

# A COMPARATIVE STUDY ON AGGRESSION LEVEL AMONG ENGLISH MEDIUM SCHOOL SPORTS STUDENTS OF RURAL AND URBAN AREA

MR. NISHITH RAVAL

Research Scholar, Physical Education Department, Gujarat University, Ahmedabad

**ABSTRACT** : The study was conducted on 40 Sports students of rural and 40 Sports students of urban area of English medium school were randomly selected from Ahmedabad District. The criterion measure chosen to test the hypothesis in this study was Aggression Scale ( Revised ) by Dr. R.L Bharadwaj. The data was collected through direct contact with the respondents. The findings revealed that there is significant difference between Aggression level among rural and urban area students, the calculated "t" ratio was 2.56. There is significant difference between Aggression level of boys and girls student of urban area the calculated "t" ratio was 2.32. There is no significant difference between Aggression level of boys and girls student of rural area. The calculated "t" ratio was 1.36

**Key Words:** Aggression Level, Sports Student's And Rural And Urban.

## INTRODUCTION

The applications of physiological principals are also important for the performance in sports and therefore, it is given greater attention in present days. There are certain accepted psychological principles which have to be applied during training, so that players are able to show their best performance, Coaches physical educationists and sports scientist have always expressed a great need to know more about those psychological principles which are helpful in improving the motor skill of players.

During intense competition a sportsman undergo many important behavioural changes. Today physical Education scientist and coaches need not to be expert in the matters of skill training only but also should act as engineers who understand the mechanism of human behaviour in and outside the play field, under extremely intense situations. In the modern times, sport eve become highly complicated process which involves complex behavioural patterns. according to (Singer, Hausenblas & Janelle, 2001)<sup>1</sup>

Being a victim of relational aggression may result in peer rejection, social anxiety, loneliness, depression, a lowered sense of self-worth, and acting out behaviors (Crick, Casas, & Nelson, 2002). Physical fights at school often follow incidents of relational aggression that have already occurred between the students. In educational research circles, staff room chat sessions, parents meetings and school improvement discussion, bullying and violence prevention programs are often discussed and debated. In a Gallup poll of current attitudes towards public schools, educators ranked aggression in the school as the number one concern confronting educators (Elam, Rose, & Gallop, 1994)<sup>2</sup>.

## Aggression

Aggression as an act who's Objective is to give harm to an organism. Human aggression has historically been regarded as being impulsive, thoughtless, driven by anger, having the intention to injury to another one It has been given different names such as; affective, impulsive or reactive aggression. According to Further, Dollard, Doob, Miller, Maurer, and Sears (1939)<sup>3</sup>

Aggressive behavior is behavior that causes physical or emotional harm to others, or threatens to. It can range from verbal abuse to the destruction of a victim's personal property. People with aggressive behavior tend to be irritable, impulsive, and restless.

<sup>1</sup>Singer, R.N. Hausenblas, H. A. & Janelle, C. M. (Eds.) (2001). Handbook of Sports Psychology. New York : Johan Wiley.

<sup>2</sup>Elam, S.M., Rose, L.C., & Gallup, A.M.(1994). A26th annual PDS/Gallup poll of the public's attitudes toward the public schoos. Phi Delta Kappan, 76, 41-56

<sup>3</sup>Dollard, J., Doob, L. W., Miller, N. E., Maurer, O. H. & Sears, R. R. (1939). Frustration and Aggression. New Haven: Yale University Press. Eisenberg, N., Fabes, R. A., Schaller, M., Carlo, G. & Miller, P. A. (1991). The relations of parental characteristics and practices to children's vicarious emotional responding. Child Development. 62, 1393-1408.

### **OBJECTIVE**

To investigate the co-relation between Aggression level among English medium school students of Rural and Urban Area.

- (i) To study the difference between aggression level on English medium school students of rural and urban area.
- (ii) To study the difference between aggression level on English medium Boys and Girls students of urban area.
- (ii) To study the difference between aggression level on English medium Boys and Girls students of rural area.

