



# **“A STUDY AMONG AGGRESSION OF FOOTBALL AND HANDBALL PLAYERS OF INTER-UNIVERSITY LEVEL”.**

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## **Chapter-I**

### **Introduction**

It is an emerging field of psychology is viewed as an attempt to understand describe and explain the behavior of sports persons in athletic setting both practice and competitive with a view to enhance performance. Today there is no sport without sports psychology. It is well know that psychology grew out of philosophy and within a few decades of the modern era of science and education, it shaped into a huge banyan tree with hundreds of branches and offshoots making it a recent phenomenon a distinct addition to that ever expanding family of psychology. Known as hybrid science, a fusion of sport, science and psychology-sports psychology is all about sports behavior especially with muscle-mind interaction, there influences and their outcomes in the context of sports, which is basically a form of active reaction, but which has turned intensely competitive on account of growing olympism well over a century.

Sports psychological intervention coping strategies, mental skills such as imagining concentrating, are focusing excreta. Team interaction and convention are all practical tasks in which athlete's teachers/coaches and sports psychologists play reciprocally cooperative but decisive roles.

All other things being equal athletic event/sports are winning in the mind. One of the goals of applied sports psychology is to investigate human performance stabilize and to enhance sports performance.

The physical and sports are important factors of common education. Here the education is important but not the only the physical activities. That is the psychological factors should be given as much as important as of physical activities. The overall development of person is an aim of common education. Along with physical education that should be given an equal importance. Initially the people are to spend their leaser-time by involving in physical activities. Which is to bring them and happiness.

As a time-past the people got increased and also the participation in physical activities also got increased. This change to increase in interest and also the competition.

By this the lot of sports persons are becoming professional oriented. Today as there is immense competition among these persons, so a person with just physical abilities, motor abilities, and any other kind of physical abilities at peak-level they sports persons want to become successful he is psychological factors alsoaining plays an important role. So the psychological training is need to be given. That includes motivation, achievement motivation, aspiration levels, anxiety and arousal, aggression and team-cohesion etc.

Therefore a success in the field of sports needs both the physical and psychological factors. This gets us to an understanding that it is default and very much necessary to train the physical education teachers, coaches in these psychological factors as they are directly linked with the people involved in sports.

Among these psychological factors the “aggression” is important one. And the birth of this factor has different opinions.

- The one opinion says that this comes along with birth and be a survival of the fittest.
- Whereas the other opinion says that it depends on the environment where he grows.

The sports persons get into depression when the factors like fear, worry, socio-inequity, attitudinal factors. Encroach an him. Leading to change in his normal behavior by expressing himself in abnormal behavior is situational. So this person to control on his emotions to balance the aggression factor.

A person also needs to have control on his aggression to much of aggression and also to low of it is dangerous because his low aggression pulls –him back in the participation of the sports itself and that of high aggression leads to an irregular activities such as breaking of rules and non coordinative behavior with his teammates, opponents and others.

Ex:- in the field of cricket the behavior of the player Harbajan Singh with his teammate srishant.

This level of aggression also depends on the sports:- age, his surrounding environment and the different types of sports activities involved in such as.

Physical education trends have developed recently to incorporate a greater variety of activities. Introducing students to activities like bowling, walking/hiking, or Frisbee at an early age can help students develop good activity habits that will carry over into adulthood. Some teachers have even begun to incorporate stress reduction techniques such as yoga and deep-breathing. Teaching non – traditional sports to students may also provide the necessary motivation for students to increase their activity, and can help students learn about different cultures.

Another trend is the incorporation of Health and Nutrition to the physical education curriculum. The Child Nutrition and WIC Re-authorization Act of 2004 required that all school districts with a federally funded school meal program develop wellness policies that address

nutrition and physical activity. While teaching students sports and movement skills, P.E. teachers are now incorporating short health and nutrition lessons into the curriculum. This is more prevalent at the elementary school level, where students do not have a specific Health class. Recently most elementary schools have specific health classes for students as swine flu, school district are making it mandatory for students to learn about practicing good hygiene along with other health courses. Many colleges and Universities offer both Physical Education and Health as one certification. This push towards Health education is beginning in the intermediate level, including lessons on bullying, self-esteem and anger management.

