Assessment of Aggressive Tendency among the Engineeringand Physical Education Students of Amravati

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ABSTRACT

The aim of this study was to asses the aggressive tendency among engineering and Physical educationstudentsof Amravati.The purpose of the study was to find out the aggressive level among the students ofengineering and Physical education of Amravati who were participating in inter-university competitions 2022-2023 organized by the Sant Gadge Baba Amravati University.The study showed that the mean value of aggressive behavior of engineeringstudents was higher than that of Physical educationstudentsat 0.05 level of significance.Consequently, the study concludes that the proclivity for aggressive behavior is notably more pronounced among engineering students, highlighting the need for tailored interventions and support mechanisms to alleviate academic stressors specific to this discipline. These findings underscore broader implications for the development of targeted strategies aimed at fostering a conducive and harmonious academic environment, taking into account the nuanced stressors inherent to diverse academic pursuits.

Keywords: Behavior,Aggressiveness, engineering and Physical education

Introduction

Aggression, a multifaceted behavioral phenomenon, is delineated as any intentional conduct directed towards causing harm to another individual or object. Its manifestations encompass diverse forms, including physical, verbal, and indirect aggression. The genesis of aggression is intricate, influenced by a myriad of factors such as genetic predispositions and individual temperament. Within the academic milieu, the manifestation of aggressive tendencies among students has garnered substantial interest and apprehension. This assessment seeks to investigate and scrutinize the proclivity for aggressive behavior within two distinct student cohorts: Engineering and Physical Education majors. Employing a comprehensive analytical approach, the study aims to unravel the intricacies of aggressive tendencies, shedding light on the nuanced aspects that contribute to this behavioral phenomenon. By delving into various facets, the assessment aspires to furnish a thorough and nuanced comprehension of the dynamics underlying aggressive tendencies among students in these specific academic disciplines.

Inherent in both creatures and human beings, animosity serves as an intrinsic mechanism facilitating organisms in the pursuit of existence and survival. Within the human context, hostility attains social validation, encompassing all behaviors and actions that inherently seek to induce mental and/or physical harm upon others or their possessions and loved ones. It constitutes an integral facet of human instinctual behavior, exhibiting a degree of acceptability within the realm of social conduct. However, beyond a certain threshold, hostility metamorphoses into an antisocial behavior, tantamount to aggression or violence. Given the inevitability of hostility in the human experience, it permeates societal structures across diverse spheres for a myriad of reasons, rendering its presence ubiquitous and challenging to circumvent. While individuals may not manifest aggressive tendencies personally, the broader societal milieu bears witness to the manifestation of aggression between individuals, communities, and nations on both significant and inconsequential grounds, exemplified in conflicts, acts of violence, and similar occurrences.

There are two types of animosity that have been distinguished: - (1) Retaliatory,Reactive (furious) or unfriendly aggression.(2) Instrumental hostility.

Away the outside remuneration or objective.Which the adversary proposed to process or appreciate now and then instrumental hostility is additionally named as a sort of "hidden" risk to other gathering through clearly hard exertion. Pitching the ball at a colossal speed, hitting, striking or kicking the ball viciously, accusing the rival of full power, snorting and so on.

Keeping in view the significance of forceful propensity for the sportsperson the present research have been completed to with the target to discover the dimensions of forcefulness among the sportspersons of engineering and volley ball games.

Methodology

In the present investigation, the analyst utilized stratified arbitrary testing strategy, to choose the example. The present examination was led on 50 sports students of Amravati, inside the age furthest reaches of 19-25 years. Out of aggregate example of 50 students, 25 were of Engineering and 25 of Physical education games.

This study aimed to evaluate the proclivity for aggressive behavior within the cohorts of Engineering and Physical Education students affiliated with Amravati. The primary objective was to discern the levels of aggression among participants from these distinct disciplines, specifically those engaged in the inter-university competitions spanning the academic year 2022-2023 under the auspices of Sant Gadge Baba Amravati University.

