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Comparative study of the level of aggression between the B.Sc. and M.P.Ed male judo players in IGIPESH College

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Abstract

To determine the correlation between the aggression levels of B.Sc. and M.P.Ed judo players at IGIPESH College, we conducted a study with 10 athletes aged 18-25. The research group consisted of 5 M.P.Ed and 5 B.Sc. (P.E & H.E) male judo players from IGIPESH College. The study measured four components of aggression: Physical aggression, verbal aggression, anger, and hostility, using the Aggression Scale developed by Buss and Perry (1992). This scale employs a five-point Likert scale (1 = It never fits, 2 = It fits too little, 3 = It fits a bit, 4 = It fits pretty well, 5 = It completely fits).

Data collection was conducted online, and the results were transferred to Excel 2007 for analysis. Descriptive statistics (mean and standard deviation) were calculated, and further analysis was conducted using independent samples t-test, Pearson correlation, and simple regression tests.

The findings indicated that the mean aggression components (physical aggression, verbal aggression, anger, and hostility) of M.P.Ed judo players were significantly lower than those of B.Sc. judo players. Specifically, all aggression components for B.Sc. judo players were higher than those for M.P.Ed judo players.

Keywords: M.P.Ed, B.Sc., Judo, aggression, judo players, gentle way

1. Introduction

Judo, which means “the gentle way”, is a sport that developed in Japan in the second half of the nineteenth century thanks to Professor Jigoro Kano, who created a new martial art based on the techniques of jujitsu. The system underlying this combat sport rests on the principles of efficient use of balance, leverage, strength, and action in the performance of throwing and grappling techniques. Certainly, judo does not involve the use of brute force but rather the ability to defeat the opponent by reversing his or her momentum using skill and speed. Consisting of many different techniques and movement during a match. A judo practitioner tries to throw the opponent on the back or to subdue the opponent during fighting on the floor (Bala G, & Drid P, 2010) ^[1], (Drid P, *et al.*, 2010) ^[1].

Aggression is a skill used for surviving; a man developed a drive for fighting so sport can be used as a social neutralizer of the destructive drives. There are many types of aggression, which relate with one another. Aggression can be divided into instrumental and hostile. Instrumental Aggression is a behavior when our acting can harm somebody; however, the intention of this behavior is to achieve another behavior, e.g., to score a point; on the other hand, hostile Aggression is a behavior directed into harming somebody (Dziubiński, Z. (2007) ^[2]. Due to its multidimensional character there is also a division into accepted and unaccepted Aggression. Accepted aggression occurs when it has instrumental traits, a player gets angry which motivates him/ her to continue the game according to the rules; unaccepted aggression, on the other hand, is a type of hostile aggression when the above mentioned player gets angry and stops obeying the rules (Binczycka-Anholcer M, (Ed.) 2003) ^[3]. The process of aggression researches is to define the origins of it and factors that influence its level (decrease or increase). The results can help in observing and finding a proper solution to it.

Aggression is observed in public as well as in family, school and sport sphere. Sport can also play an educational and informative role, thanks to which elimination or decreasing of the frequency of aggressive behaviors is possible (Krahé B, 2005) ^[4].

Aggression is just one of the reactions arising from situations such as failure or avoiding the behaviors toward the goal. Aggression is defined as the attitude exhibited as physical, verbal and symbolic to mess competitor over, block or militate against the competitor. This attitude is rooted in anger, fear, hostility, struggle and being precluded. Aggression in sports is described as the one or several of athlete, trainer or watchers who act in contemplation of damage someone by the effect of psychological, biological or environmental factors during a sportive competition (Işık *et al.*, 2017) [5].

The problem of aggressive behavior is regarded rather in detail in scientific literature. However there are still little works aggression level of athlete, practicing judo (martial arts). That is why the object of the present research is study of aggressions level of masters of physical education (M.P.Ed) and Bachelor of Science (physical. Education & health education) judo players. The hypothesis of the research was assumption that the aggression of older and elite Judo are higher than of younger sportsmen. The purpose of the research is to determine the aggression's level of Judo player in M.P.Ed and B.sc (P.H&H.E) qualification aspects.

