

**COMPARATIVE STUDY OF AGGRESSION LEVEL OF  
INTER-VARSITY AND INTERCOLLEGIATE VOLLEYBALL  
PLAYERS OF PUNJAB STATE**



**Singh Sarbjit\***



**Pathania R. S.\*\***

\*Research Scholar, Sant Baba Bhag Singh University, Jalandhar, (P.B)-INDIA.

\*\*Professor, Sant Baba Bhag Singh University, Jalandhar (P.B)-INDIA.

E. Mail: sarbjitsarb1988@gmail.com

**ABSTRACT**

The research was conducted on comparative study of aggression between Inter-varsity and Intercollegiate Volleyball players of Punjab State. The sample consisted of 400 sports person selected randomly from different colleges of Punjab State. The main objective of the study was to find out the comparison of aggression between intervarsity and Inter college Volleyball players. The questionnaire administered has been prepared by Dr. R. L. Bharadwaj was used to access cognitive and somatic indicators of aggression. The significant correlation was set at 0.05 levels. On the basis of t-test, it was found that there is no significant difference between level of aggression of Inter-varsity and Intercollegiate Volleyball players.

**Keywords:** Aggression, Intercollegiate & Intervarsity Volleyball Players.

**INTRODUCTION**

● Aggression has been considered as the most important aspect in sports field. Aggression is referred as the imposition of a negative verbal, gestural or physical by one individual upon another. Aggression is behavior, not an attitude. It is reflected in actions consigned with the purpose to harm. This aggression definition involves a vast number of actions employed by coaches, spectators and/or athletes as hitting another verbal abuse and individual physically. There are two types in aggressive behavior. They are instrumental and hostile aggression. Hostile aggression has the major purpose or

‘Curiosity is the best Quality of a Good Researcher’

Page 1

**INDEXED BY:**

**INTERNATIONAL SCIENTIFIC INDEXING (ISI)-UAE**

**&**

**INTERNATIONAL SOCIETY FOR RESEARCH ACTIVITY (ISRA)-INDIA**

**IRJPES Impact Factor (ISRA: JIF): 1. 247**

**Website: www.sportjournals.org.in**

reward, is to cause upon another for its own sake. But instrumental aggression is where the primary reinforcement is the accomplishment of a consequent target. In this situation an athlete may target to harm the opponent but the most essential target to be accomplished by aggression action is to get success in the competition.

Aggression in sports can be caused by several factors. The most recognized reasons are the game rules, instinct, frustration, environmental cues, arousal, presence, behavior and also self control of the teammates. Other factors in aggression involve media participation, personality, role model; coaching and the surrounding which sportsman live in. To prevent aggression in sports management must make major revisions of penalty so that norm violating behavior outcomes in penalty that have higher punitive value than essential strengthening. Management must assure appropriate coaching for cricket teams specifically at junior levels which stresses a reasonable conduct code among all participation. Management must prohibit the alcohol beverage use at sport events. Cricketers must involve in programs targeted at supporting them decrease behavioral tendencies towards aggression. The proper use of rules, imposing strict punishments and altering of strengthening patterns are the only way to prevent aggression in sports.

Humans engage in aggression when they seek to cause harm or pain to another person. Aggression takes two forms depending on one's motives: hostile or instrumental. Hostile aggression is motivated by feelings of anger with intent to cause pain; a fight in a bar with a stranger is an example of hostile aggression. In contrast, instrumental aggression is motivated by achieving a goal and does not necessarily involve intent to cause pain (Berkowitz, 1993); a contract killer who murders for hire displays instrumental aggression. There are many different theories as to why aggression exists. Some researchers argue that aggression serves an evolutionary function (Buss, 2004). Men are more likely than women to show aggression (Wilson & Daly, 1985). From the perspective of evolutionary psychology, human male aggression, like that in nonhuman

primates, likely serves to display dominance over other males, both to protect a mate and to perpetuate the male's genes. Sexual jealousy is part of male aggression; males endeavor to make sure their mates are not copulating with other males, thus ensuring their own paternity of the female's offspring. Although aggression provides an obvious evolutionary advantage for men, women also engage in aggression. Women typically display instrumental forms of aggression, with their aggression serving as a means to an end (Dodge & Schwartz, 1997). For example, women may express their aggression covertly, for example, by communication that impairs the social standing of another person. Another theory that explains one of the functions of human aggression is frustration aggression theory (Dollard, Doob, Miller, Mowrer, & Sears, 1939). This theory states that when humans are prevented from achieving an important goal, they become frustrated and aggressive.