In America, the physical education curriculum is designed to allow school pupils a full range of modern opportunities, dozens of sports and hundreds of carefully reviewed drills and exercises, including exposure to the education with the use of pedometer, GPS, and heart rate monitors, as well as state-of-the-art exercise machines in the upper grades. Some martial arts classes, like wrestling in the United States, and Pancake Silt in France, Indonesia and Malaysia, are taught to teach children self-defense and to feel good about themselves. The physical education curriculum is designed to allow students to experience at least a minimum exposure to the following categories of activities: aquatics, conditioning activities, gymnastics, individual/dual sports, team sports, rhythms, and dance. Students are encouraged to continue to explore those activities in which they have a primary interest by effectively managing their community resources.

Sports psychology is the study of the psychological factors that affect participation and performance in sports. It is also a specialization within the brain psychology and kinesiology that seeks to understand psychological/mental factors that affect performance in sports, physical activity, and exercise and apply these to enhance individual and team performance. It deals with increasing performance by managing emotions and minimizing the psychological effects of injury and poor performance. Some of the most important skills taught are goal setting, relaxation, visualization, self-talk, awareness and control, concentration, confidence, using rituals, attribution training, and periodization. Sport psychology defined in laymen's terms: there are many psychology

tools you can apply in sports. Some of the psychology tools are mentioned above, but most successful sport psychologists will analyze each individual to determine their learning style. The latest and most effective psychology used in sports today is neuro-linguistic programming (NLP). NLP categorize each individual's learning style whether it's visual learning, auditory (hearing) learning, or kinesthetic (hands on or emotional) learning. For example, if you learn from hearing, you would benefit from imagining in your mind the sound of the crowd cheering your name after you have won a competition. The emotional experience you receive from imagining the sound of the crowd cheering your name is then enhanced by using NLP techniques, also you will be taught to recall this emotion at will while in competition to motivate yourself to perform at a higher level. This type of psychology is popular in sports involving extreme mental situations.

### **Purpose of the Study:**

The purpose of the study is to find out competitive aggression among Football and Handball players.

### **Statement of the problem:**

The purpose of the study is to find out aggression among Football and Handball players.

### **Hypothesis:**

There is a no significant difference between Inter-University level players (Football and Handball) with respect to their aggression.

**LIMITATION:**

**The limitation of the present study is as follows**

- 1) The food habits, other regular habits and life style are not controlled.
- 2) The regular activities of the students will not be controlled.
- 3) Family background of the subject is not being considered.
- 4) Environmental factors, which contribute to the mental ability of the players, were not talent into consideration.
- 5) The response of the subject to the questionnaire might not be honest in all cases and this was recognized as a limitation.

**DELIMITATIONS:**

**The present study was delimited in the following aspects.**

- 1) The study will be restricted to 40 Football and handball players.
- 2) The age limit of the subject was 20-28 Years.
- 3) The study was restricted to the aggression.
- 4) Only standardized questionnaire was measured the psychological variable.
- 5) Handball and Football male players.

## **SIGNIFICANCE OF THE STUDY:**

**The study investigates the existing difference between Football players and Handball players in relation to their of aggression.**

- The finding of the study may provide guidance to the physical education teachers and coaches to prepare training programmers on the basis of the study.
- It may further help the researchers who are interested in Football and Handball game.
- The findings of the study may add to the quantum of knowledge in the area of sports and physical education.

## **OBJECTIVES OF THE STUDY:**

The research will find out the level of aggression to the Football and Handball players of Inter University meet.

