

CHAPTER - I

INTRODUCTION

Currently, industrialization has brought increased leisure time to the citizens of developed and developing countries, leading to more time for citizens to attend and follow spectator sports, greater participation in athletic activities, and increased accessibility. These trends continued with the advent of mass media and global communication. Professionalism became prevalent, further adding to the increase in sport's popularity, as sports fans began following the exploits of professional athletes through radio, television, and the internet all while enjoying the exercise and competition associated with amateur participation in sports. In the new millennium, sports have been going further from the physical aspect to the mental or psychological aspect of competing. Psychology-a behavioral science has made its contribution for improving sports performance further. Sports psychology is the scientific study of people and their behavior in sport. The main job of a sports psychologist is to recognize how participation in sport exercise and physical activity enhances a person's development.

Today sports have become inseparable phenomenon of our social life. It has made its own place at the apex of human civilization because of its trial, competitive event and improving nature. The

acquisition of new knowledge for betterment of performance of humans in relation to physical, motor, and physiological qualities is in process of saturation. The million dollar question is how to strive for still better accomplishments in sports. The human psychology is one such area that plays a critical role in process of continuous sports performance improvement. Psychology as a behavioural science has made its contributions for improving sports performance. It has helped coaches to coach more effectively and athletes to perform more proficiently. Thus, psychological aspects in sports are gaining much attention among sports administrators.

Today, sport and exercise psychologists have begun to research and provide information in the ways that psychological well-being and vigorous physical activity are related. Also, sport psychologists are beginning to consider exercise to be a therapeutic addition to healthy mental adjustment. Just recently are sport psychologists really being recognized for the valuable contributions they make in assisting athletes and their coaches in improving performance during competitive situations, as well as understanding how physical exercise may contribute to the psychological well-being of the everyday man or woman. In order to understand the importance of men's participation in various sports, it is appropriate to first look at the brief history of sports and the participation of men in it.

Sports

Sport is an activity that is governed by a set of rules or customs and often engaged in competitively. *Sports* commonly refer to activities where the physical capabilities of the competitor are the sole or primary determinant of the outcome (winning or losing), but the term is also used to include activities such as mind sports and motor sports where mental acuity or equipment quality are major factors. Sport is commonly defined as an organized, competitive and skillful physical activity requiring commitment and fair play. Some view sports as differing from games based on the fact that there are usually higher levels of organization and profit (not always monetary) involved in sports. Accurate records are kept and updated for most sports at the highest levels, while failures and accomplishments are widely announced in sport news. The term sport is sometimes extended to encompass all competitive activities in which offense and defense are played, regardless of the level of physical activity. Both games of skill and motor sport exhibit many of the characteristics of physical sports, such as skill, sportsmanship, and at the highest levels, even professional sponsorship associated with physical sports.

Sports that are subjectively judged are distinct from other judged activities such as beauty pageants and bodybuilding shows, because in the former the *activity* performed is the primary focus of evaluation, rather than the physical attributes of the contestant as in the latter (although "presentation" or "presence" may also be judged in both activities). Although they do not always succeed, sports

participants are expected to display good sportsmanship, standards of conduct such as being respectful of opponents and officials, and congratulating the winner when losing. The various games and sports present an apt opportunity to become famous and in its achievement have resulted in many developments and innovations in the field of sports. Notable amongst them are the technologically advanced training equipment and newer methods for improving the psychological state of athletes.

Role of Psychology in Sports

Psychology as a behavioral science has made its contribution for improving sports performance. It has helped coaches to coach more effectively and athletes to perform more proficiently. This psychological aspect of sports is gaining much attention among sports administrators. Sports competitions have assumed an extremely important place in the human society these days. With the beginning of the Modern Olympic Games in 1896, tremendous changes have been taken place in the methods and methodologies of training for athletic competitions at the National as well as International levels.¹

The obsession for winning medals in the Olympic and other inter-national competitions has catalyzed the sport scientists to take “interest in exploring all the aspects and possibilities which can

¹ K.C. Kocher and V. Pratap, "Anxiety Level of Yogic Practice" Yoga Mimamsa, 15 (April 1972) : 11.

contribute to enhance sports performance to under-aimed heights".² It has been established beyond doubt - "much of the human physiology is controlled by human psychology and our physiological preparation in sports is consequential in the absence of say of human behavior as it related to competitive sport. The virgin realms of the mind should be explored otherwise neither excellence nor perfection can be ensured."³ It is now being claimed that regardless of how much ability, skill or fitness a person possesses for a particular task or sport, the success or quality of his performance will in the final analysis probably depend on his particular psychological makeup.⁴

The first pre-requisite for success in any activity lies, as is well known is high motivation. Therefore, while preparing the athletes, it is important first to form and develop in his striving contestability induce in him an urge to systematic useful results. Desire for all-round harmonious development of the personality through preparation for creative work and defense, the desire to make one's contribution to the progress of the sports and to glorify one's collective and countering by sporting achievement.⁵

Physical Education

² Ture Widlunol, "The Background and Origin of the Olympic Device", Olympic Review 187 (May 1983): 294-295

³ M.L. Kamlesh, A review of Research Studies in Sports Psychology in India up to 1968 - "Psychology and Sports Excellence", Proceeding of Fourth National Conference of Sports Psychology (Ahmedabad: Department of Physical Education Gujarat University 1989). Pp. 227-228.

⁴ R.B. Alderman "Psychological Behavior in Sport" (Philadelphia: W. B Saunders Company 1974), p.7.

⁵ G.L. Kukushikin, "The System of Physical Education in the USSR" (Moscow: Raduga Publishers), p.139.

Over the decades, the society in general has realized the need for keeping fit and healthy through organized physical activity programmes. Scientific evidence from biological sciences has made it clear that unless man engages in organized vigorous physical activity programmes the real benefits would not come. All round development of man must begin with the development of physique, which is the basis of his existence. The mental, the intellectual and the social developments then follow. Physical education is the interdisciplinary study of all area of science relating to the transmission of physical knowledge and skills to an individual or a group, the application of these skills, and their results. The complete physical education should have five principle aspects:

Physical Education in India

For a teacher, the desire to do one's personal best, to excel, to attain the highest standards of performance, to be supreme in one's chosen field is a worthy human ambition. If no one will be concerned about the quality of their contribution, their work, their product of service, our society would take a turn for the worse. Yet, high levels of achievement and excellence in any area do not come easily and it demands commitment and sacrifice. Same time the teacher must be motivated by the highest ideal regarding student's developmental needs. He must be prepared to give all the time and effort necessary to help a student to overcome a difficulty. Most important thing is the willingness to help must be fortified by the knowledge of how to help.

So attitude of a teacher is an important factor for the development and performance improvement of an athlete.

PSYCHOLOGY AND PHYSICAL EDUCATION

Aggression

In psychology and other social and behavioral sciences, aggression refers to behavior that is intended to cause harm or pain. Aggression can be physical, mental, or verbal. Behavior that accidentally causes harm or pain is not aggression. Property damage and other destructive behavior may also fall under the definition of aggression. Aggression is not the same thing as assertiveness.

Two factors must be present in order for behaviour to be labeled as aggression (Berkowitz, 1993). First, the behaviour must be aimed at another human being with the goal of inflicting physical harm. Second, there must be reasonable expectation that the attempt to inflict bodily harm will be successful. Consequently, the following behaviors, often mislabeled aggression, are not really examples of aggression:

1. Doing destructive violence to an inanimate object such as a door or a water cooler.
2. Unintentionally injuring another person during athletic competition.
3. Aggressive behavior in which there is no chance for the intended victim to be injured (e.g. aggressor and victim are separated by bars or by teammates)

Over the years, two basic kinds of aggression have been identified. The first is hostile aggression. For individuals engaged in hostile aggression the primary goal is the injury of another human

being. The intent is to make the victim suffer, and the reinforcement is the pain and suffering that is caused. This sort of aggression is always accompanied by anger on the part of the aggressor. The goal is to harm, not to win. This kind of aggression is often referred to as violence.

The second major kind of aggression is instrumental aggression. For individuals engaged in instrumental aggression, the intent to harm another individual is present, but the goal is to realize some external goal such as money, victory, or prestige. The aggressor views the aggressive act as instrumental in obtaining the primary goal.

It must be emphasized that neither type of aggression is acceptable as the teachers (coaches) are required to excel their as well as the teams performance using fair means. Since the aggressor is guilty of purposely inflicting harm with the intent to injure another person, the understanding of this aspect is essential for sustainable development of sports in any region. Aggression must be discouraged at all levels of competition, especially the professional level, because young athletes everywhere emulate the pros.

A third category of behavior that is often confused with aggression is assertiveness, or assertive behavior. Generally, when coaches encourage their athletes to be more aggressive, what they really want is that they be more assertive. Coaches want their athletes to assert themselves and make their presence felt. Assertiveness involves the use of legitimate physical or verbal force to achieve one's purpose. However, there is no intent to harm the opponent. Even if an

opponent is harmed as a result of a tackle in soccer, it is not necessarily aggression. It is merely assertive play, as long as it is within the spirit of the agreed-on rules and the intent to harm is not present. Assertiveness requires the expenditure of unusual effort and energy, but if there is no intent to harm, then any resultant harm is incidental to the game.

