



COMPARATIVE STUDY OF AGGRESSION AMONG PLAYERS OF SELECTED TEAM GAMES

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ABSTRACT

This paper is highlighted the aggression of team games players and With the aim to Comparative study of aggression among players between Basketball, Football, Hockey & Volleyball players of akkamahadevi women's university vijayapura. 120 female subjects (30 from each game) For the acquisition of psychological data of the participants Aggression was measured by Mr. Anand Kumar and Mr. Prem Shankar Shukla's the sport aggression inventory (SAI) was used. The data of players were acquired from the intercollegiate competitions held at various places. The t test was used to analyze data. Results indicated that significant differences were observed among the selected four ballgame players.

KEY WORDS- Aggression, Basketball, Football, Hockey, Volleyball.

INTRODUCTION

Aggression has become an integral part of contemporary sport milieu. Coaches have become sensitive to a player's ability to withstand and react to physical coercion. It is acknowledged that some player's progress upward primarily because of their ability to fight. Toughness and willingness to fight have become important in establishing a positive identity. This aggressive attitude is not only present in body contact sports but has rather become an increasingly dominant aspect of all competitive sports. The arousal, which results from even momentarily disturbing an opponent, may be a crucial component of aggressiveness.

Psychology is the science of mind and behaviour. Its quick objective is to comprehend conduct and mental procedures by researching and building up both general standards and particular cases. For some professionals, one objective of applied psychology is to advantage society.

In this field, an expert professional or analyst is known as a psychologist, and can be delegated a social researcher, behavioural researcher, or subjective researcher. Psychologist Endeavour to comprehend the part of mental capacities in individual and social conduct, while likewise investigating the physiological and neurobiological procedures that underlie certain capacities and practices.



Psychologist investigates such ideas as observation, comprehension, consideration, feeling, phenomenology, inspiration, mind working, identity, conduct, and interpersonal connections. Anew, particularly profundity analysts, additionally consider the oblivious personality. Analysts utilize experimental strategies to gather causal and connection connections between psychosocial variables. Also, or in restriction, to utilizing observational and deductive strategies, a few—particularly clinical and guiding analysts—on occasion depend upon typical elucidation and other inductive methods. Brain research joins

research from the sociologies, normal sciences, and humanities, for example, theory. While mental learning irregularly connected to the appraisal and treatment of emotional well-being issues, it is likewise connected to comprehension and taking care of issues in a wide range of circles of human action.

In spite of the fact that the lion's share of analysts are included in some sort of helpful part (clinical, guiding, and school positions); numerous do experimental exploration on an extensive variety of points identified with mental procedures and social conduct (normally in college brain research offices) and/or educate such information in scholastic settings; and some are utilized in modern and authoritative settings, and in different regions, for example, human improvement and maturing, sports, wellbeing, the media, law, and criminology.

Aggression is a term that is utilized broadly as a part of game. In the event that mentors were reviewed and requested that recognize the attributes of effective competitors, aggression would be high on the rundown. What is implied by aggression in game? Forceful plays are utilized as a part of football, for instance when the guard executes a furious tackle. In basketball, great rebounders, great cautious players, and the players who reliably drive to the wicker bin are all depicted as forceful.

Most people view aggression as a contrary mental trademark; however some sport psychologists agree that aggression can improve performance (Widmeyer & Birch, 1984). This is called an assertive behaviour (Bredemeier, 1994), where a player will play inside the standards of the game at a high force, however will have no aim to hurt a rival. In game, aggression has been characterized into two Classifications: hostile aggression and instrumental aggression (Silva, 1983). Hostile aggression is the point at which the primary point is to bring about mischief or damage to your opponent.

Instrumental aggression is the point at which the principle point is to accomplish an objective by utilizing aggression for instance a football or basketball player utilizing aggression to handle his opponent to win the ball. The player is not utilizing his aggression to hurt the adversary yet rather to win the ball back. Coulomb and P fister (1998) conducted a study about aggression in high level sport.