2. Methodology

2.1 Research Group

The research group consisted of 10 male athletes, aged 18-25, from IGIPES College. This group included 5 M.P.Ed athletes and 5 B.Sc. (P.E. & H.E.) athletes, all specializing in judo.

2.2 Data Collection Tools

The study utilized an aggression scale developed by Buss and Perry (1992) to measure four components of aggression: physical aggression, verbal aggression, anger, and hostility. The scale, which comprises 34 statements, was administered online using a Five-Point Likert Scale (1 = It never fits, 2 = It fits too little, 3 = It fits a bit, 4 = It pretty much fits, 5 = It completely fits).

2.3 Data Analysis

The collected data were transferred to Excel 2007 for analysis. Descriptive statistical measures, such as mean and standard deviation, were calculated. The data's conformity to a normal distribution was tested, and parametric tests were applied upon confirming normal distribution. Data analyses included Independent Samples t-tests, Pearson Correlation, and simple regression tests.

3. Results

Table 1: Tabular representation of t-test calculation for comparison in between aggression components marked (physical aggression, verbal aggression, anger and hostility) total aggression components B.SC and M.PED of the Population.

S. No	Total Aggression Components (B.Sc.)	Total Aggression Components (M.P.Ed)	State of components aggression
1	94	94	0
2	93	74	19
3	93	107	-14
4	88	73	15
5	126	97	29
Total	494	445	49
Mean Score	98.8	89	9.8
Standard Deviation	13.7608139	13.3716117	18.74612

Mean score of total aggression components (B.Sc.)	Mean score of total aggression components (M.P.Ed)	Mean score of state of total aggression components	T-Score	P-Value	Level of Significance
98.8	89	9.8	2.3	0.3	<0.05

The T-Test calculation for comparison in between the aggression components marked (physical aggression, verbal aggression, anger and hostility) total aggression components of subjects shows that highly insignificant difference exists in between the two variables of subjects as the T-Test score(2.3) was found insignificant at 0.05 level of significance with mean difference of 9.8

