

A Study of Aggression and Self-Concept among Graduate Students

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ABSTRACT

Objective: to examine the aggression and self-concept among urban and rural Graduates Students. **Hypothesis:** Rural Graduates Students will be significantly high aggression and self-concept than the urban Graduates Students. **Sample:** For the present study 120 Sample were selected belongs to Aurangabad. The age range of subjects was 18-25 years. Purposive non-probability sampling technique is used. **Tools:** 1) Aggression Scale (A scale): is developed and standardized by Km Roma Pal and Mrs. Tasneem Naqvi. 2) Self-Concept Scale (SCQ): was constructed and standardized by Dr. Raj Kumar Saraswat. **Results:** 1) Rural Graduates Students had significantly high aggression than the urban Graduates Students. 2) Urban Graduates Students had significantly high self-concept than the urban Graduates Students.

Keywords: Aggression, Self-Concept, Graduate Students

Anger is one of the basic human emotions. It is neither “good” nor “bad,” but is an emotion innate to humans (Daldrup & Gust, 1990). Anger is an intense emotional reaction elicited by covert or overt threats such as interference, attack, aggression and frustration and characterized by an acute reaction of the autonomic nervous system (Wolman, 1989).

Anger comes from various ways such as inadequacy in family life, exposure to violence at home, expectations or attitudes at home. With violent crime rising among adolescents wide spread familial abuse, continuing racial discord and recent acts of terrorism, attention has turned to anger as a major problem in human relations (Koop & Lundberg, 1992).

Adolescents are angered when their physical or social activities are prevented or in the case of an attack on their personalities, positions, or status in society. Adolescent may display anger when he or she is criticized, embarrassed, underestimated, or ignored and perceive such situations as threats to his/her extremely sensitive personality (Yazgan-Inanc et al., 2007).

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According to Spielberger (1991), anger consists of two components: state anger and trait anger. State anger is a subjective emotion accompanied by muscle tension and stimulation of the autonomous nervous system; its intensity may deviate from quite mild to quite strong. The intensity of state anger may change as a function of the attack an individual perceives, or the intensity of unjustness or frustration. However, trait anger is perceived in far more situations as displeasing and frustrating, and accordingly it is described as a tendency to have rather frequent state anger. There are three dimensions of anger: physiological, social and cognitive, and behavioral and reaction. The physiological dimension of anger is related to a physiological change occurring in the body when an individual is exposed to a frustration or situation that increases anger (Kısac, 1997).

The social and cognitive dimension explains the interpretation of perceived anger within an individual. The reasons for anger, fear and uneasiness are not related to the event itself, but rather to individuals' perception and how they interpret the symbols in their minds, their beliefs, comments and evaluations of the events, and the ideas produced from these beliefs, comments and evaluations (Ozer, 2000).

Self-concept is dominant element in personality pattern; therefore, the measurement of self-concept becomes essential. There are several terms that are virtually synonymous with self-concept; among them are self-image, the ego, self-understanding, self-perception and phenomenal self. The innovation of the term self can be traced in our Vedic literature. Later it was Self -means the way one conceives himself/herself. Self is not innate but gradually formed as a child grows by social interactions. „Concept“- means the way by which one individual relate himself to his social environment both physical and psychological. „Self-Concept means how an individual thinks of himself. It is ones concept of self, which personifies the individual as a whole. In recent years there has been growing realization of the importance of self-concept in understanding of human behavior. Without knowing self, understanding of human behavior is incomplete and inaccurate. The formation of self-concept is fundamental to the development of the individual's personality. Self-concept, as the name implies, is ones concept about oneself. As an individual grows, he not only forms concepts about his surroundings and other individuals, but also gradually forms an image or concept of himself.

Objective of the study:

- 1) To examine the aggression and self-concept among urban and rural Graduates Students.

Hypothesis:

- 1) Rural Graduates Students will be significantly high aggression and self-concept than the urban Graduates Students..

Methods:

Sample:

For the present study 120 Sample were selected belongings to Aurangabad. The age range of subjects was 18-25 years. Purposive non-probability sampling technique was used.

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Tools

1) **Aggression Scale (A scale):** This test is developed and standardized by Km Roma Pal and Mrs. Tasneem Naqvi. The test consisted of 30 Items and Five Alternatives. The reliability coefficient of the test was found 0.82.

