# A Study Of Aggression And Self Confidence Among The Different Disciplines Of University Male Students

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**Abstract:** The purpose of this study was to compare aggression and self confidence level between the students of Computer Science (CS), Journalism & Mass Communication (JMC) and Tour & Travel Management (TTM) of Dev Sanskriti Vishwavidyalaya, Haridwar. The subjects for this study were randomly selected. A total of 90 students (30 from Computer Science, 30 from Journalism & Mass Communication and 30 from Tour & Travel Management) were selected as a subject for this study. To assess the self-confidence of the students, Agnihotri's Self-confidence Inventory (ASCI) developed by Rekha Agnihotri was used. To measure aggression of male students used the aggression scale constructed by Dr. Roma Pal and Dr. Tasneem Naqvi (1980) was administered. One way ANOVA test was performed for comparison among groups at the 0.05 level of significance. The results indicate that the significant difference was found among different discipline of University male students in relation to self-confidence (p<0.05). On the basis of findings it was concluded that the mean score of aggression of Computer Science students (89.17) is more than the Journalism & Mass Communication and Tour & Travel Management students and the mean score of self-confidence of Journalism & Mass Communication students (27.57) is more than the Computer Science and Tour & Travel Management students.

## Introduction

The word aggression comes from Latin root raggedy, ad (to or toward) and grad or walk, literally then the word means to walk or approach, to "move against" or to "move with intent to hurt or harm". Most psychologists describe with aggression in terms of behavior. Aggressive behavior has been associated with genital activity, drug and alcohol addiction, sport and exercise, crying, complaining, waging war etc.

During adolescence, self-esteem is affected by age, race, ethnicity, puberty, health, body height, body weight, body image, involvement in physical activities, gender presentation, gender identity, and awakening or discovery of sexuality. Self-confidence can vary and be observed in a variety of dimensions. Components of one's social and academic life affect self-esteem. An individual's self-confidence can vary in different environments, such as at home or in school. (Myers, Willise, & Villalba). Self-confidence does not necessarily imply "self-belief" or a belief in one's ability to succeed. For instance, one may be inept at a particular sport or activity, but remain "confident" in one's demeanor, simply because one does not place a great deal of emphasis on the outcome of the activity. When one does not dwell on negative consequences one can be more "self-confident" because one is worrying far less about failure or the disapproval of others following potential failure. One is then more likely to focus on the actual situation which means that enjoyment and success in that situation is also more probable. Belief in one's abilities to perform an activity comes through successful experience and may add to, or consolidate, a general sense of self-confidence. Studies have also found a link between high levels of confidence and wages. Seemingly, those who self-report they were confident earlier in schooling earned better wages and were promoted more quickly over the life course.

**Tavani and Losh (2003)** examined the relationships among students' academic performances, expectations, motivations, and self-confidence during a summer orientation at a large southeastern university (n = 4,012). The effects of parental education levels on students' performances were also studied. Significant positive correlations were found among all variables. These variables were also all significant predictors of students' academic performances. Gender had statistically significant effects on students' expectations and self-confidence levels. These results are consistent with previous studies and provide additional pathways for future research. **Gustavo *et. al* (2010)** investigated regarding the roles of sociomoral cognitions and emotions in understanding moral development. The short-term longitudinal relations among perspective taking, sympathy, prosocial moral reasoning, prosocial behaviors and aggression in adolescents were examined. Participants were 489 students of public and private schools from predominantly middle class families in Valencia, Spain. Students completed measures of perspective

taking, sympathy, prosocial moral reasoning, prosocial behaviors, and aggressive behaviors. Overall, structural equation modeling analyses showed that moral reasoning and emotions were interrelated and predicted both prosocial behaviors and aggression. The finding was the relevance of both social cognitions and emotions in moral development.

**Objective of the study**
- To find out the level of aggression and self-confidence of different streams male students.
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**Hypothesis of the study**
1. There is no significant difference of different streams male students in relation to aggression and Self Confidence.
2. There is no significant difference of different streams male students in relation to aggression.
3. There is no significant difference of different streams male students in relation to self-confidence.

**Methodology**

**Sample: -** The study was conducted on male students studying in various streams of Dev Sanskriti Vishwavidyalaya, Haridwar, 90 male students were selected by using random sampling technique. Variables used for the study were self-confidence and aggression. The data was collected by using questionnaire.

**Table 1:** Details of the Subjects Distribution

| Stream | Number of Subjects |
|---|---|
| CS Students | 30 |
| JMC Students | 30 |
| TTM Students | 30 |

**Criterion Measures**

- To assess the self-confidence of students, Agnihotri's Self-confidence Inventory (ASCI) developed by Rekha (1987) was used.
- To measure aggression of students used the aggression scale constructed by Dr. Roma Pal and Dr. Tasneem Naqvi (1980) was administered.

**Statistical Analysis: -** For data analysis responses were expressed as mean and standard deviation. One way ANOVA test was performed for comparison between groups. The level of significance was set at 0.05 level. Data analysis was performed using SPSS 21.0 software under windows.