## **Definition of terms**

### **Football:**

Association football, soccer, or simply football is a team sport played between two teams each consisting of eleven players. It is a ball game played on a rectangular grass (sometimes artificial turf) field with a goal at each end. The object of the game is to score by maneuvering the spheroid ball into the opposing goal. Other than the goalkeepers, players may not use their hands or arms to propel the ball in general play. The winner of the match is the team that has scored most goals at the end of the match. The sport is known by many names throughout the English-speaking world, although football is the most common. Other names, such as association football and soccer,

are often used to distinguish the game from other codes of football, since the word football may be used to refer to several quite different games.

### **Handball:**

Field Handball is a team sport of the Handball family. The game can be played on synthetic field or Mud field. The game of field Handball is played between two teams of seven players including the goalie.

Hand ball is a popular team game, an exciting game with many dramatic single combats, a competitive sport which requires technical and tactical versatility of the players, a splendid fight between the goal getter and the goal-keeper. A team game played in the whole world.

It is a sport where you can play indoors or outdoors on grass or timbered floor. It is where players are encouraged to be athletic be flamboyant and inventive and above all work together as team.

Hand ball is one of the rare game and also Second Fastest game in the world.

It is a game played between two teams of seven players each in an area of 40 x 20 mts under certain rules and regulations.

### **PSYCHOLOGY:**

In order to understand where we are going, it sometimes helps to take a look at where we have been. While psychology is a relatively young discipline, it has a rich and colorful history. With iconic figures like Sigmund Freud and B.F. Skinner, studying the history of psychology provides an intriguing glimpse into the minds of some of the preeminent thinkers of the past century.

## AGGRESSION:

In psychology, the term aggression refers to a range of behaviors that can result in both physical and psychological harm to oneself, other or objects in the environment. The expression of aggression can occur in a number of ways, including verbally, mentally and physically.

### Chapter-II

#### Review of literature

**Ganapathi** analyzed the anxiety, aggression, frustration and stress between in collegiate and university level men and women soccer players for this study 30 men women players each in collegiate level group and university group where selected as subjects. Their age were ranging from 18to23. The data was static ally analyzed using 2x2 factorial ANOVA. It was found that the anxiety, aggression level players were significantly greater than the college players, the anxiety, aggression level of male soccer players were greater than the male soccer players. The indication effect of anxiety, aggression, frustration and stress between in university level male and female soccer players were insignificant.

**Onifade (1983)** examined the relationship among attitude, physical activity like adjustment and aggression and physical activity belief of Nigerian male (N=217) and female (N=133) University students in U.S.A. Attitudes were assessed through the attitude towards physical activity inventory developed by Kenyon (1968), while physical activity behavior was assumed by the use of a scale developed by ZoichKowsky (1979). Data was collected on the physical activity belief of subject by a scale development by the researcher. Data was analyzed through the use of univariate and multivariate statistical procedures. Results depicted that there was no relationship among attitudes, physical activity behavior and physical activity belief of subjects. However, there were some relationship between some specific attitudes and physical activity behavior and physical activity belief. Subjects also chose individual physical activities and dual and team activities.

**Meeriman (1985)** determined the relationship of the influence of social system, attitude toward physical activity and physical education placement to the degree of participation in physical activity of emotionally disturbed high school students. 206 emotion of adjustment disturbed male and female student's age 14-21 attending public schools in New York City served as subjects. The degree of participation was measured by the physical activity.

Socialization inventory. Attitude toward physical activity was measured by the children's

Physical attitude toward physical activity inventory. The analysis of data revealed that (1) the influence of social system was related to the degree of participation. (2) The attitude toward physical activity was related to the degree of participation. (3) The influence of social systems and attitude toward physical activity, in combination contributed to variance in participation.

Attitude toward physical activity and physical education placement in combination contributed to variance in participation. (5) The influence of social systems, attitude toward physical activity and physical education placement, in combination contributed to variance in participation and

(6) The total variance of participation occurred for the three predictor variables, the influence of social system makes the largest unique contribution.

