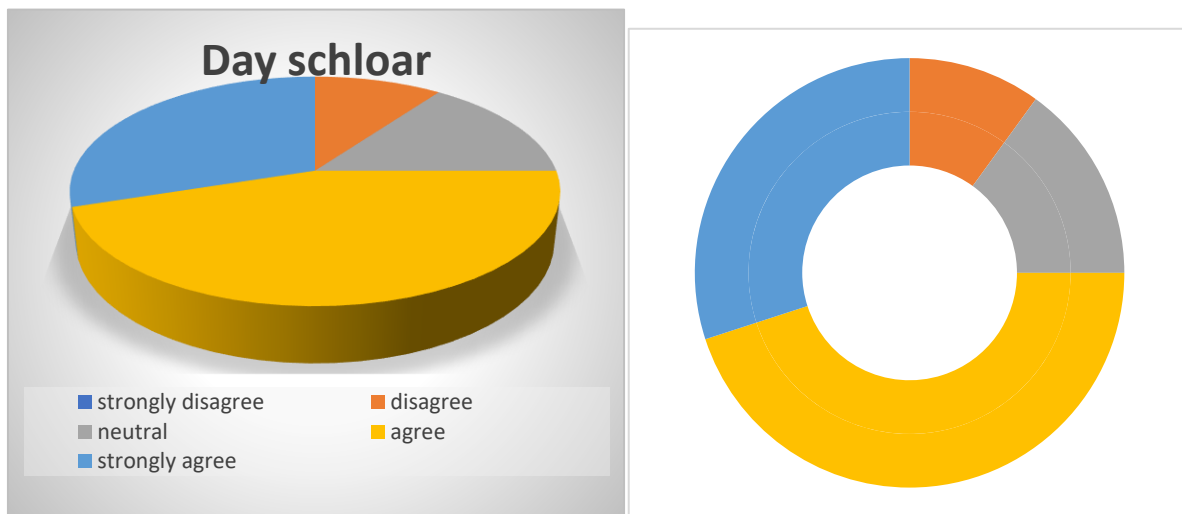
Question No 06:-

The next question was, **When someone insults toward myself (I am stupid or I am not good), it causes aggression in me.**

In the analysis of day scholars response, no one of the girls were on strongly disagree and 2 were on disagree side while 3 of the girls were neutral. 9 and 6 girls answered as agree and strongly agree respectively.

Their answer are shown in graph and table as follows;

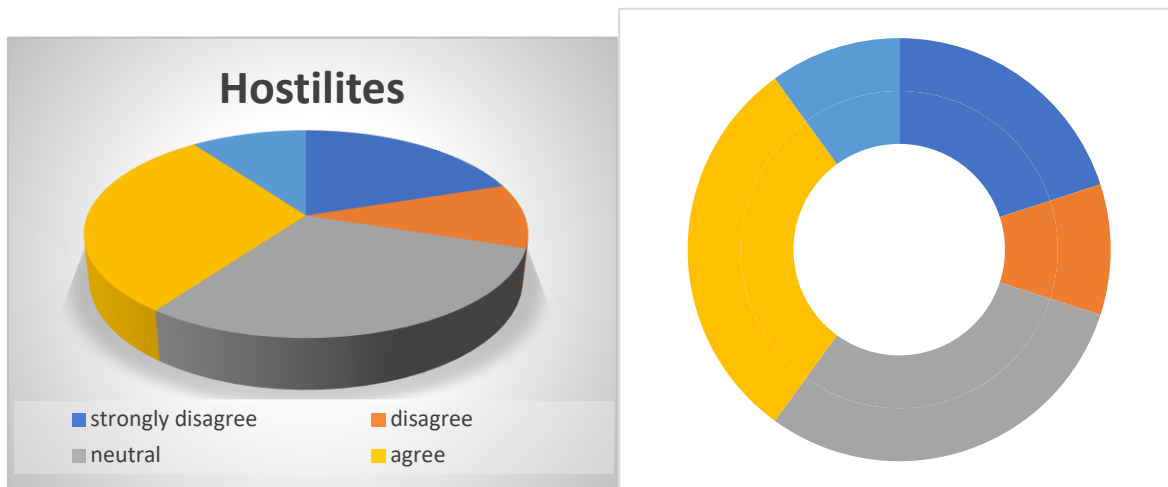
Question 6	No of Response	Percentage
strongly disagree	0	0
disagree	2	10
neutral	3	15
agree	9	45
strongly agree	6	30
total	20	100



The response to this question, hostel girls show that, 4 and 2 girls marked as strongly disagree and disagree respectively and 6 girls were neutral. 6 girls marked as agree while 2 of the girls were on side of strongly agree.

