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COMPARATIVE STUDY OF PSYCHOLOGICAL ISSUE (AGGRESSION) BETWEEN TEAM AND INDIVIDUAL PLAYERS

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ABSTRACT

Psychological issues can arise in team dynamics and among individual players in various sports and team settings. These issues can impact performance, teamwork, and overall well-being. In this study we have taken aggression as psychological issue. Aggression is a bad personality characteristic that has been linked to involvement in sports. Depending on the sport, the demands placed on the athlete, and other factors, aggression and violent conduct can occasionally cross the line into unethical territory in athletics and at other times be an integral part of it. Different behaviors that are considered to be aggressive all have the same goal in mind: to cause the opponent pain or harm. Researchers from all around the world have carried out numerous studies, yet there are still problems in the gray zones. This study aimed to compare football and chess players' levels of aggression. A technique called quota sampling was used to choose the individuals. The Buss-Perry Aggressiveness Questionnaire (BAQ) (1992), which consists of 29 items evaluating four attributes—physical aggression, verbal aggression, hostility, and anger—was used to quantify aggression. Players of chess and football were compared for aggression using an independent sample 't' test.

Keywords: Psychological, Athletes Aggression, Individual, Team.

I. INTRODUCTION

One of the origins of physical, psychological, mental, and social transformation is said to be sport. Sport is said to play a significant effect in success and socializing. Sports have evolved into a psychosocial pastime. The socio-psychological factors are crucial in motivating athletes to display their best performance during competition. Mental, emotional, and physical toughness are requirements for competitive sports. These sports stand out more than ones that do not demand passiveness. The characteristics of aggression, intensity of competitiveness, strength, and exclusivity are all present in competitive sports. Such activities provide athletes the ability to make decisions and to develop confidence in their pursuit of skill growth.

Common Psychological Issues

Here are some common psychological issues that can occur:

- **Communication and Conflict:** Difficulties in communication and conflict resolution can lead to misunderstandings, lack of cohesion, and strained relationships within a team. Miscommunication can affect team strategies, coordination, and trust among teammates.
- **Leadership and Power Dynamics:** Issues related to leadership, such as power struggles, ego clashes, or a lack of effective leadership, can create tension within a team. This can lead to a lack of direction, uncertainty, and reduced motivation among players.
- **Individual Expectations and Performance Pressure:** Individual players may experience pressure to meet personal and team expectations, which can lead to anxiety, self-doubt, or fear of failure. This pressure can negatively impact performance and

mental well-being.

- **Role Conflict and Competition:** When players feel uncertain about their roles within a team or perceive a lack of fairness in opportunities, conflicts can arise. Unhealthy competition among teammates can also lead to a hostile environment and reduced teamwork.
- **Team Cohesion and Trust:** Building trust and fostering a sense of cohesion among team members is essential for effective collaboration and teamwork. Lack of trust, cliques, or interpersonal conflicts can hinder team dynamics and performance.
- **Motivation and Confidence:** Individual players may experience fluctuations in motivation and confidence levels, which can affect their performance and contribution to the team. External and internal factors, such as pressure, criticism, or personal life issues, can impact motivation and confidence.

One of the biggest issues in modern sports is perhaps aggression. Numerous studies have examined violent conduct in sports in an effort to comprehend the mechanisms driving such unethical conduct. Aggression is a bad personality characteristic that has been linked to involvement in sports. By defining aggressiveness as "any sort of action geared toward the purpose of damaging or injuring another living being who is driven to avoid such treatment," R.A. Baron and D.R. Richardson (1994) used the term to describe a variety of behaviors. Aggression is not an attitude or feeling; it is physical or verbal conduct.

