

AGGRESSION AMONG FEMALE COLLEGE ATHLETES



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ABSTRACT

The aim of the present research was to study the aggression of District level, State level and National level female college athletes. A total number of 60 female college athletes (N= 20 District level, N= 20 State level and N= 20 National level) who are continuing their graduation in different college of Cuttack, Odisha are included as the sample of the study.. All the athletes are from athletics only. The age of the subject were ranged between 18 to 20 years. To measure the aggression level, all the female athletes were administered the aggression scale developed by Guru Pyari Mathur and Raj Kumari Bhatnagar (2004). Descriptive statistics with Analysis of variance (ANOVA) was used to analyze the data. The results revealed that the F-value (5.11) is found to be significant at 0.01 level between District, State and National level female college athletes. All three groups of female athletes are significantly differing from each other in their aggression.

Keywords: District, State, National, Female Athletes & Aggression.

INTRODUCTION

The term aggression comes from the Latin word aggression, meaning attack. Aggression is defined as, any type of behavior intended toward the goal of harming or injuring another lived being who is motivated to avoid such treatment. 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. Human aggression can be classified into direct and indirect aggression, whilst the first is characterized by physical or verbal behavior intended to cause harm to someone, the second one is characterized by a behavior intended to harm social relations of an individual or a group (Almeida et al., 2015). There are also various theories about aggression in sport including theories of innate aggression and learned aggression which declares that aggression is a learnable behavior or the theory of failure- which considers aggression as a result of failure in achieving ones objectives (Anne Marie Bird, 1985).

Aggression occurs in sport where an athlete's expectancies for reinforcement for aggressive behavior are high (receiving praise from parents, coaches, peers), and where the reward value outweighs punishment value (gaining a tactical or psychological advantage with a personal foul).

Male and female athletes differ not only physiologically, but psychologically as well. The mental differences between female and male athletes are often overlooked. Male athletes show more signs of aggression than their female counterparts, but this is common knowledge. The reason behind this is the type of sports men choose to play. Males participate in more contact sports, in which aggressive behavior is typically rewarded.

Therefore, that behavior is positively reinforced and aggression is then ingrained into the male brain. Lanctot and LeBlanc (2003) conducted the Gender and Aggression Project in Canadian Institutes for Health Research and reported that gender difference in aggression have several forms. Crick (1996) theorized that different aggressive tactics were linked to different social motives, and that the importance of these motives differed for girls and for boys. Because boys emphasize dominance whereas girls emphasize intimacy, the genders presumably diverge in the development of aggressive tactics. On the other hand, men tend to be more aggressive than women (Warden, Grasso, Luyben, 2009). Speaking from observations of men's sports through school, if a guy

wasn't aggressive in a sport he would be made fun of and be referred to as a "sissy". It is more acceptable for men to be aggressive in sports than it is for females (which I don't think will ever change). Past meta-analyses in the encyclopedia found males regardless of age engaged in more physical and verbal aggression while small effect for females engaging in more indirect aggression such as rumor spreading or gossiping. It also found males tend to engage in more unprovoked aggression at higher frequency than females. This analysis also conforms to the Oxford Handbook of Evolutionary Psychology which reviewed past analysis which found men to use more verbal and physical aggression with the difference being greater in the physical type.

Ciccolerlla and Elizabeth Margaret, (1978) conducted a study to determine any differences in aggression of male and female Athletes. Subjects for this study included male and female under graduate students at Alma College and Brigham young university who participated intervarsity in basketball, softball (baseball for men), tennis, and swimming during the 1977-78 academic calendar year. The study employed the Minnesota Multiphase Personality Inventory (MMPI) as the measuring instrument. The scales of the MMPI selected to determine aggression were 2 (depression), 3(hysteria), 4(psychopathic deviancy), 5(masculinity - femininity) and 9(hypomania). The statistical analysis included a univariate analysis of the five selected MMPI scales and an inspection of group mean profiles. The conclusion of this study was that female varsity athletes were more aggressive than male varsity athletes.