The purpose of this study is to examine how physical education teacher's verbal aggressiveness, as perceived by the students, is related to students' fair play self-reported behaviors. Four hundred twenty-nine physical education students completed two questionnaires during physical education classes. Correlation analysis revealed that there was a positive significant relationship between teachers' verbal aggression and antisocial fair play behaviors; and a negative, significant relationship between teachers' verbal aggression and prosocial fair play behaviors. Regression analyses indicated that teachers' verbal aggression could significantly predict students' self reported prosocial and antisocial fair play behaviors. Findings and implications for teacher communication are discussed and future research suggestions are made.⁶

Measurement of Aggression

A number of inventories have been developed to measure aggressiveness as a personality disposition or trait. Two of these

⁶ Mary, Hassandra; Alexandra, Bekiari; Kimon, Sakellariou (2007), Physical Education Teacher's Verbal Aggression and Student's Fair Play Behaviors, Physical Educator, 64(2), p94-101

inventories are the Aggression Questionnaire (Buss & Perry⁷) and the Aggression Inventory. The actual measurement of aggression is defined as the intent to harm another human being, thus the measurement device must be able to capture this intent. Research involving ice hockey fans has provided important information about the type of individual who is most likely to take part in fighting and violence (Arms & Rusell⁸, 1997; Rusell & Arms, 1995⁹; Russell & Mustonen, 1998¹⁰).

Effects of Aggression on Performance

Conventional wisdom argues that acts of aggression on the part of an individual from sports field will constitute a distraction and result in a decrement in performance. Not only are aggressive acts on the part of an individual distracting to the individual, but they are likely to be distracting to the team as a whole.

Much of the research in sport-related aggression has dealt with situation-specific factors. Factors associated with the occurrence of aggression in sport-specific situation are as follows:

1. Environmental temperature – Using archival data from major league baseball games played during the 1986, 1987 and 1988 seasons, Feifman, Larrick, and Fein (1991) observed a linear

⁷ Buss A.H, Perry M: The aggression questionnaire. *J Pers Social Psychology* 63: 452-459, 1992.

⁸ Arms, R. L., & Russell, G. W. (1997). Impulsivity, fight history and camaraderie as predictors of a willingness to escalate a disturbance. *Current Psychology: Research & Reviews*, 15, 279-285.

⁹ Russell, G. W., & Arms, R. L. (1995), False consensus effect, physical aggression, anger, and a willingness to escalate a disturbance. *Aggressive Behavior*, 21, 381-386.

¹⁰ Russell, G.W. and Mustonen, A. (1998) Peacemakers: Those Who Would Intervene to Quell a Sports Riot, *Personality and Individual Differences*, 24, 335-339

relationship between hit batters and environmental temperatures lead major league pitchers to become more aggressive in pitching to batters.

2. Perception of victim's intent - If an individual perceives that an opponent's intent is to inflict harm, they are more likely to respond with aggression against the opponent. This means that perception of an opponent's aggressive intentions may be more salient than such thing as defeat and competition. A study by Harrel (1980) using male high school basketball players demonstrated this point. The most significant factor in predicting coach's aggression was the amount of aggression directed against the subject (Stephens, 2000).
3. Fear of retaliation – To some degree, the fear of retaliation on the part of individual who is the target of aggression can inhibit another player from initiating that aggression (Knott & Drost, 1972).
4. Rivalry, familiarity, and frequency of play – Intra divisional play in professional ice hockey is associated with significantly more incidents of aggression among players than interdivisional play¹¹. Intra divisional play features frequent competition among teams that are often from different geographical areas. In interdivisional play, the rivalries are less intense and the players are less familiar with one another. As players become more

¹¹ W.N. Widmeyer and J.S. Birch, "Aggression in professional ice hockey. A strategy for success or a reaction to fracture", Paper presented at NASPSA Conference Monterey, CA, (1981)

familiar with one another due to frequency of play, and as the rivalries become more intense due to geographical location, aggression becomes more frequent.

Measures which can be used by lecturer's to curtail aggression

Some suggested measures which can be used to curtail the aggression are listed below

1. The physical education teachers must be provided with models of non-aggressive behaviour.
2. Individuals who engage in aggressive acts must be severely penalized.
3. The penalty or punishment that an individual receives for an act of aggression must be of reinforcement received for committing the act. On balance, it must be demonstrated that aggression does not pay.
4. Lecturers who encourage or even allow their athletes to engage in aggressive behavior should be fined, censored, and/or suspended from their teaching duties.
5. External stimuli or cues capable of evoking hostile aggression on the field of play should be removed. An example of an aggressive cue might be the antics of an overly zealous fan displaying an inflammatory sign.
6. Lecturers and referees should be encouraged to attend in-service training workshops on dealing with aggression on the part of players.

7. In addition to receiving punishment for acts of aggression, coaches should receive rewards and praise for showing restraint and patience in emotionally charged situations.
8. Strategies and coping skills designed to curtail acts of aggression should be practiced.
9. Lecturers and managers should encourage social interaction between members of opposing teams during the days leading up to a contest.

Aggression in Sports

Sport may be arranged in a scale according to the intensity and type of aggression inherent in each. Some sports require that a great deal of physical force be directed against one's opponent, whereas other sports require forceful actions against the environment instead of direct aggression. Many sports however, require that individual aggress within structured rules and specified conditions. Stressful also is the fact that in many sports all out aggression is alternated with periods of total absence of action. Thus, in spores as in life one problem is to encourage an optimum amount of aggression when called for and to enable athlete to suspend aggression when that is called for.¹²

Most aggression in sport results from frustration. This frustration is the result of various motives being thwarted or blocked. Those motives, which are predominant in sport and which usually

¹² Bryant J. Cratty, "Psychology in Contemporary Sport Guidelines for Coaches and Athletes", (Englewood Cliffs, N. J.: Prentice Hall Inc., 1983),

generate aggression when thwarted, revolve around achievement dominance, powers, recognition and prestige and excellence. If a boy places high incentive value on one or a combination of these motive - incentive systems and is blocked from attaining or satisfying them, he becomes frustrated.¹³

Sport may be arranged in a scale according to the intensity and type of aggression inherent in respective sport type. Some sports require that a great deal of physical force be directed against one's opponent, whereas, other sports require forceful actions against the environment instead of direct aggression towards other players. Many sports however require that individual aggress within structured rules and specific conditions. Stressful also is the fact that in many sports all out aggression is alternated with periods of total absence of action.¹⁴

Anxiety in Sports

Anxiety is a state of mind in which the individual responds with discomfort to some event that has occurred or is going to occur (Kauss, 1980). The person's worries about events their occurrences and consequences, in general are the sources of anxiety. However, anxiety can be either somatic or cognitive in nature. The symptoms of somatic anxiety comprise mental worries and fears. In simple words, it is a type of emotional disturbance.¹⁵

¹³ Richard B. Alderman, Psychological Behavior.

¹⁴ Bryant J. Cratty, "Psychology in Contemporary Sport Guidelines for Coaches and athletes" (Englewood Cliffs, N.J.: Prentice Hall Inc., 1983), P.90.

¹⁵ Kieth F. Bell, Championship Thinking – "The Athlete's Guide to Winning" Performance in All Sports (London: Prentice Hall Inc., 1983), p. 152.

Anxiety may be motivating force or it may interfere with successful at performances. As a positive motivating force, it can be instrumental in motivating the athlete to work harder to find new and better ways to improve performances, and to help to set goals. The athlete who uses his anxiety in this way will seek out ways to improve himself. This not only reduces his anxiety, but helps him to increase his athletic skills and his self confidence. As a negative motivator anxiety may interfere with productive as well as constructive thinking. Athletes may attempt to handle anxiety by denying their mistakes, denying their weakness, and thus, denying the need to work hard. This can lead to the development of poor work habits or athletic techniques. These often lead to failure and, in turn, lack of confidence and increased anxiety.¹⁶

Anxiety plays an important role in sports it is the challenge in sports participation, which produces anxiety. How an athlete handles the anxiety determines how successful he would be. Anxiety may be positive motivating force it is may be interactive with successful performance in sports events. The degree of anxiety also varies with a number of effect conditions. Anxiety is to be greater in higher competitive sports than in relatively non-competitive sports. The study of the affect of anxiety on sports performance has becomes a major topic in psychologists in recent years considered the performance of an individual. Therefore the

¹⁶ Encyclopedia of Sport Science, and medicine, 1971 ed. S.V. "Individual Adjustment to Social Practices and Characteristics".

variable such as anxiety is considered for the studies of Psychological profile of men Volleyball players.¹⁷

In modern competitive sports, the anxiety in sportsmen has affected their performance. As the physical load during the training of sportsmen for international competitions is also intensified, the sportsmen, like other athletes are anxiety-prone while participating in competitive sports.¹⁸

Origin of Research Problem

Currently, the gap between colleges with excellent history of sports and others with lesser achievements (in sports) are widening. The possible reasons presents a variety of aspects as potential causative agents, such as lack of facilities, equipments, coaching, support of higher authorities, etc. Also the attitude/behaviour of the physical education lecturers plays an important role as it is found during many studies that the sufficient availability of equipments and facilities could not ensure glory in sports for many colleges. The students or athletes of the colleges are very vulnerable to commit mistakes due to negative attitude of the sports teacher or physical education lecturer, hence it was necessary to assess the state of art of the aggression of these lecturers and its impact on the success in sports competitions organized at various levels.