Percentages are shown in the following graph;

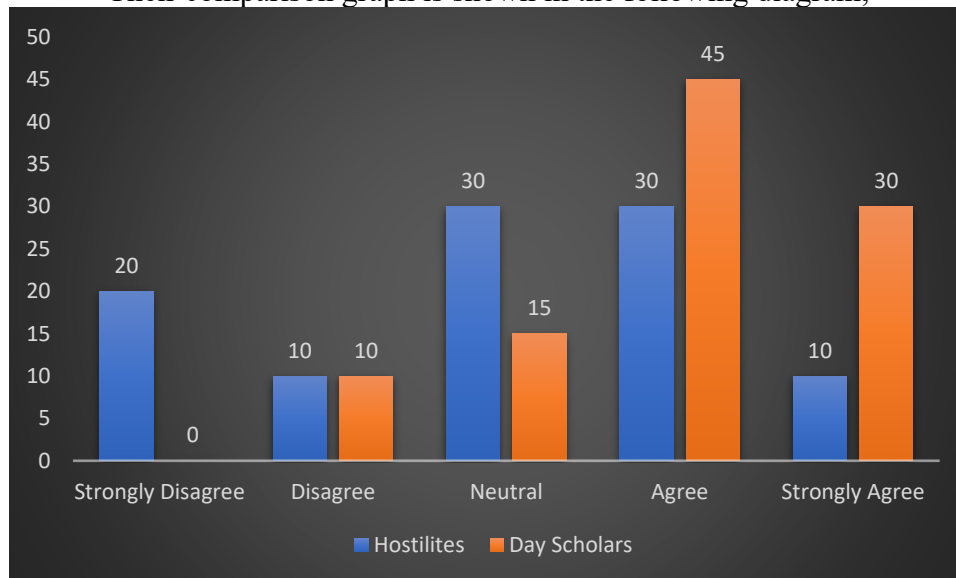
Question 6	No of Response	Percentage
strongly disagree	4	20
disagree	2	10
neutral	6	30
agree	6	30
strongly agree	2	10
total	20	100



Comparison Of Both:-

Analysis of this question shows that, day scholars face more aggression than hostel girls. 30% and 10% hostilities are agreed and strongly agreed on showing aggression when someone calls them bad. But 45% and 30% day scholars answered as agree and strongly agree. This shows that day scholars have less patience to endure others language as compared to hostilities.

Their comparison graph is shown in the following diagram;



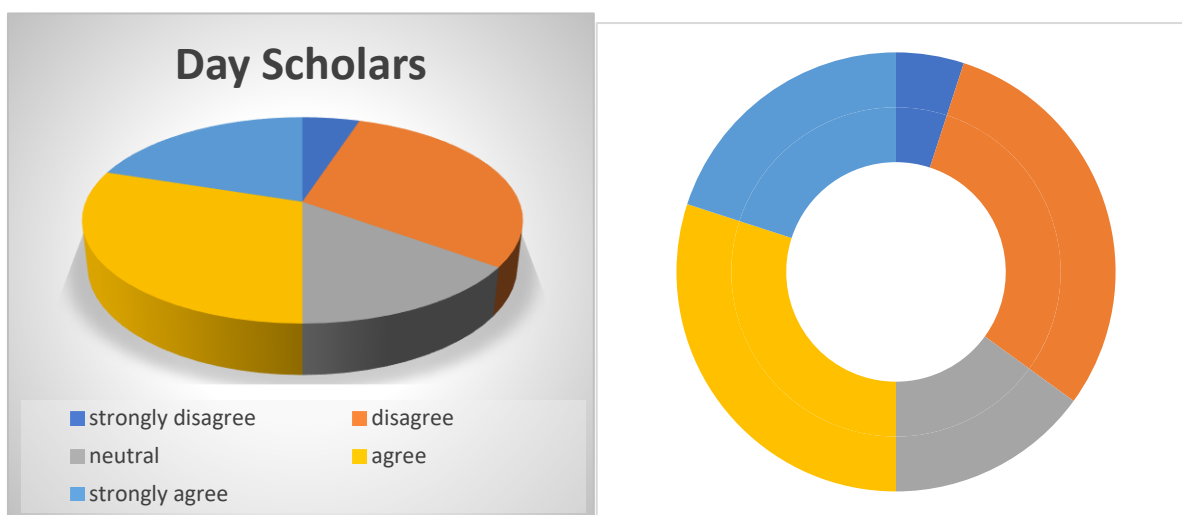
Question No 07:-

The next question in the interview was , **Because of others language, I show aggression on objects.** For this question, firstly I analyzed the answers of day scholars then for hostilities.