A lot of thinkers split aggressiveness into two types: instrumental aggression and reactive hostility. In order to hamper one's performance, instrumental aggressiveness is strategically bothering an opponent, as a box out in basketball or a lawful body check in hockey. Reactive aggressiveness, on the other

hand, typically combines anger or irritation with the desire to hurt or damage someone. The victim's subsequent agony or suffering is the main objective. The goal of reactive aggressiveness is to harm one's opponent, even to the extent of forcing the wounded player to leave the game. R.A. Baron and D.R. Richardson (1994) used a concept akin to this when they said that "Any sort of action geared toward the purpose of damaging or injuring another living being who is motivated to avoid such treatment" constitutes aggressiveness in sports. This definition states that behavior must be directed toward another person as opposed to an inanimate object and can be verbal or physical. For instance, throwing one's racket to the ground or kicking one's chair as one walks to the bench would not be considered aggressive behavior, but rather, they would be expressions of annoyance and anger. Sport violence is a regular occurrence. Football, boxing, and ice hockey are common examples of violent sports that are socially accepted.

II. IMPACT OF AGGRESSION AND PERFORMANCE OF SPORTSPERSONS

Sports entail physical contact between players and provide a favorable environment for the commission of violent crimes. On the other hand, "Aggression in sport is not viewed as categorically undesirable; when it is an aggressive conduct like seeking for the cause, aggression is highly appreciated." According to the definition of aggressiveness, it is "the endeavor to hurt marked by the inner desire to gain an advantage or get a reward."

The violent conduct of athletes on the field and even off it has recently drawn the attention of sports psychologists. A sportsperson experiences numerous significant behavioral changes during severe competition, including increased aggressiveness, anxiety, fury, intellect, and the ability to adapt to changing circumstances.

In their definition of aggression in sports,

Terry and Jackson (1985), they said that it is "harm-inducing behavior bearing no direct relationship to the competitive goals of sport, and relates, therefore, to incidents of uncontrolled aggression outside the rules of sport, rather than highly competitive behavior within the rule boundaries."

In combat sports like Judo, Karate, and Wrestling or team contact sports like Rugby, American football, and Ice hockey, aggressive and violent behavior that could be forbidden outside of sports or in apparently non-contact sports like Basketball, Football, Cricket, etc. is permissible and permitted. All of these sports are characterized by intense competitiveness and frequently violent physical contact, even when it complies with the rules and is not meant to cause harm. However, the same behavior in a non-sports situation can be seen as illegal. Participants in these activities have come to terms with the inevitable physical contact and potential for harm.

High levels of aggressiveness that are not consistent with a competitive spirit are improper and even unlawful. However, there seems to be a gray area in some sports where the 'victims' embrace aggressiveness as a necessary component of play.

W. Gordon Russell (2008) gave readers a clear picture of what violence in sports really means. He had talked about the impact of provocations such as cruel statements, chants, and songs, as well as the significance of numerous external societal factors on human violence. The targets of aggressiveness are more likely to be authorities, women, young competitors, and athletes who have experienced racial bias. There is data supporting the function of testosterone and how it affects aggressiveness, according to Katherine Simpson (2001). Human behavior and mood can be greatly affected by changes in hormone levels.

III. REVIEW OF RELATED STUDIES

Salemi, Mojtaba et al., (2017) One common issue that athletes frequently deal with, either

directly or indirectly, is aggression. There are only a few topics as important as the level of hostility and violence in sports. The field of sociology frequently focuses on the causes of violent conduct in people. Cultural structure was significantly impacted by social development in the last few centuries. The researchers in this study concentrated on the aggressiveness of professional and semi-professional Taekwondo athletes in Isfahan, Iran. In this study, the cross-sectional methodology was used. The links between predictor factors and the dependent variable or the variance criteria were analyzed to determine how the changes were being explained. The findings indicated that there was no discernible difference between professional and semi-professional individuals in terms of rage or physical aggressiveness. On the other hand, there were appreciable distinctions between verbal hostility and aggressiveness among individuals. Additionally, professional players displayed greater hostility than semi-professional players did.

