



Study of aggression among the post graduate students of physical education, Panjab University, Chandigarh

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Abstract

The purpose of the study was to find out and compare the level of aggression among the post graduate students of physical education (M.P.Ed) of different colleges affiliated to Panjab University, Chandigarh and campus students of Panjab University, Chandigarh. To achieve this purpose 200 subjects were taken for the study from S.G.G.S. Khalsa College, Mahilpur, G.H.G. Khalsa College, Gurusar Sadhar, Govind National College, Narangwal, Post Graduate Government College, Sector 11, Chandigarh and Campus of Panjab University, Chandigarh. From each college and a university 40 subjects were taken through random sampling technique. To measure the aggression level among the post graduate students of physical education (M.P.Ed), Panjab University, Chandigarh; Sports Aggression questionnaire was used; constructed by Buss & Perry (1992). The statistical analysis of the data was done in accordance with the purpose of the study; firstly, the data obtained from the administration of the test was subjected to descriptive analysis, in order to have an idea about the characteristics of all test items. Then one-way ANOVA and LSD post-hoc test was calculated to describe each parameter statistically. The level of significance was set at 0.05. The outcomes of the study revealed that there were significant differences among the post graduate students of physical education, Panjab University, Chandigarh; Campus of P.U., Chandigarh, P.G.G.C., Sector 11, Chandigarh, S.G.G.S. Khalsa College, Mahilpur, Govind National College, Narangwal and G.H.G. Khalsa College, Gurusar Sadhar with regard to their Aggression level. It was established that these five groups students were statistically different when compared with each other. It was concluded that Govind National College, Narangwal students were much superior to the other four groups.

Keywords: aggression, level, post graduate, students, college, panjab university, chandigarh.

1. Introduction

Aggression is one of the major forms of emotion, which is highly essential for sports performance. It is a typical motivated behaviour at least for that certain point of time in the actual play, which drives a player with full of his energies towards his aim of course we are mainly concerned with the actual sports behaviour of a player, thinking of the best of all theories, we may study the spots behaviour. Freud's psycho-analytical school pleads, that the natural instinct of aggression finds its way through sports. There can be two types of aggression. It has been explained by Cane and Benda Bredmeier by their exhaustive research. It is as, Reactive Aggression and Instrumental Aggression. Reactive Aggression is supposed to be the most natural reaction of an organism to certain stimulus, for his survival, or to his deep mental disturbance (hurting of ego prestige etc.), the actual behaviour seems to be quite revengeful with full of his physical strength. The second one is detected to be as Instrumental Aggression, used in most of the sports. When players go on fighting with each other just as in Judo Karate, Wrestling, Boxing or even in Hockey, Football etc., as soon as the time is over the loser congratulates the winner, shakes hands with him. These players have quite aggressive behaviour against each other but not to kill each other. They prove their skills in the presence of so many and let them have a pleasure of good play. This sort of aggression is known to be Instrumental Aggression. If we

see real fighters, they never meet each other pleasantly as soon as the fight is over. In most of the sports one needs to be aggressive but not to that level when he would not mind for the rules of games, or lose his balance of mind over aggression or very low aggression are not useful for very high performances as in the case of anxiety (Tandon, Uppal & Singh, 2001) ^[9].

Aggression is a term that is used extensively in sport. If coaches were surveyed and asked to identify the characteristics of successful athletes, aggression would be high on the list. What is meant by aggression in sport? Aggressive plays are used in football, for example when the defense executes a fierce tackle. In basketball, good rebounders, good defensive players, and the players who consistently drive to the basket are all described as aggressive. Aggressive tennis players rush to the net at every opportunity. The volleyball player who dives to the floor to attempt an apparently impossible save is playing aggressively. In these and other examples from sport, aggressive acts can be defined as those in which the athlete (1) is highly motivated, (2) demonstrates a great release of physical energy, and/or (3) is not inhibited by fear of potential failure or injury (Llewellyn & Blucker, 1982) ^[4] In recruiting, athletes, coaches often describe the desirable athlete as one who is "hungry, aggressive, and a competitor." The legendary football coach of Florida A & M University, Jake Gaither, often said that we wanted

athletes who were “mobile, agile, and hostile.”^[7] Aggressive athletes seem to be desirable athletes. Aggressive behaviour is desirable in sports.

