



THE INFLUENCE OF SEX VARIABLES ON AGGRESSIVE BEHAVIOR OF SPORTSPERSON



Shahid Bashir And Rajkumar . P. Malipatil

Research Scholar

Asst.Prof, Dept of Physical Education and Sports Science, K.S.W.University, Bijapur.

Abstract: The paper is an empirical attempt to explore the significant influence on the aggressive behavior of the sportsperson. A sample of 400 sportsperson in the age group of 19 to 25 years studied by using semi-structured interview schedule. It is explored that the sex variables of the sports person has something to do with the aggressive behavior of sportsperson.

Keywords: negative , International Society , Psychology , Aggressive behavior

INTRODUCTION:

Aggression is a negative personality trait that has been associated with sport participation. Aggression is operationally defined as an intentional physically or psychologically harmful behavior that is directed at another living organism (Thirer, 1993). The frequency of aggression in sports on all levels has led to a great deal of academic research. Even the International Society of Sport Psychology recently recognized that sport aggression has become a social problem both on and off the playing field and has recommended ways to curtail this behavior (Tenenbaum, Stewart, Singer, & Duda, 1997). The particulars of this position have recently been challenged (Kerr, 1999), reaffirmed (Tenenbaum, Sacks, Miller, Golden, & Doolin, 2000), and clarified (Kerr, 2002).

Aggression has been studied on many levels including behavior within the context of sport and within daily life. A popular theory explaining aggression is the Revised Frustration-Aggression Theory (Berkowitz, 1965). This theory consists of aspects from Bandura's (1973) Social Learning Theory and Smith's (1972) theory on frustration and aggression. Berkowitz proposed that either frustration or another stimulus (e.g., threat) increases a person's arousal and anger levels, which increases one's readiness to aggress. However, aggression will only occur if the person has learned the appropriateness of such behavior in that specific situation. In other words, aggression not only depends on the strength of the association between the situation and aggressive behavior, but also the degree of readiness to aggress and the presence of aggressive cues (Berkowitz). This easily generalizes to the sport socialization process. During an athletic contest, the potential for a frustrating situation is unlimited. Combine that with aggressive behavior that is rewarded by teammates, coaches, and parents, or vicariously learned from role models on television or during live contests, and the potential for aggression in sport rises exponentially.

Two types of aggression have been defined in sport research, hostile and instrumental. Hostile or reactive aggression is behavior performed with the sole intention of inflicting harm on a person (Silva, 1983). Instrumental aggression in sport is behavior that intentionally causes injury or harm to an opponent in pursuit of another non-aggressive goal such as scoring or winning (Bredemeier, 1975). Assertiveness is distinct from aggressiveness in that it is the nonhostile, noncoercive tendency to behave with intense and energetic behavior to accomplish one's goal (Bredemeier, 1994; Silva, 1978). In the sport realm, these types of behavior are often within the rules of competition. It is hard to distinguish the relationship between aggression and assertion because they have often been conceptually confused in the literature (Silva, 1978), and can usually only be differentiated by a person's intention, which remains dependent on self-report. However, researchers have utilized various measurements to assess athlete aggression (Allawy, 1981; Bredemeier, 1994; Reid & Hay, 1979; Ryan, Williams, & Wimer, 1990; Silva, 1983; Wall & Gruber, 1986).

Recent trends in research link patterns of sport aggression to goal orientations (Duda et al., 1991; Dunn & Dunn, 1999), moral reasoning (Bredemeier & Shields, 1986; Bredemeier, 1994; Rosenberg, 2003), and gender (Silva, 1983). Aggression has also been examined in reference to different sport types (e.g., contact vs. non-contact and individual vs. team; Allawy, 1981; Bredemeier & Shields, 1986; Colley, Roberts, & Chipps, 1985; Mace & Baines, 1989; Silva, 1983). It has been shown that sports with contact have positive associations with the amount of aggressiveness of their participants (Allawy; Bredemeier, 1994; Gardner & Janelle 2002; Reid & Hay, 1979; Silva, 1983; Tucker & Parks, 2001). Silva has differentiated contact sports into three distinct levels: collision (contact is necessary and integral to play), contact (contact is legal and occurs incidentally), and non-contact (contact between opponents is not allowed). Silva studied the relationships between the

contact level of sport and legitimacy ratings of rule violations (i.e., aggressive behavior) in sport across women and men. Differences were found between amount of contact and years of experience in legitimacy ratings for men and women. In a similar study, Tucker and Parks found that athletes in collision sports scored higher on legitimacy ratings than those in contact and non contact sports. Further, a significant interaction effect was found in this study with greater gender differences in non contact sports than in collision and contact sports with women scoring lower than men. More recently, Gardner and Janelle did not find differences in legitimacy ratings across low and high contact, college sport athletes, but did find males to perceive aggressive and assertive behavior as more legitimate than females. In addition, behavior in sport situations was overall perceived as more legitimate than in life situations.