Rahaman, Abdul. (2017) The current study compared the differences in sports aggressiveness between Manipur's intercollegiate kabaddi players who are male and female. The subjects consisted of sixty (60) kabaddi players (male = 30, female = 30) who took part in the intercollegiate kabaddi competition at Thoubal College, Thoubal, under the Manipur University, Canchipur (India). The individuals varied in age from 17 to 28. The subjects were given the Sports Hostility Inventory (SAI), created by Shrivastava & Shukla (1988), to determine their level of sports aggression. The data were analyzed using the t-test. Results of the study showed no appreciable difference in sports violence between Manipur's intercollegiate kabaddi players who are male and female.

Mehndi Hasan and Joseph Singh. (2015) The current study's objective was to compare hockey players of various skill levels' degrees

of aggression. A sample of 300 ($N = 300$) male participants was chosen. The individuals' ages varied from 17 to 25 years. The individuals' aggressiveness was measured using a sports aggression assessment developed and standardized by Kumar and Shukla (1984). The findings were analyzed using ANOVA (One Way) at the 0.05 level of significance. It was determined that there was a considerable difference in aggression between hockey players at the intercollegiate, north-zone intervarsity, and all India intervarsity levels.

Oproiu, Ioana (2013) Humans generally possess the potential state of aggression, which may be aroused quickly or gradually and present itself in a variety of ways. In sports, where competition is the primary feature, rivalry, direct conflict with rivals, a desire to triumph, and optimal activity are the key coordinates of existence. Today, we ask where or which are the limits of combativity due to the rising quantity and frequency of violent activities occurring on or around sports fields. This circumstance also necessitates a thorough comprehension of the psychological undertones of such conduct. The first part of this essay is a summary of the most significant theories of aggressiveness developed over time. We also highlight some of the most important research on the subject of aggressiveness in sports. Albert Bandura's social learning theory, upon which the study is founded. To that end, a comparative study of the responses to a questionnaire designed specifically to measure animosity from 106 football players was constructed. The rage expression index for athletes between the ages of 14 and 15 and that for those between the ages of 17 and 18 show substantial disparities. Tiwari, Lalit et al., (2011) "Compare the degree of hostility between university level throwers and jumpers," said the study's purpose. 15 university-level men jumpers and 15 male throwers, aged 17 to 24, participated in the study. The courses came from the

National Institute of Sports in Patiala, Punjab, and Punjabi University. The 30 male jumpers and throwers received the sports aggression inventory questionnaire of aggressiveness by Anand Kumar/Prem Shanker Shukla. It was predicted that there would be a considerable disparity in the level of violence between the Throwers and Jumpers. To assess the level of aggressiveness between throwers and jumpers, the "t" test was used. Findings: The threshold of significance for evaluating the hypothesis was established at 0.05 level of confidence, and the t-test was used to assess the score. The average thrower and jumper scores were 14.73 and 10.06, respectively. The estimated t-value of 3.85 revealed a considerable difference in the aggressiveness of university-level jumpers and throwers ($t_{cal}=3.85 > t_{tab}=2.04$). It was discovered that throwers were more aggressive than jumpers. At a level of confidence of 0.05, the t-value needed to be significant for 28 degrees of freedom was 2.04.

IV. MATERIALS AND METHODS

Method

The descriptive comparative approach was employed for the current investigation. It was utilized to evaluate and contrast the aggression of football and chess players.

Sampling Technique

Because it was impossible to identify the full population for the study, the researcher for the current study employed the quota sampling approach to choose a sample from the population. In order to ensure that both players of solo games and players of team games were included in the research, quota sampling was utilized.

