



A Study of Aggression and Self-Concept among Urban and Rural High School Students

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ABSTRACT

Objective: to examine the aggression and self-concept among urban and rural High school students. **Hypothesis:** Rural High school students will be significantly high aggression and self-concept than the urban High school students. **Sample:** For the present study 120 Sample were selected belongings to Jalna. Among them 60 were urban and 60 were rural high school students. The age range of subjects was 18-25 years. Purposive non-probability sampling technique was 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 standardize by Dr. Raj Kumar Saraswat. **Results:** 1) Rural High school students had significantly high aggression than the urban High school students. 2) Urban High school students had significantly high self-concept than the urban High school students.

Keyword:- aggression, self-concept, urban and rural high school students

Introduction:

Self-concept has been described to consist of discovered verbal labels about one that elicit thoughts and direct or manage behavior. Positive verbal labels are anticipated to lead to profitable overall performance that is bolstered by using others, which, in turn, reinforces wonderful self-concept (Staats, 1996). One reason of this learn about is to describe self-concept said by means of creative curler and determine skaters and to evaluate self-concept amongst the three kinds of elite athletes In psychology, as properly as different social and behavioral sciences, aggression refers to conduct between participants of the identical species that is supposed to motive ache or harm. Predatory or shielding conduct between contributors of specific species is no longer typically regarded "aggression." Aggression takes a range of varieties amongst people and can be physical, mental, or verbal. Aggression ought to now not be stressed with assertiveness, even though the phrases are frequently used interchangeably amongst laypeople, e.g. an aggressive salesperson.

Within the previous 10 to 12 years, investigators have multiplied upon the MAT mannequin by way of such as an anxiousness course dimension to go alongside with the authentic depth dimension. Jones and Swain (1992) first delivered the thinking of anxiousness direction, and operationally described it as the athlete's facilitative (i.e., positive) and debilitating (i.e., negative) interpretation of the anxiousness signs and symptoms associated to performance. Past lookup suggests that the course of nervousness may also be the most necessary dimension when evaluating elite versus non elite performers, with elite athletes having extra high-quality nervousness perceptions (e.g., Jones, Hanton, & Swain, 1994; Jones & Swain, 1995). Research investigating country anxiousness depth and path has proven gender differences, though consequences have been equivocal. For instance, some researchers have pronounced

gender variations when inspecting temporal patterns of anxiousness and self-confidence (e.g., Jones & Cale, 1989; Jones, Swain, & Cale, 1991).

In a learn about focusing on the frequency of kingdom nervousness (i.e., how regularly the person experiences nervousness signs and symptoms prior to a precise competition), Swain and Jones (1993) said cognitive and somatic country anxiousness signs and symptoms elevated considerably for each men and females as the opposition approached. Females suggested greater country somatic nervousness ratings than males. Wiggins (1998) suggested gender variations investigating anxiousness throughout time, with ladies reporting greater cognitive nervousness depth 24 hours prior to competition, however observed no anxiousness path differences.

Objective of the study:

To examine the aggression and self-concept among urban and rural High school students.

Hypotheses:

- 1) Rural High school students will be significantly high aggression and self-concept than the urban High school students.

Sample:

For the present study 120 Sample were selected belongings to Jalna. Among them 60 were urban and 60 were rural high school students. The age range of subjects was 18-25 years. Purposive non-probability sampling technique was used.

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 standardize 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

Variable

Independent variable-

- a) Area of Residence - Urban b) Rural

Dependent Variable 1) Aggression 2)Self Concept

Statistical Analysis and Discussion

Mean, Std. Deviation, of High school 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



The results related to the hypothesis have been recorded. Mean of urban High school students on dimension aggression was 74.69 and mean of rural High school students on dimension aggression was 93.43, the difference between the two mean was highly Significant $t(118) = 9.81$. Mean of urban High school students on dimension Self Concept was 181.82 and mean of rural High school students on dimension aggression was 169.07, the difference between the two mean was highly Significant $t(118) = 36.71$.

Conclusions:

- 1) Rural High school students had significantly high aggression than the urban High school students.
- 2) Urban High school students had significantly high self-concept than the urban High school students.

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