



A COMPARATIVE STUDY OF THE LEVEL OF AGGRESSION ON B.ED AND B.PED STUDENTS

Abstract

The present study aimed to assess the aggression level among B.ed and B.ped college students. It was hypothesized that B.ed and B.ped college students differ significantly on aggression. In order to verify the above hypotheses a sample of 80 students were selected from Srinagar, Garhwal, Uttarakhand colleges. The sample includes equal size of B.ed students (N=40) and B.ped students (N=40) students. The sample divided 20 male and 20 female B.ed and 20 male and 20 female B.ped students. Data was collected with the help of Aggression scale by Pal and Naqvi (1986). Obtained data were statistically analyzed by Mean, SD, and t-test. The results that there is a significant difference between B.ed female & B.ped female students and B.ed and B.ped male & male students. The null hypotheses were rejected.

Key Words: *Aggression, Students, Gender*

In psychology, the term aggression refers to a series of behaviors that can effect in both physical and psychological destruction to oneself, extra or objects in the environment. The manifestation of aggression can befall in a number of ways, counting verbally, psychologically and physically. In its broadest sense, is an activity, or a temperament, that is strong, hostile or attacking? It may occur either in retaliation or without aggravation. Aggression can take a variety of forms and can be physical or be communicated verbally or non-verbally. Aggression differs from what is commonly called assertiveness, although the terms are often used interchangeably among laypeople, aggressive sale persons.

Aggression can be well-defined operationally in terms of rude answering to elder, irritation, feeling of unfairness, carrying complaints, frequent quarrelling, broken assignation, impulse to take retaliation, and reactionary insolences to traditions or views (Chauhan & Tiwari, 1972). Aggression is overt, often harmful, social interaction with the intention of inflicting damage or other disagreeableness upon another individual. It may occur either in retaliation or without aggravation. In human being, frustration due to blocked goals can reason aggression. Human aggression can be classified into direct and indirect aggression, while the firstly is characterized by bodily or verbal behavior intended to reason injury to someone, the second one is human behavior proposed to harm social relations of an individual or a group. This research supports the aggression direct and indirect negative effect of college students' aggressive students not adjustment easily in society and others person. So they are fell Specific consequences, such as loneliness, isolation, and depression, all have the potential to inspiration or effect a student's successful adjustment or assimilation into college life (Gerdes & Mallinckrodt, 1994). Research into college adjustment has identified four specific factors that contribute to an individual's ability to adjust to the college environment (Gerdes & Mallinckrodt, 1994; Martin, et al. 1999). The areas include academic adjustment, institutional commitment, social regulation and personal-emotional adjustment (Gerdes & Mallinckrodt, 1994). Academic adjustment discusses to an individual's motivation, behavior, and happiness with the academic environment of the organization. Official commitment refers to an individual's connection with their institution or a strong devotion to complete a college degree.

Society has seen a growth in the cases of aggression/violence among youth. It includes behaviors such as spanking, hitting, rape, irresponsibility, driving and shooting in school, truancy, road rage and other high-risk activities. Nearly 18.6% of females aged 12-17 got into a serious fight at school or work. 14.1%

contributed in a group-against-group fight and 5.7% attacked another person with intent to seriously harm him/her. In 1999, juveniles accounted for 16% of all violent crime arrests, and slaughters committed by adolescence above 18 accounted for 10.1% of all homicides. Although this homicide rate is lower than in previous years, the overall prevalence of other violent behaviors among youth remains high. These facts are the conclusion of a tragic route of violence that has an disturbing impact on the physical safety and emotional well-being of our nation's youth. Youth violence often emanates from multiple risk factors: biologic vulnerability in consistent, overly permissive, or harsh discipline community deprivation.

Methodology and Design:

Statement of Problem: A Comparative Study of the Level of Aggression on B.Ed and B.Ped Students

Objectives:

- ❖ To Study of Aggression among B.ed and B.ped Students.
- ❖ To Study of Aggression among B.ed and B.ped Female Students.
- ❖ To Study of Aggression among B.ed and B.ped Male Students.

Hypothesis:

- ❖ There will be no significant difference between the level of Aggression in b.ed and b.ped students.
- ❖ There will be no significant difference between the level of aggression in b.ed and b.ped male students.
- ❖ There will be no significance difference between the level of aggression in b.ed and b.ped female students.

