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Research Article

STUDY OF AGGRESSION AMONG D.EL.ED. STUDENTS

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ABSTRACT

The present study is conducted to explore the status of aggression among the D.El.Ed. students. 92 students were selected as the sample of the study and the Aggression Scale developed by Kamini Vishwaraiya was used to collect the data. t-test was used to analyze the data. The significant gender, and locality differences in aggression are found. The results of the present study showed that D. El. Ed. III semester students are more aggressive than D.El.Ed.I semester students. This study revealed that there is higher amount of aggression among D.El.Ed. students belonging to urban area as compared to students belonging to rural area. Male and female D.El.Ed. students do not differ on aggression.

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INTRODUCTION

Aggressive behaviour is defined as a reactionary behaviour which occurs in many situations and allows the person to break the rules and regulations of a specific place. It can be described, according to Roland & Idsoe (2001) it is an emotion that tends to hurt, damage or destroy something or someone. The intention of damage may be psychological in the situation of individuals. Nelson (2006) further says that people are in conflict of interest. Extreme aggression is seen as part of antisocial behaviour, something that is morally, and legally unacceptable. Teacher education given to students of D.El.Ed. course can help students to change their aggressive behavior and enable them to learn how to behave according to situations because Bhatnagar (1977) observes "the unique quality of the environment largely depends upon specific ways the students are treated in the classroom". Behaviour is also shaped by residential environment. Individuals develop many behavioural habits from their gained experiences from environment. Training for reduction of aggression has not been included in D.El.Ed. curriculum. Aggressive behavior among learners have become an issue now. Aggression is an important issue in the current situation that impacts almost everyone. Now it has become essential to study all elements leading to aggression, as the smallest cause leads to aggression, be it physical attack or verbal aggression. Surveys of aggressive behavior among students of professional courses such as D.El.Ed. are needed.

In the present study the researcher explored the aggressive behaviour of D.El.Ed. students.

Objectives

Objectives of the study are as follows-

1. To find out whether students of D.El.Ed. I and D.El.Ed. III semester differ from one another in aggression.
2. To find out whether male and female D.El.Ed. students differ from one another in their aggression.
3. To find out whether D.El.Ed. students belonging to rural and urban areas differ from one another in aggression.

Hypotheses

The following hypotheses were tested-

1. There is no significant difference in aggression of D.El.Ed. I and D.El.Ed. III semester students.
2. There is no significant difference in aggression of male and female D.El.Ed. students.
3. There is no significant difference in aggression of D.El.Ed. students belonging to urban and rural areas.

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METHOD

Sample: The sample comprised of 92 participants (46 males and 46 females) of D.El.Ed. I and D.El.Ed. III semesters. Students were selected from two private training colleges of Lucknow, Uttar Pradesh, India.

Tool used: Aggression was measured with the help of 'Aggression Scale' developed by Kamini Vishwaraiya.

Statistics used: t-test was used to analyze the data.

RESULTS

Table 1 Mean, SD, and t-ratio showing differences between D.El.Ed.I and D.El.Ed.III semester students on aggression

Grade Level	N	Mean	S.D.	df	t-ratio
D.El.Ed.I	46	68.76	20.73	90	2.05*
D.El.Ed.III	46	77.13	18.27		

*significant at .05 level

It was hypothesized that "there is no significant difference in aggression of D.El.Ed. I and D.El.Ed. III semester students." t-ratio was computed to compare D.El.Ed.I and D.El.Ed.III semester students on aggression. Means and standard deviations for students of both the semesters on aggression are shown in table 1. Scores on the aggression are higher for D.El.Ed. III semester students ($M = 77.13$, $SD = 18.27$) than for D.El.Ed. I semester students ($M = 68.76$, $SD = 20.73$, $t = 4.30$, $p < .05$).

Table 2 Mean, SD, and t-ratio showing differences between male and female D.El.Ed. students on aggression

Gender	N	Mean	S.D.	df	t-ratio
Male	46	75.74	21.49	90	0.18
Female	46	70.15	17.93		

It was hypothesized that "there is no significant difference in aggression of male and female D.El.Ed. students." t-ratio was computed to compare male and female students studying in D.El.Ed. on aggression. Means and standard deviations for male and female D.El.Ed. students on aggression are shown in table 2. It is revealed from table 2 that male ($M = 75.74$, $SD = 21.49$) and female ($M = 70.15$, $SD = 17.93$) D.El.Ed. students do not differ significantly on aggression, ($t_{90} = .18$, $p > .05$).

Table 3 Mean, SD, and t-ratio showing differences between urban and rural D.El.Ed. students on aggression

Locality	N	Mean	S.D.	Df	t-ratio
Urban	30.00	79.90	19.31	90	2.39*
Rural	62.00	69.58	19.42		

*significant at .05 level

It was hypothesized that "There is no significant difference in aggression of urban and rural D.El.Ed. students." t-ratio was computed to compare urban and rural D.El.Ed. students on aggression. Means and standard deviations for urban and rural students on aggression are shown in table 3. It is depicted from table 3 that urban D.El.Ed. students ($M = 79.90$, $SD = 19.31$) have higher mean score on aggression than rural D.El.Ed. students ($M = 69.58$, $SD = 19.42$, $t = 2.39$, $p < 0.05$).

DISCUSSION

The results of the present study showed that D.El.Ed. III semester students are more aggressive than D.El.Ed. I semester students. Students of D.El.Ed. III semester want to fulfil their demands and desires. They are more exposed to circumstances where they have a pressure of various job related examinations. When something happens against their will, they immediately react against it. While students of D. El. Ed. I semester put their best to adjust themselves to their environment.

Gender differences in aggression did not emerge. Male and female D.El.Ed. students have equal aggression. Perhaps the pressure to avoid aggression so as to enable themselves to focus on their studies is responsible for equality in aggression. This finding is in accordance with the finding of Kaur and Niwas (2017) but is contrary to Bettencourt & Miller (1996), Malik & Katyal (1993), and Halder (2016) who found that men are more aggressive than women.

Environment plays a vital role in behaviour and this study reveals that D.El.Ed. students belonging to the urban area have more aggression compared to students belonging to the rural area. This finding is in contradiction with the findings of Kaur and Niwas (2017). The difference in the aggression of urban and rural students appears to be because of their surroundings. People living in urban and crowded areas have less personal space and see that space is encroached upon much more frequently. Urban inhabitants want everything instantly to save time and get more out of it. Failure in getting what they desire makes them vulnerable to aggression. Rural D.El.Ed. students seem to have the tendency to rationalize their dissatisfaction which may reduce their aggressive tendencies.

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