Out of 20 day scholars, only 1 student marked as strongly disagree and 6 marked as disagree. In this question, 3 students were neutral while 6 students were agreed and 4 were

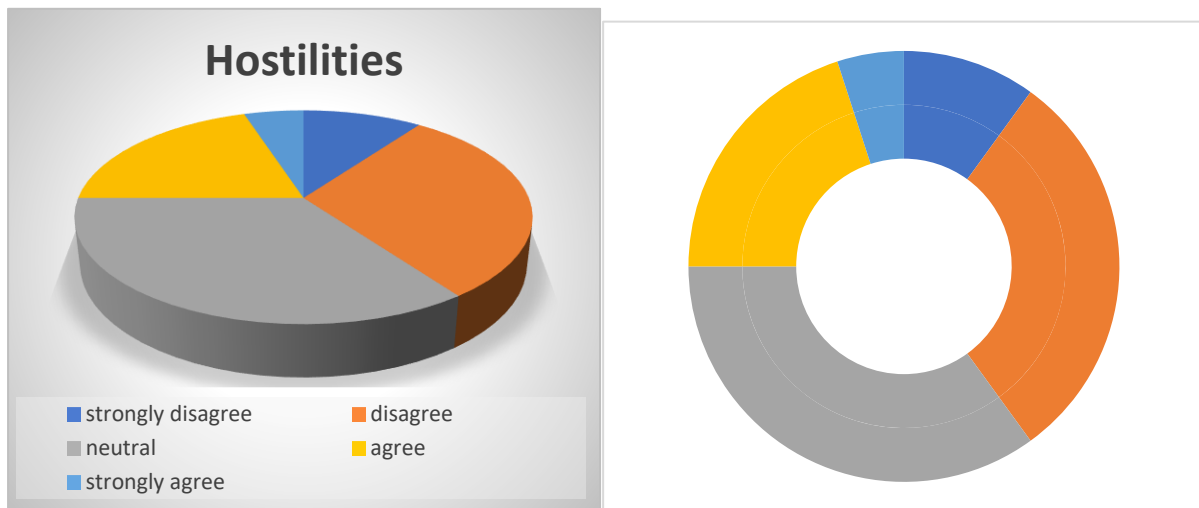
strongly agreed. The percentages of their answers are given in the following table along with pie-graphs.

Question 7	No of Response	Percentage
strongly disagree	1	5
disagree	6	30
neutral	3	15
agree	6	30
strongly agree	4	20
total	20	100



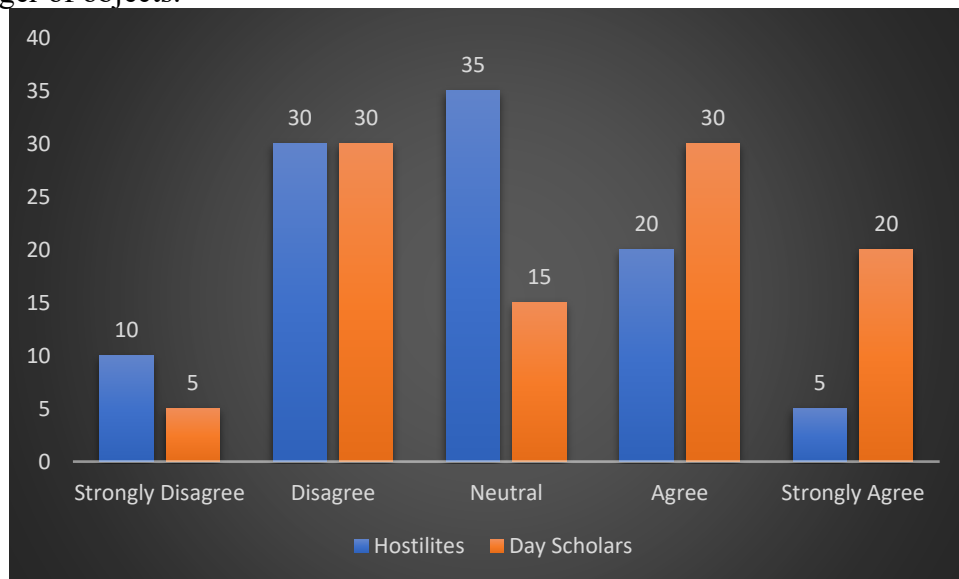
In the same question, responses of hostel girls show that 2 and 6 girls out of 20 answered as strongly disagree and disagree. And 7 girls were on neutral. The remaining girls answered as agree (4) and strongly agree (1).

