A Psychological Study of Aggression & Adjustment among Sportsman

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Abstract

The present study was design to study of self-concept and aggression among player of individual and team games. Total 200 players were included in the study 100 players playing in individual game and 100 players from team games. The two way analysis of variance was used for compare the group of players and gender. The result shows that there is no difference of self-concept in the group of players but the difference between male and female. The second dependant variable compares with the level of aggression, the player paling in individual game have more aggressive the player of team game. But there is no gender wise difference of the level of aggression.

KEYWORD: Self-concept and Aggression

Introduction:

As a society, we have a certain ambivalence about aggression in sport. On the one hand, as Russell (1993) has pointed out, sport is perhaps the only peacetime setting in which we not only tolerate but actively encourage and enjoy aggressive behaviour. In the notoriously violent ice hockey, violence clearly sells, attendance at matches being positively correlated with frequency of violent acts (Jones et al, 1993). On the other hand, there is a moral panic regarding football hooliganism, and in recent years there have been a string of high-profile court cases in which athletes have pursued cases against others who deliberately injured them. One reason for this apparent ambivalence is that we tend to see aggression very differently in different situations. Before we proceed any further, it is perhaps useful to look more closely at how we should define aggression.

Aggression is behaviour intended to cause physical or psychological harm to another person. We can classify aggression as hostile or instrumental in intent, and as sanctioned or unsanctioned according to its acceptability. Whilst instrumental aggression under certain circumstances may help performance, hostile aggression is generally agreed to be detrimental to performance. There are three main theories of the origins of aggression in sport. Instinct theory suggests that humans are innately aggressive. Social learning theory suggests, by contrast, that we learn to be aggressive from others. The frustration–aggression hypothesis suggests that we become aggressive in response to frustration. It seems likely that there is an element of truth in each of these theories. A complementary approach to theorizing about the origins of aggression in general has been to examine the factors affecting individual differences in aggression. There are a number of such factors, such as gender, motivational style and the extent to which members identify on an emotional level with their team. One important practical aspect of research into sporting aggression has concerned whether participating in and watching sport has an effect on

levels of aggression. There is no firm evidence to suggest that taking part in sport in general has any effect on aggression; however, there is evidence to suggest that spectating, contrary to public
opinion, may increase aggression. Another practical application of research has been in strategies to reduce aggression. A number of strategies have been found to be moderately effective in reducing aggression by individual athletes.

Objectives:

1. To investigate the level of aggression among school going players.
2. To find out the gender difference of aggression.
3. To investigate the level of adjustment among school going players.
4. To find out the gender difference of adjustment among going players.

Hypothesis:

1. There will be significant difference of aggression among individual and teem game players.
2. Male Players will have high aggression than the female going Players.
3. There will be significant difference of adjustment among individual and teem game players.
4. Male Players will have better adjustment than the female going Players.

Method:

- **Variable:**
  In the present study following variables treated as dependant and independent.
  Dependant variables:
  1) Aggression , 2) Adjustment
- **Independent variables**
  1) Nature of Players: in the study two group of players that is individual and team players.
     Individual Players: those who are play in various individual game like swimmer, athlete, badminton, Tennis,
     A) Team Players: Those who are play in teem game like Cricket, Hockey, Kho-Kho, etc.

  2) Gender:
     Male and Female
- **Sample**

Subjects were included in this study special kind of secondary school in Marathwada Region –200 students have been tested – 100 sportsmen from individual game (50 female and 50 male) and 100 sportsmen from Team game (50 female and 50 male). Subjects were attending the I, II and III class of high school. Age range was 15–18.

- **Design**
  2 X 2 balance factorial design was used.

		Type of Players	
		Individual Player	Team Player
Gender	Male	50	50
	Female	50	50

Tools

The following psychological tools were used for data collection.

1. Aggression Questionnaire.

This questionnaire developed by Dr. G.C.Pati. In this questionnaire consist of 16 questions. **Reliability:** Reliability coefficient of the aggression questioner was calculated by split-half method. Reliability coefficient .71 was found. **Validity:** The Pearson method r .82 was found. The validity coefficient is significant above one percent level.

2. Adjustment Inventory

The inventory comprises of 140 items in relation to five areas of adjustment (Home 35, Health 35, Social 35, and Emotional 35 items). The reliability coefficients were determined by spilt half and test retest methods, where the reliability coefficients varied from .81 to .89 for various areas of adjustment through split half and reliability coefficients varied from .89 to .92 through test retest method for different areas of adjustment.