Variables:

Independent Variables:

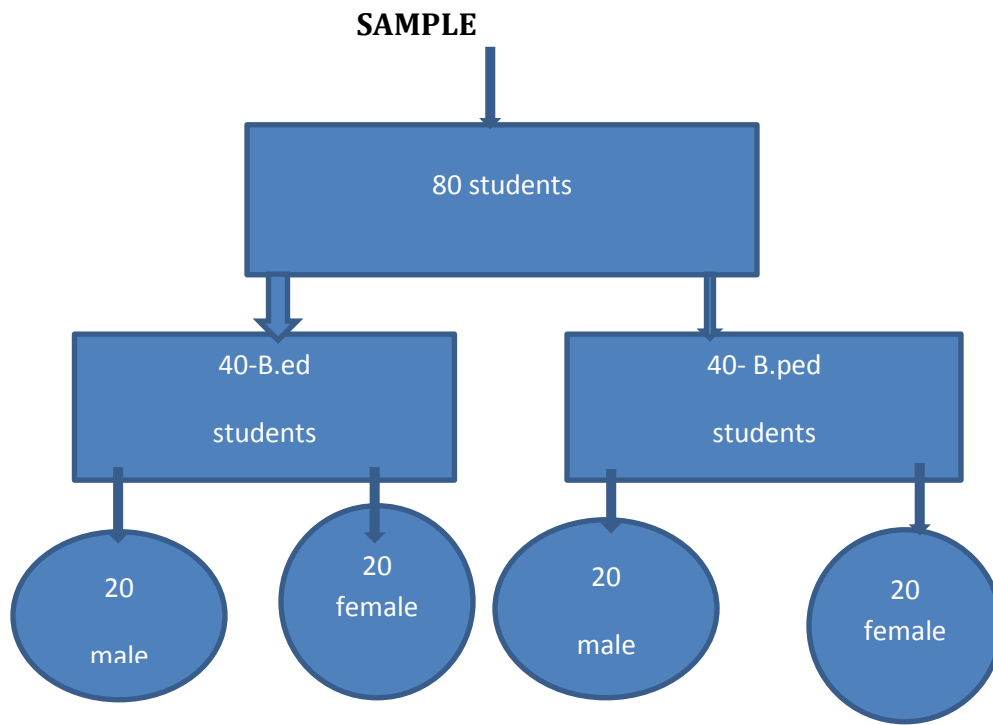
- B.ed and B.ped college students.
- Gender

Dependent Variables:

- AGG. Questionnaire

Sampling:

The sample in the present study was taken from different Srinagar, Garhwal colleges. Total sample was 80 college students, divided 40 b.ed and 40 b.ped students. The sample includes both female and male students. The sampling method used in this research is stratified Random Sampling technique.



Measurement Tools: The following tool was used the data collected.

- Aggression Scale by: Km. Roma Pal and Tasneem Naqvi.

Procedure of Data Collection:

For data collection 3 schools were randomly selected out of 5 colleges of Srinagar Garhwal, Uttarakhand. First of all the investigator visited the randomly selected colleges to take permission from the principals of college.

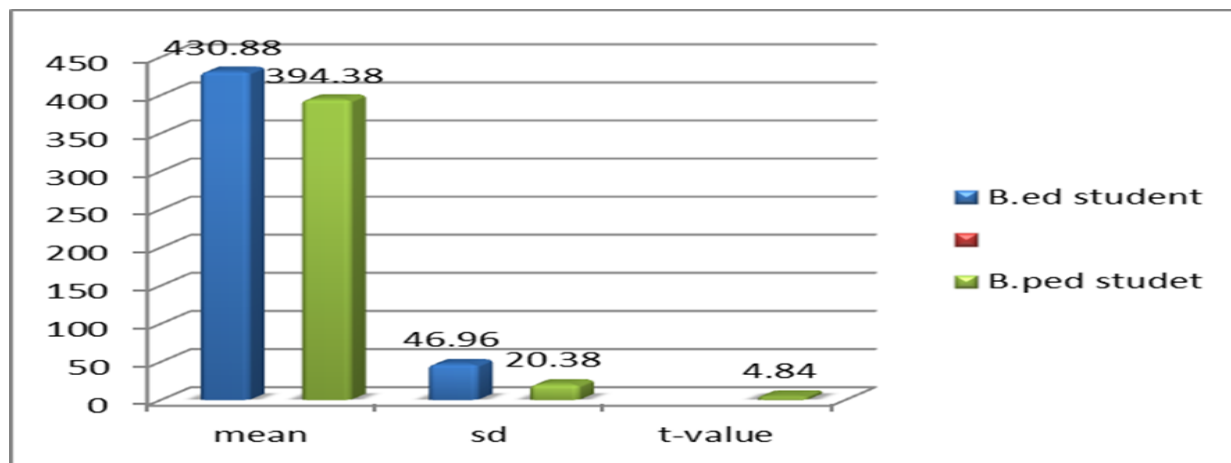
After getting permission from college subjects were randomly selected from the register of colleges on the basis of criteria under study. Then the selected subjects were approached and given the case record sheet to get the information about them i.e. age, education, family and occupation of the subject's aggression scale These subjects were individually contacted and instructions were given to fill the scales one by one. A gap of 12 minutes was given in students to scales. After completion of aggression scales subjects we of be grateful for their valuable cooperation.