Question 7	No of Response	Percentage
strongly disagree	2	10
disagree	6	30
neutral	7	35
agree	4	20
strongly agree	1	5
total	20	100



Comparison Of Both:-

This question is also in the side of day scholars as the graph given below shows that the ratio of day scholars is greater than the hostilities. It shows hostilities do not express their anger on objects by throwing or breaking them. But day scholars have less level of patience and they express anger of objects.



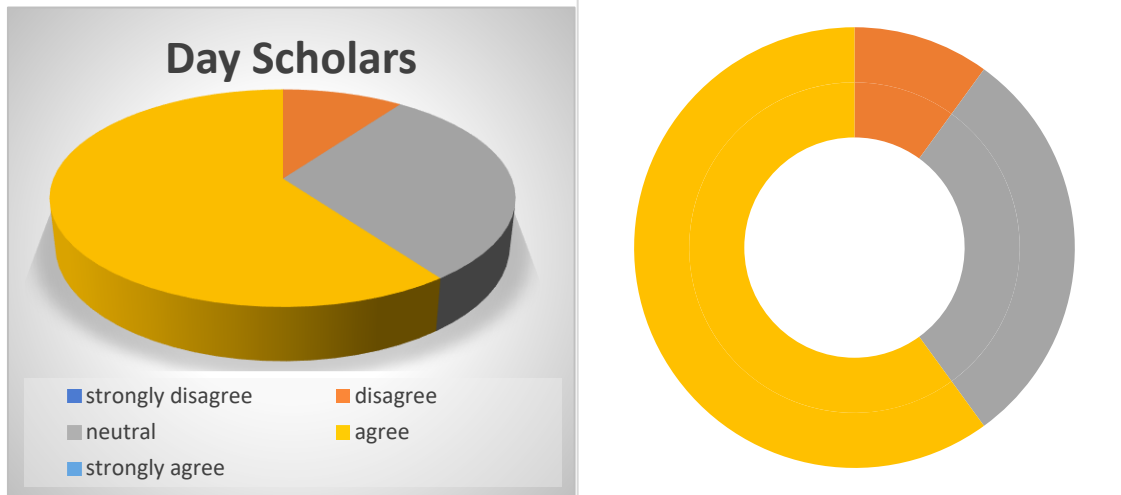
Question No 08:-

Sometimes other language is too extreme that I urge to strike that person.

In this question the response rate and its percentage for day scholars is given in the chart below. Pie graphs are also given to know the ratio between all options.

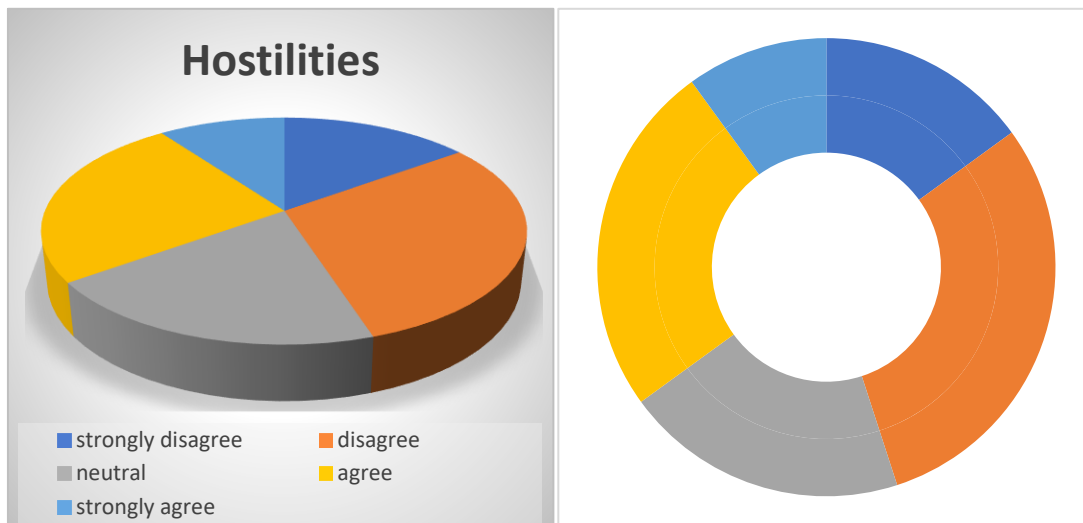
Question 8	No of Response	Percentage
strongly disagree	0	0
disagree	2	10
neutral	6	30