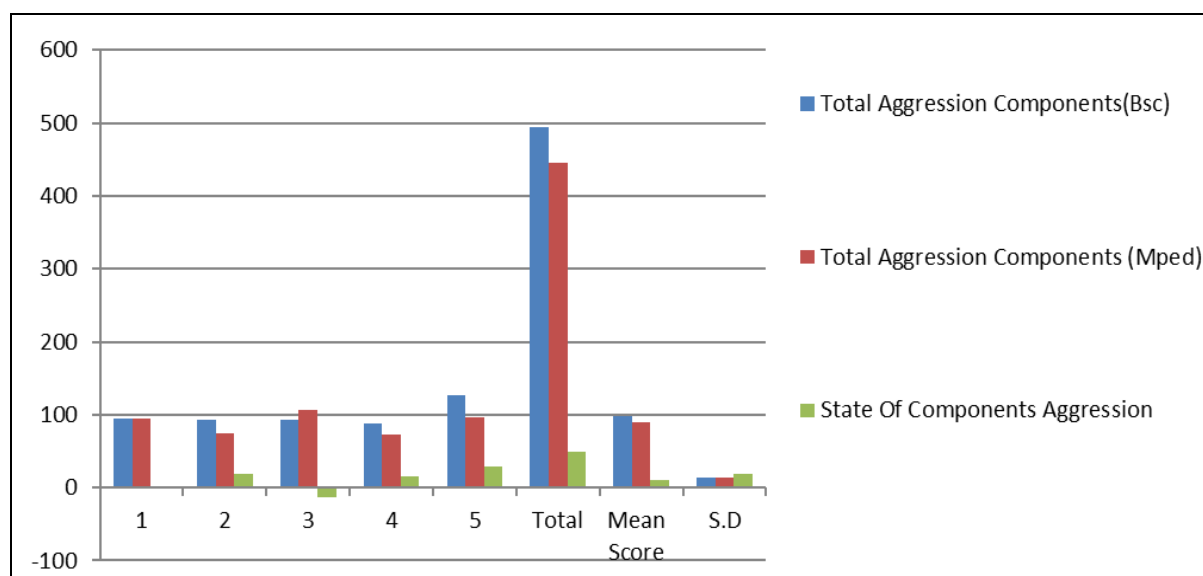


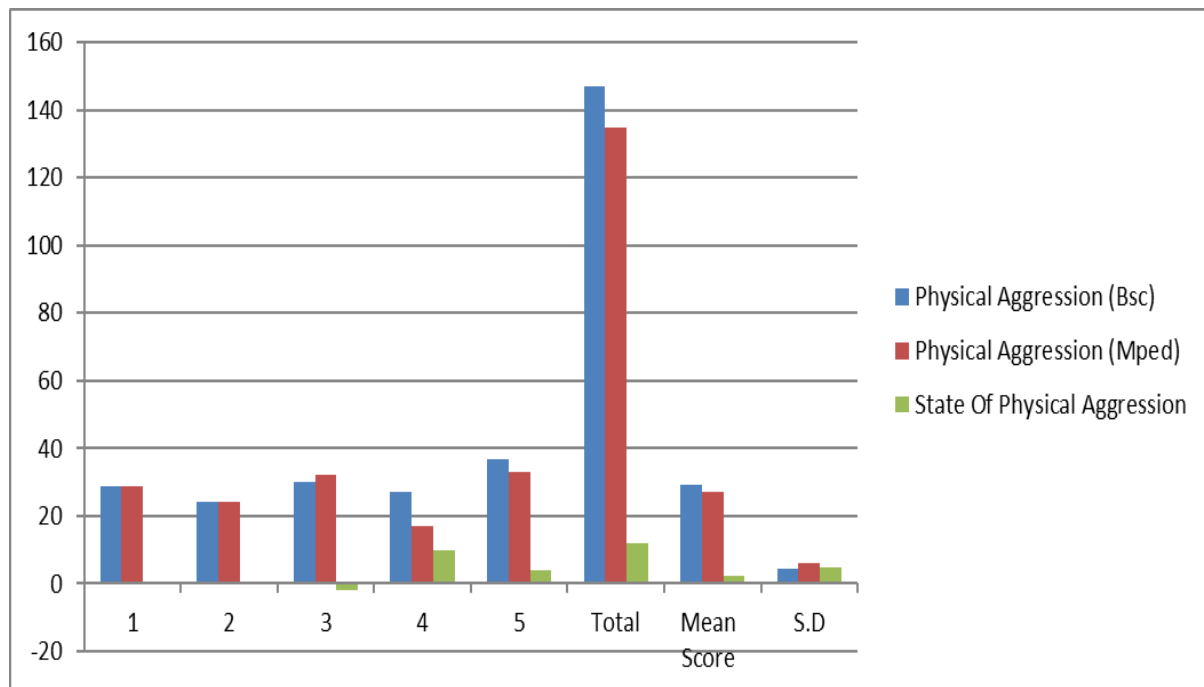
Fig 1: Graphical representation of mean score of total aggression components B.Sc. or M.P.Ed and mean score of state of total aggression components of the population.

Table 2: Tabular representation of t-test calculation for comparison in between physical aggression (B.Sc.) and physical aggression (M.P.Ed) of the population.

