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Comparative study of aggression between individual and team game players

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Abstract

The objective of this study was to investigate aggression between individual and team game players. Methods: The subject of this study was players that participated in the senior national and senior state level games (Punjab). The total number of subjects for this study was 100 players who had participated at state and national level from Punjab (50 players was of individual games, while another 50 subjects was from Team games). To find out significant difference of aggression between individual and team game players, T-test was used. The level of significance was set at .05 levels. Results and discussion: The result reveals that there was significant difference ($p < .05$) in level of aggression between individual game players and team game players.

Keywords: Aggression, Individual games and Team games.

Introduction

Children are born innocent and they acquire almost all their virtues and vices from their surrounding socio-cultural environment in which they born and brought up. Most of their qualities, both social and anti-social, are formed and developed during the course of their individual and collective life rather than inherited by birth (Petrovsky 1985) [9]. Aggression as in important human motive and constitutes an important segment of personality. Hostility aggression in action is a global phenomenon. According to Freudian conception it is an expression of Thanatos (death instinct). Freud holds that hostility aggression is instinctual as opposed have been man's natural behavior in all the ages. To live in peace and let others live in peace has become a phenomena of history alone. Aggression has been defined as 'a category of behavior that causes physical harm to others' (Loeber & Hay, 1997) [3]. The authors note that 'aggression' as generally used is not a unitary term but encompasses a variety of behaviors, including verbal aggression, bullying, physical fighting, robbery, rape and homicide. A consistent finding, and one that may come as a surprise to many, is that aggressive behavior begins early in life and, in most children, reaches a peak at about four years of age, declining after that. It is often not until the school entry age that aggressive behavior patterns become apparent (Campbell et.al 2000) [5]. These reassurances are contradicted by the mounting evidence which suggests that a substantial proportion of aggressive, defiant, overactive toddlers and pre-scholars continue to have problems at school entry age (Campbell, et.al 1996) [4].

Recent research results concur with earlier findings that about 67% of children who were rated with in the clinical range of conduct disorder at two were still conduct disordered at five and six years old and almost one third of aggressive five year olds were still aggressive at 14 (Shaw et.al 2000) [6]. Similarly, Moffitt (1993) [7] showed that 86% of children who were conduct disordered at seven, were still exhibiting these behaviors at 15. Where problem aggressive behavior are present in preschool children, as many as 50% of these children maintain these behavior into adolescence and a substantial number of these will engage in antisocial behavior. Those in whom such behavior persists, however, are of serious concern. A small percentage of adolescents (about 6%) account for the majority of violent acts and arrests. A Stockholm study showed 6.2% of males committed 70% of all offences, with 71% of violent offences being committed by this cohort up to 30 years of age (Tremblay 1999) [8]. Aggression is harmful to performance, however there are characteristics of basketball that encourage the

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expression of aggression. One of these characteristics is that basketball is a team sport. Another characteristic is the frequency of play. Widmeyer and McGuire (1997) conducted a study of 840 NHL games, and they found that the professional ice hockey teams that competed more frequently intra divisionally displayed more aggression than those who competed less frequently inter divisionally. They also discovered that all teams displayed more aggression as the number of games increased. Therefore it appears, by some mechanism, that continually engaging in competitive contact increases the probability of aggressive behavior. A third characteristic is that basketball is a contact sport. Frankl (2009), explains that sports with a substantial amount of contact increase arousal in individuals, and arousal is related to hostile aggression. Acts of physical aggression involve pushing, elbowing, grabbing and hitting, all of which help to gain and maintain possession of the ball in this contact sport. The use of excessive force may distract and disable opponents for a longer time than normal strategic behaviors. Obstructionist behavior permits a team to enjoy the advantages of aggressive behavior, such as intimidation and opponent distraction, covertly without drawing fouls. A team may use their most aggressive players to block or disable the best opposing players, providing fewer obstacles to other teammates when attempting to score. This may also increase the confidence and efficacy of the aggressive player's teammates in which they gain status and pleasure by dominating others without the personal risk.

Objectives of the study

1. The first objective of the study was to compare aggression between individual and team games players.
2. The second objective of the study was to compare aggression level of the players that participated in the national, state and university level games.

Delimitations

1. The study was confined to the aggression senior national and senior state level players of Punjab.
2. The study was delimited to the male players for individual games viz., Boxing, weight lifting and wrestling.
3. The study was also delimited to the male players of team games viz., Volleyball, Cricket, Handball.

Hypotheses

1. There will be a significant difference in aggression between the players of Individual game players and team game players.
2. There will be a significant difference in aggression among the players with the participation background of national and state level.

Methodology

In this chapter the procedure to be adopted for the selection of subject, selection of variables, criterion measurers, collection of data and statistical technique to be used has been described.

The selection of subjects

The subject of this study was senior national and senior state level players of Punjab. The total number of subjects for this study was 100 players (50 players was of individual games, while another 50 subjects was from team games).

Selection of tools

To study aggression between individual and team games players, Aggression Scale by (M.K Sultania) was used.

Statistical technique

To compare aggression between individual and team games players, 't-test' was used.

Table 1

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	5.790	.018	5.597	98	.000	4.32000	.77190

For implementing two sample t-test, equality of variance was tested out. As shown in the table 1.1 F-value is 5.790 which was insignificant as the p-value is .018 is greater than 0.05, thus accepting the equality of variance among the unrelated group. As in the table 1.1 it is clearly evident that t-value is significant as calculated p-value is less as compared to 0.05 level of significance thus leading to conclusion that there is significant difference in Aggression among Individual game players and Team game players.

Recommendations

1. It is further recommended that the study can be taken on the players of other games with different types of variables using most advanced statistical techniques for getting more accurate results.
2. It is further recommended that the similar type of the study can be conducted on other levels of players such as Districts, States and University etc.
3. The similar type of study can be conducted on female players.

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