**Hayajneh (1989)** investigated sixty five Americans and sixty seven Jordanians related to aggression emotion both samples consisted of male and female sport participants and sport drop outs between the age of 11 and 17 years. He had two purposes. The first purpose was to determine any differences between Americans and Jordanians in their reasons for participating in and dropping out of youth sport programmers. The second purpose was to examine factors in achievement motives that might discriminate from Americans extrinsic/intrinsic motivation and achievement goals. The most important reasons that Americans had for sports participation were liking to have fun, liking to improve skills and liking to learn new skills. For Jordanians liking the team spirit, liking to be popular and liking to travel were the most important reasons for participation. Both Americans and Jordanian drop outs listed emphasis on winning and losing and

the lack of fun as a most important reason for dropping out of sports programmers. There were no significant differences between Americans and Jordanians in their factors of achievement motivation and sports participation.

**Young (1969)** studied the relationship between the personal, social adjustment, physical fitness and attitude towards physical education among high school girls with varying socioeconomic levels. She concluded that there was no significant difference between socio-economic status groups with reference to physical fitness or attitude towards physical education. There was significant positive correlation between physical fitness and attitudes towards physical education for the entire population at .001 level, within the high and low socio-economic groups at the .05 level and within the middle group at the .01 level. There was a significant correlation at .05 level but physical fitness and personal social adjustment for the population and within the low socio-economic status groups; there was an inverse and significant correlation between social adjustment and attitudes towards physical education at .01 level.

**Sham (1987)** undertook a case study to determine student attitudes towards interscholastic sports participation and factors that affect their attitudes. Data was gathered from high school yearbooks. Pennsylvania department of education, a survey questionnaire administered to 155 high school student and individual interviews of selected students participants, students and individual interviews of selected students participants, student non-participants and community members. Result indicated: (1) level of sports participation remained approximately 25 percent over the period of 165-85. (2) Several factors appear to affects the attitudes of students toward participation in interscholastic sports. Parental influence was the most definite factor. Other factors noted were peer influence and coach influence, perceived athletic ability sport as fun, priority of sports and the relationship of sports to academic achievement. (3) Students especially participants reacted favorably to the schools interscholastic sports programmed and believed that sports were worthwhile because they thought such concepts as cooperation, competition and learning responsibility. Sports were perceived as beneficial for physical fitness and adjustment. Students

reacted negatively to the overemphasis on competition and winning pressure from coaches and sports not being fun. (4) Coaches, faculty, parents and community members believed that sports participation was beneficial to students.

### **The relationship of sport involvement with children's Moral reasoning and aggression tendencies.**

- Abstract: The relationships between sport involvement variables (participation and interest) and facets of children's morality (reasoning maturity and aggression tendencies) were investigated for 106 girls and boys in grades 4 through 7. Children responded to a sport involvement questionnaire, participated in a moral interview, and completed two self-report instruments designed to assess aggression tendencies in sport-specific and daily life contexts. Analyses revealed that boy's participation and interest in high contact sports and girls participation in medium contact sports (the highest level of contact sport experience they reported) were positively correlated with less mature moral reasoning and greater tendencies to aggress. Regression analyses demonstrated that sport interest predicted reasoning maturity and aggression tendencies better than sport participation. Results and implication are discussed from a structural developmental perspective.
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A comparative study of adjustment and aggression of inter university football and handball players.