S. No	Physical Aggression (B.Sc.)	Physical Aggression (M.P.Ed)	State of physical aggression
1	29	29	0
2	24	24	0
3	30	32	-2
4	27	17	10
5	37	33	4
Total	147	135	12
Mean Score	29.4	27	2.4
Standard Deviation	4.317407	5.899152	4.930869

Mean score of physical aggression (B.Sc.)	Mean score of physical aggression (M.P.Ed)	Mean score of state of physical aggression	T-Score	P-Value	Level of Significance
29.4	27	2.4	2.3	0.5	<0.05

The T-Test calculation for comparison in between the physical aggression (B.Sc.) and physical aggression (M.P.Ed) of subjects shows that highly insignificant difference exists in between the two variables of subjects as the t-test score (2.3) was found insignificant at 0.05 level of significance with mean difference of 2.4

**Fig 2:** Graphical representation of mean score of physical aggression B.Sc. or M.P.Ed and mean score of state of physical aggression of the population**Table 3:** Tabular Representation Of T-Test Calculation For Comparison In Between Verbal Aggression (B.Sc.) And Verbal Aggression (M.P.Ed) Of The Population.

S. No	Verbal Aggression (B.Sc.)	Verbal Aggression (M.P.Ed)	State of verbal aggression
1	20	14	6
2	19	16	3
3	18	22	-4
4	15	19	-4
5	24	17	7
Total	96	88	8
Mean Score	19.2	17.6	1.6
Standard Deviation	2.925748	2.727636	4.602927

Mean score of verbal aggression (B.Sc.)	Mean score of verbal aggression (M.P.Ed)	Mean score of state of verbal aggression	T-Score	P-Value	Level of Significance
19.2	17.6	1.6	2.3	0.4	<0.05

The t-test calculation for comparison in between the verbal aggression (B.Sc.) and verbal aggression (M.P.Ed) of subjects shows that highly insignificant difference exists in between the two variables of subjects as the T-Test score(2.3) was found insignificant at 0.05 level of significance with mean difference of 1.6

