

A Comparative Study of Aggression and Boldness among Left Hander Students and Right Hander Students

Dr. Vitthal Govind Pingale

Asst. Prof. in Psychology

Department of Psychology,

Dr. Babasaheb Ambedkar College, Aurangabad.

ABSTRACT

An Aim of the present study to investigate the aggression, boldness and boldness among left hander students and right hander students. **Hypotheses:** 1.there was no significant difference between left hander students and right hander students with respect to aggression.2. There was no significant difference between left hander students and right hander students with respect to boldness. **Sample:** For the present study 100 Sample were belongings to Aurangabad, among them 50 subjects were left hander students. And 50 subjects right hander students. The age range of subjects was 18-23 years (Mean = 21.54, SD = 3.01). Purposive non-probability sampling technique was used. **Tools:** 1) Multi Assessment Personality Series (MAPS): This scale was constructed and standardized by Psy Com. This test measure of leadership and boldness. 2. Aggression Scale (1983) (A scale):This test is developed and standardized by Km Roma Pal and Mrs. Tasneem Naqvi. (Author both tests converted in regional language (Marathi) for pilot study) **Results:** 1. Left hander students had significantly high aggressive than the right hander students. 2. Left hander students had significantly high aggressive than the right hander students.

Keywords: Aggression, Boldness, Left Hander Students, Right Hander Students

Introduction:

Aggression is a trademark that can have many negative just as constructive outcomes on execution. Aggression is characterized as "any type of deportment coordinated toward the objective of hurting or harming another lived being who is spurred to shun such treatment" (Baron and Richardson, 1994). A great many people see aggression as a contrary mental trademark, anyway some game therapists consent that aggression can alter execution (Widmeyer and Birch, 1984). This is called a decisive comportment (Bredemeier, 1994), where a player will play inside the standards of the game at a high power, yet will have no expectation to hurt an adversary. In sport, aggression has been characterized into two classifications: antagonistic aggression and instrumental aggression (Silva, 1983). Belligerent aggression is the point at which the fundamental point is to make mischief or damage your rival. Instrumental aggression is the point at which the primary point is to be non-truculent yet to win the ball.

Coulomb and Pfister (1998) led an examination outwardly looking at aggression in significant level game. They found that accomplished competitors used progressively instrumental aggression in which they used to further their potential benefit and that antagonistic aggression was less often used. Experienced competitors utilized discretion to benefit them with their aggression. Then again the general aggression model (Anderson and Bushman, 2002) contends that incidental and individual variables assume a job in making an individual comport forcefully. Accordingly, a player's character will assume a cosmically monstrous job in deciding if they are truculent or not in specific circumstances. This model also considers gregariously learnt signs and in this manner if a player has been enlightened not to be truculent in certain circumstance then he won't use aggression.

It very well may be optically recognized that aggression radiates from an assortment of sources and it is noteworthy to comprehend where these sources come from. Subsequently sport stressors endorse us to comprehend what makes a competitor become baffled which can prompt aggression and a decrease in execution. Numerous families are tested with regards to aggression in youth and interscholastic games, particularly as it applies to kids who have strenuousness controlling their aggression on the games field. While the bore of physical play goes in sport (from low-contact to full-get in touch with), it's never a grievous origination for youth sports

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guardians (paying little mind to brandish type) to profit kids adapt ahead of schedule about the distinctions in aggression, and when aggression is OK (or even wanted) versus mixed up (or reason for a punishment).

Dane S, Sekertekin MA. (2005) Handedness and contrasts in relational relations and forcefulness were considered in 33 right-gave (M age=22.9 yr., SD=4.9) and 18 left-gave (M age=22.5 yr., SD=2.4) male soccer students who played effectively in proficient soccer associations of Turkey. Hand inclination on the Edinburgh Handedness Inventory and scores for damaging tendency, decisiveness, and detached forcefulness on a Turkish Aggressiveness Inventory, in addition to scores for amiability, kindness, graciousness, resistance, and emphasis on the Turkish Interpersonal Relations Inventory were inspected. Mean ruinous forcefulness was higher for the left-than the right-gave competitors. Means on resistance and request were higher for the right-than the left-gave competitors. Higher forcefulness and less resistance and request in the left-handers might be related with their higher games execution.