¹⁷ Agyajit Singh, "Sports Psychology": A Study of Indian Sportsman" (Delhi Friendly Publication (1982) : 36-37

¹⁸ Agyajit Singh, "Competitive Anxiety in Sports", SNIPES Journal 5 (July 1982): 14.

Importance of the study

Traditionally, the athlete's performance and the ability of physical education lecturer's commitment to motivate the athletes play a central role in developing the personality of an individual. The people who are more successful in sports competitions are more confident and are often ready to take new challenges, which is a need of today's competitive world. The research was carried out to determine the role of physical education lecturer's aggression in the success of students (who receive coaching from them) in the various competitions organized by R.T.M. Nagpur University, Nagpur.

Healthy and competitive individuals are the pillars of our country. To be able to withstand the rigors of the current competitive world, a fierce fighter, a winner is desired. To achieve this objective, the sports competitions held at different Universities play an important role. These competitions provide a level playing field to the athletes as well as their coaches (physical education lecturers) an opportunity to display their skills.

R.T.M. Nagpur University is one of the oldest Universities of India, which provides education to lakhs of student. In order to study the above stated problem, this investigation is significant as it provides the policy makers great insights to take appropriate decisions. Hence, to achieve higher returns from these valuable resources i.e. the students, it was necessary to understand the nature

(aggression) of physical education lecturers and the success of students in various sports competitions.

Delimitations

- 1) For the purpose of the study 100 physical education lecturers were selected.
- 2) The study was delimited to the assessment of aggressiveness of physical education lecturers by Dr. Sultania's Aggression Inventory.

Limitations

The authenticity of the responses, which were given by the subjects in the questionnaire technique, was considered as a limitation of the study

Objectives:

1. To study the aggression of physical education lecturers of R.T.M. Nagpur University, Nagpur.
2. To compare the aggression levels of physical education lecturers working in rural and urban areas of Nagpur.
3. To analyze the success of different colleges in different sports events at University level.
4. To collect data of the University level tournaments to study the success rate of students in relation to the aggressive behaviour of the physical education lecturers.

Definition & Explanation of the Terms

Aggression

Aggression may be defined as the energetic assault on animate or inanimate objects for a purpose.

¹⁹Dollard and his colleagues (1939) suggest that aggression is any sequence of behavior, for which the goal is to do injury to the person toward whom it is delivered.

Anxiety

²⁰Anxiety is a state of emotional and physical disturbance induced in a present by real or imagined threat. In psychiatry, the term refers to disturbance caused by traits that are only apparent to the individuals and cause him to behave in a way that is not relevant to the true situations.

²¹Anxiety is an uneasiness and feeling of foreboding often when a person is about to embark on a hazardous venture. It is often accompanied by a strong desire to excel.

¹⁹ Bryant J. Cratty, *Social Psychology in Athletes* (Englewood Cliffs: N J Prentice Hall Inc. 1983) P.160

²⁰ Encyclopedia American 1966 ed. S.V. "Anxiety"

²¹ Singh, SNIPES Journal. P.41.

CHAPTER - II

REVIEW OF RELATED LITERATURE

Deutch²² investigated co-operation and competition within the context of group productivity and found that the competitive groups generated more hostility and verbal aggression than co-operative groups.

Studies by **Hammond and Goldman and Sherif**²³ seem to indicate that competition most frequently leads to an increase in aggressive behaviour. These studies reveal that participating in or viewing aggressive behaviour is far more likely to increase rather than reduce the probability of aggressive behaviour. **Eysenck**²⁴ found participation in sports causing aggressive and high psychoticism.

Singer²⁵ found that the more successful athletes are relatively more aggressive than dominant, adventurous, conservation, tense and enthusiastic than the less successful athlete and non-athlete.

A number of factors which could temporarily change behaviour of sport participants have been studied but much of the research has not been developed for practitioners. This is due to lack of conscious on the part of researchers regarding their findings, but there are some

²² Deutch, M. "The effect of co-operation and competition upon group process" Human Relations, 2: p. 129-152.(1949)

²³ L.K. Hammond and M. Goldman, "Competition and non-competition and its relationship to and individual and group productivity", Sociometry, 24:pp. 46-60, (1961)

²⁴ Eysenck E., "Sports and Personality Advances in Behaviour Research and Therapy", An International Review Journal, 4(1):pp. 1-56, (1962)

²⁵ R.N. Singer, "Personality Differences between and within Baseball and Tennis players", Research Quarterly,40: (1969)

results and theories which have gained wide acceptability and therefore, can be applied to the field. Winning and losing have been found to play a large part in the level of aggression exhibited by participants following athletic contest, losers tend to have higher levels of aggression in a competition than do winners.

According to **Laird and Ryan**²⁶ “Coaches may be able to reduce levels of aggression in losing competitors by praising their efforts and maintaining a positive attitude not throughout but while giving post game comments to athletes. Negative and inflammatory comments can have the effect of increasing already heightened aggressive feelings”.

Crat²⁷ suggest that gender differences in aggression are more complex and found to be decreasing with changes in society. The changing role of women in sports and the increasing presence of females in highly competitive aggressive sports may be changing gender differences in aggressive sport behaviour quite dramatically.

²⁶ D.A. Laird, “Changes in motor control under the influence of razzing”, *Journal of Experimental Psychology*, 6: pp.236-246, (1970).

²⁷ Crat, A. “A controlled aggression for a higher level of competition”, *International Journal of Sports Psychology*, 5(2): p.p. 11-16 , (1981)

CHAPTER – III

METHODOLOGY

In this section the design of the study, selection of the subjects, selection of the variables, selection of the tests, administration of the questionnaire and statistical design employed have been described. Questionnaire method was employed to collect the relevant data regarding the attitude/opinions of two different categories of Lecturer's i.e. those working in rural area and those working in urban area.

Sample

The sample of this study was drawn from Lecturer's working in Nagpur University. The sample consisted of total 100 subjects belonging to rural and urban areas working in different colleges. Further the subjects were equally divided into two groups i.e. 50 Lecturers (50 rural area and 50 from urban area) working in various colleges as Physical Education Lecturers.

Selection of variables

The variables to be investigated were selected from the attitude and development point of view. The list of variables is as follows:

- Aggression
- Position of teams in Inter University tournaments

Selection of tests

Tools used

Keeping in view the availability and suitability of tests, the following test was used to collect data:

1. To study Aggression, the Aggression Inventory (AI) developed by M.K. Sultania was used.

Aggression

Purpose: To measure the aggression level of the subjects.

Equipment and Supplies: Dr. Sultania's Aggression Inventory (AI)²⁸

Procedure:

The Hindi adaptation was done by Dr. Sultania for Hindi speaking population/ sample. This adaptation of the Inventory contains 67 items whereas the original inventory of Buss and Durkee has 75 items. 8 items were dropped as they have insignificant correlation with the test as a whole. The inventory includes 59 items that measure hostility and 8 items measure guilt.

1. **Assault** – Physical violence against others. This includes getting into fights with others but not destroying objects. It consists of 10 items.

²⁸ M. K. Sultania , "Manual for Aggression Inventory", National Psychological Corporation , Kacheri Ghat, Agra

2. **Indirect Aggression** – Both roundabout and indirected aggression. Round about behaviour like malicious gossip and practical jokes it consists of 9 items.
3. **Irritability** – this include quick-temper, grouchiness exasperation and rudeness, it consists of 9 items.
4. **Negativism** – Oppositional behaviour usually directed against authority. It consists of 5 items.
5. **Resentment** – This refers to feeling of anger at the world over real fancied mistreatment. It consists of 7 items.
6. **Suspicion** - Projection of hostility into others. It consists of 9 items.
7. **Verbal Aggression** - Negative affect expressed in both the style and content of speech. It consists of 10 items.
8. **A Guilt** - besides seven subscales for aggression as mentioned above a guilt category is also added to the scale to see the inhibiting influence of guilt on expression of aggression behaviour. This means feeling of being bad having done wrong, and suffering pays of conscience, it consists of 8 items.

The items of each sub-scale are randomly scattered throughout the test.

Administration of the test

Before distribution of the inventory it was stressed to the subjects that the inventory was based on some statements which related to their life. They were asked to read those statements carefully one by one and out of two given response options of each

statement namely 'Yes' and 'No' they had to put a tick mark on the box below that option which most was most suitable in their case and most appropriate . It was stressed that their answers would be kept confidential so they could respond freely and express their viewpoint without any hesitation.