Statistical Analysis: In this study t-test was used to analysis the data.

Results and discussion:

Table- 1: The results show to assess the level of Aggression among B.ed and B.ped class students.

Variables	N	Mean	S.D.	t-value	Level of Significant
B.ed Students	40	430.88	46.96	4.84	0.01
B.ped Students	40	394.38	20.38		

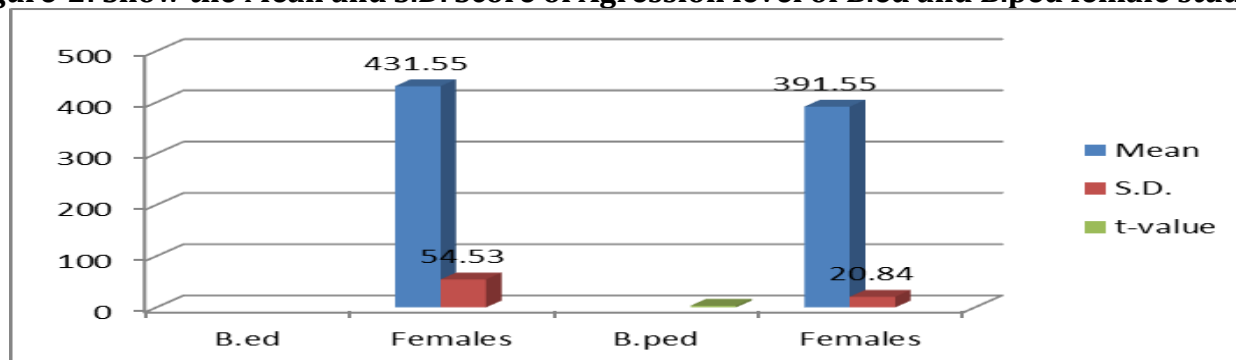
Figure-1: Show the Mean and S.D. Score of Aggression level of B.ed and B.ped students

The results here indicate that compared to B.ed and B.ped students. B.ed students are aggression Level very high compare to B.ped students. Because B.ed students mean are found 430.88 and S.D. 46.96. B.ped students mean are found 394.38 and S.D.20.38. So we are found that B.ed students highly level of aggression comparison to B.ped students

On applying t-test the numeric value we that get are 4.84 which are found significant at 0.01 levels. There is significant difference between B.ed and B.ped students. So there hypotheses are rejected. Aggression within the home also plays an important role in promoting aggression with girls. This aggression takes two forms. The first is reflected in the rate of verbal aggression expressed between parents and their daughters. Vising, Strauss, Gelles, and Harrop (1991) and Garnefski and Okma (1996) noted that aggressive girls have a tendency to come from homes characterized with high levels of verbal aggression. In count, high levels of oral aggression were found to be more completely related to aggression in girls than in boys.

Table-2: The results show to assess the level of Aggression among B.ed and B.ped Females students.

Variables	N	Mean	S.D.	t-value	Level of Significant
B.ed Females	20	431.55	54.53	3.43	0.01
B.ped Females	20	391.55	20.84		

Figure-2: Show the Mean and S.D. Score of Aggression level of B.ed and B.ped female students

