



A Study of Aggression among Sportsman and Non-Sportsman

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Abstract

Present study investigates to the study of Aggression among sportsman and non-sportsman college students. By employing a sample of 100 subjects in which 50 subjects were from sportsman and 50 were selected from Non-sportsman College students. All subjects included in the study from Parbhani district. The dependent variable is Aggression was measured by standardized test. Aggression scale is developed by Roma Pal and Tasneem Naqavi. After analysis of the data following results was drawn. 2X2 factorial design is used for this study. Subjects from sportsman and non-sportsman college students significantly differ on aggression. There is significant difference between male and female college students on aggression. There is significant difference between sportsman and non-sportsman college students on aggression.

Keywords: Aggression, Sportsman, Non-Sportsman

Introduction:

Aggression has a long history in both standard brain science and game brain research. One view is that aggression results from dissatisfaction. In sport, disappointment can happen for an assortment of reasons: in light of losing, not playing great, being harmed, and seeing injustice in the challenge. Aggression has a long history in both game and non-sport settings. There is some variety in the meanings of aggression utilized by various individuals. In any case, it is normally concurred that aggression is a verbal or physical conduct that is coordinated deliberately toward another individual and can possibly cause mental or physical damage. Moreover, the objective of the conduct ought to be roused to maintain a strategic distance from such treatment. Ordinarily,

meanings of aggression join the idea of expectation to cause hurt; that is, for conduct to be named forceful, the culprit must have the purpose to hurt the person in question. In any case, severe social meanings of aggression bar the term aim since it alludes to an inward state, which can't be watched.

Aggression has been recognized instrumental and unfriendly. Instrumental aggression is a conduct aimed at the objective as a necessary chore, for instance, harming a player to increase an upper hand, or late handling to prevent a rival from scoring. In this way, instrumental aggression is inspired by some other objective. Conversely, threatening aggression is a conduct pointed toward someone else who has enraged or incited the individual and is an end in itself. Its motivation is to hurt for the good of its own, for instance, hitting an adversary who has recently been forceful against the player. Threatening aggression is commonly gone before by outrage. Instrumental aggression, in quest for an objective, isn't regularly connected with outrage and, in sport, is unquestionably more successive than threatening aggression. In the two kinds of aggression, an objective individual is hurt, and the mischief can be physical or mental. In sport, aggression is a trademark that can have many negative just as constructive outcomes on execution. Aggression is characterized as "any type of conduct coordinated toward the objective of hurting of harming another live being who is roused to keep away from such treatment" (Baron and Richardson, 1994). A great many people see aggression as an antagonistic mental trademark; anyway some game analysts concur that aggression can improve execution. This is called an emphatic conduct, where a player will play inside the guidelines of the game at a high power, however will have no aim to hurt an adversary. In sport, aggression has been characterized into two classes: antagonistic aggression and instrumental aggression (Silva, 1983). Threatening aggression is the point at which the fundamental point is to make mischief or damage your adversary. Instrumental aggression is the point at which the primary point is accomplishes an objective by utilizing aggression.

Objective of the Study:

1. To find out gender difference of aggression of college students.
2. To find out difference of aggression among sportsman and non-sportsman.

Hypothesis of the Study:

- 1 There will be significant difference of aggression between male and female college students.
- 2 There will be significant difference of aggression between sportsman and non-sportsman college students.

Methodology:**Sample:**

According to the purpose of present study total 100 students randomly selected. There were 50 girls and 50 boys included from sportsman and non-sportsman area. All sample selected from various College in Parbhani district. The subjects were from age range 18 to 22.

Variable:

In the present study following variables treated as dependant and independent.

Dependant variables:

- 1) Aggression

Independent variables

- 1) Gender: Male and Female
- 2) College students: Sportsman and Non-sportsman

Design:

For the present study three variables are included. Aggression is a dependent variable and college students and gender are independent variable. In this study 2 X 2 balance factorial design is used.

Tool**Aggression Scale:**

In the present study aggression scale constructed by Roma Pal and Tasneem Naqavi (1980) is used. The test consist 30 statements related to the personality of an individual which they

answered by marking a HCK mark ($\sqrt{}$) corresponding to the 'very much', 'much', 'ordinary', 'less', 'very less', and not at all. Thus, each item had five alternate answers graded on five point scale on the positive dimension and a zero point on the negative dimension. All the statements of this scale were matter of behaviour in daily life. All the items were scored to yield aggression measure. The reliability of the aggression scale was found .78. The validity of the aggression scale was developed by Roma pal and Tasneem Naqavi (1980). The validity coefficient was also found .78. The procedure for scoring aggression scale was as follow: Scoring was done according to the key in the respective manual of the tool. The individual score of all the statements were totaled to arrive at the score subjects. The procedure for scoring aggression scale was as follow: For each item one of six responses was possible. All the items were scored accordingly to the manual. 5 = very much, 4 = much, 3 = ordinary, 2 = less, 1 = very less and 0 = Not at all. The range of scores of aggression scale varies in between 0 to 150.

Results and Interpretation:

Table No. 1

Significant difference of aggression among college students					
Source	Sum of Squares	df	Mean Square	F	Sig.
Gender	5836.96	1	5836.96	32.21	0.01
College students	2061.16	1	2061.16	11.37	0.01
Gender * College students	302.76	1	302.76	1.67	NS
Error	17397.76	96	181.23		
Total	206734.00	100			

Significant level (1, 96) at the 0.01level=6.76.

Significant level (1, 96) at the 0.01level=3.89.

Above table no. 1 shows that the summary of two way-ANOVA on dependent variable aggression. First variable in this study is a gender. F value for the gender is a 32.21for df = 1 and

96 which is significant for the level of confidence 0.01. A summary of two ways ANOVA shows that main effect gender is highly significant. (df 1 and 96, $p < .01$). According to these result hypotheses no.1 there will be significant difference of aggression between male and female college students is accepted.

Above table no. 1 shows that the summary of two way-ANOVA on dependent variable aggression. Second variable in this study is a college student. F value for the college student is an 11.37 for df = 1 and 96 which is significant for the level of confidence 0.01. A summary of two ways ANOVA shows that main effect college student is highly significant. (df 1 and 96, $p < .01$). According to these result hypotheses no.2 there will be significant difference of aggression between sportsman and non-sportsman college students, is accepted. And the interactions affect between gender and college students F value is 1.67 which is not significant both the level confidence. The F value denotes gender differs not significant than college students on aggression.

CONCLUSION:

There is significant difference between male and female college students on aggression. There is significant difference between sportsman and non-sportsman college students on aggression.

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