

A COMPARATIVE STUDY OF AGGRESSION AMONG UNIVERSITY LEVEL HOCKEY, HANDBALL AND FOOTBALL PLAYERS

Raj Kumar

Asstt. Prof., Department of Phy. Education, R. V. H. E. & T. Institute, Dadri, G. B. Nagar, U. P., India

ABSTRACT

The purpose of the study was to compare of aggression among University level men hockey, football and handball players. Total 60 players were selected for study each group consist of 20 players and age was ranging between 18 and 22 years. The subjects were selected at the time of interuniversity tournament. Aggression was measured through the questionnaire developed by Guru Pyari Mathur and Raj Kumari Bhatnagar (2004). The data was analyzed by one way analysis of variance (ANOVA) and level of significance was set at 0.05 levels. The result of study showed that there was insignificant difference among hockey, handball and football players in aggression. It was concluded that hockey, handball and football players was having same aggression due to game nature.

Key Words: Aggression, Hockey, Handball and Football

INTRODUCTION:

Aggression, in its broadest sense, is behavior, or a disposition towards behavior, that is forceful, hostile or attacking. It may occur either in retaliation or without provocation. In narrower definitions that are commonly used in psychology and other social and behavioral sciences, aggression involves an intention to cause harm, even if only as a means to an end. It has alternatively been defined as acts intended to increase relative social dominance. Predatory or defensive behavior between members of different species may not be considered aggression in the same sense. Aggression can take a variety of forms and can be physical or be communicated verbally or non-verbally. Aggression differs from what is commonly called assertiveness, although the terms are often used interchangeably among laypeople, e.g. an aggressive salesperson. Two broad categories of aggression are commonly defined. One is described as affective (emotional), hostile or retaliatory aggression, and the other as instrumental, goal-

oriented or predatory aggression. In the context of violence, data from a range of disciplines lend some support to a distinction between affective and predatory aggression. However, others question the usefulness of a hostile vs instrumental distinction in humans, despite its ubiquity in research, on the basis that in real life most cases involve mixed motives and many factors. Another distinction drawn is between aggression that is enacted physically, and relational aggression. The latter can include covert bullying and social manipulation, including isolating others. It has also been understood and dealt with by distinguishing between reactive versus instrumental types. A number of other classifications and dimensions of aggression have been advanced. Some questions that have been considered are whether harm to others is intended or not; whether the aggression is verbal or physical; whether it is carried out actively or expressed passively; and whether it is aimed directly or indirectly. Related emotions (e.g. anger) and mental states (e.g. impulsivity, hostility) have also been addressed, as well as behaviors in and of themselves (aggression in the strictest sense). Aggression may occur in response to non-social as well as social factors, and can have a close relationship with stress coping style. Aggression may be displayed in order to intimidate. Aggression may be defined in particular ways within some moral or political views, for example in the non-aggression principle. There are also specific definitions used in relations between countries, such as in the International Criminal Court's proposed jurisdiction to prosecute crimes of aggression. Furthermore, there may be particular attitudes towards aggression, both sanctioned and unsanctioned, in competitive sports. Other specific contexts may also be examined, such as workplace aggression. The most apparent type of interspecific aggression is that seen in the interaction between a predator and its prey. According to many researchers, predation is not aggression. Cats do not hiss or arch their backs when in pursuit of a rat, and the active areas in their hypothalamuses are more similar to those that reflect hunger than those that reflect aggression. However, others refer to it as predatory aggression, and point out cases that show more similarity such as mouse-killing by rats. Aggressive mimicry refers to cases where a predator has the appearance of a harmless organism or object, which then attracts the prey, which the predator then attacks. An animal defending itself against a predator may become aggressive in order to survive and to ensure the survival of

its offspring. It may engage in either "fight or flight" in response to predator attack or threat of attack, depending on how strong they gauge the predator to be relative to themselves. Different animals may also use a range of antipredator adaptations, including alarm signals. In terms of aggression between groups, defined as a willingness to enter a fight, studies suggest that animals may take into account numerical advantage, distance from home territories, how often the groups encounter each other, competitive abilities, differences in body size, and who is intruding on who. In addition, any given individual is more likely to become aggressive the more other aggressive group members there are nearby. One particular phenomenon - the formation of intense coordinated coalitions to raid neighbouring territories to kill conspecifics - has only been documented in two species in the animal kingdom: 'common' chimpanzees and humans.

PURPOSE OF THE STUDY:

The purpose of the study was to compare of aggression among university level men hockey, handball and football players.

METHODOLOGY:

Total 60 players of different university belonging to hockey (N=20), handball (N=20) and football (N=20), who were represent their university in interuniversity tournament, were selected as subjects for the study. Their age ranged from 18 to 22 years.

Variables-

Aggression was selected as a dependent variable and hockey, handball and football players were considered as independent variables.

Design of the study-

The static group comparison design was used for this study.

Statistical Analysis-

For comparison of aggression among hockey, handball, and football players, one way analysis of Variance (ANOVA) was used and the level of significance was set at 0.05.

The data collected was analyzed to find out mean and standard deviation and the scores are presented in table No. 1.