Physical education trends developed recently to incorporate a greater variety of activities. Introducing students to activities like bowling, walking/hiking, or Frisbee at an early age can help students develop good activity habits that will carry over into adulthood. Some teachers have even begun to incorporate stress-reduction techniques such as yoga and deep-breathing. Teaching non-traditional sports to students may also provide the necessary motivation for students to increase their activity, and can help students learn about different cultures. For example, while teaching a unit about lacrosse (in, say, Arizona, USA), students can also learn a little bit about the native American cultures of the northeast and eastern Canada, where lacrosse originated. Teaching non-traditional (or non-native) sports provides a great opportunity to integrate academic concepts from other subjects as well (social studies from the example above), which may now be required of many P.E. teachers. There are four aspects of P.E. which is physical, mental, social, and emotional. Psychology is the science of mind and behavior. Its immediate goal is to understand behavior and mental processes by researching and establishing both general principles and specific cases. For many practitioners, one goal of applied psychology is to benefit society in this field, a professional practitioner or researcher is called a psychologist, and can be classified as a social scientist, behavioral scientist, or cognitive scientist. Psychologists attempt to understand the role of mental functions in individual and social behavior, while also exploring the physiological and neurobiological processes that underline certain functions and behaviors. Adjustment: in psychology, adjustment is studied especially in abnormal psychology and also in social psychology. In our daily life there has been a continuous struggle between the needs of the individual and the external forces, since time immemorial. According to Darwin's theory of evolution those species which adapted successfully to the demands of living survived and multiplied while who did not died. Therefore adaptation or changing of if one self or one's surrounding according to the demands of external

environment became the basic need for our survival. It is as true today with all of us as it was with Darwin's primitive species. In psychology, as well as other social and behavioral sciences, aggression (also called combativeness) refers to behavior between members of the same species that is intended to cause pain or harm. Predatory behavior between members of one species towards another species is also described as "aggression".

### Chapter-III

#### Methodology

##### **Sample of the study:**

The study was formulated based on the simple random sampling. The samples were selected from the 40 Football and 40 Handball players of Inter-University South Zone tournament.

GAMES	SUBJECTS
Football	40
Handball	40

##### **Selection of variables:**

The research scholar reviewed the available scientific literature, books, journals, periodicals, and magazine and research papers pertaining to the study. Taking into consideration of the importance of variable and the feasibility criteria for these are variable was selected of the investigator.

##### **Tools used:**

- The aggression questionnaire inventory developed by anandkumar and prem Shankar.

**AGGRESSION:**

- The aggression questionnaire inventory of developed by anandkumar and pream Shankar was be administered to crack subject obtain the aggression of football & handball players the aggression questionnaire inventory looniest of 25 items in which 13 items are keyed YES and rest of 12 are keyed NO.
- Aggression was given to all investigation, the computed questionnaire was scored as follows.
- For items 1,4,5,6,9,12,14,16,18,21,22,24, and 25 answer “yes” he scored two point. In the answer “no” get zero point.
- For items 2,3,7,8,10,11,13,15,17,19,20, and 23 answer “no” he scored two point. If he answer “yes” zero point.

(The copy of questionnaire is given in appendix-I)

**Data collection procedure:**

Statistical analysis: ‘t’ test used

The procedure adopted for the selection of subjects, selection of variable collection of data, statistical techniques to be employed for analyzing the data have been described.

The subjects for this study were selected from Inter-University Football and Handball competitions 40 subject of Football and 40 subjects of Handball players were selected.

The research scholar reviewed the available scientific literature pertaining from books, journals and magazines.

Aggression was using with the help of questionnaire test the comparison between the Football and Handball ‘t’ test was applied.

## Chapter – IV

### Data Analysis and Results

#### Introduction

However valid, reliable and adequate the data may be, it does not serve any useful purpose unless it is carefully processed, systematically classified and tabulated, scientifically analyzed, intelligently interpreted and rationally concluded.

After the data been collected, it was processed and tabulated using Microsoft Excel-2013 software and SPSS V.21.0.1 Software. The data collected on aggression from Football and Handball players Inter-University level. The aim of the study is to “**A STUDY AMONG AGGRESSION OF FOOTBALL AND HANDBALL PLAYERS OF INTER-UNIVERSITY LEVEL**”. Then the data were analyzed with reference to the objectives and hypotheses by using unpaired ‘t’ test with respect to aggression. The statistical significance was set at 5% level of significance ( $p < 0.05$ ) and the results obtained thereby have been interpreted.