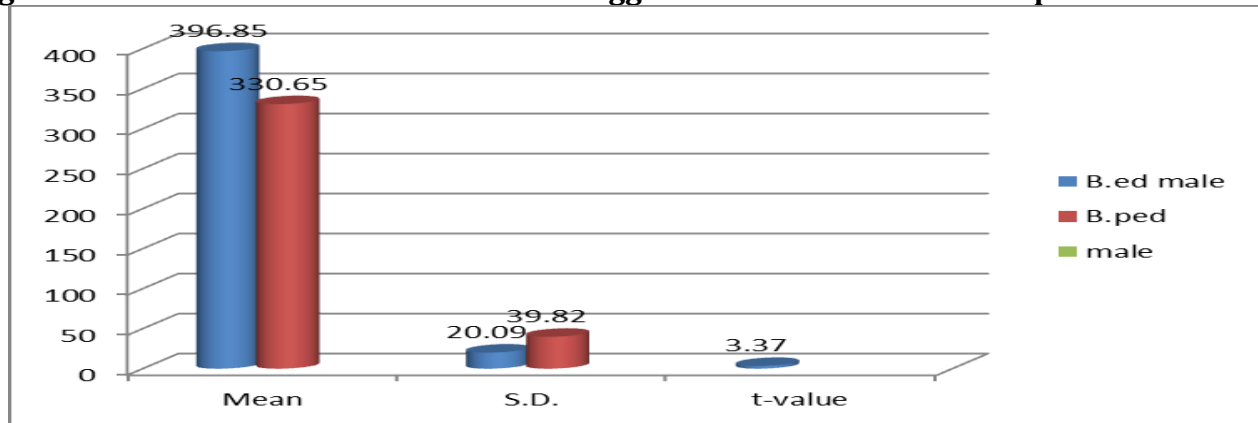
The results here indicate that compared to B.ed female and B.ped female students. B.ed female students are aggression level very high compare to B.ped female students. Because B.ed female students mean are found 431.55 and S.D. 54.53. B.ped female students mean are found 391.55 and S.D 20.84. So we are found that B.ed female students highly level of aggression comparison to B.ped female students

On applying t-test the numeric value we that get are 3.43 which are found significant at 0.01 levels. There is significant difference between B.ed female and B.ped female students. So there hypotheses are rejected. In conjunction with peer and teacher reports, three studies have incorporated observational methods to assess relational aggression. In the first study, Ostrava and Keating (2004) observed students in a both a structured free play setting and in a more structured coloring activity. Females were found to engage in more personal aggression, while males were found to engage in more physical aggression. Interpersonal aggression was also found to be a stable behavioral pattern in others diffrent social settings (playground and structure activity) for girls but not for boys (Ostrov & Keating)

Table-3: The results show to assess the level of Aggression among B.ed and B.ped Male students.

Variables	N	Mean	S.D.	t-value	Level of Significant
B.ed Male	20	396.85	20.09	3.37	0.01
B.ped Male	20	330.65	39.82		

Figure-3: Show the Mean and S.D. Score of Aggression level of B.ed and B.ped Male students



The results here indicate that compared to B.ed male and B.ped male students. B.ed male students are aggression level very high compare to B.ped male students. Because B.ed male students mean are found 396.85 and S.D. 20.09. B.ped male students mean are found 330.65 and S.D.39.82. So we are found that B.ed male students highly level of aggression comparison to B.ped male students

On applying t-test the numeric value we that get are 3.37 which are found significant at 0.01 levels. There is significant difference between B.ed male and B.ped male students. So there hypotheses are rejected. Early exploration into the development of aggression during adolescence started in the 1950s. The first studies comprehensive on male samples, and mostly on young men, on the hypothesis that boys are more violent than girls, and therefore should be the focus of research thought (Patterson, Reid, & Dishion, 1992). The relative absenteeism of aggressive displays by girls was assumed to be the effect of earlier sexual improvement (Calhoun, Jurgnes, & Chen, 1993).

Conclusion:

The present study and on the basis of the result of the study the following conclusions were considered appropriate. The aggression level of B.ed female very high aggression compare to B.ped female students. There were significant differences in aggression between B.ed female and B.ped female college students. There is the significant difference observed between the mean of aggression among the B.ed and B.ped college students. There is the significant difference observed between the mean of aggression among the boys and girls students. We have used the T-test to check the real difference between B.ed and B.ped college students. The mean values and their standard deviation are considered to reach the real conclusion the following result were concluded after the survey and statistical analysis of data. The degree of aggression among the B.ed and B.ped college students their comparisons and causatives can be revealed from the present study. The aggression score in B.ed students significantly higher than B.ped students. Null hypotheses were rejected.

Recommendation:

1. In training male and female players, equal emphasis has to be given for psychological preparation. In the Present study the achievement motivation of the players are at low and moderate level, which is the Limiting factor in achieving excellence
2. The college students who have positive psychological characteristics including their personality.
3. The result obtained in studies like this it is recommended that sports policy makers and authorities bring sports psychology to the forefront and recognizes the need for psychological preparation of sports person.
4. Similar study may be conducted by administering a programme for the improvement of performance of the students.
5. It is also recommended that a similar study may be conducted for B.ed and B.ped student in different levels of aggression.

