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## Impact of sports participation and psychological training on aggression among the college students

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### Abstract

Incidents of aggression and violence in the classroom should be met with immediate, nonaggressive consequences. Instructional programs for students who act in aggressive and violent ways need to provide teachers and other staff members with knowledge of aggressive behavior and instruction in the social, emotional, and cognitive domains in which the youngsters exhibit difficulties. In present study the author made an attempt and discusses specific strategies for preventing violent episodes and for reacting appropriately when they do occur instead of giving oral warning and punishments they may be treated with sports participation and psychological counseling and training. The purpose of the study was to find out the impact of the sports participation and psychological training on aggression among college students. To achieve the purpose of the study 40 students of S.N college Trivandrum, Kerala. Basis of involved indiscipline activities in hostel like fighting, non-adjustable and violent in attitude. Their age ranged from 17 to 19 years were selected as subjects and divided in to two groups each 20 subjects named as experimental group and control group. The aggression components of Physical aggression, Verbal aggression, anger and Hostility were selected as variables for the present study. Using the aggression scale developed by Buss. A.H *et al*, (1992), the criterion measures namely physical aggression, verbal aggression, anger and Hostility were selected. Weekly six days the students were involved to participate according to their interested participation and psychological training were given for 12 weeks. To test the significant changes made from the base line to post test the paired sample t- test was used. The results of the study showed that the 12 weeks of physical activity and psychological training significantly reduced the level of aggression of hostel students of S.N College Trivandrum, Kerala.

**Keywords:** Aggression, violence, emotional, attitude

### 1. Introduction

As suggested by Kauffman, Mostert, Trent, and Hallahan (1998) <sup>[9]</sup>, if a child stands out from his or her peers as being highly aggressive, we are doing the child and our society no favor by ignoring it.

Incidents of aggression and violence in the classroom should be met with immediate, nonaggressive consequences. Instructional programs for students who act in aggressive and violent ways need to provide teachers and other staff members with knowledge of aggressive behavior and instruction in the social, emotional, and cognitive domains in which the youngsters exhibit difficulties. Regardless of where the services are provided (in the regular classroom or a segregated setting), the classroom environment needs to be highly structured, with reasonable, clearly understood rules that, when broke, are reinforced with consistent consequences. Aggression and violence must be disallowed (Bandura, 1973) with specific rules against any aggressive act, whether verbal or physical. Instances of aggression, if they do occur, should be followed immediately by nonaggressive consequences.

### 1.1 Sports

According to American friends of Tel Aviv University, the research team conducted a 6-month after-school sports program in 25 schools throughout Israel. Half of them were placed into a control group with no sports instruction, while the rest took part in a variety of sports activity five times a week. Two of the weekly sessions consisted of martial arts, while the other three were team sports, such as football or basketball.

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Children ranged in age from grades 3 to 6. At the end of the six months the researchers found that such traits as self-control, self-observations, problem solving skills and delayed gratifications all improved significantly and there were definitely fewer incidences of aggression.

**1.2 Reason for the Study**

The author made an attempt and discusses specific strategies for preventing violent episodes and for reacting appropriately when they do occur instead of giving oral warnings and punishments they may treated with sports participation and psychological counseling and training. The author also made an attempt to monitor the behavioral changes among the students through the sports participation and psychological counseling and training.

**2. Methodology**

To achieve the purpose of the study, 40 students of S.N College Trivandrum, Kerala. Hostellers are selected for this study. The subjects are selected on the basis of involved indiscipline activities in hostel like fighting, non-adjustable and violent in attitude. Their age ranged 17 to 19 years. The selected subjects were divided in to two groups each 20 subjects named as experimental group and control group.

The aggression components of Physical aggression, verbal aggression, anger and Hostility were selected as variables for the present study.

**2.1 Criterion Measures**

Using the aggression scale developed by Buss. A.H *et al*,

(1992) [8, 11], the criterion measures namely physical aggression, verbal aggression, and anger were measured. The aggression scale consists of 4 factors, Physical Aggression (PA), Verbal Aggression (VA), Anger (A) and hostility (H). The total score for aggression is the sum of the factors scores.

**2.2 Training Program**

Initially the research scholar reviewed the various research articles and experts recommendation. The training schedule for the physical activity participation and psychological training of autogenic training was prepared for 12 weeks.

Weekly six days the students were involved to participate according to their interested participation in team events like football, basketball, volleyball, Hockey and cricket. After the 45 minutes of play, they assembled in a hall and the autogenic training focused with their mind relaxation and motivation through positive thinking was given for 20 minutes including the cooling down exercise. All the sports activities were monitored and conducted.

**2.3 Collection of data and statistical technique used**

The assessment of initial status and final status of the aggression namely physical aggression, verbal aggression, anger and Hostility were measured and recorded. Before and after the 12 weeks of training program the data was collected and analyzed with statistical application. To test the significant changes made from the base line to post test the paired t – test was used.