There is a difference between aggressive behaviour and assertive behaviour, which is tolerated, condoned, and valued in many social contexts. Assertiveness involves making one’s point of view known to others and defending principles in which one is heavily invested. Others usually view assertive behaviour favourably (Silva, 1984). In sports, athletes are likely to receive reinforcement for acting assertively. They are encouraged to establish control and self-confidence as they carry out tasks in the playing fields; Athletes are not typically reprimanded for or discouraged from being assertive during competition or practice (Singh, 2018).^[8]

The social learning theorists provided conceptual framework explaining the relationship between performance and aggression. If an aggressive performance is successful, then the performer is likely to be more aggressive in similar situation. The initial aggressive behaviour may have been taught directly learned through modelling. Seeing other players use aggressive behaviour or aggressive tactics being taught by coaches who increase the probability of success, can influence an athlete to think that aggressive acts are appropriate in competitive sports situations. The frustration-aggression hypothesis explains how performance can influence aggression. In sport situation when the team or individual is unable to attain goal, frustration leads to aggression (Singh, 2018)^[8]

In sport, aggression is a characteristic that can have many negative as well as positive effects on performance. Aggression is defined as “any form of behaviour directed toward the goal of harming or injuring another live being who is motivated to avoid such treatment” (Baron & Richardson, 1994).^[1] Most people view aggression as a negative psychological characteristic, however some sport psychologists agree that aggression can improve performance (Widmeyer & Birch, 1984).^[10] This is called an assertive behaviour (Bredemeier, 1994)^[2], where a player well plays within the rules of the sport at a very high intensity, but will have no intention to harm an opponent. In research involving basketball and ice hockey, aggressive acts were categorized as being instrumental in nature two-thirds of time (Kriker, Tenenbaum & Mattson, 2000). In sport, aggression has been defined into two categories: hostile aggression and instrumental aggression (Silva, 1983). Hostile aggression is when the main aim is to cause harm or injury to your opponent. Instrumental aggression is when the main aim is achieving a goal by using aggression. For example, a rugby player using aggression to tackle his opponent to win the ball. The player is not using his aggression to hurt the opponent but rather to win the ball back. Coulomb and Pfister (1998) conducted a study looking at aggression in high level sport. They found that experienced athletes used more instrumental aggression in which they used to their advantage and that hostile aggression was less frequently used. Experienced athletes used self-control to help with their aggression (believeperform.com)^[6].

It must be emphasized that neither type of aggression is acceptable. The aggressor is guilty of purposely inflicting harm with the intent to injure another person. This must be discouraged at all levels of competition, especially the professional level, because young athletes everywhere

emulate the process (Cox, 2007).^[3]

A third category of behaviour that is often confused with aggression is assertiveness, or assertive behaviour. Generally, when coaches encourage their athletes to be more aggressive, what they really want is that they be more assertive. Coaches want their athletes to assert themselves and make their presence felt. Assertiveness involves the use of legitimate physical or verbal force to achieve one’s purpose. However, there is no intent to harm the opponent. Even if an opponent is harmed as a result of a tackle in soccer, it is not necessarily aggression. It is merely assertive play, as long as it is within the spirit of the agreed-on rules and the intent to harm is not present. Assertiveness requires the expenditure of unusual effort and energy, but if there is no intent to harm, then any resultant harm is incidental to the game. For example, in baseball, if the pitcher throws a high inside fastball, with no intent to hit the batter, this is considered assertive play. The pitcher must establish control of the strike zone, or the batter will intimidate the pitcher into throwing either strikes or outside balls (Cox, 2007)^[3].

According to J.M. Silva, III, (Assertive and aggressive behaviour in sport: a definitional clarification. In Psychology of Motor behaviour and sport-1979 by C.H. Nadeau) an area of ambiguity lies between instrumental aggression, hostile aggression and, assertive behaviour. This is to be expected, since at times only the athlete knows whether an “aggressive” act was intended. From a practical standpoint, it is the job of the official to penalize any behaviour that is in violation of the rules, regardless of the intent of the violator. However, most sports make provisions for extraordinary penalties if the behaviour is deemed to be intentional and/or dangerous. For clarity, let’s return to the baseball pitching example. If in the judgement of the umpire a pitcher purposely throws a pitch at a batter with intent to harm, he must be penalized, regardless of why he did it. However, if a batter has his body over the strike zone, he is inviting an assertive pitcher to throw a fastball over the inside part of the plate. If the batter is hit, it is not the fault of the pitcher and it is not an example of sport aggression (Cox, 2007)^[3].