### **HYPOTHESIS**

- H1** There will be no significant difference between aggression level of rural and urban area students.
- H2** There will be no significant difference between aggression level of Boys and Girls students of rural area.
- H3** There will be no significant difference between aggression level of Boys and Girls students of urban area.

### **METHODS OF SAMPLE**

In the present study, the researcher used simple random sampling techniques were used for selecting the samples. The sample for the present study consisted of English medium school going tribal adolescents of 14 - 17 years.

### **SAMPLE SIZE:**

The present research was conducted on a total of 80 sports students from District Ahmedabad Rural and urban on the basis of availability of sports students from English Medium School. Who had participated at District, States and National level in any sports. The subjects were in the age group of 14 -17 years from Standard 9 to 12. Out of total sample of 80 sports students 40 sports students were from rural and 40 sports students were Urban from Ahmedabad District were selected randomly.

### **TOOLS USED FOR DATA COLLECTION**

➤ **Aggression scale (Revised)** by (Dr. R.L. Bharadwaj, 2008)  
Aggression in selected subjects was revised assessed by five alternative responses on a five point scale the aggression inventory prepared by Dr. R. L. Bharadwaj. The critical ratio values significant at 0.01 level. The coefficient reliability of this scale is 0.79 while the theoretical validity is 0.83. The construct validity is 0.78. Higher the score, higher the hostile aggression is the direction of scoring in this inventory

Thus, the final form of the scale has 28 items representing the different samples of behaviours found responsible to foster aggression more objectively.

### **DATA COLLECTION**

The selected subjects were approached by the investigator as per the convenience of the English medium schools. Firstly the subjects were asked to fulfill the required information in the appropriate columns of the Aggression scale after that inventory was given to the subjects in the classroom settings. The necessary instructions were given to the subjects and were asked to fill required information. The respondents were asked to read the inventory carefully and respond to each item. The total time allocated was 30-40 minutes.

### **VARIABLES:**

#### ❖ **INDEPENDENT VARIABLES:**

➤ **Area:** Rural and Urban

➤ **Gender:** Boys and Girls

#### ❖ **DEPENDENT VARIABLES:**

Aggression

### **ANALYSIS**

H01 There will be no significant difference between aggression level of rural and urban area students.

Group	N	Mean	S.D.	t	Remark
RURAL	40	71.58	10.1	2.56	Significant
URBAN	40	77.48	10.53		

\* Significant at 0.05 Level

**JOURNAL OF INFORMATION, KNOWLEDGE AND RESEARCH IN  
HUMANITIES AND SOCIAL SCIENCE**

The above table no. 1 shows the descriptive statistics of the aggression level. The Mean of rural area students 71.58 and for urban area students 77.48, where as for rural area students S.D. 10.1 and S.D. for urban area students 10.53, obtained t-value is 2.56 which is found significant at 0.05 level. Therefore, it can be concluded that the H01 “There will be no significant difference between aggression level of rural and urban area students.” is rejected.

H02 There will be no significant difference between aggression level of Boys and Girls students of rural area.

Group	N	Mean	S.D.	t	Remark
BOYS	40	74.82	11.13	-1.36	N/S
GIRLS	40	71.57	10.3		

\* Significant at 0.05 Level

The above table no. 2 shows the descriptive statistics of the personality. The Mean of boys 74.82 and for girls 71.57, whereas for boys S.D. 11.13 and S.D. for girls 10.3, obtained t-value is 1.36 which is found significant at 0.05 level. Therefore, it can be concluded that the H02 “There will be no significant difference between aggression level of Boys and Girls students of rural area.” is selected.

H03 There will be no significant difference between aggression level of Boys and Girls students of urban area.