agree	12	60
strongly agree	0	0
total	20	100



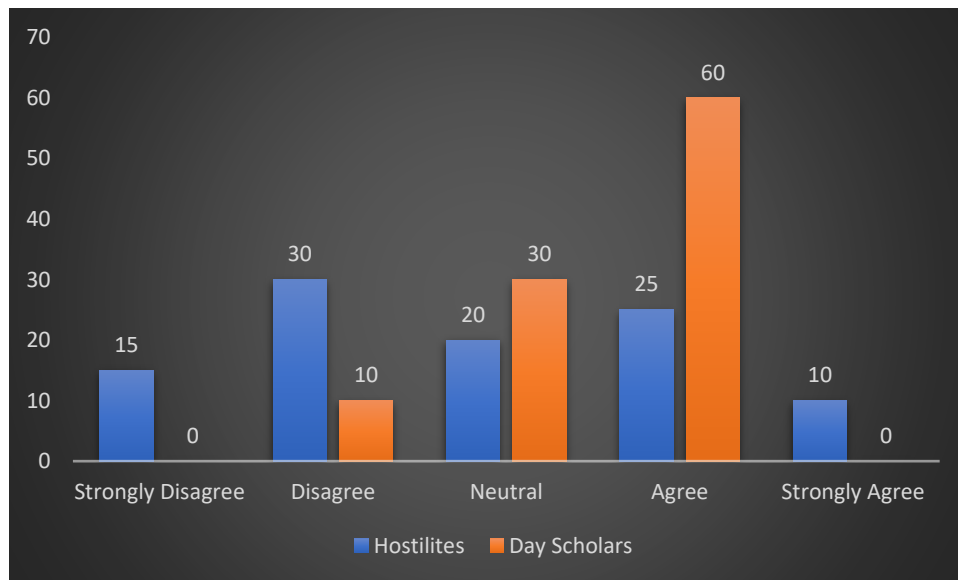
Similarly, the number of responses and their percentages for hostilities are also shown in the below chart while ratio of the responses is given in pie graphs.

Question 8	No of Response	Percentage
strongly disagree	3	15
disagree	6	30
neutral	4	20
agree	5	25
strongly agree	2	10
total	20	100



Comparison Of Both:-

This question is also on day scholars side as percentage of day scholars is higher than the percentage of hostilities in agreement. hostilities have a great level of patient to endure other language because of their great experience in social circle. As they have to live with other girls in hostel . it results in increase of their patience level.



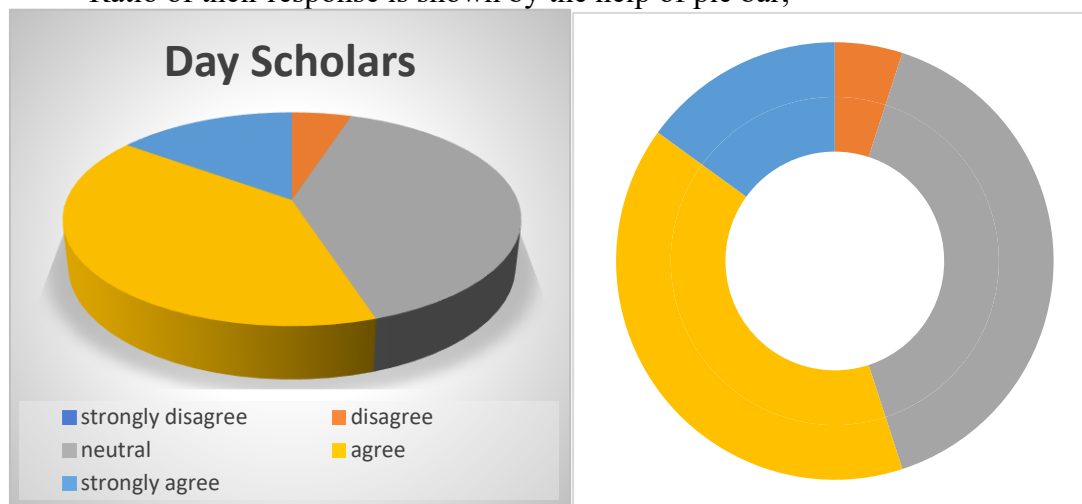
Question No 09:-

Next question was. **When someone criticize me, I cant take it in good humor.**
Response of day scholars for this question is shown as.