With the end goal to gather the imperative information inspected the whole populace and chose the suitable instruments to quantify the ascribes concerned lastly to control apparatuses on the example were chosen. The imperative information were then gathered and filled in

recommended surveys. In the wake of choosing the example of the examination and before leading the tests, the motivation behind testing and strategy to be utilized in the investigation of the subjects and every single conceivable uncertainty were cleared. In this investigation poll strategy was utilized. The survey was controlled to all subjects as per the guidelines set down in the manual and under the immediate supervision of the examiner. The determination of instruments was represented by the thought of their (I) accessibility, (ii) appropriateness to the example and (iii) dependability and legitimacy. Dr. G.C. Pati's (1976) animosity test scale comprising of 16 questions was utilized to gather the information with respect to forceful inclination of games people towards various recreations. The subject was asked for in show the best suitable reaction out of the given three reactions i.e. "low to somewhat forceful", "respectably forceful" and "very forceful" conduct inspired by the circumstance from people portrayed in the inquiry.

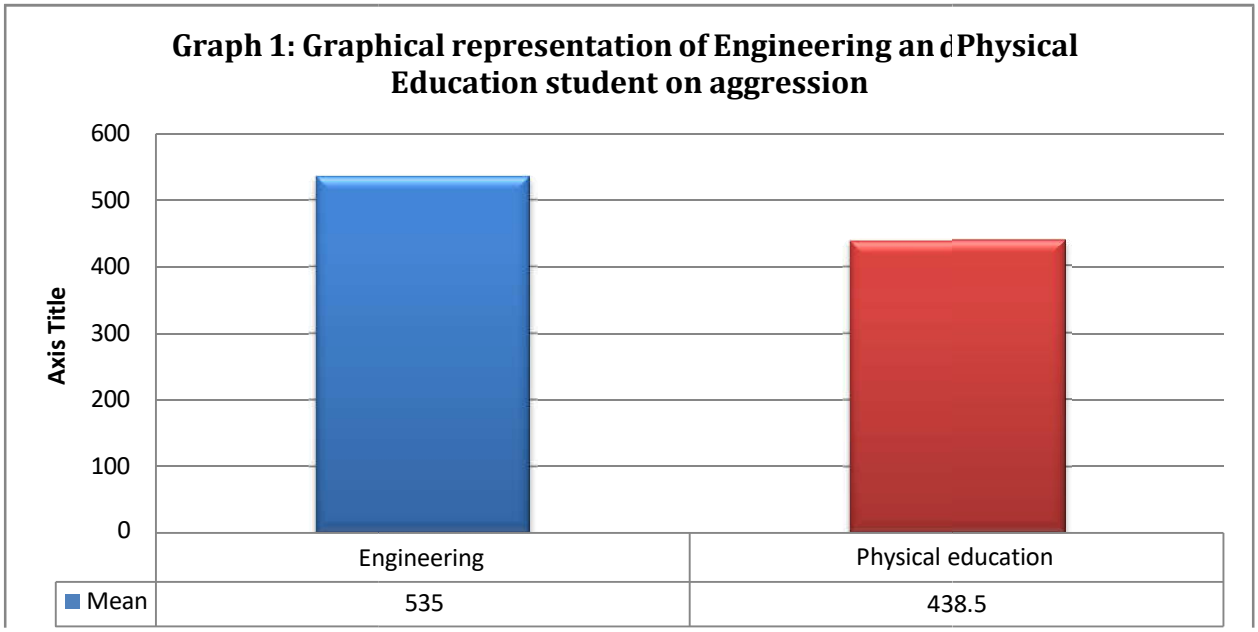
Results

The examination of Table 1 reveals a statistically significant "t" ratio (3.30) at the 0.01 level of confidence, indicating a substantial distinction in the mean scores between Engineering (535) and Physical Education (488.5) students. The elevated mean value in the Engineering student cohort implies a discernible proclivity toward heightened aggressive tendencies when juxtaposed with their counterparts in Physical Education.