#### **Hypothesis:**

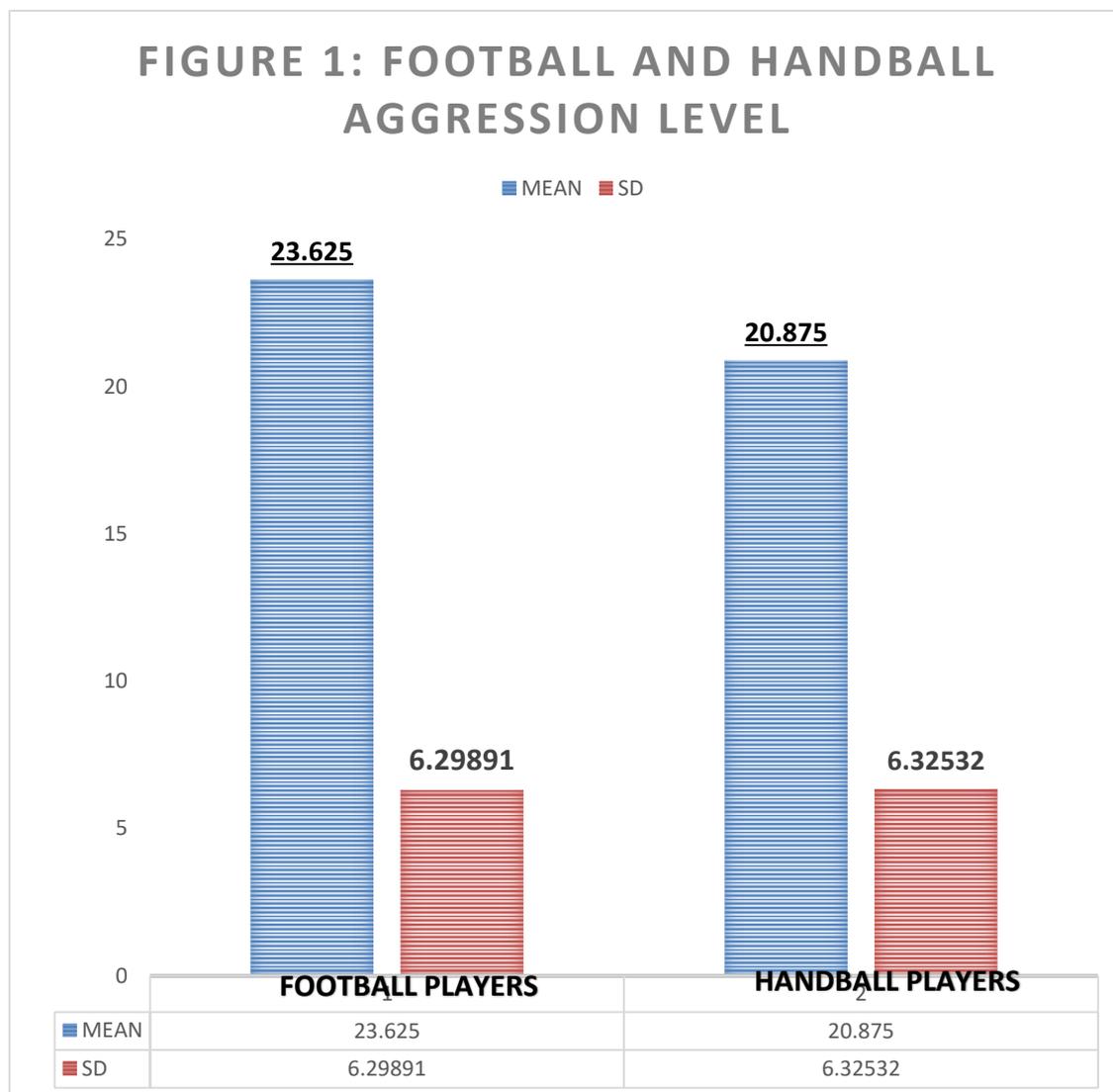
There is a no significant difference between Inter-University level players (Football and Handball) with respect to their aggression.