#### **AGGRESSION IN SPORTS**

In sport, aggression is a characteristic that can have many negative as well as positive effects on performance. Aggression is defined as “any form of behavior directed toward the goal of harming or injuring another live being who is motivated to avoid such treatment” (Baron & Richardson, 1994). Most people view aggression as a negative psychological characteristic, however some sport psychologists agree that aggression can improve performance (Widmeyer & Birch, 1984). This is called an assertive behavior (Bredemeier, 1994), where a player will play within the rules of the sport at a very high intensity, but will have no intention to harm an opponent. In sport, aggression has been defined into two categories: hostile aggression and instrumental aggression (Silva, 1983). Hostile aggression is when the main aim is to cause harm or injury to your opponent. Instrumental aggression is when the main aim is achieve a goal by using aggression. For example a rugby player using aggression to tackle his opponent to win the ball. The player is not using his aggression to hurt the opponent but rather to win the ball back. Coulomb and Pfister (1998) conducted a study looking at aggression in high-level sport. They found that experienced athletes used more instrumental aggression

in which they used to their advantage and that hostile aggression was less frequently used. Experienced athletes used self-control to help them with their aggression.

### **OBJECTIVE OF THE STUDY**

- The main objective was to compare the Aggression level of Inter-varsity and Intercollegiate Volleyball players of Punjab State.

### **MATERIAL MOETHOD**

The sample consisted of 400 sports person selected randomly from different colleges of Punjab. The subjects were selected from different Universities and colleges of Punjab state, the age was between 18 to 25 years. The scholar had a brief meeting with the respective coach of college and university. The requirement for the study was explained to all the subjects in the presence of their coach. The standardized questionnaire by Dr. R. L. Bharadwaj (2008) was used for data collection.

### **Description of the Tests**

Dr. R. L. Bharadwaj Aggression questionnaire consists of 28 questions. Each question describes a situation, where some form of aggression or deviant behavior has occurred and also some persons who have responded to that in low to mildly aggressive, moderately aggressive an highly aggressive manners. The subject is requested to indicate the best appropriate response out of the given five alternative responses on a five point scale. In this way, the questionnaire describes 28 different situations relating to frequent quarrelling, feeling of fear, hindrance harassment, threat, displeasure, unfair means, and injustice, rude answers to elders, broken engagement, impulsiveness to take revenge, frustration, constant exposure to violence, intergroup conflicts, struggle for dominance, issues of the society and reactionary attitude to tradition, laws and beliefs. Result of the pilot study indicated, and several psychologists opined that all 28 questions were good enough as aggression questions. This Questionnaire was supplied to the subjects. They were given all the instructions as laid in the test manual to fill up their response.

**(i) Reliability**

The coefficient of reliability was determined by test-retest method on a sample of 100 subjects. The obtained co-efficient of reliability has been found to be .79 by product moment method. In addition the reliability coefficient of the scale was also determined by split-half method and it has been found to be .86 by Gutman formula.

**(ii) Validity**

The theoretical validity of the scale has been found to be .83. The construct validity of the present scale has been determined with one of the mode of frustration scale (Aggression) constructed and standardized by Chauhan and Tiwari, (1972) on a sample of 64 subjects. The validity has been found to be .78. The construct validity of this scale was also determined with Manifest Aggression scale and constructed and standardized by Dr. R. A. Singh(1986) on a sample of 50 subjects. The coefficient of correlation has been found to be .81

**DATA ANALYSIS**

**Table No: I**

**Table showing the Aggression Level of Inter-Varsity and Intercollegiate Volleyball Players**

	Levels	N	Mean	Std. deviation	S.E.M	D.f	t-value	Sig.
Aggression	Inter- varsity	200	58.46	11.388	.805	398	-2.267	.024
	Inter- Collegiate	200	55.45	14.924	1.055			

