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Sunita Bisht
Research Scholar,
Department of Physical
Education, G.G.V, Bilaspur
C.G., India.

Mukesh Kumar Mishra
Research Scholar,
Department of Physical
Education, G.G.V, Bilaspur
C.G., India.

A study of aggression and self Confidence among the different disciplines of College Students

Sunita Bisht, Mukesh Kumar Mishra

Abstract

The purpose of this study was to compare aggression and self confidence level between the students of science, physical education and commerce, of Post Graduate Government College, Chandigarh. The subjects for this study were randomly selected. A total of 90 students (30 from Science, 30 Physical Education and 30 Commerce) were selected as a subject for this study. To assess the self-confidence of the students, Agnihotri's Self-confidence Inventory (ASCI) developed by Rekha was used. To measure aggression of male students used the aggression scale constructed by Dr. Roma Pal and Dr. Tasneem Naqvi (1980) was administered. One way ANOVA test was performed for comparison among groups at the 0.05 level of significance. The results indicate that the significant difference was found among different discipline of college male students in relation to self-confidence ($p < 0.05$). On the basis of findings it was concluded that the mean score of aggression of science students (89.17) is more than the physical education and commerce students and the mean score of self-confidence of physical education students (27.57) is more than the science and commerce students.

Keywords: Aggression, Self Confidence, Streams, ASCI.

1. Introduction

The word aggression comes from Latin root *raggedy*, *ad* (to or toward) and *grad* or *walk*, literally then the word means to walk or approach, to "move against" or to "move with intent to hurt or harm". Most psychologists describe with aggression in terms of behavior. Aggressive behavior has been associated with genital activity, drug and alcohol addiction, sport and exercise, crying, complaining, waging war etc. Cox (1995) has listed several factors associated with the occurrence of aggression in sport-specific context. The list includes (1) environmental temperature, (2) perception of opponent's, intentions to aggress, (3) fear of retaliation, and (4) structure of the game (closer the physical contact between the opponents, greater the chance of the retaliatory aggression). Game variables which often lead to aggressive behavior are summarized as (a) point differential; (b) playing at home or away; (c) outcome of participation; (d) league standings and (e) periods of play.

During adolescence, self-esteem is affected by age, race, ethnicity, puberty, health, body height, body weight, body image, involvement in physical activities, gender presentation, gender identity, and awakening or discovery of sexuality. Self-confidence can vary and be observed in a variety of dimensions. Components of one's social and academic life affect self-esteem. An individual's self-confidence can vary in different environments, such as at home or in school. (Myers, Jane; Willise, John; Villalba, Jose). Self-confidence does not necessarily imply "self-belief" or a belief in one's ability to succeed. For instance, one may be inept at a particular sport or activity, but remain "confident" in one's demeanor, simply because one does not place a great deal of emphasis on the outcome of the activity. When one does not dwell on negative consequences one can be more "self-confident" because one is worrying far less about failure or the disapproval of others following potential failure. One is then more likely to focus on the actual situation which means that enjoyment and success in that situation is also more probable. Belief in one's abilities to perform an activity comes through successful experience and may add to, or consolidate, a general sense of self-confidence. Studies have also found a link between high levels of confidence and wages. Seemingly, those who self-report they were confident earlier in schooling earned better wages and were promoted more quickly over the life course. ("Lifelong confidence rewarded

Correspondence:
Sunita Bisht
Research Scholar,
Department of Physical
Education, G.G.V, Bilaspur
C.G., India.

in bigger pay packets” *The Australian Financial Review*. 28 November 2012.)

Although Vealey (1986) originally viewed self-confidence as both a disposition and a state, the latest thinking is that sport self-confidence is a social cognitive construct that can be more traits like or more state like, depending on the temporal frame of reference used. Sports Psychology research in to the relationship between aggression and sports has taken three main routes. Some researchers have approached aggression in sports as a catharsis that allow for the release of aggressive impulses and reduce aggressive behavior in nonsupport setting. Other investigators have examined the antecedents and consequences of aggression in sports, and still others have focused on the effects of aggressive behavior on sport performance.

Objective of the study

- To find out the level of aggression and self-confidence of different streams male students.
- To compare the mean values of aggression and self-confidence among different streams male students.

Methodology

Sample

The study was conducted on male students studying in various streams of PGGC-11, Chandigarh, 90 male students were selected by using random sampling technique.

Variables used for the study were self-confidence and aggression. The data was collected by using questionnaire.

Table 1: Details of the Subjects Distribution

Streams	Number of Subjects
Science	30
Physical Education	30
Commerce	30

Criterion Measures

- To assess the self-confidence of students, Agnihotri’s Self-confidence Inventory (ASCI) developed by Rekha was used.
- To measure aggression of students used the aggression scale constructed by Dr. Roma Pal and Dr. Tasneem Naqvi (1980) was administered.

Statistical Analysis

For data analysis responses were expressed as mean and standard deviation. One way ANOVA test was performed for comparison between groups. The level of significance was set at 0.05 level. Data analysis was performed using SPSS 21.0 software under windows.

Result and Findings of the Study

The findings are presented in the Tables given below:

Table 2: Descriptive statistics of aggression and self-confidence of male students

Variables	Stream	N	Mean	SD	Std. Error
Aggression	Science	30	89.17	21.65	3.95
	Physical Education	30	83.03	13.02	2.38
	Commerce	30	79.23	13.00	2.37
Self Confidence	Science	30	26.67	6.89	1.25
	Physical Education	30	27.57	7.33	1.33
	Commerce	30	23.17	7.06	1.29

Table 2 revealed that the mean of aggression of science students (89.166) is more than the physical education and commerce students and the Mean score of self-confidence of

physical education students (27.57) is more than the science and commerce students.