A limitation in the research on aggression is that studies in collision sports may be gender biased. Most collision sports have traditionally only been available for men, excluding women from participation and therefore from research. Further, many traditional collision sports for men have modified rules to disallow certain types of contact in the women's version (e.g. ice hockey, lacrosse). This has created a gap in the literature regarding aggression and contact sport type utilizing male and female athletes from the same sports. The relationship between aggression and female collision sport athletes may be different from the relationship for male athletes. The Revised Frustration-Aggression Theory would predict that through participation in sport, females would learn to be as aggressive as their male counterparts because of the opportunity for observational learning and the presence of situational cues and reinforcements. More specifically, if women played the same collision sports as men they would show similar aggression levels because of the similar sport socialization processes. In fact, given similar situations, women have shown to be just as aggressive as men (White & Kowalski, 1994). However, women and men have been shown to differ on their acceptance of sport aggression in relation to sport type participation (Bredemeier, 1994; Silva, 1983; Gardner & Janelle, 2002).

The reason for aggression differences remains vague. It is unclear whether the differences found across gender and sport types are due to different sport socialization processes or from an existing disparity in those who gravitate towards certain sports (Morgan, 1980). Exposure to contact in sports has been found to be previously related to men's traditional ideals of masculinity and negative attitudes towards women (Maier & Lavrakas, 1981), however these trends may be changing (Smith & Stewart, 2003). On the other hand, women participating in perceived low-feminine sports (i.e., collision and contact) held more liberal gender-role attitudes than high-feminine sport participants (Salisbury & Passer, 1982). Perhaps the gravitation of a woman towards a non-traditionally feminine sport reflects an upbringing that encouraged individuality and non-conformity. Less stereotypical-feminine athletes may be drawn to collision sports because of the innate non-feminine, traditionally masculine qualities of contact activities and the emancipation that participation in such sport brings to them.

In fact, there are supporters of the notion that participation in contact sport may be beneficial for women. It is believed that a woman uses her body in contact as a means to express and learn about herself (Rail, 1992) and can actually help empower girls and women by teaching them about their physical capabilities (Theberge, 2003). This could mean that women may experience a different collision and contact sport socialization process than men. It is necessary to examine sport aggression in women across sport groups to conclude if the differences already found between male athletes apply to female athletes. Once the relationship has been examined across sport types and between genders on sport aggression, it is also important to examine how the findings relate to personality traits found in daily life. Research in this area is non-conclusive and some researchers have suggested that behavior exhibited in sporting activities may not reflect everyday life personality behavior and traits (Bredemeier, 1994; Bredemeier et al., 1986; Smith & Stewart, 2003; Thirer, 1993)

Problems:

The influence of sex variable on Aggressive behavior of the sportsmen

Hypothesis:

There is a sex difference in Aggressive behavior of sportsmen.

Objectives:

To verify the significant sex different in Aggressive behavior of sportsmen.

Methodology:

The present paper made an attempt “to know the influence of sex variable on Aggressive behavior of sportsmen” is in framework of empirical research. The particulars of the samples, tools, collections of the data and statistical techniques are given as under.

Sample

The toll samples consists of 200 sportsmen participating in All India Inter-University Athletic met by representing from different university of nation and samples selection made randomly and the age level ranging from 10 – 25.

Sample Design:

Table no1 Showing distribution of sample

Variables	Sex
Male	200
Female	200
Total	400

Tools:

Aggressive behavior inventory developed by A. Kumar has been applied in the present study, Sports Aggression inventory consists of 25 items in which 13 items are keyed “Yes” and rest of 12 items are keyed “No”. For each item score 1 is given to the following responses. Maximum score on the inventory may be 25 on this test and minimum score being 0.

Statistical Analysis:

The 't' test was used to assess the significant difference of aggressive behavior of male and female sportsmen.