Scoring

In case of positive items 'Yes' response was given a score of 1 and 'No' response was given 0. This scoring reversed in case of negative items, thus range of score was from 0 – 67. Higher the score the greater the magnitude of aggression. Percentile positive was calculated by consulting the percentile norm provided in the manual of the scale.

STATISTICAL TECHNIQUES USED

Data characteristics

The data characteristics (descriptive statistics) such as Mean, Standard deviation, Range, etc. were determined. ANOVA test procedure was employed to check the significance in mean difference.

Significance Level

The significance level was chosen to be 0.05 (or equivalently, 5%) by keeping in view the consequences of such an error. That is, we wanted to make the significance level as small as possible in order to protect the null hypothesis and to prevent, as far as possible, from inadvertently arriving at false conclusions.

CHAPTER - IV

RESULTS AND DISCUSSION

The present chapter presents results of the various psychological tests, administered to compare the various personality aspects of the lecturers from physical education and academic colleges. The results are followed with discussion about its possible implications.

Aggression

Aggression is a form of behavior characterized by physical or verbal attack. It may appear appropriate and self-protective, even constructive, as in healthy self-assertiveness, or inappropriate and destructive. Aggression may be directed outward, against others, or inward, against the self, leading to self-destructive or suicidal actions. It may be driven by emotional arousal, often some form of frustration, or it may be instrumental, when it is used to secure a reward. Other factors, including learning difficulties, minimal brain damage, brain abnormalities and such social factors as crowding and poverty have been suggested to have contributed in certain cases to exaggeratedly aggressive behavior. Each theory may be accurate in part, since aggression is believed to have a number of determining factors.

In the present study, aggression was measured on scales that included assault, indirect aggression, irritability, negativism, resentment, suspicion, verbal aggression and guilt. For male lecturers, except the factor resentment and total aggression rest of the factors (as mentioned above) did not show any significant difference as a function of them being in physical education or academic colleges.

Table 1: Comparative assessment of the total aggression of physical education lecturers acting as coach for various games

Dimension	Game	Coach of teams with	Mean	± SD	SE	Min	Max	F ratio	P
Total Aggression	Kho-Kho (MEN)	1 st position	28.6	± 6.2	0.81	20	50	0.852	N.S.
		2 nd position	28.9	± 6.4	0.72	15	50		
		3 rd position	28.2	± 6.7	0.70	15	50		
	Kabaddi (Men)	1 st position	30.2	± 6.6	0.75	15	50	1.053	N.S.
		2 nd position	30.6	± 6.9	0.73	15	50		
		3 rd position	29.8	± 6.3	0.79	15	50		
	Cricket (Men)	1 st position	32.1	± 6.2	0.71	15	50	2.881	<0.05
		2 nd position	29.3	± 6.8	0.68	15	50		
		3 rd position	29.1	± 7.1	0.53	15	50		
	Hockey (Men)	1 st position	31.6	± 6.5	0.68	20	50	3.212	<0.05
		2 nd position	29.7	± 6.4	0.73	15	45		
		3 rd position	29.3	± 6.2	0.75	15	45		
	Basket Ball	1 st position	29.8	± 6.1	0.66	15	45	1.356	N.S.
		2 nd position	29.5	± 6.5	0.74	20	50		
		3 rd position	29.3	± 6.2	0.64	15	45		
	Volleyball (Men)	1 st position	29.7	± 6.3	0.79	15	45	0.454	N.S.
		2 nd position	29.3	± 6.2	0.71	15	45		
		3 rd position	29.8	± 6.8	0.68	15	45		
	Foot Ball	1 st position	31.8	± 6.2	0.65	20	50	2.963	<0.05
		2 nd position	30.2	± 6.1	0.68	20	50		
		3 rd position	30.5	± 6.5	0.66	20	50		

N.S.= Not Significant

Table 1 shows data regarding aggression levels of physical education lecturers with respect to total aggression. The data is presented with respect to the aggression levels of physical education lecturers vis-à-vis their team's performance in sports competitions (1st, 2nd and 3rd positions) in various sports. The data for total aggression indicated total variation between 15 and 50. Highest mean score of 32.1 ±6.2 was associated with the coach for Cricket team, which secured 1st position. The data pertaining to the aggression

levels of all the physical education lecturers who are in-charge of various teams is presented in **Table 1**. The comparative assessment of data did not reveal any significant difference regarding total aggression levels amongst physical education lecturers/coaches for Kho-Kho, Kabaddi, Basketball and volleyball. However significant ($P < 0.05$) difference regarding the test scores (for total aggression) was observed amongst physical education lecturers/coaches of Cricket, Hokey and Football games. In general, it was observed that the physical education lecturers, whose team secured 1st position in various games, had relatively higher aggression levels with respect to total aggression (**Fig. 1**).

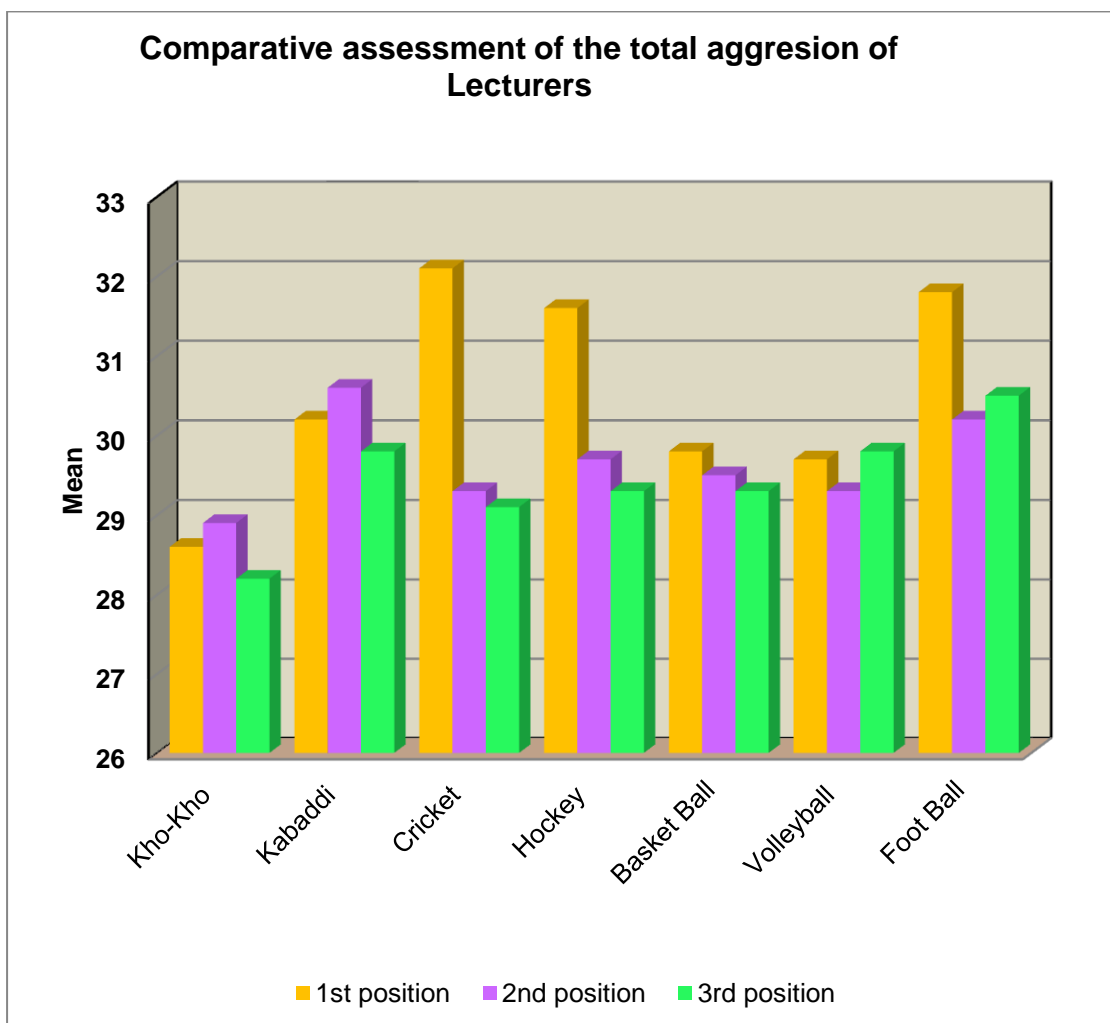


Fig. 1

Assault and Indirect aggression

Assault can also be termed as violence against another person. This again can be subdivided into few more categories, such as physical assault, sexual assault, etc. Simple assaults that do not involve any aggravation, such as use of a weapon are distinguished from aggravated assaults in some jurisdictions. Assault is often defined to include not only violence, but any physical contact with another person without their consent. However, indirect aggression is a type of hostile behavior more typical of females than of males. Aggressive behavior tends to appear in the following order: 1) direct physical, 2) direct verbal and 3) indirect aggression. Although this type of aggression follows physical and verbal aggression, the time period of feeling this aggression is more and is likely to cause more problems to the person

Table 2: Comparative assessment of the aggression (assault factor) of physical education lecturers acting as coach for various games