2. Materials and Methods

The present study is a descriptive research in which survey method used to find out the aggression level among the post graduate students of physical education, Panjab University, Chandigarh. Simple random sampling technique was used to select the sample. Two hundred post graduate students of physical education (M.P.Ed) from affiliated colleges of Panjab University, Chandigarh and campus students of Panjab University, Chandigarh were selected as samples. The following colleges and a University were selected for the selection of the samples. From each college and a university 40 subjects were taken for the study:

1. Campus of Panjab University, Chandigarh.
2. Post Graduate Government College, Sector-11, Chandigarh.
3. G.H.G. Khalsa College, Gurusar Sadhar.
4. Govind National College, Narangwal.
5. S.G.G.S. Khalsa College, Mahilpur.

To measure the Aggression level of the post graduate students of physical education who were studying in different affiliated colleges of Panjab University, Chandigarh and who were studying in campus of Panjab

University, Chandigarh; Aggression questionnaire was used; constructed by Buss & Perry (1992). There are 29 statements in the Aggression questionnaire. In responding to Aggression questionnaire, subjects were instructed to indicate how they feel by rating the frequency of their feeling of aggression on the following five-point scale:

1. Extremely uncharacteristic of me
2. Somewhat uncharacteristic if me
3. Neither uncharacteristic nor characteristic of me
4. Somewhat characteristic of me
5. Extremely characteristic of me

The statistical analysis of the data was done in accordance with the purpose of the study; firstly, the data obtained from the administration of the test was subjected to descriptive analysis, in order to have an idea about the characteristics of all the test items. Then one-way ANOVA and LSD post-hoc test was calculated to describe each parameter statistically. The level of significance was set at 0.05.

3. Results and Discussions

To complete this study properly, it is necessary first to analyse the data collected in order to answer the research question framed and to fulfil the objective set for the study, and lastly, to Interpret the data, in order to reduce it to an intelligible and interpretable form so that the conclusions can be drawn. The outcomes of the study have been represented in the following tables and figures:

Table 1: Descriptive Statistics with regard to Aggression among the post graduate students of physical education, Panjab University, Chandigarh

Group	N	Mean	Std. Deviation
Campus of Panjab University Chandigarh	40	95.1750	10.81046
P.G.G.C. Sector 11, Chandigarh	40	93.9000	11.32685
S.G.G.S. Khalsa College, Mahilpur	40	90.7500	9.16445
Govind National College, Narangwal	40	81.5750	10.88374
G.H.G. Khalsa College, Gurusar Sadhar	40	92.5750	12.03390
Total	200	90.7950	11.81614

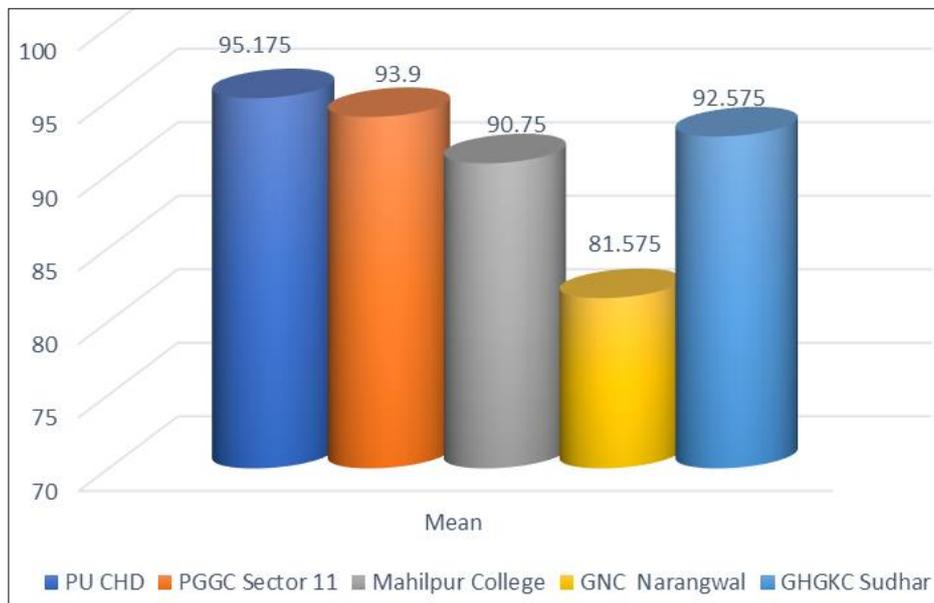


Fig 1: Graphical Representation of mean scores with regard to Aggression level among the post graduate students of physical education, Panjab University, Chandigarh