Question 9	No of Response	Percentage
strongly disagree	0	0
disagree	1	5

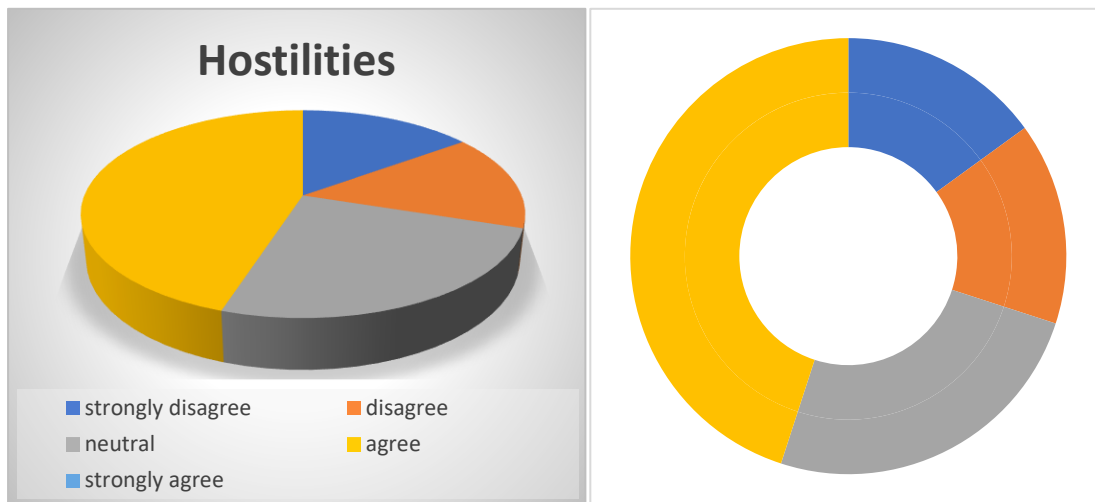
neutral	8	40
agree	8	40
strongly agree	3	15
total	20	100

Ratio of their response is shown by the help of pie bar;



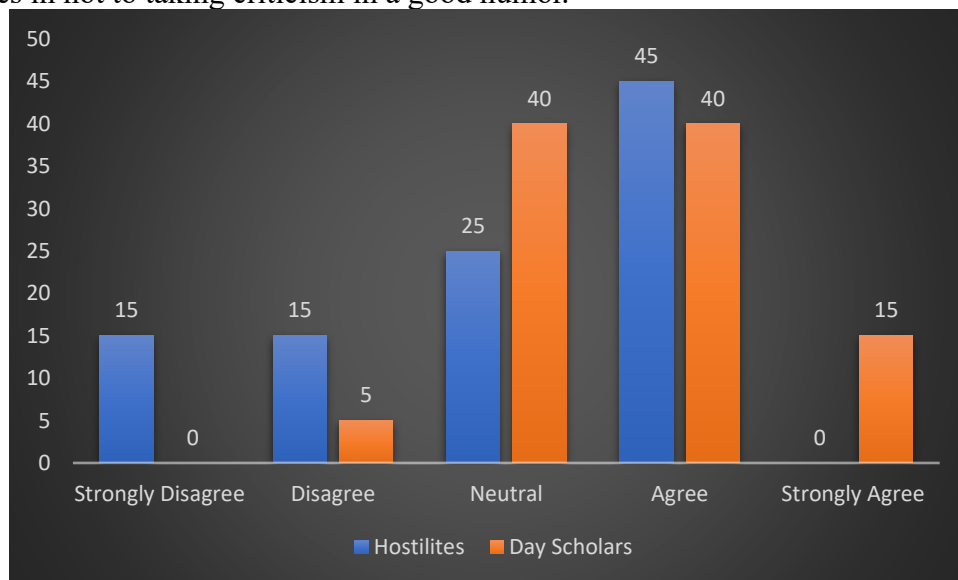
Similarly, the response of hostilities girls is also shown by the help of chart and ratio is shown by using pie graph.

Question 9	No of Response	Percentage
strongly disagree	3	15
disagree	3	15
neutral	5	25
agree	9	45
strongly agree	0	0
total	20	100



Comparison Of Both:-

In this question analysis, 45% hostilities and 40% day scholars were agreed on not to taking other criticism in good humor. But 0% of hostilities were strongly agree on this point whereas 15% day scholars were strongly agree. It automatically increase the ratio of day scholars as compared to hostilities in not to taking criticism in a good humor.



