

# Comparative Study of Aggression Level between Maharashtra & J&K Physical Education Students of Dr. BAMU, Aurangabad

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## ABSTRACT

*The present study was aimed to compare the level of aggression between Maharashtra and Jammu Kashmiri physical education students those were students of Dr. Babasaheb Ambedkar Marathwada University Aurangabad, Maharashtra. A total of fifty [50] subjects participated, twenty five [N=25] were belongs to Jammu & Kashmir but were studied at Dr. BAMU, Aurangabad and twenty of [N=25] were from the department of physical education of Dr. BAMU & M.S.M,s collage of physical education Aurangabad (M.S) India were randomly selected for the collection of data. The (AQ) Buss-Durkee (1995) level of Aggression was used on Maharashtra and the Kashmiri physical education students. 29 items aggression questionnaire was published in the western psychological services, consists of items in four scales namely Anger, Physical aggression, Hostility, and Verbal aggression. The comparison of data revealed regarding Anger (A), between Maharashtra and J & K students shown that, significant difference existed when the total group of Maharashtra physical education students is compared with total group of J&K physical education students. But in other three parts of aggression there were insignificant differences with regard to Physical aggression, Hostility and Verbal aggression.*

**Keywords :** *Aggression, Anger, Physical aggression, Hostility, Verbal aggression, Maharashtra & J&K Physical Education Students*

## Introduction

Analysing aggression culturally or politically is complicated by the fact that the label 'aggressive' can itself be used as a way of asserting a judgement from a particular point of view. Whether a violent method of social control is perceived as aggression - or as legitimate versus illegitimate aggression - depends on the position of the relevant parties in relation to the social order of their culture. Pain and discomfort also increase aggression. Even the simple act of placing one's hands in hot water can cause an aggressive response. Hot temperatures have been implicated as a factor in a number of studies. One study completed in the midst of the civil rights movement found that riots

were more likely on hotter days than cooler ones (Car smith& Anderson 1979). Students were found to be more aggressive and irritable after taking a test in a hot classroom (Anderson et al. 1996, Rule, et al. 1987). Frustration is another major cause of aggression. The Frustration aggression theory states that aggression increases if a person feels that he or she is being blocked from achieving a goal (Aronson et al. 2005). One study found that the closeness to the goal makes a difference. To argue that aggressiveness is a universal instinct- that everyone possesses it-innate in man, allows us to explain and understand very little about the construct. Intuitively, we can proceed from the basic premise that man, as animal, has a basic aggressive tendency- how aggressive he becomes. Moreover, individual experience-the learning or acquiring of aggressiveness- is very important in determining an individual's propensity to be aggressive in sports or related activities.

Similarly research scholar wants to study and analysis the impact of cultural differences, environmental conditions, weather conditions and educational environment on the level of aggression amongst the physical education students. For this purpose research scholar selected physical education students of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. There were 03 master degree physical education colleges along with department of physical education of Dr. BAMU, Aurangabad. There are many students from Jammu & Kashmir who took admission in physical education curriculum. The purpose of selection of sufficient number of students from J&K was possible due to good number of students admitted in Master degree of physical education colleges in the year of 2013-14. The study was conducted to analysis the impact of two different cultures, weather condition (Maharashtrian & Kashmiri) on level of aggression in physical education students.

## **Objectives of the study**

To analyse and quantify the level of aggression of the Maharashtra and Kashmiri physical education students of Dr. BAMU. To analysis the effect of the different culture on level of the aggression of the physical education students. To compare the level of aggression of these two groups (Kashmiri & Maharashtrian) of physical education students by using the Buss-Durkee Questionnaire.

## **Significance of the problem**

The result of the study may help the physical education teachers, coaches to schedule the programme of mental level. The study may suggest effective teaching, training methods for physical education students. The coach / trainer will know about the level of aggression in sports performance by predicting success of student or to expect the peak performance.

## Hypothesis

**H.1:** There will be significant difference in Aggression level between Maharashtra and Kashmir physical education students.

## Delimitation of the problem

The study was conducted only on the physical education students of the Dr. BAMU, Aurangabad. The study was conducted on only Male students. The study was conducted only on the age group of 22-30 years in the year 2013-14. The study was limited to only fifty (50) students. By using Buss Durkee's test, only Anger, Physical Aggression, Hostility, Verbal aggressions were analysed in the present study.

## Limitations of the problem

There may be few factors which are beyond control of research and hence may consider as limitation of study. Response of the students towards the questionnaire may be limitation of the study. No specific motivational technique is used to motivate the subjects.

## Methodology

The purpose of the study was to find out the Level of Aggression among Maharashtra and Kashmiri students. This study was done under the Survey Method. The MSM's college of physical education and the department of physical education of Dr. BAMU Aurangabad were the population of study. A total of fifty (N=50) subjects, out of which twenty five (N=25) Maharashtra students and twenty five (N=25) Kashmiri students from MSM's college and the department of physical education of Dr. BAMU, Aurangabad were randomly and purposely selected for the collection of data.

**Independent Variables** - Buss-Durkee test of Aggression level.

**Dependent Variables** - Anger, Physical Aggression, Hostility and Verbal Aggression.

**Intervening Variables** - Depends on Age, Sex, Experience, Social environment & Culture.

The aggression level was only the variable studied under four scales, Anger, Physical Aggression, Hostility, and Verbal Aggression.