Dimension	Game	Coach of teams with	Mean	± SD	SE	Min	Max	F ratio	P
Assault	Kho-Kho (MEN)	1 st position	5.1	± 1.7	0.18	1	9	1.240	N.S.
		2 nd position	4.1	± 1.4	0.15	1	7		
		3 rd position	4.3	± 1.4	0.15	1	7		
	Kabaddi (Men)	1 st position	5.2	± 1.8	0.18	1	10	1.374	N.S.
		2 nd position	4.6	± 1.5	0.17	1	7		
		3 rd position	4.5	± 1.4	0.15	1	7		
	Cricket (Men)	1 st position	4.7	± 2.0	0.19	1	10	1.122	N.S.
		2 nd position	4.5	± 1.8	0.17	1	7		
		3 rd position	4.4	± 1.7	0.13	1	5		
	Hockey (Men)	1 st position	4.9	± 2.1	0.16	2	10	2.291	<0.05
		2 nd position	4.2	± 1.8	0.12	1	8		
		3 rd position	4.4	± 1.7	0.10	1	6		
Basket Ball	1 st position	4.6	± 1.8	0.18	2	9	0.989	N.S.	
	2 nd position	3.4	± 1.6	0.15	1	6			

		3 rd position	4.3	± 1.4	0.13	1	5		
	Volleyball (Men)	1 st position	4.8	± 2.1	0.17	2	10	1.781	N.S.
		2 nd position	4.6	± 1.8	0.15	1	7		
		3 rd position	4.5	± 1.6	0.14	1	9		
	Foot Ball	1 st position	4.6	± 2.0	0.16	2	10	2.121	<0.05
		2 nd position	4.1	± 1.2	0.13	1	9		
		3 rd position	4.1	± 1.1	0.11	1	5		

N.S.= Not Significant

Table 2 shows data regarding aggression levels of physical education lecturers with respect to assault factor (a type of aggression). The data is presented with respect to the aggression levels of physical education lecturers vis-à-vis their team's performance in sports competitions (1st, 2nd and 3rd positions) in various sports. The data for assault aggression indicated total variation between 1 and 10. Highest mean score of 5.2±1.8 was associated with the coach for Kabaddi team, which secured 1st position. The data pertaining to the aggression levels of all the physical education lecturers who are in-charge of various teams is presented in **Table 2**. The comparative assessment of data did not reveal any significant difference regarding aggression levels (with respect to assault type) amongst physical education lecturers/coaches for Kho-Kho, Kabaddi, Cricket, Basket ball and volleyball. However significant (P<0.05) difference regarding the test scores (for assault type aggression) was observed amongst physical education lecturers/coaches of Hokey and Foot Ball games. In general, it was observed that the physical education lecturers, whose team secured 1st position in various games, had relatively higher aggression levels with respect to assault type aggression (**Fig. 2**).

Comparative assessment of the Assault Aggression of Lecturers

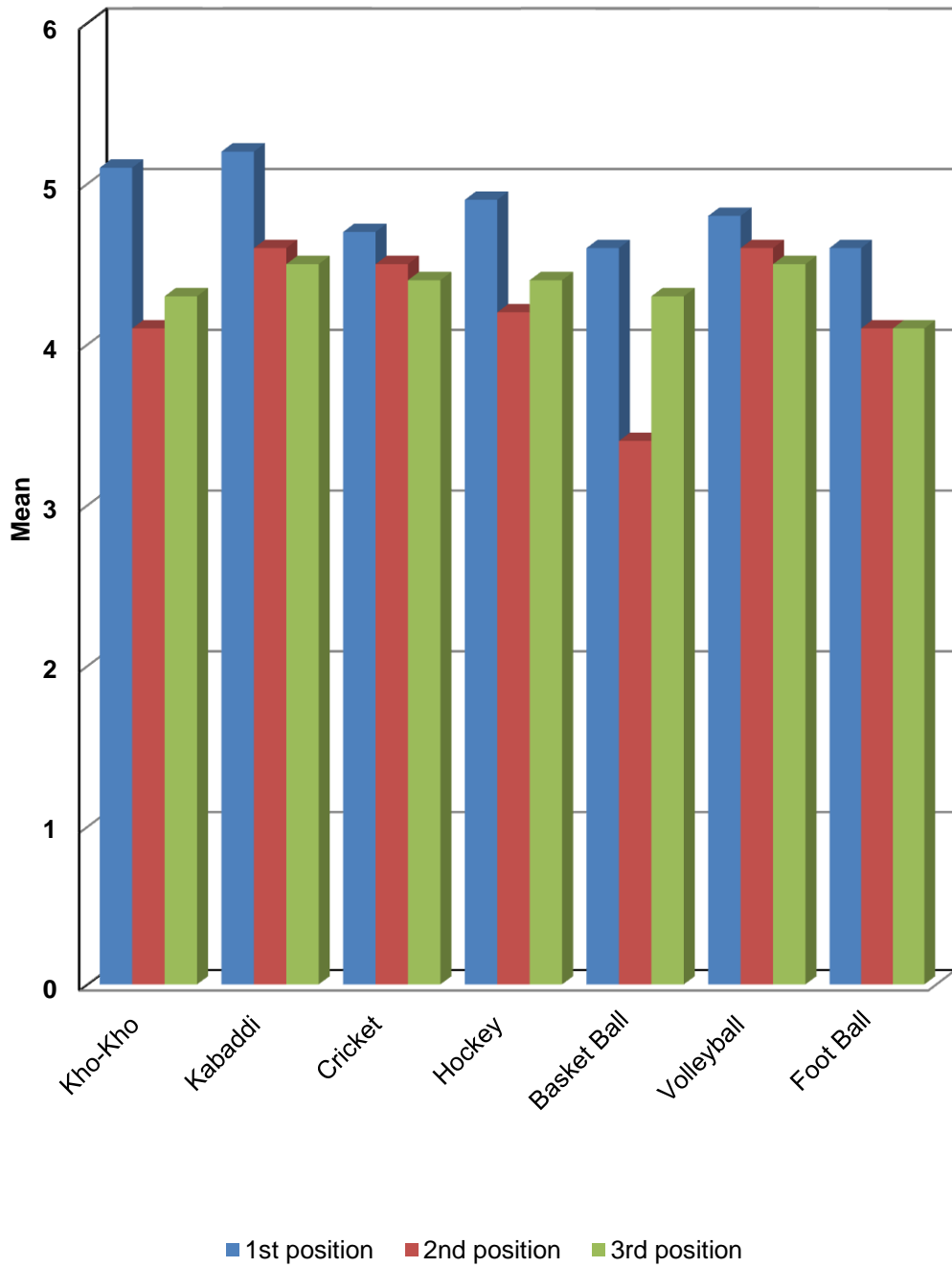


Fig. 2

Irritability

Another aspect of aggression is irritability, which is an excessive response to stimuli. Irritability takes many forms, from the simple to complex reactions involving all the senses of higher animals. The term irritability is used for both the physiological reaction to stimuli and for the pathological, abnormal or excessive sensitivity to stimuli. Irritability may manifest in behavioral responses to both physiological as well as behavioral stimuli, including situational, sociological, and emotional stimuli.

Table 3: Comparative assessment of the aggression (irritability factor) of physical education lecturers acting as coach for various games.

Dimension	Game	Coach of teams with	Mean	± SD	SE	Min	Max	F ratio	P
Irritability	Kho-Kho (MEN)	1 st position	4.1	± 1.4	0.18	2	7	2.536	<0.05
		2 nd position	3.2	± 1.2	0.16	1	7		
		3 rd position	3.1	± 1.1	0.13	1	7		
	Kabaddi (Men)	1 st position	3.6	± 1.8	0.16	1	7	1.872	N.S.
		2 nd position	3.4	± 1.5	0.14	1	6		
		3 rd position	3.1	± 1.4	0.11	1	6		
	Cricket (Men)	1 st position	3.8	± 1.6	0.18	2	7	2.829	<0.05
		2 nd position	3.1	± 1.3	0.12	1	6		
		3 rd position	3.1	± 1.2	0.12	1	5		
	Hockey (Men)	1 st position	3.5	± 1.6	0.15	1	7	1.828	N.S.
		2 nd position	3.3	± 1.5	0.12	1	7		
		3 rd position	3.2	± 1.3	0.11	1	7		
	Basket Ball	1 st position	3.7	± 2.1	0.16	2	7	2.897	<0.05
		2 nd position	3.2	± 1.5	0.15	1	6		
		3 rd position	3.1	± 1.4	0.11	1	6		
	Volleyball (Men)	1 st position	3.4	± 1.9	0.15	1	7	0.989	N.S.
		2 nd position	3.2	± 1.6	0.12	1	6		
		3 rd position	3.1	± 1.3	0.11	1	6		
	Foot Ball	1 st position	3.8	± 1.8	0.15	3	7	2.935	<0.05
		2 nd position	3.3	± 1.5	0.12	1	5		
		3 rd position	3.1	± 1.3	0.11	1	5		

N.S.= Not Significant

Table 3 shows data regarding aggression levels of physical education lecturers with respect to irritability factor (a type of aggression). The data is presented with respect to the aggression levels of physical education lecturers vis-à-vis their team's performance in sports competitions (1st, 2nd and 3rd positions) in various sports. The data for irritability aggression indicated total variation between 1 and 7. Highest mean score of 4.1 ± 1.4 was associated with the coach for Kho-Kho team, which secured 1st position. The data pertaining to the aggression levels of all the physical education lecturers who are in-charge of various teams is presented in **Table 3**. The comparative assessment of data did not reveal any significant difference regarding aggression levels (with respect to irritability type) amongst physical education lecturers/coaches for Kabaddi, Hokey and volleyball. However significant ($P < 0.05$) difference regarding the test scores (for irritability type aggression) was observed amongst physical education lecturers/coaches of Kho-Kho, Cricket, Basketball and Foot Ball games. In general, it was observed that the physical education lecturers, whose team secured 1st position in various games, had relatively higher aggression levels with respect to irritability type aggression (**Fig. 3**).

