“A Comparative study of aggression between B.P.Ed and B.Ed students of Aurangabad District”

Research Scholar

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Research Guide

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Abstract

The main purpose and objective of the present study was to compare the level of aggression between B.P.Ed and B.Ed. students of Aurangabad district. The statistical population of the study consisted of male and female students of district Aurangabad. 80 students were selected randomly. The instrument used in this research were aggression questionnaire of Dr. G.C. Pati. After conducted the test procedure, the data were analyzed with the help of statistical procedure in which arithmetic mean, standard deviation and T test were applied. The level of significance was set at 0.05.

INTRODUCTION

Human beings are capable of a wide range of behaviour. On one hand they may show compassion and help for each other, on other hand they may seek to harm each other through aggressive action. The word aggression comes from the Latin root aggredi, ad (to or toward) and gradior (walk). Literally, then, the word means to walk towards or approach to ‘move against’ or to ‘move with intent to hurt or harm’. But aggression in sports is a term frequently used nowadays there is some confusion to its meaning. Aggression is seemed to be a violent outbreak, such as a fight, but in sports it is also used when an athlete competes hand and gives one hundred percent efforts.

A sound mind in a sound body has been an unchallenged maxim since the ages. But the recent research has also focussed and pointed out at the opposite fact, that is, can a sound body ensure a sound mind? Or how to ensure a calm, composed and sound mind in a physically fit body
of a sportsperson? This led to the development of the field of sports psychology, which focussed on the mental makeup of a sportsman.

Sport psychology is an interdisciplinary science that draws on knowledge from the fields of kinesiology and psychology. It involves the study of how psychological factors affect performance and how participation in sport and exercise affect psychological and physical factors. In addition to instruction and training of psychological skills for performance improvement, applied sport psychology may include work with athletes, coaches and parents regarding injury, rehabilitation, communication, team building and career transitions.

It has long been acknowledged that psychological skills are critical for athletes at the elite level. Athletes with the requisite “mental toughness” are more likely to be successful. In the past, it was assumed that these skills were genetically based, or acquired early in life.

What is aggression?

‘The phenomenon in which one harms other to get joy’ - “The psychology of aggression buss (1961)”. Aggression, in its broadest sense, is behaviour, or a disposition, that is forceful, hostile or attacking. It may occur either in retaliation or without provocation. In narrower definitions that are used in social sciences and behavioural sciences, aggression is an intention to cause harm or an act intended to increase relative social dominance. Predatory or defensive behaviour between members of different species may not be considered aggression in the same sense. 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 interchangeable among laypeople, e.g. an aggressive salesperson.

Types of aggression

Two broad categories of aggression are commonly distinguished. One includes effective (emotional) and hostile or retaliatory aggression, and the other includes instrumental, goal oriented or predatory aggression. Data on violence from a range of disciplines lend some support to a distinction between affective and predatory aggression. However, some researchers question the usefulness of hostile vs. instrumental distinction in humans, despite its ubiquity in research, because most real-life cases involve mixed motives and interacting causes.

A number of classifications and dimensions of aggression have been suggested. These depend on such things as whether the aggression is verbal or physical; whether or not it involves relational aggression such as covert bullying and social manipulation; whether harm to others is
intended or not; whether it is carried out actively or expressed passively; and whether the aggression is aimed directly or indirectly. Classification may also encompass aggression-related emotions (e.g. anger) and mental states (e.g. impulsivity, hostility). Aggression may occur in response to non-social as well as social factors, and can have a close relationship with stress coping style. Aggression may be displayed in order to intimidate.

The operative definition of aggression may be affected by moral or political views. Examples are the axiomatic moral view called the non-aggression principle and the political rules governing the behaviour of one country towards another. Likewise in competitive sports, or in the workplace, some forms of aggression may be sanctioned and others not.

**STATEMENT OF THE PROBLEM:**

‘A comparative study of aggression between B.P.Ed and B.Ed. students of Aurangabad district’. This study is an attempt to compare the level of aggression of two groups of students of roughly the same culture, but enrolled in different study courses. One group studies the Physical education and the other group studies education course.

**OBJECTIVES OF THE STUDY:**

1. To analyse and quantify the level of aggression of the B.P Ed. and B.Ed. students of the Aurangabad district.
2. To compare the level of aggression of these two groups of students by using the aggression Questionnaire of Dr G.C Pati.
3. To analyse the effect of the type of education on the level of the aggression of a student.

**HYPOTHESIS:**

- H1: There is a significant difference in aggression between B.P.Ed and B.Ed students.

