



P-ISSN: 2394-1685
E-ISSN: 2394-1693
Impact Factor (ISRA): 5.38
IJPESH 2016; 3(6): 435-439
© 2016 IJPESH
www.kheljournal.com
Received: 13-09-2016
Accepted: 14-10-2016

Mudasir Bashir

Research Scholar, PGTD,
Physical Education, RTM,
Nagpur University, Nagpur,
Maharashtra, India

Sandeep Kumari

Research Scholar, PGTD,
Physical Education, RTM,
Nagpur University, Nagpur,
Maharashtra, India

Sanjay Kumar

Department of physical
education SGBAU, Amravati,
Maharashtra, India

Aggression and self-concept among sports men and non-sports men: A comparative study

Mudasir Bashir, Sandeep Kumari and Sanjay Kumar

Abstract

The present study was undertaken to measure the aggression and self-concept of sports men and non-sports men. For the study the population was all the sports men and non-sports men studying in the secondary schools of districts of Jammu and Kashmir State. For the present study, 120 subjects were selected purposively from the 6 secondary schools of districts of Jammu and Kashmir State, in which 60 were sports men and other 60 were non-sports men. In the present study, The Sportsmen were more Physical, hostile and indirect aggressive persons than Non-Sportsmen. While the non-Sportsmen were more verbal and anger aggressive persons than Sportsmen. While in Self-concept, the sportsmen have better physical, Social, Temperamental and Moral self-concept than Non-Sportsmen. While the non-Sportsmen have better educational and intellectual Self-concept than Sportsmen. Finally the researcher concluded that the Psychological Variables like Aggression and self-concept of Sportsmen and Non-Sportsmen is not similar and are very important factors to be successful in the field as well as in society. The mean scores of Sportsmen Self Concept Dimensions physical, Social, Temperamental and Moral shows that Sportsmen have high degree of self-concept than Non-Sportsmen. While the mean scores of Sportsmen Self Concept Dimension educational and intellectual shows that Non Sportsmen have high degree of Self-concept than Sportsmen. In the Present Study, we observed that Sportsmen got good results in Self Concept Dimensions physical, Social, Temperamental and Moral as compare Non Sportsmen. While Non-Sportsmen got good results in Self Concept Dimension educational and intellectual than Sportsmen.

Keywords: Aggression, self-concept, sports men, non-sports men

Introduction

Aggression in its broadest sense is behavior or a disposition towards behavior that is force full: hostile or attacking. It makes occur either in relation or wit out provocation. In narrower definitions that are commonly used in psychology and other social and behavior sciences aggression involves an intention to cause harm. Aggression differs from what is commonly called assertiveness. Although the terms are often used interchangeable among lay people e.g. an aggressive sales person. Aggression among human is as old as human race. Beginning with Cain's murder of Abel and extending throughout history, people have fought each other in tribal wars, ethnic and religious wars, and in worldwide conflicts.

Aggression could have positive influence on the performance outcome of an individual or team if the aggressive behavior harmed the opposition either physically or psychologically weakening their resources. Aggression could also improve a team's performance outcome by improving the process of that group. Aggressive behavior is quite visible in sports. To observe aggressive sports behavior we could attend a basketball game and watch player's fights for rebounds or we could watch runners throw elbows and Jostle of Position in 1500 mts race.

Aggression in sports

Vigorous athletic activity can be classified as assertive behavior, instrumental aggression, or hostile aggression (Tenenbaum, Stewart, Singer, & Duda, 1997; Wann, 1997). In assertive behavior, the player employs legitimate force within game rules. In instrumental aggression, the player tries to inflict physical damage as a step towards the higher goal of winning. In hostile aggression, the player is angry and primarily bent on physically harming an opponent.