Analysis of data and result :

The hypothesis that there is a significant difference in aggressive behavior between male and female sportsmen is postulated on the rationale that the women were having weak genetical make up, and are having lack of social support, socio-cultural obstacles, orthodox perception and negative attitude towards females, male dominated society and created culture might put her into the secondary and subsidiary role. Under these deprived conditions, she does not show aggression in sport competitions and in her performance.

**Table-
Table Showing the Mean, SD and 't' Values of
Aggressive Behavior of the Male and Female
Sportsmen**

Variables	Male	Female
Mean	11.73	11.53
SD	2.72	3.14
t-value	.554	

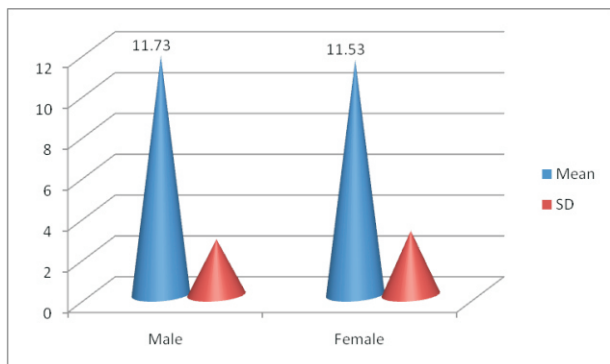


Table-reveals that mean, SD and 't'scores of aggressive behavior of male and female sportsmen. The mean scores of male and female sportsmen are 11.73 and 11.53 respectively. The obtained 't' value for these two groups is .554, which is not significant. Therefore, the hypothesis that there is a significant difference in the aggressive behavior of the male and female sportsmen is not accepted. This is because, irrespective of male and female in the sports field every sportsman should have aggressive behavior to win the competition. Every competitor develops the sport spirit. The female also have equal exposure to the sport competitions, good training, high will to win, higher level of self confidence and these factors could have influenced them to adopt the higher level of aggression to excel higher level of performance, Moreover, the fear and frustrations associated with defeat, situational stimulus factors, and nature of the competition might have contributed in stimulating the high aggressive behavior in female sportsmen on par with the male sportsmen. In conclusion, facilities extended to female

are made use properly. Hence, there is no difference in their aggressive and the above-formulated hypothesis is rejected.

Conclusion :The current study reveals that aggressive behavior of the sportsperson is not merely results of Physical structure ,genetically make up and influence of socio-economic and culture condition of a sportsperson. But is also the productive result of the sports competition and outcome of frustration

REFERENCE

1. Bandura, A (1973) : Aggression : A social learning analysis. Englewood Cliffs, Prentice-Hall, New Jersey.
2. Bandura, A, Ross, D and Ross, S. (1961) : Transmission of aggression through imitation of aggressive models. Journal of Abnormal and Social Psychology, 63: 575-582.
3. Bandura A. and Walters, R.H. (1963): Social learning and personality development,. Holt, Rinehart and Winston, New York.
4. Baron, R. (1997): Emotional Intelligence Quotient Inventory: A measure of emotional intelligence, Multi-Health Inc. Toronto.
5. Baron, R.A. (1977): Human Aggression, Plenum Publishers, New York.
6. Bateson, G (1941): The frustration-aggression hypothesis and culture, Psychological Review, 48: 350-355.
7. Beisser, A.R. (1967) : The Madness in Sports , Appleton-Century-Crofts, New York.
8. Bennett, J. C. (1991). The irrationality of the catharsis theory of aggression as justification for educators' support of interscholastic football. Perceptual and Motor Skills, 72, 415-418.
9. Berkowitz, L (1962) : Aggression, a social psychological analysis, Mc Graw Hill, New York.
10. Borden R.J, and Taylor, S.P. (1973): The social instigation and control of physical aggression, Journal of Applied Social Psychology, Vol. 3, 354-361.
11. Bushman, B. J. (2002). Does venting anger feed or extinguish the flame? Catharsis, rumination, distraction, anger, and aggressive responding. Personality and Social Psychology Bulletin, 28, 724-731.
12. Bushman, B. J., Baumeister, R. F., & Stack, A. D. (1999). Catharsis, aggression, and persuasive influence: Self-fulfilling or self-defeating prophecies? Journal of Personality and Social Psychology, 76, 367-376.
13. Buss, A. H., & Durkee, A. (1957). An inventory for assessing different kinds of hostility. Journal of Consulting Psychology, 21 (4), 343-349.
14. Buss, A. H., & Perry, M. (1992). The aggression questionnaire. Journal of Personality and Social Psychology, 63 (3), 452-459.