**2.4 Analysis of data and results of the study**

**Table 1:** Computation of ‘T’ – Ratio of Sports Participation and Psychological Training Group (Experimental Group) on Aggression of College Students

Variables	Pre-test	Post-test	Diff.	SE	‘t’ - ratio
Physical aggression	24.95	22.15	2.80	0.12	23.94*
Verbal aggression	19.80	17.75	2.05	0.11	17.96*
Anger	25.95	24.05	1.90	0.10	19.00*
Hostility	26.90	24.60	2.30	0.11	21.88*

\* - Significant at the 0.05 level of confidence (1, 19) table value – 2.09

Table 1 reveals that the computation of ‘t’ ratios of experimental group on aggression. The obtained ‘t’ ratios of physical aggression, verbal aggression, anger, Hostility were 1.63, 1.23, 1.99 and 21.88 respectively. Since these values were found to be higher than the required table value of 2.09

for the degree of freedom 1 and 19, it was significant at 0.05 level of confidence.

From these results it was inferred that, the 12 weeks of physical activity and psychological training had produced a significant reduction on aggression of college students.

**Table 2:** Computation of ‘T’ – Ratio of Control Group on Aggression of College Students

Variables	Pre-test	Post-test	Diff.	SE	‘t’ - ratio
Physical aggression	23.15	22.70	0.45	0.28	1.63
Verbal aggression	18.20	17.95	0.25	0.20	1.23
Anger	24.20	23.65	0.55	0.28	1.99
Hostility	24.55	24.25	0.30	0.24	1.24

\* - Significant at the 0.05 level of confidence (1, 19) table value – 2.09

Table 2 reveals that the computation of ‘t’ ratios of control group on aggression. The obtained ‘t’ ratios of physical aggression, verbal aggression, anger, Hostility were 1.63, 1.23, 1.99 and 1.24 respectively. Since these values were found to be higher than the required table value of 2.09 for the degree of freedom 1 and 19, it was significant at 0.05 level of confidence.

From these results it was inferred that, the control group was found no significant improvement on aggression of college students.

**2.5 Findings, discussion and results of the study**

The results of the finding were discussed under the following. In present study, the weeks of participation in physical activity and psychological training for the experimental group decreased the physical aggression of 11.22% by finding significant differences in comparison from the baseline to the post test. The 12 weeks of physical activity and psychological training for the experimental group decreased the verbal aggression of 10.35% by finding significant difference in comparison from the baseline to the post test. The physical activity and psychological training on the experimental group

for the period of 12 weeks decreased anger of 7.32% by finding significant differences in comparison from the baseline to the post test. The hostility was decreased by 8.55% by finding significant differences in comparison from the baseline to the post test by practicing the 10 weeks of physical activity and psychological training on experimental group.

The results of the present study also inferred that there was no significant change in aggression of control group who are not treated with any kind of training apart from their daily activities. The few studies that have recently been done resolve around the social learning theory aspects. Sport psychologists and sport sociologists have studied ice hockey because of the pervasiveness of illegal aggression actions, such as fighting, in the sport.

(Baron & Richardson, 1994) [7]. Therefore, each subjects showing an improvement in their aggressive behavior not resulting in penalty minutes can be attributed to the teaching of the teaching of the revised frustration-aggression theory through the protocols taught in the intervention. Smith (1988) found that young amateur players model the violence prevalent in the professional game. Popular opinion seems to support the notion of a positive relationship between aggression and performance. Silva (1980) [3] in a field experiment, found that subjects who did not exhibit aggressive behavior. The protocols that were used in the aggression-management training intervention program were being based on the theoretical literature of the revised frustration aggression theory. McCarthy & Kelly (1978) [4] found that high aggressive ice hockey players measured by number of hostile aggressive penalties had more shots on goal than low aggressive players.

### 3. Conclusion

Based on the results of the study, the following conclusions have been arrived within the limitations.

1. 12 weeks of physical activity and psychological training significantly reduced the physical aggression of hostel students of S.N College Chempazhanchy, Trivandrum, Kerala.
2. The verbal aggression of the hostel students of S.N College Chempazhanchy, Trivandrum, Kerala was reduced by the 12 weeks of physical activity and psychological training.
3. The anger of the hostel students of S.N College Chempazhanchy, Trivandrum, Kerala was significantly reduced by practicing the 12 weeks physical activity and psychological training program.
4. There was a significantly change in hostility of the hostel students of S.N College Chempazhanchy, Trivandrum, Kerala reduces shown by the 12 weeks physical activity and psychological training program.

### 4. Recommendations

The following recommendations have been made based on the results of the present study.

1. Similar study may also be conducted for day scholar's students.
2. Similar study may also be conducted for particular game and sports at various levels of participation.
3. Studies of similar nature may also be conducted by changing the dependent variables.
4. The present study will give an insight to the parents and teachers to know their children's behavioral conditions.
5. Similar studies may be conducted for different age group boys and girls.

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