Correspondence

Mudasir Bashir

Research Scholar, PGTD,
Physical Education, RTM,
Nagpur University, Nagpur,
Maharashtra, India

Although such behaviors have been linked to team success (Caron, Halteman, & Stacy, 1997; Huang, Cherek, & Lane, 1999), hostile aggression is particularly controversial. It is not clear if it improves performance by increasing arousal to an optimal level or causes it to deteriorate by distracting the player from the task at hand (Cox, 2002).

Because hostile aggression involves physical harm (Buss & Perry, 1992), it is likely to be more frequent in contact than in no contact sports. Contact sports may attract people who are already aggressive or engaging in contact sports may promote aggression (the selection and developmental hypotheses respectively, (Cox, 2002). Furthermore, and of particular concern, hostile aggression may occur not only on but also off the field, where it has consequences for everyday life. Indeed, according to social learning theory (Bandura, 1973), aggressive behavior can occur via modeling the behavior of others or even oneself. In the latter case, it has a circular effect, one act of aggression leading to another.

Evidence for Off-field Aggression

Media reports, examples of off-field hostile aggression are not difficult to find. Boxer Mike Tyson was indicted for ear-biting inside the ring, but was also convicted of rape outside the ring (Oates, 1992; Springer, 1998). Hockey and football players have been in court for sexual assault, for fighting, and for destruction of property ("Nedved Charged with Sexual Assault," 1996; "Three College Football Players Charged with Rape," 1998; "3 North Carolina Players Convicted in Brawl," 1998), often with alcohol involvement (e.g., "Illinois State Players Charged in Frat Fight," 1998). Indeed, a survey of 200 college police departments showed that assaults by athletes were reported on the average every 18 days (Caron *et al.*, 1997). Such reports create the image of athletes as belligerent drunks.

It has been found that college athletes in general are more aggressive and more dominant than non-athletes (males, Fletcher & Dowell, 1971; males and females, Valliant, Simpson-Housley, & McKelvie, 1981), and that both male college baseball and tennis players scored higher than the college norms for aggressiveness. A group of male and female college athletes also reported more criminal behavior (including hitting a significant other) than non-athletes (Young, 1990). These findings indicate that participation in any sporting activity is associated with trait aggression.

On the other hand, it has been suggested that football players, who are contact sport athletes, are more aggressive than no contact athletes such as golfers or tennis players (Cox, 2002; Singer, 1975). Indeed, one study found that hostile aggression scores increased over the season for university football players, but not for physical education

Aggression and the Individual

Individuals who participate in sports seem to exhibit higher levels of aggression than those who do not. However, this may be because sports attract people who are naturally more aggressive than non-athletes. Some sports are more likely to be associated with violence and inappropriate aggression. When provoked, for example, participants in contact sports reveal much higher levels of aggression than those in noncontact sports. Research also shows that aggression may give players an edge when used early in a contest, or they may show aggression if they fail in the sport. Other factors also influence aggression during sports events. For example, the presence of officials in organized sports increases the number of fouls since the athletes assume it is the referees' job to control

inappropriate aggression. Hunt (1993, pp. 16-18) describes five patterns of aggressive behavior: over aroused aggression, impulsive aggression, affective aggression, predatory aggression, and instrumental aggression.

- **Over aroused aggression:** Students engage in behavior that is characterized by high levels of activity that result in frequent accidents and aggressive incidents. Students who push and shove their peers often provoke or initiate an aggressive response from their peers. Unlike motivation for other types of aggressive behavior, students who demonstrate over aroused aggression rarely select their victims.
- **Impulsive aggression:** Students are generally quiet and passive in their demeanor but seemingly have a low tolerance for frustration. When frustrated, the student may burst into a flurry of activity and violence that can be uncharacteristically destructive.
- **Affective aggression:** Students demonstrate rage full aggression. Their behavior is described as appearing to be chronically angry, resentful, and hostile.
- **Predatory aggression:** Students seem to be seeking revenge. Individuals who demonstrate predatory aggression are described as persons who wait for a chance to get back at another person in a hurtful, harmful manner.
- **Instrumental aggression:** Students act as the intimidating bully. Students who engage in instrumental aggression demonstrate behaviors that allow them to get their own way through intimidation of others.