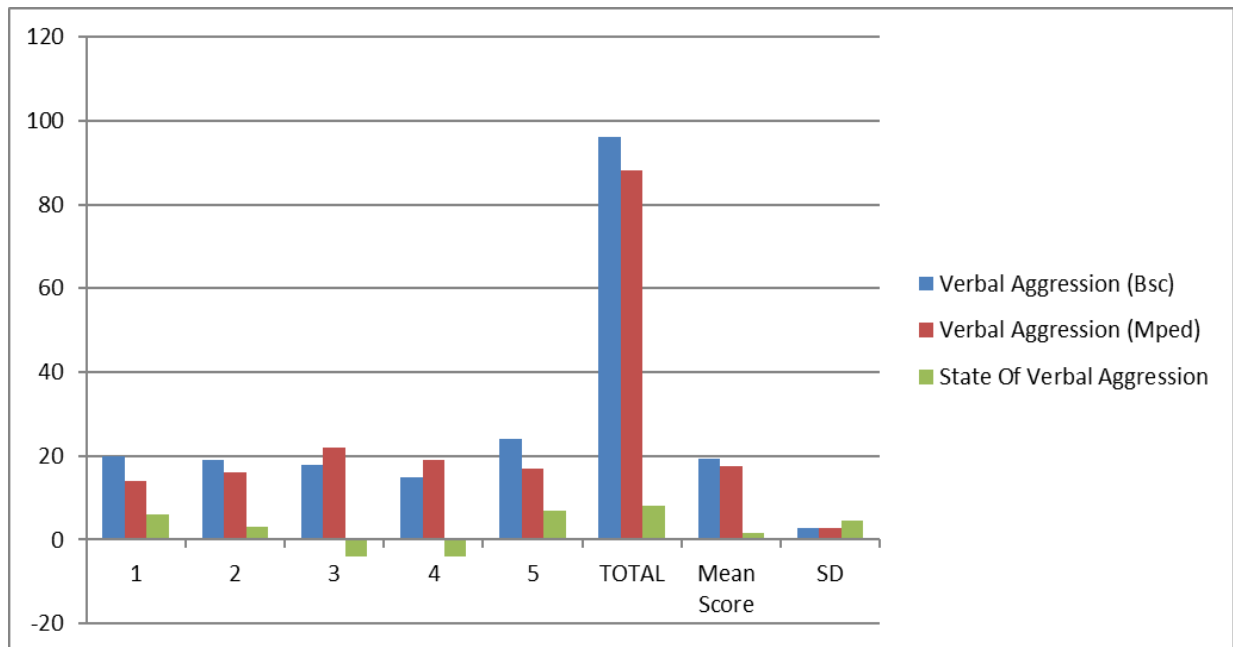


Fig 3: Graphical representation of mean score of verbal aggression B.Sc. or M.P.Ed and mean score of state of verbal aggression of the population.

Table 4: Tabular representation of t-test calculation for comparison in between anger aggression (B.Sc.) and anger aggression (M.P.Ed) of the population

S. No	Anger Aggression (B.Sc.)	Anger Aggression (M.P.Ed)	State of Anger Aggression
1	24	23	1
2	25	19	6
3	18	25	-7
4	22	13	9
5	30	22	8
Total	119	102	17
Mean Score	23.8	20.4	3.4
Standard Deviation	3.919184	4.176123	6.884114

Mean Score of Anger Aggression (B.Sc.)	Mean Score of Anger Aggression (M.P.Ed)	Mean score of state of anger aggression	T-Score	P-Value	Level of Significance
23.8	20.4	3.4	2.3	0.2	<0.05

The t-test calculation for comparison in between the anger aggression (B.Sc.) and anger aggression (M.P.Ed) of subjects shows that highly insignificant difference exists in between the two variables of subjects as the t-test score(2.3) was found insignificant at 0.05 level of significance with mean difference of 3.4