Statistical Analysis

For statistical analysis the descriptive and inferential statistics was used. The descriptive statistics used for the Evaluation of central tendency Index such as (mean) and the size of the dispersion (standard deviation). In the inferential statistical test and lastly Two way ANOVA was used.

Result and Discussion

Table No. 1

Significant difference of self-concept among Individual and Team Players

Source	SS	df	Mean Square	F
Type of Players	**15699.920**	**1**	**15699.920**	**40.83****
Gender	**141.120**	**1**	**141.120**	**.37**

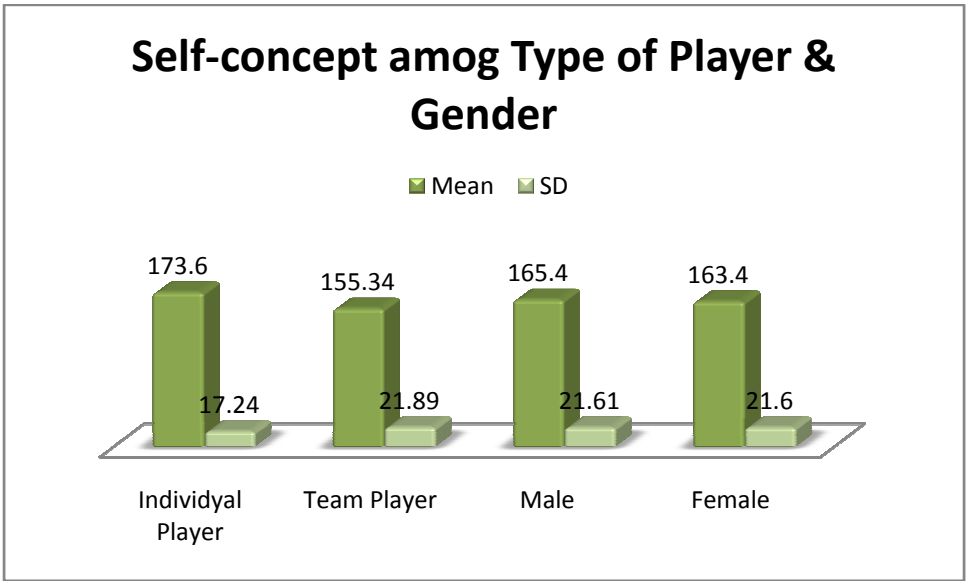
Type of Players X Gender	**1415.120**	**1**	**1415.120**	**3.7**
Error	**75375.840**	**196**	**384.571**	
Total	**5484960.000**	**200**		
Corrected Total	**92632.000**	**199**		

In the above table the main effect of types of Players F value was found 40.83 which is significant on 0.01 Level. The significant F value denotes the Individual player differ significantly than Team Player about Self-concept.

Another main effect of Gender F value is .37 which is not significant on 0.05 and 0.01 Level. The F value denotes the Female students differs not significant than Male students about Self-concept. And the interaction effect between types of player and Gender F value is 3.7 which is not significant. The F value denotes the types of students differs not significant than Sex about Self-concept.

The related study done by Alfermann D., University of Giessen, Germany, The consequences of sport and exercise for mental health have become an important topic of sport psychology in the last years. In my contribution I will concentrate on two aspects of mental health, namely self-concept and mood states. In correlational and experimental studies with adults we have analyzed the relationship between several dimensions of self-concept, psychological well-being and amount and intensity of physical exercise. The results show, for example, that noncompetitive sports, like aerobic exercise, tend to increase positive mood states, and that self-concept is positively correlated with physical exercise. The psychological implications are discussed.

Figure No. 1. Shows the mean difference of self-concept among Players and Gender.



The result in the present study (Figure 1) shows that the mean score of Self-concept for Individual and team Player and girls and boys was found 173.6, 155.34, 163.4 and 165.4 respectively. The difference between player of individual and team game means score is different with each other. And the second independent variable in the study is Gender. The figure shows that there is not difference of male and female with respect of self-concept.

According to hypothesis one that is "There will be significant difference of self-concept among individual and teem game players" is accepted. The second hypothesis in the study that is "Male Players will have better self-concept than the female going Players" is rejected.