They found that accomplished competitors utilized more instrumental aggression as a part of which they used further bolstering their good fortune and that hostile aggression was less much of the time utilized. Experienced competitors utilized self-control to help them with their aggression. It can be seen that aggression originates from an assortment of sources and it is vital to comprehend where these sources stem from. Sport stressors permit us to comprehend what causes competitor to end up disappointed which can prompt aggression and a decrease in execution.

PURPOSE OF THE STUDY:

The purpose of the study is to compare the aggression among Basketball, Football, Hockey & Volleyball female players.

LIMITATIONS

The study is limited to test the compare of Aggression of Basketball, Football, Hockey & Volleyball female players.

The study is limited to tests on intercollegiate sportsmen persons.

The study was limited to sportspersons of Under Graduate degree courses.

Further the study was delimited to students of 18-25 years age.

SIGNIFICANCE OF THE STUDY

The applications of psychological principles in sports have far reaching consequences in the field of physical education and sports. The sports are played with an objective of winning the game. Therefore the psychological preparation of sports team is very important. Besides physical skills, the psychological factors are important as they are much related to winning of a game. Thus the mental readiness of the players needs to be aroused for active participation in sports' activities. Thus the knowledge of psychological factors makes the players more successful.

In this regard, the present study is more meaningful which attempts to compare the Aggression of players. This knowledge would be of immense use in preparing the future strategies for training sports persons.

Statement of the problem

A Comparative study of Aggression among Players of Selected team Games

Objectives

The objectives of the present study are as under.

To know the role of Aggression in team games

To study the impact of Aggression on Basket Ball, Hockey, Basket Ball and Volleyball players.

Hypothesis of the Study

There is significant difference of Aggression in Basket Ball, Hockey, Basket Ball and Volleyball players.

Sample

The present investigation was undertaken on intercollegiate players. A total 120 players served as the participants for this study.

METHODOLOGY

The study was confined on one hundred and twenty (N= 120) female players of football, hockey, volleyball and basketball team games of intercollegiate players of akkamahadevi women's university vijayapura, by using random sampling. Ten players were selected from each game and the subject's age was ranged between 21 to 25 years.

Tools Used

The following tool was used to collect the data: Aggression was measured by Mr. Anand Kumar and Mr. Prem Shankar Shukla's the sport aggression inventory (SAI).

Procedure

Before administration of questionnaire, researcher well oriented to all the subjects were with the purpose of the study and to responding to the inventory items.

Aggression inventory is administered to each player after the completion of the match and subjects were given enough time to answer the questionnaire.

Scoring

Sports Aggression Inventory consists of 25 items in which 13 items are keyed "YES" and 12 are keyed "NO". The statements which are keyed "YES" are 1,4,5,6,9,12,14,16,18,21,22,24 and 25 and the statements which are keyed "NO" are 2,3,7,8,10,11,13,15,17,19,20 and 23.

Statistical procedure:

The data obtained after scoring the questionnaire (Aggression) filled up by the subjects The data were analyzed by applying t test to find out the significance of difference in each group on taken variables, The level of significance was set at 0.05 levels.

Table 1
Descriptive Statistics of Aggression among female Football, Hockey, Volleyball & Basketball Players

Variables	Groups	N	Mean	Std.Deviation	Std.Error
	Football	30	14.9000	2.84484	.51939

Aggression	Hockey	30	15.0333	3.17841	.58030
	Volleyball	30	14.3000	3.99267	.72896
	Basketball	30	12.5667	1.75545	.32050

*Significant at 0.05 levels

Table 1 exhibited that hockey female players had higher mean scores of aggression (15.0333), whereas, volleyball (14.3000), football (14.9000) and basketball (12.5667) players have lower level of aggression.

The results of table 4.3 indicated that football male players had higher level of aggression as compare to the basketball male players. Similarly hockey and volleyball male players had higher level of aggression as compared to basketball male players, whereas other groups show statistical significant difference at 0.05 levels in the variable of aggression.

DISCUSSION AND CONCLUSIONS

From the findings it has been observed that there were significant differences among football, hockey, volleyball and basketball male players for the level of aggression. The results showed that Hockey male players had higher level of aggression as compare to the football, volleyball and basketball male players, whereas other groups did not show any significant difference at 0.05 levels

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