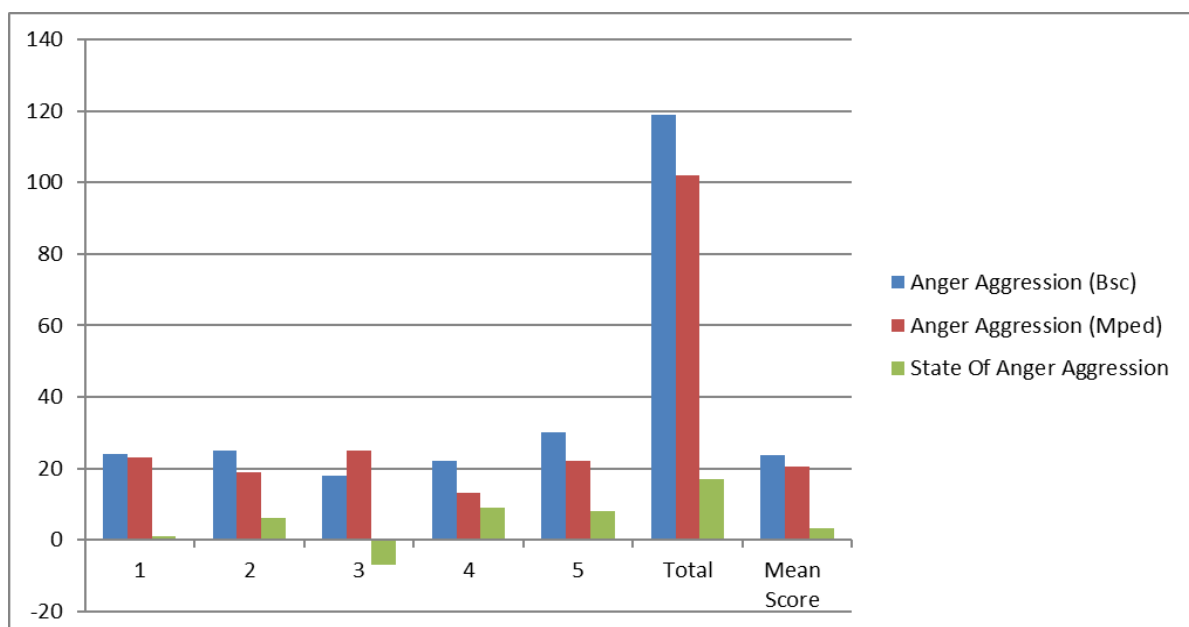


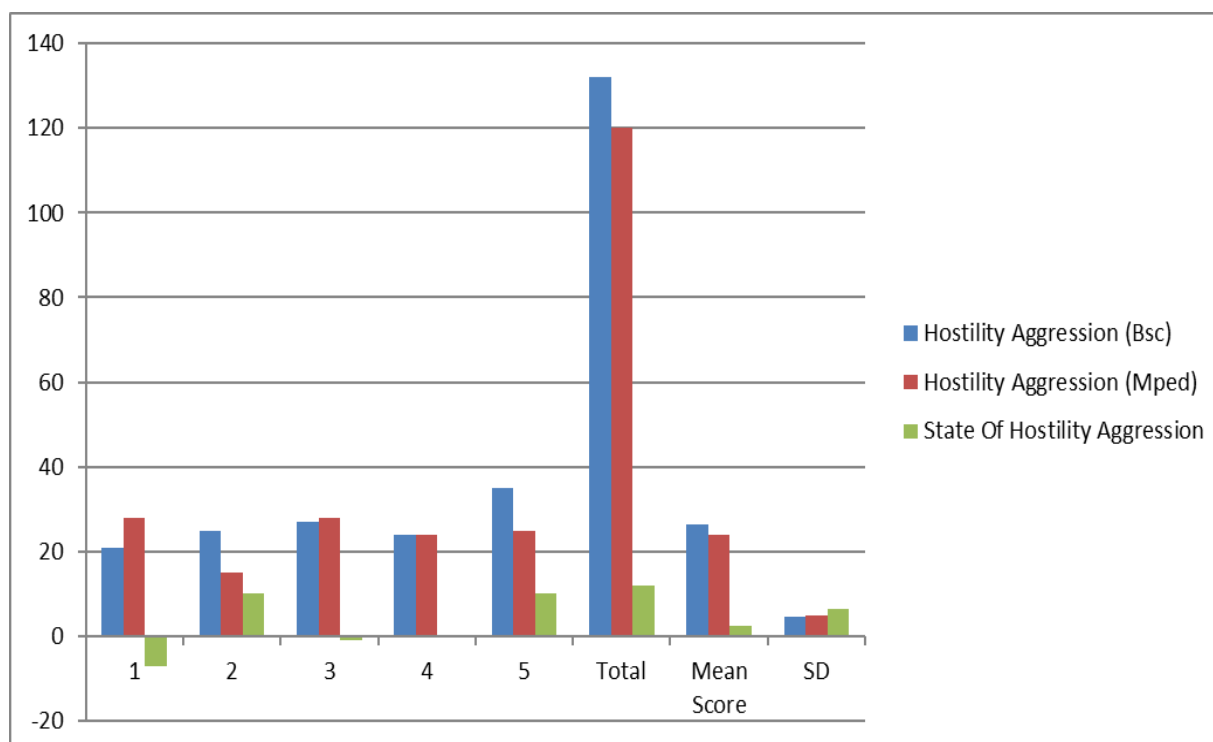
Fig 4: Graphical representation of mean score of anger aggression B.Sc. or M.P.Ed and mean score of state of anger aggression of the population

Table 5: Tabular representation of t-test calculation for comparison in between hostility aggression (B.Sc.) and hostility aggression (M.P.Ed) Of the population

S. No	Hostility Aggression (B.Sc.)	Hostility Aggression (M.P.Ed)	State of hostility aggression
1	21	28	-7
2	25	15	10
3	27	28	-1
4	24	24	0
5	35	25	10
Total	132	120	12
Mean Score	26.4	24	2.4
Standard Deviation	4.71593	4.774935	6.548656