Comparative assessment of the irritability Aggression of Lecturers

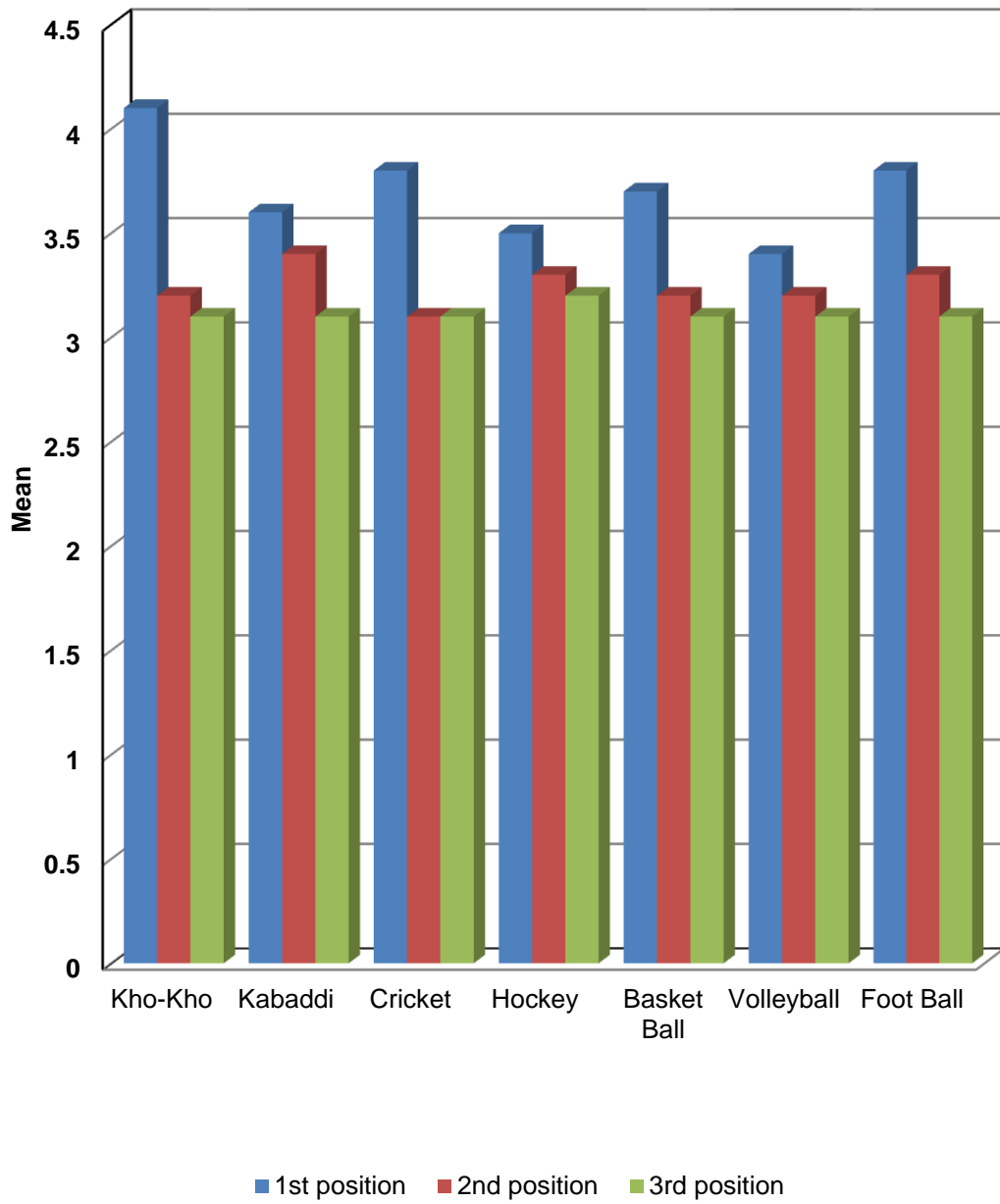


Fig. 3

Negativism

Negativism refers to the habitual attitude of skepticism or resistance to the suggestions, orders, or instructions of others. This behavior is characterized by persistent refusal, without apparent or logical reasons, to act on or carry out suggestions, orders, or instructions of others.

The quality of negativism relates with expressing, containing, or consisting of a negation, refusal, or denial: giving a negative answer to any request. Since the role of physical education lecturer is to understand the needs of athletes and sports persons, this quality becomes more important as it is the primary driving force that can guarantee excellent results. The advent of negativism also promotes the low positive or constructive features or Gloomy; pessimistic: a negative outlook. Hence the lower scores obtained in this study, when compared with the available norms indicate a satisfactory situation.

Table 4: Comparative assessment of the aggression (negativism factor) of physical education lecturers acting as coach for various games

Dimension	Game	Coach of teams with	Mean	± SD	SE	Min	Max	F ratio	P
Negativism	Kho-Kho (MEN)	1 st position	2.2	± 1.5	0.13	0	5	0.823	N.S.
		2 nd position	2.3	± 1.3	0.18	0	5		
		3 rd position	2.3	± 1.2	0.16	0	5		
	Kabaddi (Men)	1 st position	2.1	± 1.1	0.12	0	5	2.887	<0.05
		2 nd position	2.3	± 1.3	0.15	0	5		
		3 rd position	2.8	± 1.5	0.17	1	5		
	Cricket (Men)	1 st position	2.3	± 1.2	0.12	0	5	0.863	N.S.
		2 nd position	2.5	± 1.4	0.18	0	5		
		3 rd position	2.6	± 1.8	0.16	0	5		
	Hockey (Men)	1 st position	2.1	± 1.4	0.13	0	5	2.991	<0.05
		2 nd position	2.2	± 1.5	0.15	1	5		
		3 rd position	2.6	± 1.8	0.19	1	5		
	Basket Ball	1 st position	2.4	± 1.7	0.18	1	5	1.024	N.S.
		2 nd position	2.6	± 1.2	0.14	1	5		
		3 rd position	2.7	± 1.6	0.16	1	5		
Volleyball (Men)	1 st position	2.3	± 1.3	0.14	0	5	1.125	N.S.	
	2 nd position	2.5	± 1.5	0.19	1	5			
	3 rd position	2.6	± 1.6	0.16	1	5			

	Foot Ball	1 st position	2.4	± 1.2	0.13	0	5	0.862	N.S.
		2 nd position	2.6	± 1.7	0.18	1	5		
		3 rd position	2.7	± 1.9	0.16	1	5		

N.S.= Not Significant

Table 4 shows data regarding aggression levels of physical education lecturers with respect to negativism factor (a type of aggression). The data is presented with respect to the aggression levels of physical education lecturers vis-à-vis their team's performance in sports competitions (1st, 2nd and 3rd positions) in various sports. The data for negativism aggression indicated total variation between 1 and 5. Highest mean score of 2.8 ± 1.8 was associated with the coach for Kabaddi team, which secured 3rd position. The data pertaining to the aggression levels of all the physical education lecturers who are in-charge of various teams is presented in **Table 4**. The comparative assessment of data did not reveal any significant difference regarding aggression levels (with respect to negativism type) amongst physical education lecturers/coaches for Kho-Kho, Cricket, Basketball, volleyball and Football. However significant ($P < 0.05$) difference regarding the test scores (for negativism type aggression) was observed amongst physical education lecturers/coaches of Kabaddi and Hokey games. In general, it was observed that the physical education lecturers, whose team secured 3rd position in various games, had relatively higher aggression levels with respect to negativism type aggression (**Fig. 4**).

