

Comparative Study of Aggression Behaviour between Government and Private Senior Secondary School Boys and Girls of Haryana

Dr. Sukhbir Singh

Assistant Professor,
Deptt. of Physical Education
A.I. Jat H.M. College Rohtak

Abstract :

Aggressive behavior is a very complicated behavior with a variety of multidimensional causes. In past, social factors were mainly the center of attention for the researchers as causes of aggression in humans. But, with recent scientific and technological advancements, researchers are now trying to explore new areas, including biological factors. The purpose of the present study was to find out the comparison of aggressive behavior between government and private senior secondary school boys and girls of Haryana. The sample of the Present study was conducted on total 100 students 50 (boys and girls) of government senior secondary school and 50 (boys and girls) of private schools of Haryana. The age ranged between 15-18 years. Only Aggression behavior was used to measure ed by Dr. G.C. Pati Aggression test and using statistically analyzed “t” test method.

Keywords : Aggression behavior, Government school, Private schools, Haryana

Introduction :

In psychology, the term aggression refers to a range of behaviors that

can result in both physical and psychological harm to oneself, other or objects in the environment. The expression of aggression can occur in a number of ways, including verbally, mentally and physically. Aggression has various meanings; we will define human aggression as behavior whose intent is the physical or psychological injury or another person. Aggression as psychological phenomenon stems from deliberate intention of harming another person. It is an action, which is visible in overt behavior. It is, therefore, clear that aggression is constituted of three elements. These are intention, action tendency and actual harm committed to another person (Berkowitz 1981). Aggression refers to any behavior that is hostile, destructive, and/or violent. Generally, aggressive behavior has the potential to inflict injury or damage to the target person or object. Examples of aggressive behavior include physical assault, throwing objects, property destruction, self-harming behaviors, and verbal threats. Aggression can be either physical or verbal, and behavior is classified as aggression

even if it does not actually succeed in causing harm or pain. Aggression is not the same thing as assertiveness. Aggression is a perplexing phenomenon. Aggression is viewed as a form of behavior, not as an emotion, a motive, or an attitude. The term aggression often has been applied to negative emotions such as anger, to motives such as the desire to harm or injure others, and even to negative attitudes such as racial or ethnic prejudice. While all of these factors certainly play an important role in the occurrence of behavior that causes harm, their presence is not a necessary condition for the performance of such actions. Either is it essential that aggression hate or even dislike the persons they attack. Many people inflict harm upon persons toward whom they hold positive rather than negative attitudes. In view of the fact that negative emotions, motives, and attitudes may or may not accompany direct assaults against others, we will restrict the use of the term aggression to overt harm doing behavior and consider other factors separately.

Objective of the Study :

Comparative study of aggression behavior between government and private senior secondary school boys and girls of Haryana.

Research Methodology :

To achieve the objectives of the present study total 100 students 50 boys and girls from government senior secondary schools and 50 boys and girls from private senior secondary school of Haryana. Only Rohtak district of Haryana was selected for the study. The study was delimited to government and private senior secondary school boys and girls of Rohtak district of Haryana. The age ranged between 15 to 18 years. Only Aggression behavior was used to measure ed by Dr. G.C. Pati Aggression test and using statistically analyzed ‘t’ test method.

Findings of the Study :

Table 1: Comparison of aggression behavior between government and private senior secondary school boys of Haryana

Groups	N	Mean	S.D	S.E.D	T
Government (S.B)	30	21.17	4.79	0.89	6.28
Private (S.B)	30	15.51	2.13	0.39	

* Significant at 0.05 level (1.96 value)

* Significant at 0.01 level (2.58 value)

According to table no. 1 mean scores of government senior secondary school boys of aggression level was

21.17 and that of private senior secondary school boys were 15.51. The S.D and S.E.D of government

senior secondary school boys was 4.79,0.89 and that of private senior secondary school boys was 2.13,0.39 and the ‘t’ value was 6.28 which is significant even at 0.05 level. The Mean score was in favor

of private senior secondary school boys.

Table 2 : Comparison of aggression behavior between government and private senior secondary school girls of Haryana Groups

Groups	N	Mean	S.D	S,E.D	T
Government (S.G)	30	24.89	5.88	1.09	4.25
Private (S.G)	30	19.55	3.15	0.58	

* Significant at 0.05 level (1.96 value)

* Significant at 0.01 level (2.58 value)

According to table no. 2 mean scores of government senior secondary school girls of aggression level was 24.89 and that of private senior secondary school girls were 19.55. The S.D and S.E.D of government senior secondary school girls was 5.88,3.15 and that of private senior secondary school boys was 3.15,0.58 and the ‘t’ value was 4.25 which is significant even at 0.05 level. The Mean score was in favour of private senior secondary school girls.

Conclusion :

It is evident that private senior secondary school boys and girls were high aggressive behavior than government senior secondary school boys and girls of Haryana.

Reference :

1. Dovahue Eric G, Blanca Rip and Valerian Robert J, when winning

are everything; on passion, identify, and aggression in sport, psychology of sport and exercise, 2009.

2. Fernandez Romulo Araujo, Association Between regular participation in sport and leisure time behaviours in adolescents: A crors-sectional study, BMC public health, 2008; 8:329.

3. Chrisges Phiuiip Sullivan. Using A direct observation approach to study aggressive Behaviour in Hockey: some preliminary findings, athletic insight, the online journal of sports psychology, 2008.

4. Donahus Tric G, Blanca Rip, valerian Robert J. when winning are every things: on passion, identity, and aggression in sport, psychology of sport and exercise, 2009.

5. Human BF. Aggression in Boxers and wrestling as Measured by

projective techniques, research quarterly, 1970; 26:421-425.

6. Kaufmann H. Aggression and altression, New York, Hort, Richart and winstion, 1970.
7. Lorenz K. on aggression New York, bantam books, 1966.
8. Maxwell JP, Visek AJ, Moores E. Anger and Perceived Legitimacy of Aggression in male Hong Kong Chinese Athletes. Effects of type of sport and level of competition psychology of sport and exercise February 2009; 10(2):289-296.
9. Satoh N, Hasgawa E, Ichimurs S. Aggression in sport competition of rugby and Kendo (Japoneese Fencing), Bulletin of Health and sport sciences, University of Tsukuba, 2007.
10. Stone AA. The effect of sanctioned overt aggression in instigation to aggressive responses. Honours there, Harnard University, 1950 cited in D. Malland Personality, New York, Athenium, 1968.