Table 3: Comparative analysis of different streams male students in relation to aggression and Self Confidence

Content		Sum of Squares	df	Mean Square	F-Value	P-Value
Aggression	Between Group	1507.289	2	753.644	2.800	.066
	Within Group	23416.500	87	269.155		
Self confidence	Between Group	324.200	2	162.100	3.218*	.045
	Within Group	4382.200	87	50.370		

Table 3 Revealed that there was a significant difference has been found among Science, Physical Education and Commerce students in relation to self-confidence (p<0.05).

another hand there was no significant difference has been found among Science, Physical Education and Commerce students in relation to aggression (p>0.05).

Table 4: LSD Post Hoc Test for comparison of means among of different streams students in relation to Aggression

Science	Physical Education	Commerce	Mean Difference	Std. Error	Sig.
89.17	83.03	-	6.13333	4.23600	.151
89.17	-	79.23	9.93333	4.23600	.021*
-	83.03	79.23	3.80000	4.23600	.372

*The mean difference is significant at the 0.05 level.

Table 4 revealed that paired mean differences among science, physical education and commerce students in relation to aggression was found significant between science

and commerce, and there is no significant difference between science and physical education, physical education and commerce.

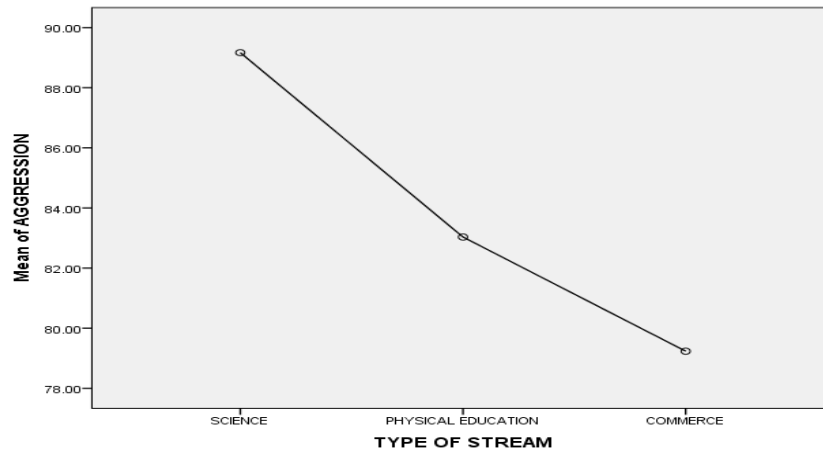


Fig 1: Graphical representation of mean values of Science, Physical Education and Commerce students in relation to Aggression

Table 5: LSD Post Hoc Test for comparison of means among the different streams students in relation to Self Confidence

Science	Physical education	Commerce	Mean Difference	Std. Error	Sig.
26.67	27.57	-	.90000	1.83249	.625
26.67	-	23.17	3.50000	1.83249	.059
-	27.57	23.17	4.40000	1.83249	.018*

*The mean difference is significant at the 0.05 level.

Table 5 revealed that paired mean differences among science, physical education and commerce students in relation to self-confidence was found significant between

physical education and commerce. There is no significant difference between science and physical education and science and commerce in the relation to self-confidence.

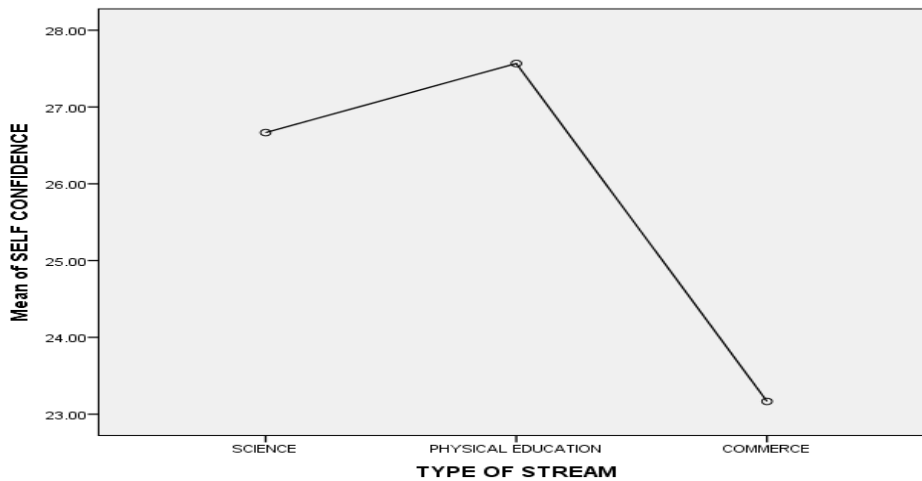


Fig 2: Graphical representation of mean values of Science, Physical Education and Commerce students in relation to Self Confidence

Discussion

The study revealed that the mean score of aggression of science students (89.17) is more than the physical education and commerce students. This may be attributed to the fact that science students are academically more bright, career-oriented, and also more competitive, and they want to excel in their respective fields. Their competitive nature might have increased their score of aggression in comparison to Physical Education and Commerce students.

The study revealed that the mean score of self-confidence of physical education students (27.57) is more than the science and commerce students. This may be because physical education students try hard for competitive success. They go through hard training to secure a position in the competition, and after achieving that, they gain self-confidence and are motivated for other events.

Conclusion

On the basis of findings of the study, these conclusions can be drawn:

1. It can be discussed on the basis of analysis that the male students of the science stream are more aggressive than Physical Education and Commerce students.
2. The male students of the Physical Education stream are more self-confident than students of other streams.

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