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A comparative study of aggression among inter university female volleyball players playing at different positions

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Abstract

The purpose of the study was to compare levels of aggression among inter-university female volleyball players playing at different positions. 108 female volleyball players (35 passers, 37 attackers and 36 all-rounders) who participated in south zone women inter university competition served as the subjects of the study. "Sports Aggression Inventory" was administered to the participants prior to the match. The questionnaire contained 25 questions that called for 'YES' or 'NO' response. Of the 25 questions 12 were negative, which were scored in reverse. Aggregate aggression score was calculated depending on the response by the subjects. Further data was subjected to ANOVA to test the hypothesis that players playing at different positions demonstrated significantly different levels of pre-competition sports aggression. The results indicated that there was significant difference among volleyball players playing at different positions. The implications of results are discussed.

Keywords: Aggression, passers, attackers, all rounder, volleyball

Introduction

In modern era sports has become highly specialized competitive event. To be successful one should be fit physically, physiologically, emotionally and psychologically. Aggression is one amongst the psychological fitness. Aggression defined as the energetic assault on animate or inanimate objects for a purpose. Aggression is always associated by some negative emotional state. The emotion which is called as anger is usually aroused by some provocation (Alderman, 1974) [1]. The word aggression comes from the latin word aggress, 'ad' (to or toward) and grader (walk). Literally then the word means to "to walk towards or approach", to move against or to move with intent to hurt or harm. Most psychologist describe aggression in terms of behavior. Aggressive behavior is associated with destructive acts, sexual attacks, prejudiced, speeches, genital activities, drug and alcohol addictions, sports and exercise' crying' complaining, waging wars and so forth.

Sports psychologists distinguished two types of aggression in sport, first one is hostile and second one is instrumental (Grange, & Kerr, 2010) [1]. In hostile aggression a participant purposely tries to harm his/her opponent physically. Instrumental aggression is used to achieve certain goal. It can be to tackle harder to gain possession of the ball in (ice) hockey (Jones, Bray, & Olivier, 2005) [4]. It is also known as channeled aggression, this is because an individual has the ability to turn it on & off and control their temperament, which is not associated with anger (Berkowitz, 1962; Katko, Meyer, Mihura, & Bombel, 2010) [1, 5].

Most aggression in sport results from frustration. This frustration is the result of various motives being blocked, which are predominant in sport and generate aggression. The sublime form of aggression revolves around achievement, dominance, power, recognition, prestige and excellence.

If a boy places high incentive value on one or a combination of these motives and the incentive systems are blocked from attaining or satisfying them, he becomes frustrated. In essence aggression is primarily a learned behavior, which is the result of an individual's interaction with his or her social environment over time. Aggression occurs in sports, where an athlete's generalized expectancies for the reinforcement for aggressive behavior are high (e.g.: receiving praise from parents, coaches, peers) and where the reward value outweighs

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punishment value (e.g.: gaining a tactical and psychological advantage with a personal foul in basketball, a yardage penalty in American Football). This is deemed an appropriate time to exhibit aggression.

Purpose of the present investigation, therefore, was to seek answers to whether the levels of aggression among inter-university female volleyball players playing at different positions differs from each other?

Volleyball is a very popular game in the world. Players of a team playing at different positions (i.e. Attackers, Setters, All-rounder and Libero) need different levels of physical structure, motor qualities and psychological characters. Aggression is the psychological component, which influence more on sports performance. Without aggression sportsmen can't perform but excessive aggression may lead to decrease in performance. Some position players needs controlled aggression but some players at different positions needs higher level of aggression to hit and block the ball.

