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## Aggression and self-confidence among physical education students and non-physical education students

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### Abstract

The aim of this study was to compare the aggression level and self-confidence levels of university students in terms of sports and other variables. The sample group consists of a total of 120 male students studying at Mangalore University. A personal information form developed by the investigator, the self-confidence questionnaire developed by Dr. Danish Lawrence, and the Buss Perry Aggression Questionnaire (BRAQ) were utilized to determine the aggressive attitude and self-confidence of the students. The t test was examined to understand the significance difference, and the significance level is accepted as  $p < 0.05$ . Findings of the study reveal that there is no significant difference between physical education and non-physical education students in terms of aggression and self-confidence.

**Keywords:** Aggression, self-confidence, physical education, Mangalore University

### Introduction

Confidence has been legitimately associated with a person's interpersonal organization, the activity in which they take part, and what they learn about themselves from others. During pre-adulthood, confidence is influenced by age, race, ethnicity, adolescence, wellbeing, body weight, self-perception, and association with physical exercise. Fearlessness can change and be seen in an assortment of forms of self-confidence. One's social and scholastic life also influences the confidence of an individual.

Aggression is a behavior type that arises in people in different ways. Aggression is a concept that is used to express situations or attitudes involving different reactions (Gergen and Gergen, 1986) [9].

Aggressive behavior has been associated with genital activity. According to Cox (1995) [10], factors like the structure of the game (physical contact between the opponents), perception of the opponent, and fear of retaliation are associated with the occurrence of aggression in sports. Adding the outcome of participation, periods of play, playing at home or away, and point differential also some time lead to aggressive behavior in sportsmen.

Involvement in sports activities enables individuals to express their emotions and to realize themselves. In sports, people learn how to control their instinct for aggression. In addition, individuals become more confident by learning how to perform physically difficult actions.

Physical education students are regularly involved in sports activities and participate in competitions. Compared to physical education students, education students are less likely to participate in sports activities.

This study has been aimed at comparing the self-confidence and aggression of sports science students and education students.

### Methods

120 students studying postgraduation were selected randomly from the Mangalore University Campus. The students who were studying physical education and non-physical education participated in this study. The self-confidence questionnaire developed by Dr. Danish Lawrence and the Buss Perry Aggression Questionnaire (BRAQ) were administered in this study. The mean value, standard deviation, and 't' test were performed to compare the data.

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## Analysis and Discussion

The collected data was analyzed using the following tables:

**Table 1:** Comparison of Aggression between physical education and non-physical education students

	Mean	SD	'p' value	Significant level
Physical education students	87.116	8.268	4.1213	Not significant
Non-physical education students	72.3	16.068		

At 0.05 Significance level

The above table showing that the aggression level of physical education students ( $87.116 \pm 8.268$ ) and non-physical education students ( $72.3 \pm 16.068$ ) and the 'p' value is 4.1213. It is observed that there is no significant difference in aggression between physical education students and non physical education students.

**Table 2:** Comparison of self-confidence between physical education and non physical education students

Subjects	Mean	SD	'p' value	Significant level
Physical education	23.933	3.804	0.350	Not Significant
Non-physical education	22.883	7.781		

Table 2 shows the self-confidence level of physical education students ( $23.933 \pm 3.804$ ) and non-physical education students ( $22.883 \pm 7.781$ ), and the 'p' value is 0.350. It has been observed that there is no significant difference in self-confidence level between physical education students and non-physical education students.

Many studies have been carried out on the aggression and self-confidence of sports participants. These studies show that participation in sports activities has an effect on the personality of the individual. Sports, as a socializing tool, give individuals chances to express their emotions and learn to control their emotions.

## Conclusion

The study concluded that there is no significant difference in level of aggression and level of self-confidence between physical education and non-physical education students.

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