Table-1 shows the Mean and SD values of Aggression level among the post graduate students of physical education, Panjab University, Chandigarh; Campus of Panjab University Chandigarh (95.1750±10.81046), P.G.G.C. Sector 11, Chandigarh (93.9000±11.32685), S.G.G.S.

Khalsa College, Mahilpur (90.7500±9.16445), Govind National College, Narangwal (81.5750±10.88374) and G.H.G. Khalsa College Gurusar Sadhar (92.5750±12.03390) respectively.

Table 2: Analysis of Variance (ANOVA) results with regard to Aggression among the post graduate students of physical education, Panjab University, Chandigarh

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4680.170	4	1170.042	9.875	.000
Within Groups	23104.425	195	118.484		
Total	27784.595	199			

*Significant at $F_{0.05} = 2.42$

It is evident from table-2 that the results of Analysis of Variance (ANOVA) among the post graduate students of physical education, Panjab University, Chandigarh; Campus of Panjab University Chandigarh, P.G.G.C. Sector 11, Chandigarh, S.G.G.S. Khalsa College, Mahilpur, Govind National College, Narangwal and G.H.G. Khalsa College,

Gurusar Sadhar with regard to the Aggression level were found to be statistically significant ($P < 0.05$). Since the obtained “F” ratio 9.875 (.000) was found statistically significant. The results of post-hoc test have been presented in Table-3 below.

Table 3: Analysis of Least Significant Difference (LSD) post-hoc test with regard to Aggression among the post graduate students of physical education, Panjab University, Chandigarh

Group (I)	Group (J)	Mean Difference (I-J)	Std. Error	Sig.
Campus of Panjab University Chandigarh (Mean=95.175)	P.G.G.C. Sector 11, Chandigarh	1.27500	2.43397	.601
	S.G.G.S. Khalsa College, Mahilpur	4.42500	2.43397	.071
	G.N. College, Narangwal	13.60000*	2.43397	.000
	G.H.G.K. College, Gurusar Sadhar	2.60000	2.43397	.287
P.G.G.C. Sector 11, Chandigarh (Mean=93.900)	Campus of P.U., Chandigarh	-1.27500	2.43397	.601
	S.G.G.S. Khalsa College, Mahilpur	3.15000	2.43397	.197
	GNC Narangwal	12.32500*	2.43397	.000
	G.H.G.K. College, Gurusar Sadhar	1.32500	2.43397	.587
S.G.G.S. Khalsa College, Mahilpur (Mean=90.750)	Campus of P.U., Chandigarh	-4.42500	2.43397	.071
	P.G.G.C. Sector 11, Chandigarh	-3.15000	2.43397	.197
	G.N. College, Narangwal	9.17500*	2.43397	.000
	G.H.G.K. College, Gurusar Sadhar	-1.82500	2.43397	.454
Govind National College, Narangwal (Mean=81.575)	Campus of P.U., Chandigarh	-13.60000*	2.43397	.000
	P.G.G.C. Sector 11, Chandigarh	-12.32500*	2.43397	.000
	S.G.G.S. Khalsa College, Mahilpur	-9.17500*	2.43397	.000
	G.H.G.K. College, Gurusar Sadhar	-11.00000*	2.43397	.000
G.H.G. Khalsa College, Gurusar Sadhar (Mean=92.575)	Campus of P.U., Chandigarh	-2.60000	2.43397	.287
	P.G.G.C. Sector 11, Chandigarh	1.27500	2.43397	.601
	S.G.G.S. Khalsa College, Mahilpur	4.42500	2.43397	.071
	G.N. College, Narangwal	13.60000*	2.43397	.000

* The mean difference is significant at the 0.05 level (2.42)

A glance at Table-3 showed that the mean value of Campus of P.U., Chandigarh students was 95.175 whereas P.G.G.C. Sector 11, Chandigarh students had mean value as 93.900 and the mean difference between both the groups was found 1.27500. The p-value sig. 601 shows that the P.G.G.C. Sector 11, Chandigarh students had demonstrated better on Aggression level than their counterpart's Campus of P.U., Chandigarh students insignificantly.