Sample

25 Football Players and 25 Chess Players were chosen for the present study.

Tools used for data collection

The respondents' aggression was assessed using the Buss-Perry Aggression Questionnaire. Buss-Perry offers this questionnaire as a Free Online Resource. A sport-specific questionnaire is used to assess

general aggression. One of the most often used aggressiveness scales is the Buss-Perry Aggression Questionnaire (BAQ). BAQ is a self-report measure that was modified from the Buss-Durkee Hostility Inventory (BDHI) and consists of 29 items answered on a 5-point Likert type scale (Buss and Durkee 1957). Its four subscales assess verbal aggressiveness, hostility, rage, and physical violence. The anger subscale contains seven items that measure the affective aspect of aggression, the hostility subscale contains eight items that evaluate the cognitive aspect of aggression, and the physical aggression subscale contains nine items about physically harming others, five items about verbally abusing others, and seven items measuring anger.

Procedure

In order to increase the respondents' participation, the researcher met them in person, described the goals of the study, and

V. RESULTS

Table 1: Descriptive statistic of Aggression between Football and Chess Players

Group Statistics				
Type of game		Mean	Std. Deviation	Std. Error Mean
Aggression	Football	89.3250	6.36653	1.00664
	Chess	83.4750	5.39700	.85334

The descriptive data for player aggression in chess and football are presented in Table 1. The average aggression for football players and chess players is 89.32 and 83.47,

provided them with explicit instructions on how to respond to the questions. The booklet with the survey questions and answers was distributed by the researcher. The full questionnaire was given out by the researcher in person, face to face. The participants attentively read each item in the instructions, proceeded through the steps, and then indicated their answers. The participants' completed questionnaires were all gathered, and they were all scored in accordance with the scoring key. Typically, it took a person 15 to 20 minutes to finish the exam.

Statistical tools

Descriptive statistics were employed to assess the Aggression score. To determine the significant differences between football and non-football players, the "independent sample t test was used. The threshold of significance was established at 0.05 to test the hypotheses.

respectively. Football players' standard deviation is 6.36, whereas chess players' is 5.39.

Table 2: Comparison of Aggression between Football and Chess players

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Aggression	Equal variances assumed	1.401	.240	4.433	78	.001	5.85000	1.31966	3.22276	8.47724
	Equal variances not assumed			4.433	75.964	.001	5.85000	1.31966	3.22165	8.47835

The independent sample t test statistical analysis for aggression is displayed in Table 2. Equal variance is presumed since the significant value is bigger than 0.05. Football and chess players exhibit significantly different levels of aggression, as indicated by the estimated t value (4.433) for df 78 ($p=0.001$). Consequently, the research hypothesis is accepted and the null hypothesis is rejected.

VI. CONCLUSION

Football players' greater levels of aggression can be ascribed to their constant exposure to violent football play with members of other teams or opponents. Most of the time, there is a touch from the players; this contact can be taken in various ways by the players, which might result in aggressive conduct. However, since there is no physical contact between the opponents in non-football games, there is a lower likelihood of hostile conduct, as demonstrated in the current study.

Management of psychological issues

Addressing these psychological issues requires a proactive approach and effective strategies, such as:

- **Effective Communication:** Encouraging open and honest communication channels within the team can help resolve conflicts, clarify expectations, and build stronger relationships.
- **Leadership Development:** Providing training and support to team leaders can enhance their skills in managing conflicts, inspiring teammates, and fostering a positive team culture.
- **Individual Support:** Offering mental health support, such as access to sports psychologists or counselors, can help individual players navigate performance pressure, build resilience, and improve mental well-being.
- **Team-building Activities:** Engaging in team-building exercises and activities can promote trust, collaboration, and a

sense of belonging within the team.

- **Goal Setting and Feedback:** Establishing clear goals and providing constructive feedback can help individuals and the team monitor progress, enhance motivation, and boost confidence.
- **Conflict Resolution Strategies:** Implementing effective conflict resolution strategies, such as mediation or facilitated discussions, can address conflicts and promote a healthier team environment.

By addressing and managing these psychological issues, teams and individual players can enhance their performance, develop healthier relationships, and create a positive and supportive team culture.

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