

## A Study of Aggression and Stress among Perusing of B.Ed. College Students

Chandravadan N Chaudhari<sup>1\*</sup>, Prof. (Dr) Suresh M. Makvana<sup>2</sup>

### ABSTRACT

Aim of the research is to find out the aggression among perusing of B.Ed. College students. So investigator selected three groups one is area second is Category and last one is gender. All groups have 240 perusing of B.Ed. College students are selected. Data were collected from B.Ed. colleges of Anand and vidhyanagar cities. Scale was use for data collection is personal datasheet and aggression scale developed by M.K. Sultani, 2x2x2 factorial design was used and data were analysis by 'F' test. Result show, area had significant impact on aggression of rural and urban areas perusing of B.Ed. College students, there was no significant difference of aggression between reservation and open category of perusing of B.Ed. College students, there was no significant difference of aggression between male and female of perusing of B.Ed. College students, there was not significant interaction effect of area and category on aggression of B.Ed. college Students, there was not significant interaction effect of area and gender on aggression of B.Ed. college Students, there was not significant interaction effect of category and gender on aggression of pursuing B.Ed. college students and there was not significant interaction effect of area, category and gender of pursuing B.Ed. college students.

**Keywords:** *Aggression, Stress, B.Ed., College Students*

In the present research about Aggression and stress among who are perusing of the B.Ed. college students. In the area of Anand District. In the ancient tradition to the B.Ed. had completed in one year of Age. But there as per the rules of Education in after the declaration of state Government circular last year 2015-16 B.Ed. curriculum becomes two year till today. Who are the students increasing of Dearness frugality to pay fees of B.Ed. college? The present time increasing unemployment of the student with inextricable problem and it's also fails to controlled and manage by government. In another ways in various research known about the education had it is and is fails in Gujarat state. Supervising staff and it's behind and related with responsible for:- different Agencies with parents. The present research subject of

<sup>1</sup>MPhil Research Scholar, Department of Psychology, S P University, V.V.Nagar, Gujarat, India

<sup>2</sup>Professor and Head, Department of Psychology, Sardar Patel University, VallabhVidyaNagar, Gujarat, India

\*Responding Author

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who needy due to the training also passing through this struggle whichever they feel Aggression and stress for education academic curriculum or training center produce dexterous teacher, wisdom, thinker, creative nature, sensitive and equality ideology etc.... it's all psychological competently teacher is ready to citizens of future, but this teacher feels psychological aggression and stress. So, how training student's set's well training. These reasons their and new generation future becomes darkness. So, that this present research through will see whether aggression and stress on B.Ed. college students about find out similar problems.

### **EXPLANATION OF MAIN CONCEPT INVOLVE IN THE RESEARCH**

*Following main concept in the describe in the research.*

#### **Aggression**

Aggression is overt, often harmful social interaction with the intention of inflicting damage or other unpleasantness upon another individual. It may occur either in replication or without provocation. In humans, frustration due to blocked goals can cause aggression. Human aggression can be classified into direct and indirect aggression, whilst the first is characterized by physical or verbal behavior intended to cause harm to someone, the second one is characterized by a behavior intended to harm social relations of an individual or a group.

In definitions commonly used in the social sciences and behavioral sciences, aggression is a response by an individual that delivers something unpleasant to another person. Some definitions include that the individual must intend to harm another person.

### **AIMS OF THE STUDY**

1. To study the roll of the Aggression among rural and urban perusing B.Ed. college students.
2. To study the roll of the Aggression among reservation and open perusing B.Ed. college students.
3. To study of the Aggression among male and female perusing B.Ed. college students.
4. To study of the aggression among types of area and categories perusing B.Ed. college students.
5. To study of the Aggression among types of area and genders perusing B.Ed. college students.
6. To study of the Aggression among types of categories and gender of perusing B.Ed. college students.
7. To study of the Aggression among the types of Area, categories and types of gender of perusing B.Ed. college students.

### **HYPOTHESIS**

*The hypothesis framed according to aims of the present research is given bellow variable with as under.*

- Ho.1 There is no significant different between the aggression of the rural and urban perusing B.Ed. college students.
- HO.2 There is no significant different between the aggression of the reservation and open perusing B.Ed. college students.
- HO.3 There is no significant different between the aggression of the male and female perusing B.Ed. college students.
- HO.4 There is no significant interactions effect the aggression among types of area and categories perusing B.Ed. college students.

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HO.5 There is no significant interactions effect the aggression among types of area and gender perusing B.Ed. college students.

HO.6 There is no significant interactions effect the aggression among types of categories and gender perusing B.Ed. college students.

HO.7 There is no significant interactions effect the aggression among types of area, categories and gender perusing B.Ed. college students.

### ***Sample***

The aim and object of this research is to study of aggression and stress among perusing B.Ed. college students. For the main aims research recently selected an area of Anand district B.Ed. College for this research 240 selected sample from rural and urban area in Anand district by random system. Whole samples collected out of 120 would be rural areas students and 120 would be urban areas students. Out of which 60 reservation categories student and 60 open categories students. Another level of 60 male students and 60 female students, Would be selected as a sample of respondent.