**Result and Findings of the Study: -**The findings are presented in the Tables given below:

**Table 2:** Descriptive statistics of aggression and self-confidence of male students

| Variables | Stream | N | Mean | SD | Std. Error |
|---|---|---|---|---|---|
| Aggr. | CS | 30 | 89.17 | 21.65 | 3.95 |
| | JMC | 30 | 83.03 | 13.02 | 2.38 |
| | TTM | 30 | 79.23 | 13.00 | 2.37 |
| Self-conf. | CS | 30 | 26.67 | 6.89 | 1.25 |
| | JMC | 30 | 27.57 | 7.33 | 1.33 |
| | TTM | 30 | 23.17 | 7.06 | 1.29 |

Table 2 revealed that the mean of aggression of CS students (89.166) is more than the JMC students and TTM students and the Mean score of self-confidence of JMC students (27.57) is more than the CS students and TTM students.

Table 3 Revealed that there was no significant difference has been found among CS students, JMC students and TTM students in relation to aggression (p>0.05). Another hand there was a significant difference has been found among CS students, JMC students and TTM students and in relation to self-confidence (p<0.05).

**Table 3:** Comparative analysis of different streams male students in relation to aggression and Self Confidence

| Content | | Sum of Sq. | df | Mean Sq. | F-Value | p-Value |
|---|---|---|---|---|---|---|
| Aggr. | Bt. Gr. | 1507.29 | 2 | 753.64 | 2.80 | .066 |
| | Wt. Gr. | 23416.50 | 87 | 269.16 | | |
| Self-conf. | Bt. Gr. | 324.20 | 2 | 162.10 | 3.22* | .045 |
| | Bt. Gr. | 4382.20 | 87 | 50.370 | | |

**Table 4:** Comparison of means among of different streams students in relation to Aggression

| CS | JMC | TTM | Mean Diff. | Std. Error | Sig. |
|---|---|---|---|---|---|
| 89.17 | 83.03 | - | 6.13 | 4.24 | .151 |
| - | 83.03 | 79.23 | 9.93 | 4.24 | .021* |
| 89.17 | - | 79.23 | 3.80 | 4.24 | .372 |

*The mean difference is significant at the 0.05 level.

Table 4 revealed that paired mean differences among CS students, JMC students and TTM students in relation to aggression was found significant between CS students and TTM students and there is no significant difference between CS students & JMC students and JMC students & TTM students.
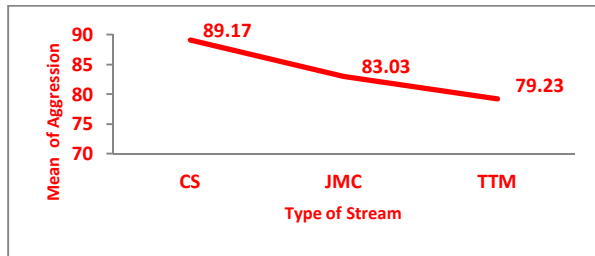
**Fig 1:** Graphical representation of mean values of CS students, JMC students and TTM students in relation to Aggression

**Table 5:** Comparison of means among the different streams students in relation to Self Confidenc

| CS | JMC | TTM | Mean Diff. | Std. Error | Sig. |
|---|---|---|---|---|---|
| 26.67 | 27.57 | - | .90000 | 1.83249 | .625 |
| - | 27.57 | 23.17 | 3.50000 | 1.83249 | .059 |
| 26.67 | - | 23.17 | 4.40000 | 1.83249 | .018* |

*The mean difference is significant at the 0.05 level.

Table 5 revealed that paired mean differences among CS students, JMC students and TTM students in relation to self-confidence was found significant between JMC students and TTM students. There is no significant difference between CS students & JMC students and CS students & TTM students in the relation to self-confidence.
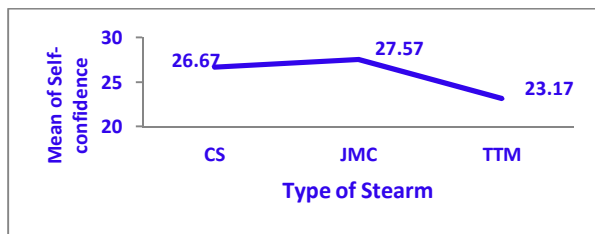


**Fig 2:** Graphical representation of mean values of CS students, JMC students and TTM students in relation to Self Confidence

**Discussion**

The study revealed that the mean score of aggression of Computer Science (CS) students (89.17) is more than the Journalism & Mass Communication (JMC) students and Tour & Travel Management (TTM) students. This may be attributed to the fact that Computer Science (CS) students are academically more bright career and also more competitive and they want to excel in their respective field and their competitive nature might have increased the score of

Aggression in comparison to Journalism & Mass Communication (JMC) and Tour & Travel Management (TTM) Students.

The study revealed that the Mean score of self-confidence of Journalism & Mass Communication (JMC) students (27.57) is more than the Computer Science (CS) students and Tour & Travel Management (TTM) Students. This may be because the Journalism & Mass Communication (JMC) tries hard for competitive success. They go through hard training to secure position in the competition and after achieve that they gets self-confidence and motivated for other events.

**Conclusion**

On the basis of findings of the study these conclusions can be drawn:

1. It can be discussed on the basis of analysis that the male students of Computer Science (CS) stream are more aggressive than students of Journalism & Mass Communication (JMC) and students of Tour & Travel Management (TTM).

2. The male students of Journalism & Mass Communication (JMC) stream are more Self-confidence than students of other streams.

**Abbreviation:**
CS: - Computer Science
JMC: - Journalism & Mass Communication
TTM: - Tour & Travel Management
Bt. Gr.: - Between Group
Wt. Gr: - Within Group
Aggr:- Aggression
Self-conf.:- Self-confidence

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