Mean score of hostility aggression (B.Sc.)	Mean score of hostility aggression (M.P.Ed)	Mean score of state of hostility aggression	T-Score	P-Value	Level of Significance
26.3	24	2.4	2.3	0.4	< 0.05

The t-test calculation for comparison in between the hostility aggression (B.Sc.) and hostility aggression (M.P.Ed) of subjects shows that highly insignificant difference exists in between the two variables of subjects as the T-Test score(2.3) was found insignificant at 0.05 level of significance with mean difference of 2.4

**Fig 5:** Graphical representation of mean score of hostility aggression B.Sc. or M.P.Ed and mean score of state of hostility aggression of the population

4. Discussion

The data presented in Table 1 examines the state of aggression components (physical aggression, verbal aggression, anger, and hostility) among B.Sc. and M.P.Ed judo players from IGIPSS. A t-test score of 2.3 was found after comparing the mean aggression components between B.Sc. and M.P.Ed judo players. The overall mean aggression score of 9.8 ± 18.74 (Mean \pm SD) indicates that M.P.Ed judo players exhibited significantly lower mean aggression levels compared to B.Sc. judo players.

Table 2 focuses on the state of physical aggression among B.Sc. and M.P.Ed judo players from IGIPSS. A t-test score of 2.3 was observed when comparing the mean physical aggression levels of B.Sc. and M.P.Ed judo players. The overall mean physical aggression score of 2.4 ± 4.93 (Mean \pm SD) shows that M.P.Ed judo players had substantially lower mean physical aggression compared to B.Sc. judo players.

Table 3 highlights the state of verbal aggression among B.Sc. and M.P.Ed judo players from IGIPSS. A t-test score of 2.3

was calculated when comparing the mean verbal aggression levels between B.Sc. and M.P.Ed judo players. The overall mean verbal aggression score of 1.6 ± 4.06 (Mean \pm SD) reveals that M.P.Ed judo players displayed significantly lower mean verbal aggression than B.Sc. judo players.

Table 4 illustrates the state of anger aggression among B.Sc. and M.P.Ed judo players from IGIPSS. A t-test score of 2.3 was determined after comparing the mean anger aggression levels of B.Sc. and M.P.Ed judo players. The overall mean anger aggression score of 3.4 ± 6.88 (Mean \pm SD) indicates that M.P.Ed judo players had much lower mean anger aggression compared to B.Sc. judo players.

Table 5 examines the state of hostility aggression among B.Sc. and M.P.Ed judo players from IGIPSS. A t-test score of 2.3 was found when comparing the mean hostility aggression levels of B.Sc. and M.P.Ed judo players. The overall mean hostility aggression score of 2.4 ± 6.54 (Mean \pm SD) shows that M.P.Ed judo players had significantly lower mean hostility aggression than B.Sc. judo players.

5. Conclusion

This study assessed the aggression components (physical aggression, verbal aggression, anger, and hostility) among B.Sc. and M.P.Ed judo players from IGIPeSS. The analysis revealed that M.P.Ed judo players exhibited significantly lower levels of overall aggression compared to B.Sc. judo players. Specifically, M.P.Ed players had lower scores in all four components of aggression: physical, verbal, anger, and hostility.

The findings suggest that older and more experienced judo players, such as those in the M.P.Ed program, have better control over their emotions and exhibit lower levels of aggression. This could be attributed to their advanced knowledge of sports psychology and greater experience in managing competitive stress and emotional regulation. Additionally, the results highlight the importance of psychological training and education in reducing aggressive behaviors in sports.

In conclusion, the study underscores the need for incorporating sports psychology education into athletic training programs, especially for younger athletes, to help them develop better emotional control and reduce aggressive behaviors. This could lead to more positive sporting environments and improved performance outcomes.

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