### ***Tools***

#### **1. Personal data sheet**

to obtain the personal details of the respondents' researcher had prepared personal data sheet container the information about name of subject, educational qualification, they are of residence, the place of study and whether the subject in B.Ed. college students and more then collect information at the time a writing. For the present investigation were used to main two tools, under the name of tools.

#### **2. Aggression inventory**

The aggression inventory is constructed & standardized by. M.ksultania (2008).

The inventory contains was 67 items whereas the original inventory of buss and durkee has 75 items. 8 items were dropped as they have significant correlation with the test as a whole. The inventory includes 59 items the measure hostility and 8 items measure guilt.

The items of each sub-scale are randomly scattered throughout the test.

#### ***Instructions***

*The following instruction should be given for the administration of buss – dirkee hostility inventory.*

Above are some statements which are related to your life. Read this statements carefully one by one and out of two given response option of each statement namely “yes” and “no” put a tick mark ( ) on cell ( ) below that option which most suits in your case or you think most. Appropriate your answer will be kept confidential. So, respond freely and express your viewpoint without any hesitation.

#### ***Scoring***

In case of positive items “Yes” response is given a score 1 and “No” response is give “0”, the scoring is reversed in case of negative items. Thus, range of score is 0-67. Higher the score greater is the magnitude of aggression. Percentile positive calculated by consulting the percentile norm provided in the manual of the scale.

### ***Statistical Analysis***

*In this study ‘F’ test was used for statistical analysis*

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**RESULT AND DISCUSSION**

*Table no.1 Summary of the 2x2x2 analysis of variance based on aggression of area, categories and gender. (N=240)*

Types of Area	Types of Categories	Mean, SD and N	Types of Gender	
			Male	Female
Rural	Reservation	Mean	30.16	28.46
		SD	6.18	4.84
		N	30	30
	Open	Mean	30.83	31.60
		SD	6.61	4.64
		N	30	30
Urban	Reservation	Mean	32.76	32.16
		SD	6.80	5.23
		N	30	30
	Open	Mean	31.16	32.16
		SD	6.97	7.77
		N	30	30

*Table No.2 ANOVA summary of overall aggression with reference to area, categories and gender. (N=240)*

Source of Variance	Sum of Squares	df	Mean Sum of Squares	F	Sig. level
Area	194.400	1	194.400	5.019	0.05
Categories	18.150	1	18.150	.469	NS
Area * categories	109.350	1	109.350	2.823	NS
Area * gender	6.667	1	6.667	.172	NS
Category * Gender	62.017	1	62.017	1.601	NS
Area * category * gender	2.817	1	2.817	.073	NS
SSW (Error)	8986.867	232	38.736		
SST	9381.333	239			

*Table No.3 Difference between mean score of overall aggression with reference to area, categories and gender. (N=240)*

Independent Variable	N	Mean	Difference between mean
Rural	120	30.26	1.8
Urban	120	32.06	
Reservation	120	30.89	0.55
Open	120	31.44	
SMale	120	31.23	0.13
Female	120	31.10	

## DISCUSSION OF AGGRESSION

### *Aggression with reference to types of area*

Aggression plays an important role of the types of area so to check the impact of aggression on perusing B.Ed. college students the following hypothesis is farmed and checked.

***HO.1: - There is no significant different between the aggression of the rural and urban perusing B.Ed. college students.***

When F test was applied to check the impact of aggression on types of area (rural and urban) perusing B.Ed. college students. It can be clearly seen from above table no. 4.2 that significant F value found. the F value is 5.019 which are statistically significant. Table no. 4.3 reveals that the mean score of aggression of rural areas B.Ed. college students 30.26 and urban areas B.Ed. college students is 32.06 as respectively and the mean difference between two is 1.8 hence it can be said that aggression of urban areas B.Ed. college students is more than rural areas B.Ed. college students. So, the null hypothesis 1 was rejected and it was concluded that there was significant impact of aggression on rural and urban perusing B.Ed. college students.

### *Aggression with reference to types of categories*

Aggression plays an important role of the types of categories so to check the impact of aggression on perusing B.Ed. college students the following hypothesis is farmed and checked.

***HO.2: - There is no significant different between the aggression of the reservation and open perusing B.Ed. college students.***

When F test was applied to check the impact of aggression on types of categories (reservation and open) perusing B.Ed. college students. It can be clearly seen from above table no.4.2 that significant F value found. the F value is .469 which are statistically not significant. Table no. 4.3 reveals that the mean score of aggression of reservation categories B.Ed. college students is 30.89 and open categories B.Ed. college students is 31.44 as respectively and the mean difference between two is 0.55 hence it can be said that aggression of open categories B.Ed. college students is more than reservation categories B.Ed. college students. So, the null hypothesis 2 was maintained and it was concluded that there was not significant impact of aggression on reservation and open perusing B.Ed. college students.