The mean value of Campus of P.U., Chandigarh students was 95.175 whereas S.G.G.S. Khalsa College, Mahilpur students had mean value as 90.750. The mean difference between Campus of P.U., Chandigarh and S.G.G.S. Khalsa College, Mahilpur students was found-4.42500. The p-value sig.071 showed that the S.G.G.S. Khalsa College, Mahilpur students had demonstrated better on Aggression level than their counterpart's Campus of P.U., Chandigarh students insignificantly.

The mean value of Campus of P.U., Chandigarh students was 95.175 whereas Govind National College, Narangwal students had mean value as 81.575. The mean difference between Campus of P.U., Chandigarh and Govind National College, Narangwal students was found 13.60000*. The p-value sig.000 showed that the Govind National College, Narangwal students had demonstrated better on Aggression level than their counterpart's Campus of P.U., Chandigarh students significantly.

Table-3 shows that mean value of Campus of P.U., Chandigarh students was 95.175 whereas G.H.G. Khalsa College, Gurusar Sadhar students had mean value as 92.575. The mean difference between Campus of P.U., Chandigarh and G.H.G. Khalsa College, Gurusar Sadhar students was found 2.60000. The p-value sig.287 showed that the G.H.G. Khalsa College, Gurusar Sadhar students had demonstrated better on Aggression level than their counterpart's Campus of P.U., Chandigarh students insignificantly.

The mean difference between P.G.G.C. Sector 11, Chandigarh and S.G.G.S. Khalsa College, Mahilpur students was found 3.15000. The p-value sig.197 shows that the S.G.G.S. Khalsa College, Mahilpur students had demonstrated insignificantly better on Aggression level than

their counterpart's P.G.G.C. Sector 11, Chandigarh students. The mean difference between P.G.G.C. Sector 11, Chandigarh and Govind National College, Narangwal students was found 12.32500*. The p-value sig.000 shows that the Govind National College, Narangwal students had demonstrated significantly better on Aggression level than their counterpart's P.G.G.C. Sector 11, Chandigarh students. The mean difference between P.G.G.C. Sector 11, Chandigarh and G.H.G. Khalsa College, Gurusar Sadhar students was found 1.32500 The p-value sig.587 shows that the G.H.G. Khalsa College, Gurusar Sadhar students had demonstrated insignificantly better on Aggression level than their counterpart's P.G.G.C. Sector 11, Chandigarh students. This LSD table-3 represent that the mean difference between S.G.G.S. Khalsa College, Mahilpur and Govind National College, Narangwal students was found 9.17500*. The p-value sig.000 shows that the Govind National College, Narangwal students had demonstrated significantly better on Aggression level than their counterpart's S.G.G.S. Khalsa College, Mahilpur students. The mean difference between S.G.G.S. Khalsa College, Mahilpur and G.H.G. Khalsa College, Gurusar Sadhar students was found -1.82500. The p-value sig.454 shows that the S.G.G.S. Khalsa College, Mahilpur students. had demonstrated insignificantly better on Aggression level than their counterpart's G.H.G. Khalsa College, Gurusar Sadhar students.

The mean difference between Govind National College, Narangwal and G.H.G. Khalsa College, Gurusar Sadhar students was found 11.00000*. The p-value sig.000 shows that the Govind National College, Narangwal students had demonstrated significantly better on Aggression level than their counterpart's G.H.G. Khalsa College, Gurusar Sadhar students.

4. Conclusion

The outcomes of the study revealed that there were significant differences among the post graduate students of physical education (M.P.Ed), Panjab University, Chandigarh; Campus of P.U., Chandigarh, P.G.G.C. Sector

11. Chandigarh, S.G.G.S. Khalsa College, Mahilpur, Govind National College, Narangwal and G.H.G. Khalsa College, Gurusar Sadhar with regard to their Aggression level. It was established that these five groups' students were statistically different when compared with each other. It was concluded that Govind National College, Narangwal students were much superior to the other four groups.

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