The Causes of Aggression

We live in a world which often seems more violent with every passing day. Terrorist bombings, school-yard massacres, war, and atrocities fill news headlines. At times it even seems that humanity has a collective death wish.

Human aggression has been blamed on many things, including broken homes, poverty, racism, in equality, chemical imbalances in the brain, toy guns, TV violence, sexual repression, sexual freedom, overpopulation, alienation, bad genes, and original sin. However, virtually all of these potential causes have one thing in common:

Ending Aggression

Three steps would end most of the aggression in the world today:

1. Create free societies where prosperity is the norm, not the exception.
2. Provide rational moral education for young people, explaining that aggression is almost never in their long-term interest and that greed and envy are irrational.
3. Reject the "myth of the collective" – the idea that the nation, state or race has an identity above and apart from the individuals comprising it.

Human beings are not inherently violent, rapacious animals bent on brutality and self-destruction. Aggression is rather a result of repressive cultural and political environments that conspire to frustrate and degrade our humanity. Aggression may never be eliminated entirely, but it can be reduced to very low levels by creating societies of freedom, self-awareness and compassion.

Self-concept

Self-concept (also called self-construction, self-identity or self-perspective) is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any number of

characteristics, such as academics (and non-academics), gender roles and sexuality, racial identity, and many others. Each of these characteristics is a research domain (i.e. Academic Self-Concept) within the larger spectrum of self-concept although no characteristics exist in isolation as one's self-concept is a collection of beliefs about oneself. While closely related with self-concept clarity (which "refers to the extent to which self-knowledge is clearly and confidently defined, internally consistent, and temporally stable"), it presupposes but is distinguishable from self-awareness, which is simply an individual's awareness of their self. It is also more general than self-esteem, which is a function of the purely evaluative element of the self-concept.

The self-concept is an internal model which comprises self-assessments. Features assessed include but are not limited to: personality, skills and abilities, occupation(s) and hobbies, physical characteristics, etc. For example, the statement "I am lazy" is a self-assessment that contributes to the self-concept. However, the statement "I am tired" would not be part of someone's self-concept, since being tired is a temporary state and a more objective judgment. A person's self-concept may change with time as reassessment occurs, which in extreme cases can lead to identity crises. Another model of self-concept contains three parts: self-esteem, stability, and self-efficacy. Self-esteem is the "evaluative" component, it is where one makes judgments about his or her self-worth. Stability refers to the organization and continuity of one's self-concept. Is it constantly in flux? Can singular, relatively trivial events drastically affect your self-esteem? The third element, self-efficacy, is best explained as self-confidence. It is specifically connected with one's abilities, unlike self-esteem.

The Importance of a Child's Self Concept

A child develops their self-concept during their childhood. Childhood can be a difficult time for many children as they learn about the world around them. Certain key factors can play a role in developing the child's self-concept. How that child is loved by the main care givers helps to build the child's awareness about themselves and the world they live in. If a child is loved when they are young then they will develop a good self-esteem and their self-concept will be improved. If a child is respected and given praise then their self-worth will improve. However if a child receives a lot of negativity such as, blaming, name calling and criticism then that child's self-worth will not be good. When a child is labeled with words such as, "naughty child" then their self-worth becomes damaged and they start to believe that they are naughty. Since the child believes in their self-concept that they are naughty they start to behave in this way.

Praise can improve a child's self-worth and the way that they think of themselves, themselves to their peers.