Table no. 2

Significant difference of Aggression among Individual and Team Players

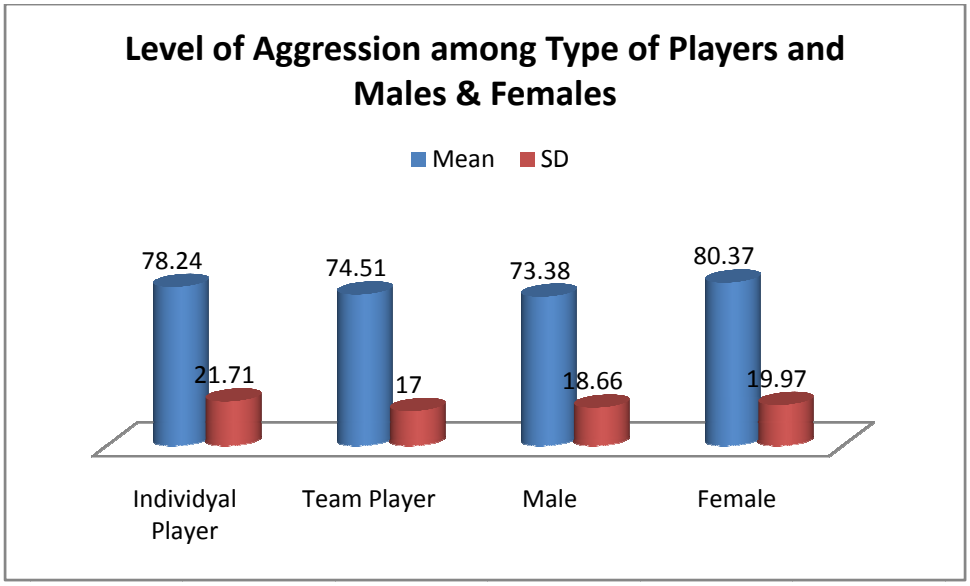
Source	SS	df	Mean Square	F
Type of Players	**1118.645**	**1**	**1118.645**	**3.008**
Gender	**2443.005**	**1**	**2443.005**	**6.570***
Type of Players X Gender	**2.205**	**1**	**2.205**	**.006**
Error	**72886.020**	**196**	**371.867**	
Total	**1258403.000**	**200**		
Corrected Total	**76449.875**	**199**		

The table above shows the significant difference the level of aggression among players of individual and team game. Result of the 'F' test comparisons of groups formed on the basis of area and sex present in the table no. 2 while the Individual game player and Team player are compared on the level of aggression the 'F' ration is 3.08 witch is not significant at any level.

The related study done by Singh Abhilasha(1), & Kaushik Sandhaya(2), (1) School of Management Sciences, India; (2) Banaras Hindu University, India Aggression interferes with the programming & training that is available to assist the disabled in attaining their maximum potential. Behavioural intervention are needed to reduce aggression to a manageable level for productive & satisfing life. It is often the result of faulty learning in the disabled. The emphasis of this paper is on developing & implementing such behavioural interventions as token reinforcement, self monitoring, relaxation training, anger management, Contingent exercise & Pranayam for management of aggression with

disabled. Further illustrative cases are also provided based on emperical research. Such interventions from the area of sports psychology have been successfully used.

Figure No. 2. Shows the mean difference of aggression among Players and Gender.



The result related to the level of aggression in the present study, the high score indicate low aggression and low score indicate the high aggression. Figure no.2 shows that the mean score of aggression for Individual and team Player and girls and boys was found 78.24 74.51, 73.38 and 80.37 respectively. The difference between player of individual and team game means score is different with each other. Players playing in group or in the team have more aggressive than the individual game playing players. And the second independent variable in the study is Gender. The figure shows that there is high difference of male and female with respect of aggression. The male players have more aggressive than female of both individual and team games.

According to hypothesis three that is "There will be significant difference of aggression among individual and teem game players" is rejected, but the forth hypothesis in the study that is "Male Players will have high aggression than the female going Players," is accepted.

Conclusion:

- The type of player that is individual and team have differ self-concept but there is no gender wise difference.
- The player from individual game has better self-concept than the player of group games.
- There is no difference of the level of aggression among player playing individual and team games.
- The male players have more aggressive than the female players of both groups.
- The factor of gender affect on the level of aggression as well as self-concept.

- The type of players i.e. individual and team affect on aggression and self-concept.

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