### *Aggression with reference to types of gender*

Aggression plays an important role of the types of gender. so, to check the impact of aggression on perusing B.Ed. college students the following hypothesis is farmed and checked.

***HO.3: - There is no significant different between the aggression of the male and female perusing B.Ed. college students.***

When F test was applied to check the impact of aggression on types of gender (male and female) Perusing B.Ed. college students. It can be clearly seen from above table no. 4.2 that significant F value found. the F value is .028 which are statistically not significant. Table no. 4.3 reveals that the mean score of aggression of male B.Ed. college students is 31.23 and female B.Ed. college students 31.10 as respectively and the mean difference between two is 0.13 hence it can be said that aggression of male B.Ed. college students more than female B.Ed. college students. So, the null hypothesis 3 was concluded that there was not significant impact of aggression on male and female perusing B.Ed. college students.

### *Aggression with reference to types of area and categories*

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Aggression plays an important role of the types of area and categories. so, to check the impact of aggression on perusing B.Ed. college students the following hypothesis is farmed and checked.

***HO.4: - There is no significant interaction effect the aggression among types of area and categories perusing B.Ed. college students.***

When F test was applied to check the interaction effect of aggression on types of area (rural & urban) and categories(reservation & open) Perusing B.Ed. college students. It can be clearly seen from above table no. 4.2 that significant F value found. the F value is 2.823 which was statistically not significant. Hence the null hypothesis 4 was maintained and it was conclude that there was not significant interaction effect of aggression on type of area and categories perusing B.Ed. college students.

***Aggression with reference to types of area and gender***

Aggression plays an important role of the types of area and gender. so, to check the impact of aggression on perusing B.Ed. college students the following hypothesis is farmed and checked.

***HO.5: - There is no significant interaction effect the aggression among types of area and gender perusing B.Ed. college students.***

When F test was applied to check the interaction effect of aggression on types of area (rural & urban) and gender (male & female) Perusing B.Ed. college students. It can be clearly seen from above table no. 4.2 that significant F value found. the F value is .172 which was statistically not significant. Hence the null hypothesis 5 was maintained and it was concluded that there was not significant interaction effect of aggression on type of area and gender perusing B.Ed. college students.

***Aggression with reference to types of categories and gender***

Aggression plays an important role of the types of categories and gender. so, to check the impact of aggression on perusing B.Ed. college students the following hypothesis is farmed and checked.

***HO.6: - There is no significant interaction effect the aggression among types of categories and gender perusing B.Ed. college students.***

When F test was applied to check the interaction effect of aggression on types of categories (reservation & open) and gender (male & female) Perusing B.Ed. college students. It can be clearly seen from above table no. 4.2 that significant F value found. the F value is 1.601 which was statistically not significant. Hence the null hypothesis 6 was maintained and it was concluded that there was not significant interaction effect of aggression on type of categories and gender perusing B.Ed. college students.

***Aggression with reference to types of area, categories and gender***

Aggression plays an important role of the types of area, categories and gender. so, to check the impact of aggression on perusing B.Ed. college students the following hypothesis is farmed and checked.

***HO.7: - There is no significant interaction effect the aggression among types of area, categories and gender perusing B.Ed. college students.***

When F test was applied to check the interaction effect of aggression on types of area (rural & urban), categories (reservation & open) and types of gender (male & female) Perusing B.Ed. college students. It can be clearly seen from above table no. 4.2 that significant F value found. the F value is .073 which was statistically not significant. Hence the null hypothesis 7 was maintained and it was concluded that there was not significant interaction effect of aggression on type of area, categories and gender perusing B.Ed. college students.

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### CONCLUSION

1. Area had significant impact on aggression of rural and urban areas perusing of B.ed College students
2. There was no significant difference of aggression between reservation and open category of perusing of B.Ed College students,
3. There was no significant difference of aggression between male and female of perusing of B.Ed College students,
4. There was not significant interaction effect of area and category on aggression of B.Ed college Students, t
5. There was not significant interaction effect of area and gender on aggression of B.Ed college Students,
6. There was not significant interaction effect of category and gender on aggression of pursuing B.Ed college students
7. There was not significant interaction effect of area, category and gender of pursuing B.Ed college students.

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### *Conflict of Interests*

The author declared no conflict of interests.

### REFERENCES

- M.K. Sultania. *Aggression inventory (AI - SMK) Hindi*. This inventory consists 67 items of – sub – tests – assault, indirect Aggression. Irritability, negativism, Resentment, Suspicion, Variable Aggression, Guilt it is standardized on 1000 (Adult Male + Female.)
- Vijya Lakshmi and Shruti Narain, *Stress Scale* (In this scale consists 40 items – divided into four area. I. pressure, II. Physical Stress, III. Anxiety, IV. Frustration. It was administered on age range – 12 to 24 years.

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