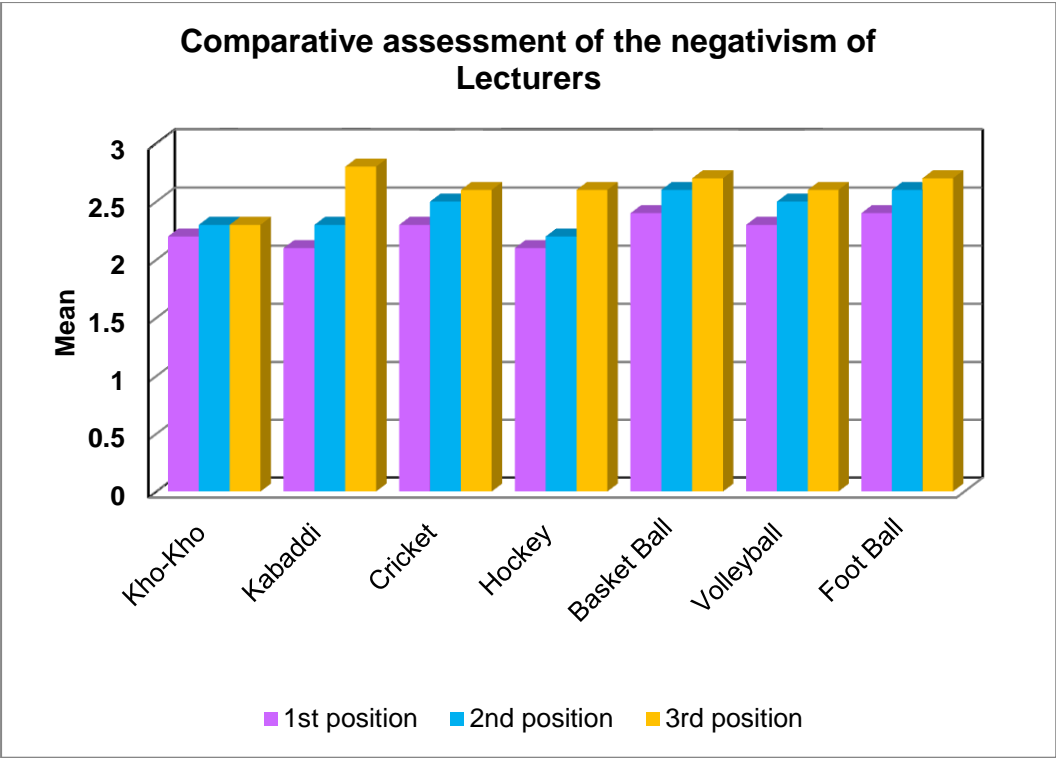


Fig. 4

Resentment

Resentment is an emotion of anger or bitterness felt repeatedly, as a result of a real, or imagined, wrong done. The differences between the three emotions (resentment, anger and contempt) are as follows: resentment is directed towards higher-status individuals, anger is directed towards equal-status individuals and contempt is directed towards lower-status individuals. Resentment often manifests itself in the following ways: It can be an emotionally disturbing experience which is recurrently felt, or relived in the mind. When the person feeling resentment is directing the emotion at himself, it appears as remorse.

Table 5: Comparative assessment of the aggression (resentment factor) of physical education lecturers acting as coach for various games

Dimension	Game	Coach of teams with	Mean	± SD	SE	Min	Max	F ratio	P
Resentment	Kho-Kho (MEN)	1 st position	2.3	± 1.2	0.16	1	7	3.214	<0.05
		2 nd position	2.6	± 1.4	0.13	1	7		
		3 rd position	3.2	± 1.8	0.11	1	7		
	Kabaddi (Men)	1 st position	2.5	± 1.8	0.18	1	6	0.762	N.S.
		2 nd position	2.7	± 1.3	0.17	1	6		
		3 rd position	2.8	± 1.9	0.15	1	7		
	Cricket (Men)	1 st position	2.3	± 1.5	0.18	1	5	2.892	<0.05
		2 nd position	2.4	± 1.7	0.13	1	5		
		3 rd position	3.1	± 1.8	0.16	1	7		
	Hockey (Men)	1 st position	2.2	± 1.6	0.15	1	5	2.626	<0.05
		2 nd position	2.1	± 2.0	0.13	1	6		
		3 rd position	2.8	± 1.9	0.16	1	7		
	Basket Ball	1 st position	2.6	± 1.2	0.13	1	7	0.921	N.S.
		2 nd position	2.8	± 1.7	0.16	1	7		
		3 rd position	2.9	± 1.9	0.15	1	7		
	Volleyball (Men)	1 st position	2.4	± 1.7	0.16	1	7	1.032	N.S.
		2 nd position	2.6	± 1.8	0.15	1	7		
		3 rd position	2.7	± 1.6	0.13	1	7		
	Foot Ball	1 st position	2.5	± 1.3	0.16	1	7	0.826	N.S.
		2 nd position	2.7	± 1.9	0.15	1	7		
		3 rd position	2.8	± 1.5	0.13	1	7		

N.S. = Not Significant

Table 5 shows data regarding aggression levels of physical education lecturers with respect to resentment factor (a type of aggression). The data is presented with respect to the aggression levels of physical education lecturers vis-à-vis their team's performance in sports competitions (1st, 2nd and 3rd positions) in various sports. The data for resentment aggression indicated total variation between 1 and 5. Highest mean score of 3.2 ± 1.8 was associated with the coach for Kho-Kho team, which secured 3rd position. The data pertaining to the aggression levels of all the physical education lecturers who are in-charge of various teams is presented in **Table 5**. The comparative assessment of data did not reveal any significant difference regarding aggression levels (with respect to resentment type) amongst physical education lecturers/coaches for Kabaddi, Basketball, volleyball and Football. However significant ($P < 0.05$) difference regarding the test scores (for resentment type aggression) was observed amongst physical education lecturers/coaches of Kho-Kho, Cricket and Hokey games. In general, it was observed that the physical education lecturers, whose team secured 3rd position in various games, had relatively higher aggression levels with respect to resentment type aggression (**Fig. 5**).

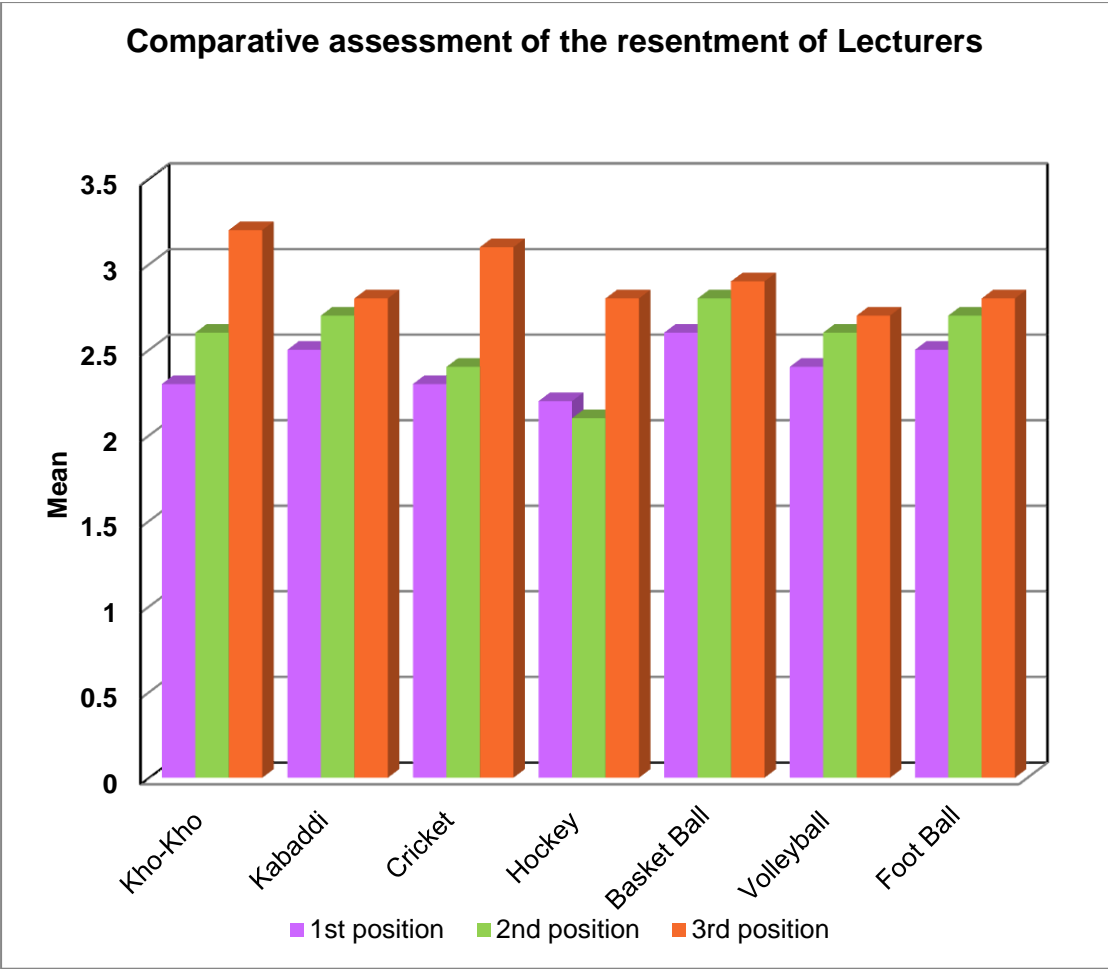


Fig. 5

Suspicion

An emotion is a mental and physiological state associated with a wide variety of feelings, thoughts, and behaviours. It is a prime determinant of the sense of subjective well-being and appears to play a central role in many human activities. Suspicion is an act of suspecting something, especially something wrong, on little evidence or without proof.