Aim of the study:

To Investigate the aggression, boldness and boldness among left hander students and right hander students

Hypotheses:

- 1) There was no significant difference between left hander students and right hander students with respect to aggression.
- 2) There was no significant difference between left hander students and right hander students with respect to boldness.

Methods:**Sample:**

For the present study 100 Sample were belongings to Aurangabad, among them 50 subjects were left hander students. And 50 subjects right hander students. The age range of subjects was 18-23 years (Mean = 21.54, SD = 3.01). Purposive non-probability sampling technique was used

Tools

1) Multi-Assessment Personality Series (MAPs)

For the present study MAPs test was used. In MAPs for the present study only dimensions (Boldness) was used for the assessment of personality.

2) Aggression Scale (A-Scale)

For the present study Aggression scale was used. This scale was used for aggression.

Procedures of data collection

Sentence Completion scale and self concept scale were administered individuals as well as a small group. While collecting the data for the study the later approaches was adopted.

Variable

Independent variable-

Types of Hand 1) Left b) Right

Dependent Variable

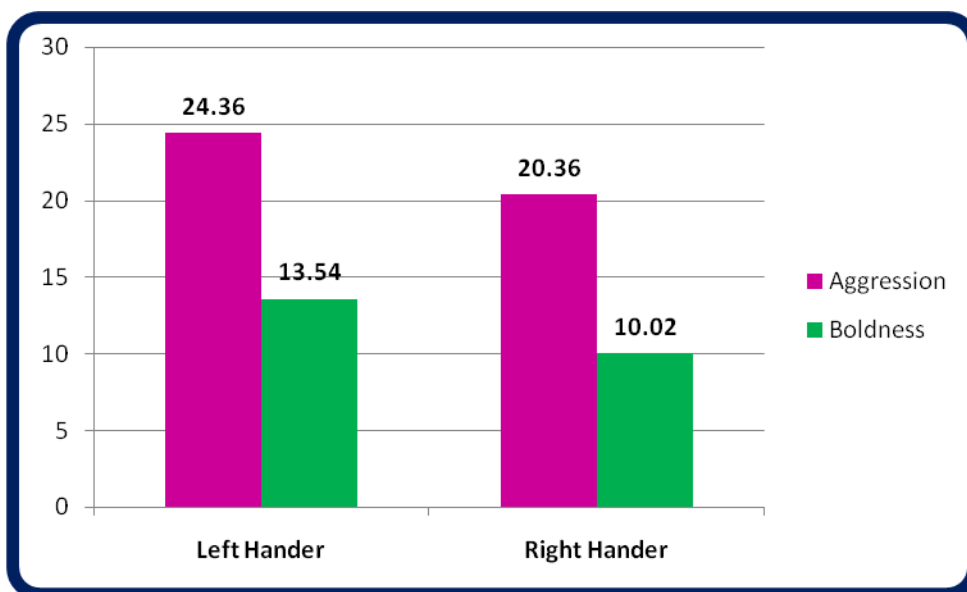
- a) Aggression
- b) Boldness

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Statistical Analysis and Discussion

Mean Std. Deviation and t values of left hander and right hander students respect to aggression and boldness

Dimension	Left Hander (N=50)		Right Hander (N=50)		‘t’	df	p
	Mean	SD	Mean	SD			
Aggression	24.36	2.65	20.36	2.87	7.24**	98	< .01
Boldness	13.54	2.45	10.02	2.14	7.65**	98	< .01



Result showed that the Mean of left hander students on dimension aggression was 24.36 and mean of right hander students on dimension was 20.36, the difference between the two mean was highly significant $t(98) = 7.24$, $p < .01$. Left hander students had significantly high aggression than the right hander students.

Second result showed that the Mean of left hander students on dimension boldness was 13.54 and mean of right hander students on dimension was 10.02, the difference between the two

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mean was highly significant $t(98) = 7.65$, $p < .01$. Left hander students had significantly high boldness than the right hander students.

Result:

- 1) Left hander students had significantly high aggression than the right hander students.
- 2) Left hander students had significantly high boldness than the right hander students.

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