2) **Self-Concept Scale (SCQ):** This scale was constructed and standardized by Dr. Raj Kumar Saraswat. The inventory is useful in measuring Self-concept in six areas, namely Physical, Social, Temperamental, Educational, Moral and Intellectual. The inventory consists of 48 items, each item is provided with five alternatives 'Strongly Agree', 'more agree', 'agree', 'disagree', and 'disagree', Reliability of the inventory was found by test retest method, and it was found to be .91 for the total self-concept measure. Reliability coefficient of its various dimensions varies from .67 to .88. Expert's opinions were obtained to establish the validity of the inventory. 100 items were given to 25 psychologists to classify the items to the category to which it belongs. Items of highest agreement and not less than 80% of agreement were selected. Thus the content and construct

Procedures of data collection

Aggression and Self-concept tests administered individuals as well as a small group. While collecting the data for the study the later approaches was adopted. The subjects were called in a small group subjects and there seating arrangements was made in a classroom. Prior to administration of test, through informal talk appropriate rapport form. Following the instructions and procedure suggested by the author of the test. The test was administered and a field copy of test was collected. Following the same procedure, the whole data were collected.

Variable

Independent variable-

- 1) Area of Residence
- a) Urban b) Rural

Dependent Variable

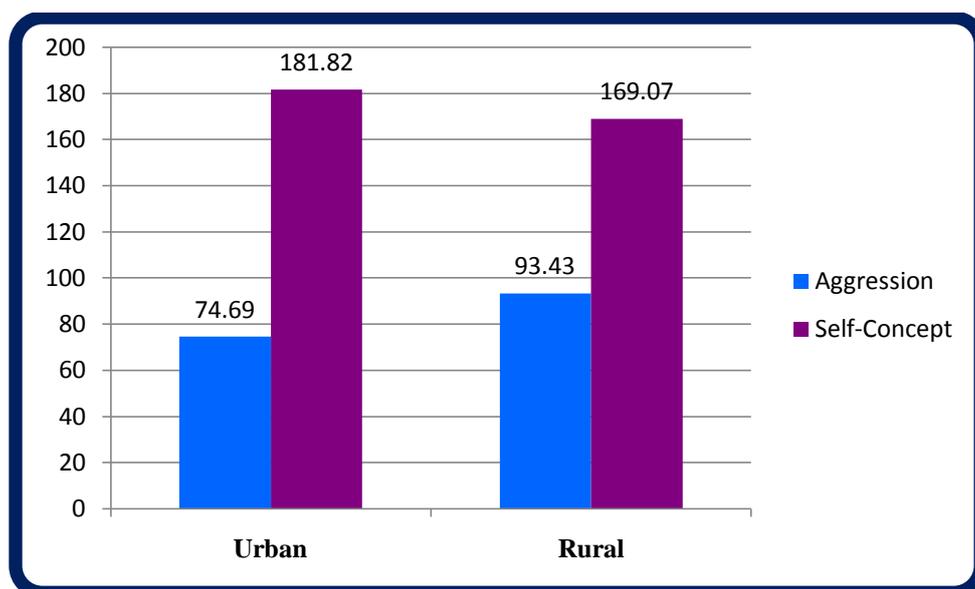
- 1) Aggression
- 2) Self Concept

STATISTICAL ANALYSIS AND DISCUSSION

Mean, Std. Deviation, of Graduates Students On Dimension Aggression and Self-concept.

Dimensions	Urban			Rural			t value	DF	P
	Mean	SD	SE	Mean	SD	SE			
Aggression	74.69	9.65	1.24	93.43	11.21	1.44	9.81**	118	< 0.01
Self-Concept	181.82	25.68	3.31	169.07	19.03	2.45	36.71**	118	< 0.01

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The results related to the hypothesis have been recorded. Mean of urban Graduates Students on dimension aggression is 74.69 and mean of rural Graduates Students on dimension aggression was 93.43, the difference between the two mean is highly Significant $t(118) = 9.81$.

Similar result found that the Muddanagouda Patil rural students of secondary school have high aggression than urban students of secondary school.

Mean of urban Graduates Students on dimension Self Concept is 181.82 and mean of rural Graduates Students on dimension Self Concept is 169.07, the difference between the two mean is highly Significant $t(118) = 36.71$.

Sandhu et al. (2012) found a significant difference in self-concept between secondary school boys and girls. However, no significant difference was found in self-concept between rural and urban as well as between government and non-government secondary school students.

CONCLUSION

- 1) Rural Graduates Students had significantly high aggression than the urban Graduates Students.
- 2) Urban Graduates Students had significantly high self-concept than the urban Graduates Students.

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