Group	N	Mean	S.D.	t	Remark
BOYS	40	81.98	13.61	2.32	Significant
GIRLS	40	75.33	11.95		

\* Significant at 0.05 Level

The above table no. 3 shows the descriptive statistics of the personality. The Mean of boys 81.98 and for girls 75.33, whereas for boys S.D. 13.61 and S.D. for girls 11.95, obtained t-value is 2.32 which is found significant at 0.05 level. Therefore, it can be concluded that the H03 “There will be no significant difference between aggression level of Boys and Girls students of urban area.” is rejected.

**DISCUSSION**

Aggression level of English medium school sports students of Ahmedabad District were found significant. In some research findings are aggression is not only related to offending. In a sample of 121 detained adolescents (average age of 15.50), self-reported aggression was accurately predicted through measures of callous-unemotional traits, described as a lack of guilt and empathy, or a poverty in emotional expression. These measures also predicted self-reported violent delinquency and violent arrest records. Through a task that measured reactions to distressing stimuli, results demonstrated that deficits in response to visual depictions of distress correlated with the highest levels of aggression and of violent delinquency (Kimonis et al., 2007). English Medium School are trying to developed their students personality and motivate them for assertive behaviour through developing their Emotional Intelligence, Maturity and self confidence through counseling. A good behaviour makes best relationship in society.

**CONCLUSION**

The findings of the study revealed that English Medium School environment have a strong effect on developing students Maturity and self confidence. The study also shows strong relation of Sports person aggression. But in this research found strong significant difference in Urban Area of boys and girls their aggression level was high. It may be the cause of most of English medium schools providing maximum participation in various competations and may be gives more and more tuff competitions. If the school provides more soft skills and personality development programmes which will help to learn assertiveness and control of their aggression and the same things were found that there is no significant difference in rural area. The findings of the study may be helpful in better understanding for students, Psychologist, Educational counselors also provide a practical guide for the educational Institutes.

**REFERENCES**

1. Crick, N. R., & Grotpeter, J. K. (1996) Children’s treatment by peers: Victims of relational and overt aggression. *Development and Psychopathology*, 8, 367–380.
2. Crick, N. R., Casas, J. F., & Ku, H. (1999) Relational and physical forms of peer victimization in preschool. *Developmental Psychology*, 35, 376–385.

3. Crick, N. R., Casas, J. F., & Nelson, D. A. (2002) toward a more comprehensive understanding of peer maltreatment: Studies of relational victimization. *Current Directions in Psychological Science*, 11, 98–101.
4. Dollard, J., Doob, L. W., Miller, N. E., Maurer, O. H. & Sears, R. R. (1939). *Frustration and Aggression*. New Haven: Yale University Press. Eisenberg, N., Fabes, R. A., Schaller, M., Carlo, G. & Miller, P. A. (1991). The relations of parental characteristics and practices to children's vicarious emotional responding. *Child Development*. 62, 1393-1408.
5. Elam, S.M., Rose, L.C., & Gallup, A.M.(1994). A26th annual PDS/Gallup poll of the public's attitudes toward the public schools. *Phi Delta Kappan*, 76, 41-56
6. Ellie L. Young, et al. (2010) *Relational Aggression among Students: Principal Leadership*, 12-16
7. Little, T. D., Jones, S. M., Henrich, C. C., & Hawley, P. H. (2003) Disentangling the “whys” from the “whats” of aggressive behavior. *International Journal of Behavior Development*, 27, 122–133.
8. Singer, R.N. Hausenblas, H. A. & Janelle, C. M. (Eds.) (2001). *Handbook of Sports Psychology*. New York : Johan Wiley.
9. Sultania, M.K. (2006) *Aggression Inventory*. National Psychological Corporation, Agra
10. Young, E. L., Boye, A., & Nelson, D. (2006) Relational aggression: Understanding, identifying, and responding in schools. *Psychology in the Schools*, 43, 297–312.
11. [www.google.com](http://www.google.com)
12. [www.ijip.in](http://www.ijip.in)
13. [www.indabook.org](http://www.indabook.org)
14. [www.iosrjournals.org](http://www.iosrjournals.org)
15. [www.wikipedia.org](http://www.wikipedia.org)