**DELIMITATION:**

1. The study was delimited to forty (40) B.P.ED students and forty (40) B.ED students of Aurangabad District.
2. The study was delimited to selected important performance oriented psychological variable as level of Aggression.
3. The age group of the subjects ranged between 18-28 years.
4. The study was delimited to male and female B.P.Ed and B.Ed students of District Aurangabad.
LIMITATION:

The various limitations of the study are:

1. It is limited in scope. It only studies the levels of aggression of 80 students studying in the two different courses.
2. It doesn’t take into account the vast subjective experiences of each of the student. Instead it gives a broad brush rather than a deep individualistic analysis.
3. It uses only one method to compare level of aggression, that is, the Dr G.C Pati aggression questionnaire. It doesn’t use any other method to understand and quantify the levels of aggression. This limits its scope further.
4. No specific motivation and technique was used during the test.
5. True response to the questionnaire could act as limitation for the study.

METHODLOGY

In this chapter the procedure to be adopted for the selection of subject, selection of variables, collection of data and statistical technique to be used has been described.

POPULATION:

The B.P.Ed students of M.S.M’s college of physical education and B.Ed. students of Dr. Rafiq Zakaria Marathwada B.Ed college of district Aurangabad was the population of the study.

VARIABLES:

Independent Variables

Aggression questionnaire of Dr. G.C Pati.

Dependent variables

Depends on the response of the students on test.

Intervening Variables

Depends on age and sex.

TOOLS AND MEAN OF THE STUDY:

The questionnaire of aggression of Dr. G.C. Pati was used as the tool of the study. Questionnaire is based upon sixteen questions each question has three options.
COLLECTION OF DATA:

The subjects of this study were collected from M.S.M’s College of Physical Education and Dr. Rafiq Zakaria Marathwada B.Ed college of Aurangabad District. From both the colleges eighty (N=80) subjects were taken, out of which forty (N=40) were from M.S.M’s college and forty (N=40) were from Dr. Rafiq Zakaria Marathwada B.Ed. College.

Statistical Analysis

To analyze the collected data following statistical methods were adopted for comparing, analyzing and interpretation of numerical values and based on which the findings are discussed.

The data was analysed by using the mean, standard deviation and t-test. The level of significance was set at 0.05 level.

1. Table 1 and fig. 1 shows the mean, standard deviation, degree of freedom and ‘T’-test of aggression of B.P.Ed and B.Ed students.

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>D.F</th>
<th>T-Test</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.P.Ed. students</td>
<td>40</td>
<td>575.50</td>
<td>52.43</td>
<td>78</td>
<td>5.931</td>
<td>0.040</td>
</tr>
<tr>
<td>B.Ed. students</td>
<td>40</td>
<td>512.82</td>
<td>41.44</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Level of Significance= 0.05

Tabulated Value at 0.05 level (78) = 2.00

From the above table it is observed that the calculated mean and standard deviation value of B.P.Ed students is 575.50 (52.43) and the calculated mean and standard deviation of B.Ed students is 512.82 (41.44) respectively. The calculated ‘T’-value is 5.931 at 0.05 level of significance. The table value for 78 degree of freedom is 2.00. So ‘T’ test at 78 is 2.00, which is tabulated ‘T’.
In the given table the value of tabulated ‘T’ is 2.00 and the value of calculated ‘T’ is 5.931, which is greater than tabulated ‘T’ (2.00) at 0.05 level of significance. Hence the difference between B.P.Ed and B.Ed students in aggression found significant.

**Figure 1** Graphical comparison of aggression, mean and standard deviation value of B.P.Ed students is 575.50±52.43 and mean and standard deviation value of B.Ed students is 512.82±41.44 respectively. The table value of 78 (df) is 2.00. Hence the difference between B.P.Ed and B.Ed students in aggression found significant. Hence H1 is accepted.

**Results:**

The results of aggression level questionnaire of the B.P.ED and the B.ED students of Aurangabad District are presented in table and figure above and interpretations are given accordingly.

- The calculated mean and standard deviation of B.P.Ed students in aggression questionnaire test obtained are M=575.50(S.D. =52.43).
- The calculated mean and standard deviation of B.Ed students in aggression questionnaire test obtained are M=512.82 (S.D. =41.44).

The calculated ‘t’-value is 5.931 at 0.05 level of significance. The table value for 78 degree of freedom is 2.00. Hence the difference in B.P.Ed and B.Ed. students in aggression found significant.

**Conclusion**

Mean, S.D and ‘T’- ratio were utilized to compare level of aggression between B.P.Ed and B.Ed. students of Aurangabad district.

After going through the whole study and on the bases of statistical result the following conclusions were drawn within the limitation of the study.
The researcher hypothesized that there is a significant difference in aggression between B.P.Ed and B.Ed students is accepted. (H1 accepted). Hence there is a statistical difference in Aggression between B.P.Ed and B.Ed. students.

After going through the whole study the researcher observed that there is moderate aggression proneness among B.P.Ed students of Aurangabad district.

The researcher also concluded that there is mild aggression proneness among B.Ed. students of Aurangabad district.

References