\*insignificant at .05 level

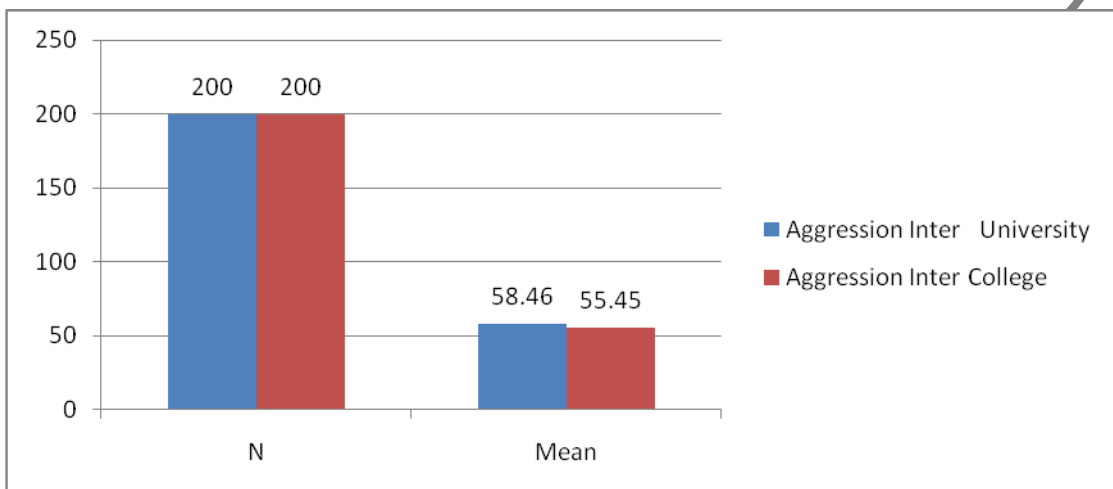
**Interpretation:**

Table I reveals that Mean of Aggression level of Inter-Varsity Volleyball players found to be 58.46 which is greater than the mean of Inter College Volleyball Players i.e.

55.45 whereas the standard deviation is less i.e. 11.388 from Inter College Volleyball Player i.e.14.924 The t-value is -2.267 and the tabulated value is .024 this shows that there is insignificant difference in the Aggression level of Inter Varsity and Inter college volleyball players.

**Graph No: I**

**Graphical representation of Mean Value of Aggression level of Inter-Varsity and Inter-College Volleyball Players**



**CONCLUSION**

It is concluded that there is insignificant deference in the aggression level of Inter- varsity volleyball players and inter college volleyball players.

**REFERENCES**

- Fernald LD (2008). Psychology: Six perspectives (pp. 12–15). Thousand Oaks, CA: Sage Publications
- Hockenbury & Hockenbury. Psychology. Worth Publishers, 2010.
- [https://en.wikibooks.org/wiki/Introduction\\_to\\_Psychology/Introduction](https://en.wikibooks.org/wiki/Introduction_to_Psychology/Introduction)
- Gulhane. Tryambak F. (2014) “Sports Psychology” Sports Publication New Delhi.
- <https://www.psychologistworld.com/psychologists/sigmund-freud>
- Gulhane. Tryambak F. (2014) “Sports Psychology” Sports Publication New Delhi
- <https://www.verywellmind.com/what-is-sports-psychology-2794906>
- Gulhane. Tryambak F. (2014) “Sports Psychology” Sports Publication New Delhi
- <https://bizschool.wordpress.com/2015/12/26/sport-psychology-meaning-definition-terms/>

‘Curiosity is the best Quality of a Good Researcher’

**INDEXED BY:**

**INTERNATIONAL SCIENTIFIC INDEXING (ISI)-UAE**

**&**

**INTERNATIONAL SOCIETY FOR RESEARCH ACTIVITY (ISRA)-INDIA**

**IRJPES Impact Factor (ISRA: JIF): 1. 247**

**Website: [www.sportjournals.org.in](http://www.sportjournals.org.in)**