OBJECTIVE OF THE STUDY

The main objective of the study was to compare the mean scores of Aggression of District level, State level and National level Female College Athletes.

HYPOTHESIS OF THE STUDY

The hypothesized that there would be no significant difference between the mean score of District level, State level and National level female college athletes on aggression.

METHODOLOGY

The Sample

The sample of the present study comprised 60 (N=20 District level, N= 20 State Level and N=20 National Level) female college athletes from different colleges of Cuttack, Odisha. All the athletes had participated in different District, State and National level competitions and have more than 2 years of experience in athletics. The age of the subject ranged between 18 to 20 years. The variable selected for the study for the purpose of data collection is Aggression.

Instruments

The following instrument was used for collecting the data from the sample.

Aggression Scale

Aggression scale developed by Mathur and Bhatnagar (2004) was used to study the level of aggression of the athletes. This scale consists of 55 statements. It is a Likert type 5 point scale. The total number of answers constitutes the final score. Maximum score is 275 and minimum is 55. Higher scores show higher aggression level and lower scores show lower aggression level. Test-retest reliability of the checklist was found to be .88 in males and .81 in females. Validity is .80 in males and .78 in females.

Procedure

The instruments used in this present study were compiled and printed out in English. The respondents filled up the questionnaire individually in the presence of the researcher in their off practice hours.

ANALYSIS AND RESULTS

In this present study data were analyzed by using Statistical package of Social Science (SPSS) program software version 20.0. Descriptive statistics was used to find out the mean and sd scores of female college athletes on aggression. One way Anova was used to analyze the mean difference between District level, State level and National level female college athletes on aggression.

TABLE NO-I

Mean and Standard Deviation Score of District level, State Level and National Level Female College Athletes on Aggression

Groups	Mean	Standard Deviation
District level female athletes	168.65	17.60
State Level Female athletes	158	23.26
National Level Female Athletes	145.55	26.79

Table I represents the mean and standard deviation scores of District level, State level and National level female college athletes on aggression. From the table it is seen that the mean score of District level female college athletes on aggression is found to be (168.65), the mean score of State level female college athletes is found to be (158) and the mean score of national level female college athletes is found to be (145.55).

TABLE NO-II

Summary of One Way Anova of Aggression of District Level, State Level and National Level Female College Athletes

Source	Degrees of Freedom DF	Sum of Squares SS	Mean Square MS	F	Remark
Between Groups	2	5346.9	2673.45	5.11	P<.01
Within Groups	57	29813.5	523.0439		
Total	59	35160.4			

From Table II it is evident that the F-value for aggression is (5.11) which is significant at 0.01 level with $df = 2/57$. It means all the three groups of athletes such as District level, State level and national level female college athletes are differing from each other in their aggression. Thus the Null Hypothesis that there is no significant difference in mean scores of aggression of District level, State level and National level female college athletes is rejected.

DISCUSSION

The objective of the present study is to study the aggression level of District level, State level and National level female college athletes. From the result it is seen that in aggression, the District level, State level and National level female college athletes are differing significantly from each other. The F-value is found to be (5.11) which is significant with $df = 2/57$. All the three groups are differing from each other in aggression. So the Null Hypothesis is rejected here. The reason could be due to the fact that all the three levels of athletes are having different years of experience of sport participation and sport performance. Interaction with all three levels of athletes revealed that National level female athletes are having more years of sport participation and have achieved many medals in various National level competitions. They have both experience of success and failure in sport. Therefore when failure is experienced by them they could able to control their aggression. But in case of District and State level female college athletes it was revealed that due to lack of experience in sport competitions and high expectation from competitions their aggression is not in their control. As a result of which all three groups of female athletes are differing from each other in their aggression in sports.

CONCLUSION

The present research paper aimed to study the aggression among female college athletes. From the result it is concluded that all three groups of female college athletes are significantly differing from each other in aggression.

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