To achieve this hypothesis, the t-test was applied and the results are presented in the following table.

Table 2: Results of t-test between Football and Handball with respect to Aggression scores.

Group	n	Mean	SD	t-value
<b>FOOTBALL</b>	<b>40</b>	<b>23.6250</b>	<b>6.29891</b>	<b>.055</b>
<b>HANDBALL</b>	<b>40</b>	<b>20.8750</b>	<b>6.32532</b>	

From the results of the above table, we clearly seen that, a significant difference was not observed between Football and Handball with respect to Aggression scores ( $t=.055$ ,  $p<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the Football have significant higher Aggression scores (mean=23.6250) than Handball (mean=20.8750). The mean and SD scores of Aggression is also presented in the following figure 1.



## Chapter-V

### Summary, Discussion, Conclusion and Recommendation

#### **SUMMARY**

The purpose of the study was to find out the Aggression level of Inter-University Football and Handball players.

In order to achieve the purpose of the study 80 selected men Football and Handball players only.

To assess the level of Aggression inventory question was used and the data were collected from subjects.

Then the data was analyzed with reference to the objectives and hypotheses by using independent t-test to find out the difference between Football and Handball by using SPSS V: 21.0.1 statistical software and the results obtained thereby have been interpreted.

#### **DISCUSSION:**

Football & Handball are similar games with one is having played with foot from one is having played with hand. The rules are also similar. But the area of playing is different. Handball is played in small area so lot of contact has been expected between played in large area so not of free area is there to move. Although in this study significant difference not occurred between football & Handball game players because these games are not popular in these sides except few areas players are not having enough establishment to tournaments. So aggression remains similar.

#### **CONCLUSION**

On the basis of the analysis the researchers is confident arriving at certain conclusions based of the results of the study and are as follows.

1. The University level Football players have significant higher aggression as compare to Inter-university level Handball players.

**RECOMMENDATION:**

While conducting this study the Researcher felt certain related avenues of further Researcher.

1. The similar study may be conducted on age group of Football and Handball players.
2. The similar study may be conducted on national level.
3. Similar study may be conducted on other game.

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**Appendix-I****Aggression Questionnaire**

	<b>YES</b>	<b>NO</b>
1. I believe in aggressive playing	( )	( )
2. I never lose temper while playing	( )	( )
3. I never lose temper even if spectator hoot me	( )	( )
4. I become angry while I find myself loosing	( )	( )
5. I am extremely irritated on unfair decisions	( )	( )
6. I like excitement in game	( )	( )
7. I play for fun	( )	( )
8. I never feel excited even when opponent is aggressive	( )	( )
9. I try to hurt the opponent to deprive him from winning	( )	( )
10. I always accept all the decisions of the referee	( )	( )
11. I never feel angry while playing	( )	( )
12. I forget everything in anger	( )	( )

13. I feel sad if the opponent is injured ( ) ( )
14. I do not hesitate to win the game through brawl ( ) ( )
15. Good performance of the opponent gladdens me ( ) ( )
16. I do not hesitate to inflict utmost harm to the opponent ( ) ( )
17. Winning or losing a game is not important to me ( ) ( )
18. I get pleasure in harassing the opponent ( ) ( )
19. I am not easily annoyed ( ) ( )
20. I feel a player must be penalized for inappropriate violence ( ) ( )
21. I am not worried to see my opponent hurt and screaming ( ) ( )
22. I find myself full of aggression during sports ( ) ( )
23. I dislike to win a game by unfair means ( ) ( )
24. I can go out of the way to win a game ( ) ( )
25. When an opponent does me a wrong I try to pay him back ( ) ( )