Psychotherapy: Changing Self-Concepts

In the status dynamic approach to helping persons alter their self-concepts, change is fundamentally about enabling clients to move out of the limiting, self-assigned statuses that are the source of their problems, and assigning themselves new statuses that convey far more behavior potential. To accomplish this objective, the fundamental general strategy of status dynamic therapists is to create a two-person community with their clients, assign certain statuses to them, and treat them with the utmost consistency as persons who have those statuses (Bergner, 1999). Projection process"; and Hoffman, 1981, on "typecasting"). Since this conception of psychotherapy is a relatively novel one, the following

examples, two fictional and one real, will hopefully serve to orient the reader to it. First, in the film classic "It's a Wonderful Life," the protagonist, George Bailey, holds a conception of himself as a "complete failure in life." George's "therapist" (and guardian angel), Clarence, has a rather different view. Appraising George as an invaluable positive contributor to his family, friends, and community, Clarence sets out to bring about a change in his self-concept.

Need and Importance of the Study

1. This study will help to increase the awareness about the aggression and self-concept among sports men and non-sports men.
2. This research will provide base for the further research in the same field.
3. The studies will help to reveal the difference in aggression and self-concept if any exist between sports men and non-sports men.

Methodology

Sampling

For the present study, 120 subjects were selected purposively from the secondary schools of districts of Jammu and Kashmir State, in which 60 were sports men and other 60 were non-sports men all subjects were selected with the help of purposive sampling technique. Only male sports men and non-sports men were selected

Tools for Data Collection

Table 1

Variables	Tools
Aggression	Buss and Warren 2000 aggression
Self-concept	Dr. Saraswat self-concept questionnaire

For the collection of data the researcher administered the Buss and Warren 2000 aggression Scale, and Dr. Saraswat, self-concept questionnaire.

Statistical analysis

Independent sample test was administered to find out the comparison of Aggression and Self Concept of Sportsmen and Non sportsmen. Statistical analysis and interpretations were found by mean, standard deviation and t-test was applied to means the significance of difference between the two groups' i.e Sportsmen and Non sportsmen.

Table 2: Descriptive statistics of Sportsmen and Non Sportsmen on Aggression sub scale Physical Aggression score.

Variable	Groups	N	Mean	Standard Deviation	St. Error Mean
Physical Aggression	Sportsmen	60	30.7333	2.67358	.34516
Physical Aggression	Non Sportsmen	60	29.3333	1.36129	.17574

In the above table, there were 60 sportsmen having mean 30.7333 and with standard deviation 2.67358 and standard error mean .34516 on Aggression sub scale the like Physical Aggression. Similarly there were of 60 Non Sportsmen having mean 29.3333 with standard deviation 1.36129 and standard error mean .17574 on the Aggression sub scale the like Physical Aggression, (In the table N means the number of subjects).

Table 3: Independent sample ‘t’ test of Physical Aggression

T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
3.615	118	.000	1.40000	.38732

In the table, mean differences for the Physical Aggression of sportsmen and non-sportsmen was 1.40000 this difference when tested by Independent ‘t’ test, ‘t’ value was found 3.615 Which was significant at 0.05 significance level for 118 degree of freedom. Therefore the research hypothesis, there is significant difference in Aggression of sportsmen and non-sportsmen in accepted. (Figure 1)

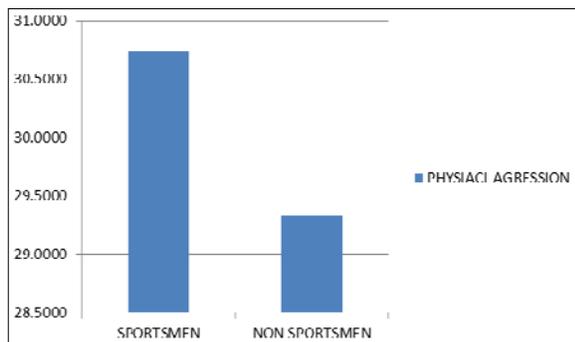


Fig 1: Comparison of mean of Physical Aggression between Sportsmen and Non sportsmen.

Table 4: Descriptive statistics of Sportsmen and Non Sportsmen on Self Concept Physical Dimension score.