Limitations:

1. The study was limited to the government college of only HNBGU. Therefore we can't get an idea about the student of other colleges of other territory.
2. The study was limited to only B.ed and B.ped college students of HNBGU.
3. The study was limited to the only three psychological disorders like is security, aggression and personality traits among students.
4. The degree of aggression among the B.ed and B.ped students their comparisons can be revealed from the present study.
5. The study was limited to the graduate students only.
6. The study was sample size small.

References

- I. Calhoun, G., Jurgens, J., & Chen, F. (1993). the neophyte female juvenile delinquent. *Adolescence*, 28, 461-471.
- II. Chauhan NS, Tiwari GP. Manual of frustration scale. Agra: Agra Psychological Cell; 1972.
- III. Caspi A, McClay J, Moffit T, et al. Role of genotype in the cycle of Violence in maltreated children. *Science* 2002; 297:851-3.
- IV. De Almeida, Rosa Maria Martins; Cabral, João Carlos Centurion; Narvaes, Rodrigo (2015). "Behavioural, hormonal and neurobiological mechanisms of aggressive behaviour in human and nonhuman primates". *Physiology & Behavior*. 143: 121-35. doi:10.1016/j.physbeh.2015.02.053. PMID 25749197.

- V. Fox JA, Zawitz MW. Homicide Trends in the United States. Washington, DC: Bureau of Justice Statistics, 2001.
- VI. Garnefski, N., & Okma, S. (1996). Addiction-risk and aggressive/criminal behaviour in adolescence: Influence of family, school and peers. *Journal of Adolescence*, 19, 503-512.
- VII. Gerdes, H., & Mallinckrodt, B. (1994). Emotional, social, and academic adjustment of college students: A longitudinal study of retention. *Journal of Counseling and Development*, 72, 281-288.
- VIII. Martin, W. E., Swartx - Kulstad, J. L., & Madson, M. (1999). Psychosocial factors that predict the college adjustment of first-year undergraduate students: Implications for college counselors. *Journal of College Counseling*, 2, 121-133.
- IX. Miczek, Klaus A.; Almeida, Rosa M. M. de; Kravitz, Edward A.; Rissman, Emilie F.; Boer, Sietse F. de; Raine, Adrian (2007-10-31). "Neurobiology of Escalated Aggression and Violence". *Journal of Neuroscience*. 27 (44): 11803–11806.
- X. Ostrov, J. M., Woods, K. E., Jansen, E. A., Casas, J. F., & Crick, N. R. (2004). An observational study of delivered and received aggression, gender, and social-psychological adjustment in preschool: "This white crayon doesn't work." *Early Childhood Research Quarterly*, 19, 355-371.
- XI. Patterson, G. R., Reid, J. B., & Dishion, T. J. (1992). *Antisocial boys Eugene, OR: Castalia*.
- XIII. Patterson GR, South ammer-Loeber M. The correlation of family management practices and delinquency. *Child Dev* 1984; 55:1299–1307.
- XIV. Raine A, Brennan P, Mednick SA. Interaction between birth complications and early maternal rejection in predisposing individuals to adult violence: Specificity to serious, early- onset violence. *Am J Psychiatry* 1997; 154:1265–71.
- XV. Rockville, MD: US Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Office of Applied Studies; 2009. [Last accessed on 2012 Mar 12]. The NSDUH Report: Violent Behaviors among Adolescent Females.
- XVI. Snyder HN. *Juvenile Arrests in 1999*. Washington, DC: Office of Juvenile Justice and Delinquent Behavior, 2000.
- XVII. Tolan P. Socioeconomic, family, and social stress correlates of adolescent antisocial and delinquent behavior. *J Abnorm Child Psychol* 1988;16:317–31.
- XVIII. Vissing, Y. M., Straus, M. A., Gelles, R. J., & Harrop, J. W. (1991). Verbal aggression by parents and psychosocial problems of children. *Child Abuse and Neglect*, 15, 223-238.

Rita

Ph.D. research scholar

Dept. of psychology H.N.B.G.U

Uttarakhand

Kanika Suri

Copyright © 2012 – 2018 KCG. All Rights Reserved. | Powered By: Knowledge Consortium of Gujarat