Method

For the purpose of the study 108 female volleyball players (35 passers, 37 attackers and 36 all-rounders) who participated in south zone women inter university competition served as the subjects of the study. The age of the subjects was in the range of 18-28 years. In order to accomplish the purpose of the study "Sports Aggression Inventory" (Anand Kumar and P S Shukla) was administered before the match. Sports Aggression Inventory consists of 25 items in which 13 items are keyed "YES" and 12 are keyed "NO". The statements which are keyed "YES" are 1,4,5,6,9,12,14,16,18,21,22,24

and 25 and the statements which are keyed "NO" are 2,3,7,8,10,11,13,17,19,20 and 23. Maximum score for each statement was one. Scores obtained for each statement were added to represent an individual's total score on aggression. To test the difference between attackers, setters and all-rounder in aggression level, the data was subjected to Analysis of Variance (ANOVA).

Results

Presented in table number one mean and standard deviation of Aggression score of Attackers, Setters and All rounder. It may be observed that Attackers are having higher mean aggression score than the Setters and All rounders.

Table 1: Mean and Standard deviations of Aggression score of Attackers, Setters and All-rounder

	N	Mean	Standard Deviation
Setters	35	9.62	3.01
Attackers	37	11.67	2.78
All rounder	36	9.91	3.16

Presented in Table-2 is the summary of ANOVA between Attackers, Setters and All rounders. It may be observed that, the F-ratio was significant. An examination of post hoc analysis (Table-3) revealed that, significant mean difference occurred between aggression score of Attackers with Setters and All rounders. However, the difference in mean score between Setters and All rounders didnot not reach the significant level.

Table 2: Summary of Analysis of Variance of Aggression score of Attackers, Setters and All rounders

		Sum of Squares	df	Mean Square	F	Sig.
Aggression Score	Between Groups	89.378	2	44.689	4.997	.008*
	Within Groups	939.030	105	8.943		
	Total	1028.407	107			

Table 3: Mean Difference in Aggression levels of Volleyball players playing at different positions

(I) Position of the player	(J) Position of the player	Mean Difference (I-J)	Sig.
Setter	Attacker	-2.04710*	.005
	All Rounder	-.28810	.686
Attacker	All Rounder	1.75901*	.014

*α<0.05

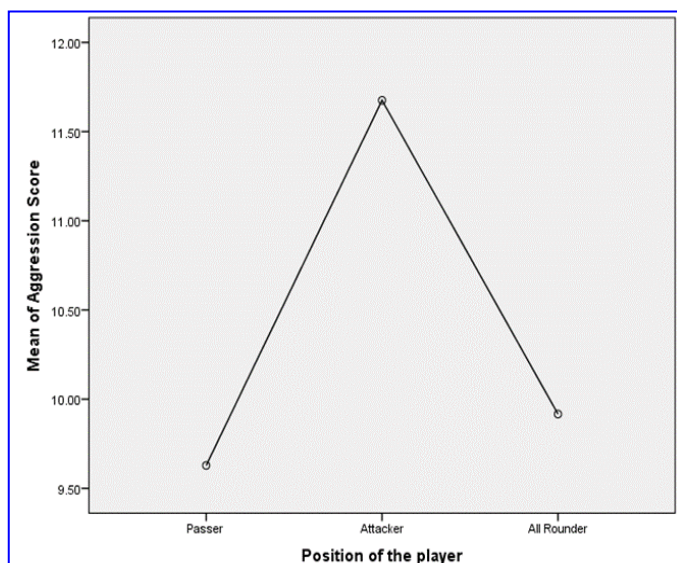


Fig 1: Mean Aggression Scores of Attackers, Setters and All rounders

Discussion and Conclusion

It expected attackers need to be more aggressive amongst their peers because they are the one who spike the ball into the opponent's court and try to gain a point. At the time of spiking the ball, aggressive approach is needed towards the ball, and aggressive thinking is needed to gain the point. Setters need less aggression because they have to control the rallies and set the ball in proper place at proper height. So they need a cool and calm approach to set the ball for attack as accurately as possible. If a setter gets aggressive he/she will lose control of the situation and will be not able to set the ball properly to the attackers. All rounders needed mixture of aggression and calm approach because at times they have to attack the ball and in case a setter does not reach the ball to set, they have to set the ball for attack. It is therefore concluded that Attackers in Volleyball are more aggressive than the setters and all-rounders.

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