Variable	Groups	N	Mean	Standard Deviation	St. Error Mean
Physical Dimension	Sportsmen	60	34.1000	2.24515	.28985
Physical Dimension	Non Sportsmen	60	28.5500	2.77046	.35766

In the above table, there were 60 sportsmen having mean 34.1000 and with standard deviation 2.24515 and standard error mean .28985 on Physical Dimension of Self Concept. Similarly there were of 60 Non Sportsmen having mean 28.5500 with standard deviation 2.77046 and standard error mean .35766 on the Physical Dimension of Self Concept (In the table N means the number of subjects)

Table 5: Independent sample ‘t’ test of Physical Dimension

T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
12.056	118	.000	5.55000	.46036

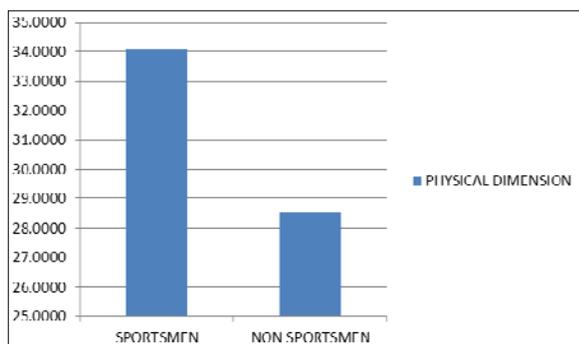


Fig 1.2: Comparison of mean of Physical Dimension between Sportsmen and Non sportsmen.

In the above table, mean differences for the Physical Dimension of sportsmen and non-sportsmen was 5.55000 This difference when tested by Independent ‘t’ test, ‘t’ value was found 12.056. Which was significant at 0.05 significance level for 118 degree of freedom. Therefore the research hypothesis, there is significant difference in Self Concept of sportsmen and non-sportsmen is accepted. (Figure 1.2)

Discussion of findings

It was observed from the finding that the Aggression of Sportsmen and Non Sportsmen, the significant difference was found between Sportsmen and Non Sportsmen in all Aggression sub scales that is Physical, verbal, anger, hostile and indirect aggression. Therefore the research hypothesis, there is significant difference between the Sportsmen and Non Sportsmen in Aggression sub scales Physical, verbal, anger, hostile and indirect aggression is accepted. The mean scores of Sportsmen in Aggression Sub Scale Physical, hostility and indirect shows that Sportsmen have high degree of Aggression than Non-Sportsmen. While the mean scores of Sportsmen aggression Sub Scale verbal and anger shows that Non Sportsmen have high degree of Aggression than Sportsmen. While in Self-concept, the sportsmen have better physical, Social, Temperamental and Moral self-concept than Non-Sportsmen. While the Non Sportsmen have better educational and intellectual Self-concept than Sportsmen. It was observed from the finding that the self-Concept of Sportsmen and Non Sportsmen, the Significant differences were found between Sportsmen and Non Sportsmen in all Dimension of Self Concept physical, Social, Temperamental, Educational, Moral and Intellectual. Therefore the research hypothesis, there is significant difference between the Sportsmen and Non Sportsmen in Aggression sub scales i.e physical, Social, Temperamental, Educational, Moral and Intellectual is accepted. The mean scores of Sportsmen Self Concept Dimensions physical, Social, Temperamental and Moral shows that Sportsmen have high degree of self-concept than Non-Sportsmen. While the mean scores of Sportsmen Self Concept Dimension educational and intellectual shows that Non Sportsmen have high degree of Self-concept than Sportsmen. In the Present Study, we observed that Sportsmen got good results in aggression Sub Scale Physical, hostilit and indirect as compare Non Sportsmen. While Non-Sportsmen got good results in aggression Sub Scale verbal and anger than Sportsmen. In the present study we found that there is significant difference between Sportsmen and Non Sportsmen in all Self Concept Dimension. We observed that Sportsmen got good results in Self Concept Dimensions physical, Social, Temperamental and Moral as compare Non Sportsmen. While Non-Sportsmen got good results in Self Concept Dimension educational and intellectual than Sportsmen. These findings are supported by the researches like Bekiar, i A., Patsiaouras, A., Kokaridas, D. & Sakellariou, K. (2006). Conducted a study on the topic “Verbal aggressiveness and state anxiety of volleyball players and coaches.” Analysis showed that male volleyball players rated somatic anxiety higher and were more affected by the verbal aggressiveness of their coaches than female volleyball players. Buris (1955) conducted a study on aggression in boxers and wrestlers as measured by projective technique Men were found to be more aggressive than women. Findings of self-concept are supported by the researches Like Salokun SO. (1990) Nigerian high school athletes (112 high and 90 low in performance) and 108 non-athletes were administered the Tennessee Self-concept Scale. Athletes scored significantly higher on all self-concept