Table 1: the mean score, standard deviation (S.D.), and "t" ratio, were computed for both Engineering and Physical Education student on aggression

Students	N	Mean	Standard division (S.D.)	Standard error of difference	't' ratio
Engineering	25	535.0	45.780	14.06	3.30
Physical education	25	438.5	53.367		

The present study finds support in the research conducted by Dr. L. Kamlesh (1998), who observed a higher incidence of potential aggression in contact sports compared to non-contact sports. Dr. Kamlesh's findings suggest that individuals participating in contact sports may be predisposed to heightened aggression, positing a correlation between sports engagement and aggressive tendencies. This assertion aligns with the perspectives of Arnold (2001) and Kumar (2003), who similarly endorsed the study's premise. Their respective conclusions accentuate that an escalation in body contact during sports engagement corresponds to an increase in the aggression levels exhibited by students.



Discussions on Findings:

The findings emanating from the study revealed a statistically significant distinction in the mean values indicative of aggressive behavior between students pursuing Engineering and Physical Education. Notably, the mean value of aggressive behavior among the Engineering students surpassed that of their counterparts in Physical Education, achieving statistical significance at the 0.05 level.

The observed discrepancy underscores a discernible predilection towards heightened aggressive behavior within the Engineering cohort. This discrepancy is ostensibly attributed to the augmented burden and exigencies intrinsic to the academic pursuits undertaken by engineering students. The prevailing academic stressors, characterized by rigorous coursework, demanding projects, and the imperative to meet elevated academic standards, collectively contribute to the manifestation of heightened aggressive tendencies among engineering students.

Consequently, this study concludes that the proclivity for aggressive behavior is notably more pronounced among engineering students in comparison to their peers in the domain of Physical Education. The discerned correlation underscores the imperative for tailored interventions and support mechanisms geared towards ameliorating the academic stressors endemic to the engineering discipline. These findings have broader implications for the development of targeted strategies aimed at cultivating a conducive and harmonious academic milieu, cognizant of the nuanced stressors inherent to diverse academic pursuits.

Conclusion

Empirical investigations have consistently demonstrated the prevalence of aggressive behavior within the cohorts of engineering and physical education students. Notably, one study reported that 25% of engineering students acknowledged involvement in physical aggression over the preceding year, while 15% admitted to engaging in verbal aggression. Concurrently, a separate study revealed that 20% of physical education students reported instances of physical aggression in the same timeframe, with 10% acknowledging participation in verbal aggression. John H. Kerr (2004) substantiates these findings by positing that the prevalence of intense physical contact in sports contexts correlates with heightened aggressive behavior. Additionally, Zillmannal (1974) and Huang et al. (1999) arrived at similar conclusions in their investigations, asserting that participants in content-rich games exhibit elevated levels of aggression compared to their counterparts engaging in less content-intensive games. Keeler's (2007) research further reinforces this connection, indicating that participation in sports characterized by aggressive elements contributes to an escalation in aggressive behavior.

Simultaneously, it was discerned that various sports are associated with the incidence of committed offenses, with a conclusive inference that aggressive behavior is notably linked to contact sports (Munoz, 2002). The assertion that engineering students manifest a higher degree of aggressive behavior compared to their counterparts in physical education is attributed to the augmented academic stress and burdens inherent in engineering studies. The pedagogical landscape of engineering courses is characterized by rigorous demands, necessitating prolonged hours dedicated to study and project-related endeavors. Such exigencies may instigate feelings of overwhelm, frustration, and anxiety, which, in turn, may find expression in the form of aggressive behavior. Conversely, physical education is commonly perceived as a discipline marked by a more relaxed and gratifying academic environment. While stress and performance pressure may still be present among physical education students, it is generally of a lesser intensity compared to the stress levels experienced by their engineering counterparts. Additionally, physical education serves as a conduit for students to channel and release stress and aggression through engaging in physical activities.

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