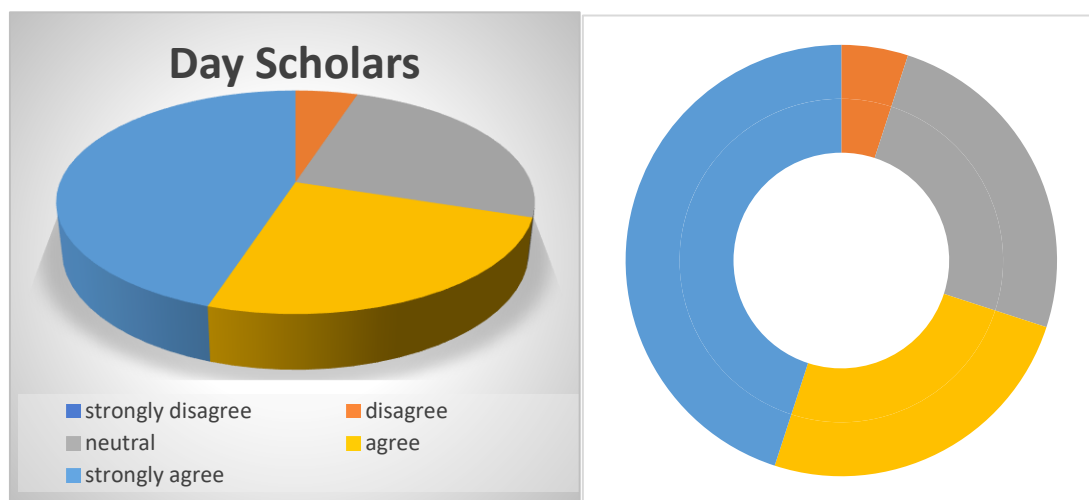
Question No 10:-

I typically felt guilty after using foul language.

In response to his question. Only 1 day scholar girl was disagree, 5 were neutral, 5 were on agree side and 9 were on strongly agree side.

Question 10	No of Response	Percentage
strongly disagree	0	0
disagree	1	5
neutral	5	25

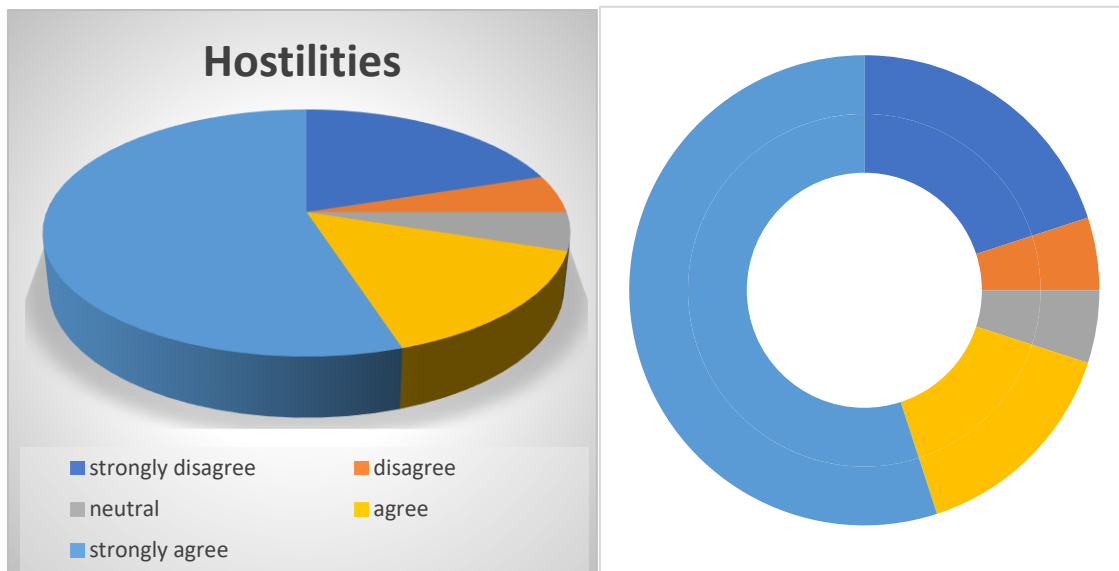
agree	5	25
strongly agree	9	45
total	20	100



On the other side, hostilities show response of having 5 on disagree side and 14 were on agree side.

The whole responses are given in table below.