subscales except behavior, moral-ethical and family. Better athletes scored significantly higher on all aspects of self-concept: social, moral-ethical, family and behavior, as is consistent with findings from the USA and other countries.

Conclusion

The observation of the survey data, with in limitation of the present study, the following conclusion has been drawn, the Sportsmen were more Physical, hostile and indirect aggressive persons than Non-Sportsmen. While the Non Sportsmen were more verbal and anger aggressive persons than Sportsmen. While in Self-concept, the sportsmen have better physical, Social, Temperamental and Moral self-concept than Non-Sportsmen. While the Non Sportsmen have better educational and intellectual Self-concept than Sportsmen.

Finally the researcher concluded that the Psychological Variables like Aggression and self-concept of Sportsmen and Non Sportsmen is not similar and are very important factors to be successful in the field as well as in society.

References

1. Abbasi bakhtiari. Reza Annals of Biological Research, 2012, 3 (1):370-376 Behav 2006 Wiley-Liss; Inc. Aggressive Behavior Volume 33, pages 130–136 (2007) Self-Esteem, Academic Self-Concept, and Aggression at School Laramie D Taylor1_, Pamela Davis-Kean2, and Oksana Malanchuk2 [aggre/www.intropsych.com/ch15_social/aggression.html](http://www.intropsych.com/ch15_social/aggression.html).
2. Akert RM, Arons E, Wilson TD. Social Psychology (7th ed.). Upper Saddle NJ: Prentice Hall. 2010.
3. FH A, Gökmen H, Tiryaki G, Aşçi A. Self-concept and body image of Turkish high school male athletes and nonathletes. Middle East Technical University, Faculty of Education, Physical Education and Sports Department, Ankara, Turkey. Adolescence. 1997; 32(128):959-68. <http://www.ncbi.nlm.nih.gov/pubmed/9426817>.
4. Steven Blankaart. as quoted in "psychology n." A Dictionary of Psychology. Edited by Andrew M. Colman. Oxford University Press. 2009, 13. Oxford Reference Online. Oxford University Press. oxfordreference.com
5. Hockenbury, Hockenbury. Psychology. Worth Publishers. 2010.
6. Aamodt MG, Alexander CJ, Kimbrough WW. Personality characteristics of college non-athletes and baseball, football, and track team members. 1982, 327-330.
7. Berkowitz L. Aggression: Its causes, consequences, and control. New York, NY: McGraw-Hill. 1993.
8. Zirpoli TJ. Pearson Allyn Bacon Prentice Hall. <http://www.education.com/reference/article/aggressive-behavior>
9. Bong M, Clark RE. Comparison between self-concept and self-efficacy in academic motivation research. Educational Psychologist. 1999; 34(3):139-153. <http://www.sdp.org/sdp/papers/selfconcept.html>
10. Buss AH, Warren WL. The Aggression Questionnaire. Western Psychological Services. Los Angeles, CA. 2000.
11. Saraswat RK. Self-concept Questionnaire Agra, National psychological, corporation. 1984.