## Tools

For assessing level of aggression of Maharashtra and Kashmiri physical education students a 29 items Aggression Questionnaire (AQ) was used. The AQ was invented by Buss-Durkee (1957) and was published in the journal of Western Psychological services

.The Questionnaire consists of items in four different scales namely; Anger, Physical Aggression, Hostility, and Verbal Aggression.

## Procedure

The result is established and compared to the established norms to determine the level of Aggression among the subjects .The AQ was a full version of the Buss-Durkee Hostility Inventory, a long time standard for assessing level of Aggression Questionnaire (AQ) items describe various characteristics related to Aggression. The scoring of each of the items was as follows ; Not at all like me = 1 , A little like me = 2 , Somewhat like me = 3 , Very much like me = 4 , and Completely like me = 5 .There is no right or wrong answers in this Buss-Durkee Questionnaire . The subjects were instructed not taken too much time over any questions. The Questionnaire is distributed to the respondents along with the writing material .After completion of the questionnaire, questionnaire is collected and checked that no response was left unanswered.

## Interpretation & Discussion

The comparison of both the variables are analysed with the t- test. The comparison between variable and standard deviation was performed by using the t-test. The interpretation and analysis of the variables are presented under the following tables.

**Table 1 :** Comparison of Mean Scores and Standard Deviation with regard to 'Anger' between Maharashtra and J&K Physical Education Students (n=25)

Name of the group	Mean	Standard deviation (SD)	't' value
Maharashtra Students	23	3.51	4.269*
J & K Students	16.84	6.14	

*The significant level at 0.05 levels.*

The comparison of data revealed in table no.1 regarding Anger (A), between Maharashtra and J & K students shown that, significant difference existed when the total group of Maharashtra physical education students is compared with total group of J&K physical education students. The 't' value of 4.269 was found which is to be significant with degree of freedom of 48 and while comparing the mean values it shows that Maharashtra students have more 'Anger' than their counterpart.

**Table 2 :** Comparison of mean scores and Standard Deviation with regard to 'Physical Aggression' (PA) between Maharashtra and J&K physical education students (n=25)

Name of the group	Mean	Standard deviation (SD)	't' value
Maharashtra Students	17.84	4.74	0.668
J&K Students	16.84	5.59	

Table.2 showed that comparison on the variable of 'Physical Aggression' between the Maharashtra and Kashmiri physical education students. The mean value of Maharashtra and Kashmiri physical education students were found to be 17.84 and 16.84 respectively. The standard deviations (SD) of Maharashtra and the Kashmiri physical education students were found to be 4.74 and 5.59 respectively. The 't' value of 0.668 was found which is to be insignificant with degree of freedom of 48. While comparing the mean values, it shows that Maharashtra and Kashmiri students are quite similar on the variable 'Physical Aggression'.

**Table 3 :** Comparison of mean scores and Standard Deviation with regard to 'Hostility' (H) between Maharashtra and J&K physical education students (n=25)

Name of the group	Mean	Standard deviation (SD)	't' value
Maharashtra Students	20.72	5.13	1.539
J&K Students	17.16	5.53	

Table.3 showed that comparisons on the variable of 'Hostility' between the Maharashtra and J& K physical education students. The mean value of Maharashtra and the Kashmiri physical education students were found to be 20.72 and 17.16 respectively. The standard deviations (SD) of Maharashtra and Kashmiri students were found to be 5.13 and 5.53 respectively. The 't' value of 1.53 was found to be insignificant with degree of freedom of 48 and while comparing the mean values it shows that Maharashtra students have slightly higher on the variable 'Hostility' than their counterpart Kashmiri students.

**Table 4 :** Comparison of mean scores and Standard Deviation with regard to 'Verbal Aggression' (VA) between Maharashtra and J&K physical education students (n=25)

Name of the group	Mean	Standard deviation (SD)	't' value
Maharashtra Students	13.64	3.13	1.581
J&K Students	12.12	3.52	

Table. 4 showed that comparison on the variable of 'Verbal Aggression' between the Maharashtra and Kashmiri physical education students. The mean value of Maharashtra and Kashmiri physical education students were found to be 13.64 and 12.12 respectively. The standard deviation (SD) of Maharashtra and Kashmiri students was found to be 3.13 and 3.52 respectively. The 't' value of 1.581 was found which is to be insignificant with degree of freedom of 48. While comparing the mean values it shows that Maharashtra students have slightly higher in the variable 'Verbal Aggression' but it is not significantly approved by statistically.

## Results

After the interpretation and analysis of this study, the following results can be drawn, it is concluded that there is significant difference in 'Anger' between Maharashtra and Jammu & Kashmiri physical education students. But in other three parts of aggression there is insignificant difference with regard to Physical aggression, Hostility and Verbal aggression between Maharashtra and J&K physical education students were found. The study revealed that, the social environmental impact has been shown partially on level of aggression between Maharashtra & Kashmiri students. Maharashtra students have shown more anger but due to physical education as professional impact they have not shown much aggression in physical, hostility and verbal aggression.

## Social Significance

Level of aggression plays an important role, so it should be used in right manner. The Teachers/coaches should have enough knowledge about sports psychology so that they could select right players for right game according to the level of Aggression. By having psychological knowledge we can select the right people for right profession.

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