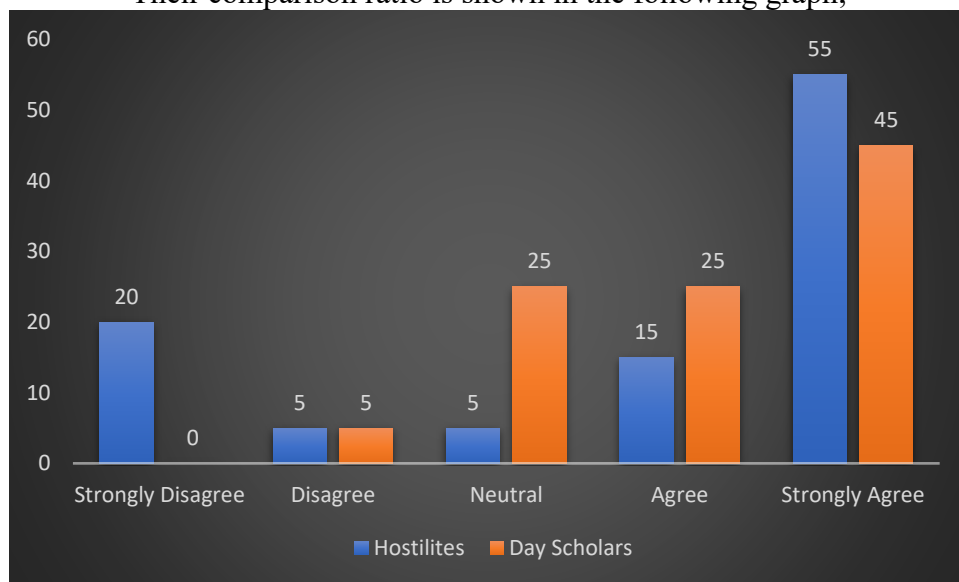
Question 10	No of Response	Percentage
strongly disagree	4	20
disagree	1	5
neutral	1	5
agree	3	15
strongly agree	11	55
total	20	100



Comparison Of Both:-

In this question, hostilities show more positive response as compared to day scholars. Many hostilities students feel guilty after using foul language as compared to day scholars.

Their comparison ratio is shown in the following graph;

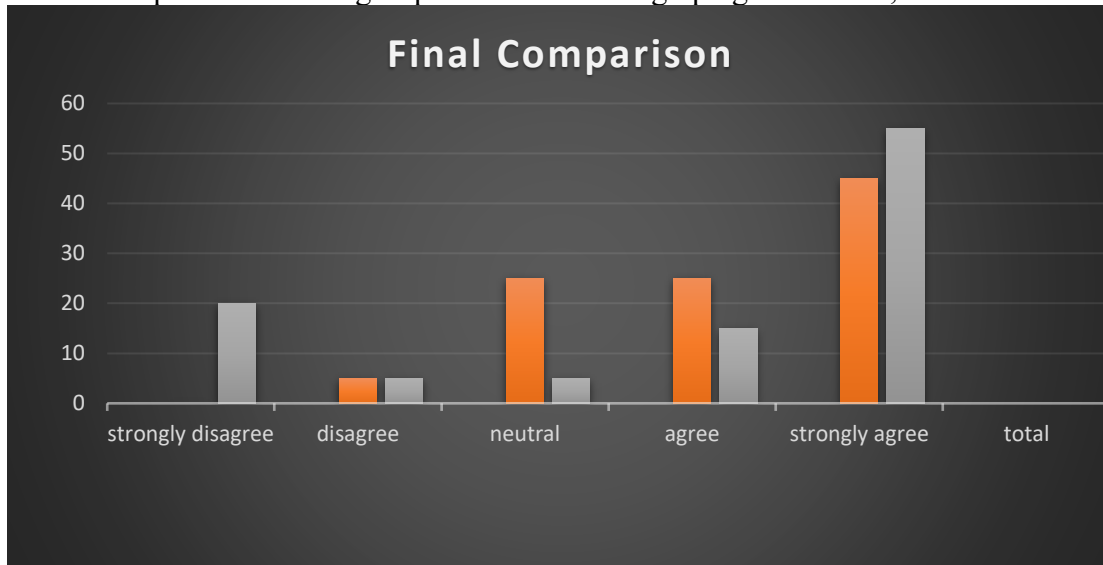


Findings & Conclusion:-

In the final, the results of the whole questions show that day scholars face much aggression as compared to hostilities. As hostel girls have to stay with a lot of girls for the sake of study so they possess a large amount of patience during their stay. Whereas day scholars have less patience in them. Compromising abilities of hostilities are much greater than day scholars. Through all the questions, it is concluded that language has a great impact on all the students either hostilities or day scholars. Using bad language or speaking in a bad tone affects the

listener's behavior and mood. This analysis also shows that hostilities show only verbal aggression. Only a few of hostilities show physical aggression toward objects. But day scholars show both verbal and physical aggression in equal ratio.

Final comparison of both groups is shown in the graph given below;



At the end, it is said that hostilities girls are much more mature than day scholar girls. And they have much aggression enduring capability than day scholars.

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