TABLE 1

Mean and Standard Deviation of Hockey, Handball and Football Players

Group	Mean	Standard deviation
Hockey	182.45	27.84
Handball	184.35	23.18
Football	198.8	24.04

Second and third column of table -1 reveals that the mean and standard deviation of Aggression, Hockey (182.45 ± 27.84), Handball (184.35 ± 23.18) and Football (198.80 ± 24.04) respectively. To find out significance difference of mean among hockey, handball and football players in relation to aggression, the data were further analyzed to find out f ratio and the scores are presented in table 2.

TABLE 2

Analysis of Variance on Aggression among Hockey, Handball and Football Players

(Scores in number)

Source of Variance	Sum of Squares	df	Mean Square	F
Between	3000.23	2	1500.115	2.50
Within	34156.70	57	599.240	

*significance at 0.05 level of confidence

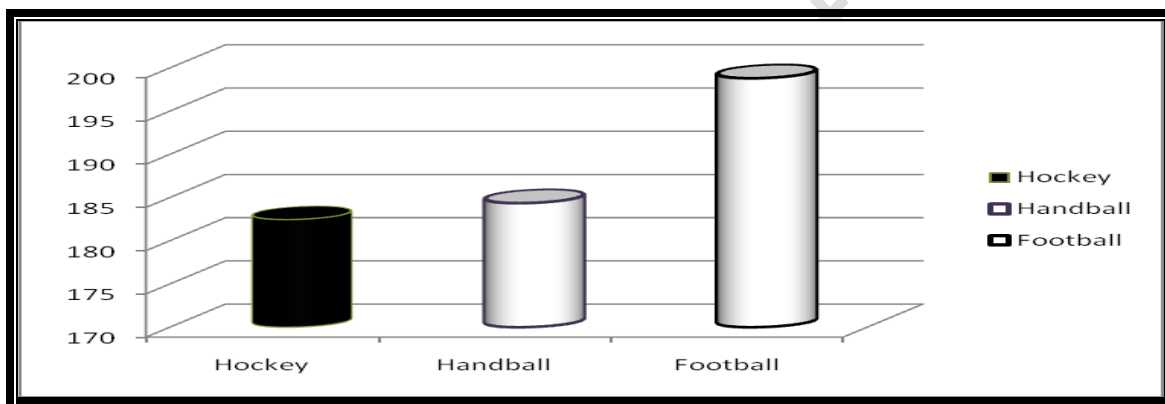
$$f(2,57) = 3.15$$

It is evident from table 2 that there was insignificant difference among the means of hockey, handball and football players on the scores of aggression since the obtained value of 'f' (2.50) was lesser than the tabulated value of 'f' (3.15) at (2,57) degree of freedom at 0.05 level of confidence.

The mean values of aggression among hockey, handball and football players were presented through a bar diagram in Figure I, for better understanding of the results.

Figure I

Bar Diagram Showing the Mean Scores in Aggression among Hockey, Handball and Football Players



DISCUSSION :

From the result of this study it is evident that insignificant difference was found among hockey, handball and football players due to nature of games and activity. Aggression is a part of man's instinctive behavior and is acceptable to an extent as a social behavior. Beyond that it becomes an anti social behavior, tantamounting to violence or hostility. Aggression is also required in hockey, handball and football players for better attacking game. A good level of control aggression is prerequisite to the hockey, handball and football players, which is supported by the studies conducted by Husman Burris F. (1995). The result of this study is also supported by the findings of Reynes and Lorant (2004).

CONCLUSION:

It was concluded that there was insignificant difference found among university level men hockey, handball and football players in aggression.\\

Reference

- Chester W. Harris, (1996) *Encyclopedias of Psychology*, New York: Mc. Millan Book Co. P.280
- Ayajit Singh (1996), *Sports Psychology*, Delhi : Friends Publications, P. 16.
- Samtron Chakraborty, (1998) *Sports Psychology*, Ludiana, India, P. 38.
- Cox, Richard H. (2002), *Sport Psychology Concepts and Applications*, (McGraw-Hill Companies, Inc., New York, Fifth edition) P. 305-316.
- Jones MV, Paull GC, Erskine J, (2002) "The impact of a team's aggressive reputation on the decisions of association football referees", *Journal of Sports Science*, Dec;20(12), pp. 991-1000.
- Kirker B, Tenenbaum G, Mattson J., (2002) "An investigation of the dynamics of aggression: direct observations in ice hockey and basketball", *Research Quarterly*, Dec;71(4), PP. 373-86.
- Lenzi A, Bianco I, Milazzo V, Placidi GF, Castrogiovanni P, Becherini D., (1997) "Comparison of aggressive behavior between men and women in sport", *Perceptual Motor Skills*, Feb;84(1), PP. 139-45.
- McCarthy JF, Kelly BR, (1978) "Aggression, performance variables, and anger self-report in ice hockey players", *Journal of Psychology*, May;99 (1st Half) PP. 97-101.
- Reynes E, Lorant J.(2004), "Competitive martial arts and aggressiveness: a 2-yr. longitudinal study among young boys", *Perceptual Motor Skills*, Feb;98(1), PP. 103-15.