Table 6: Comparative assessment of the aggression (suspicion factor) of physical education lecturers acting as coach for various games

Dimension	Game	Coach of teams with	Mean	± SD	SE	Min	Max	F ratio	P
Suspicion	Kho-Kho (MEN)	1 st position	4.5	± 1.3	0.16	1	9	0.982	N.S.
		2 nd position	4.7	± 1.6	0.15	1	9		
		3 rd position	4.8	± 1.7	0.19	1	9		
	Kabaddi (Men)	1 st position	4.3	± 1.8	0.12	1	7	2.952	<0.05
		2 nd position	4.5	± 1.6	0.19	1	7		
		3 rd position	5.2	± 1.5	0.15	2	9		
	Cricket (Men)	1 st position	4.3	± 1.7	0.18	1	7	1.231	N.S.
		2 nd position	4.4	± 1.3	0.16	1	7		
		3 rd position	4.6	± 1.9	0.13	1	7		
	Hockey (Men)	1 st position	4.2	± 1.6	0.16	1	9	0.964	N.S.
		2 nd position	4.5	± 1.4	0.13	1	8		
		3 rd position	4.3	± 1.1	0.18	2	8		
	Basket Ball	1 st position	4.3	± 1.8	0.12	1	7	2.562	<0.05
		2 nd position	4.6	± 1.6	0.16	2	9		
		3 rd position	5.1	± 1.3	0.18	2	9		
	Volleyball (Men)	1 st position	4.4	± 1.8	0.14	1	7	0.644	N.S.
		2 nd position	4.5	± 1.2	0.17	1	8		
		3 rd position	4.4	± 1.7	0.19	1	8		
	Foot Ball	1 st position	4.3	± 1.3	0.12	1	7	2.113	<0.05
		2 nd position	4.3	± 1.6	0.14	1	7		
		3 rd position	4.9	± 1.5	0.18	2	9		

N.S.= Not Significant

Table 6 shows data regarding aggression levels of physical education lecturers with respect to suspicion factor (a type of aggression). The data is presented with respect to the aggression levels of physical education lecturers vis-à-vis their team's performance in sports competitions (1st, 2nd and 3rd positions) in various sports. The data for suspicion aggression indicated total variation between 1 and 9. Highest mean score of 5.2 ± 1.5 was associated with the coach for Kabaddi team, which secured 3rd position. The data pertaining to the aggression levels of all the physical education lecturers who are in-charge of various teams is presented in **Table 6**. The comparative assessment of data did not reveal any significant difference regarding aggression levels (with respect to suspicion type) amongst physical education lecturers/coaches for Kho-Kho, Cricket, Hokey and volleyball. However significant ($P < 0.05$) difference regarding the test scores (for suspicion type aggression) was observed amongst physical education lecturers/coaches of Kabaddi, Basketball and Football games. In general, it was observed that the physical education lecturers, whose team secured 3rd position in various games, had relatively higher aggression levels with respect to suspicion type aggression (**Fig. 6**).

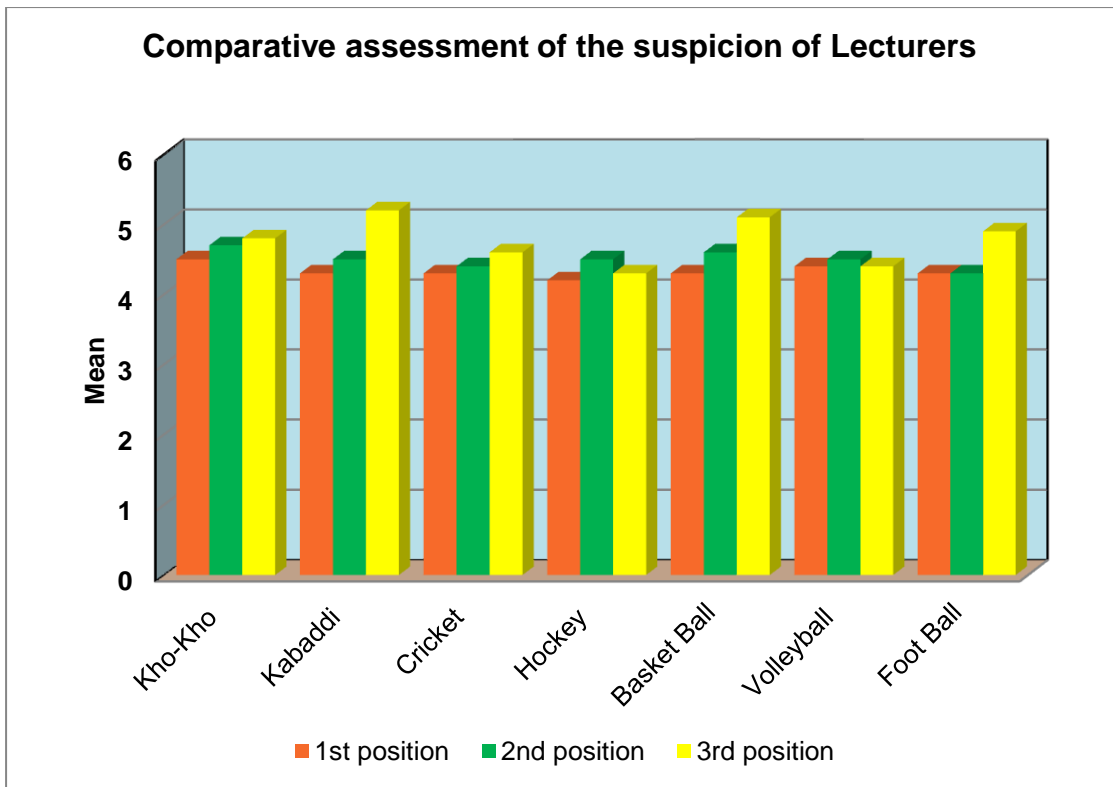


Fig. 6

Verbal Aggression

While verbal aggression is a result of many attributes, especially lack of satisfaction and various factors as mentioned above.

Table 7: Comparative assessment of the aggression (verbal aggression factor) of physical education lecturers acting as coach for various games

Dimension	Game	Coach of teams with	Mean	± SD	SE	Min	Max	F ratio	P
Verbal Aggression	Kho-Kho (MEN)	1 st position	3.9	± 1.2	0.19	1	8	0.652	N.S.
		2 nd position	4.1	± 1.7	0.12	1	8		
		3 rd position	4.2	± 1.3	0.14	1	8		
	Kabaddi (Men)	1 st position	4.5	± 1.6	0.18	1	8	1.214	N.S.
		2 nd position	4.1	± 1.7	0.12	1	8		
		3 rd position	4.4	± 1.8	0.16	1	8		
	Cricket (Men)	1 st position	4.6	± 1.4	0.16	2	8	2.568	<0.05
		2 nd position	4.1	± 1.1	0.18	1	7		
		3 rd position	3.6	± 1.8	0.14	1	7		
	Hockey (Men)	1 st position	3.2	± 1.3	0.16	1	8	2.128	<0.05
		2 nd position	4.5	± 1.9	0.13	2	8		
		3 rd position	3.5	± 1.6	0.16	1	8		
	Basket Ball	1 st position	3.2	± 1.7	0.19	1	7	1.164	N.S.
		2 nd position	3.4	± 1.8	0.12	1	7		
		3 rd position	3.5	± 1.6	0.19	1	7		
	Volleyball (Men)	1 st position	3.5	± 1.1	0.18	1	7	1.623	N.S.
		2 nd position	3.7	± 1.8	0.12	1	8		
		3 rd position	3.6	± 1.6	0.16	1	7		
	Foot Ball	1 st position	4.0	± 1.5	0.15	2	8	2.343	<0.05
		2 nd position	3.9	± 1.7	0.18	1	8		
		3 rd position	4.5	± 1.3	0.16	2	8		

N.S.= Not Significant

Table 7 shows data regarding aggression levels of physical education lecturers with respect to verbal aggression factor. The data is presented with respect to the aggression levels of physical education lecturers vis-à-vis their team's performance in sports competitions (1st, 2nd and 3rd positions) in various sports. The data for verbal aggression indicated total variation between 1 and 8. Highest mean score of 4.6 ± 1.4 was associated with the coach for cricket team, which secured 3rd position. The data pertaining to the aggression levels of all the physical education lecturers who are in-charge of various teams is presented in **Table 7**. The comparative assessment of data did not reveal any significant difference regarding aggression levels (with respect to verbal aggression type) amongst physical education lecturers/coaches for Kho-Kho, Kabaddi, Basketball and volleyball. However significant ($P < 0.05$) difference regarding the test scores (for verbal aggression) was observed amongst physical education lecturers/coaches of Cricket, Hokey and Football games. In general, it was observed that the physical education lecturers, whose team secured 1st position in various games, had relatively higher aggression levels with respect to verbal aggression (**Fig. 7**).

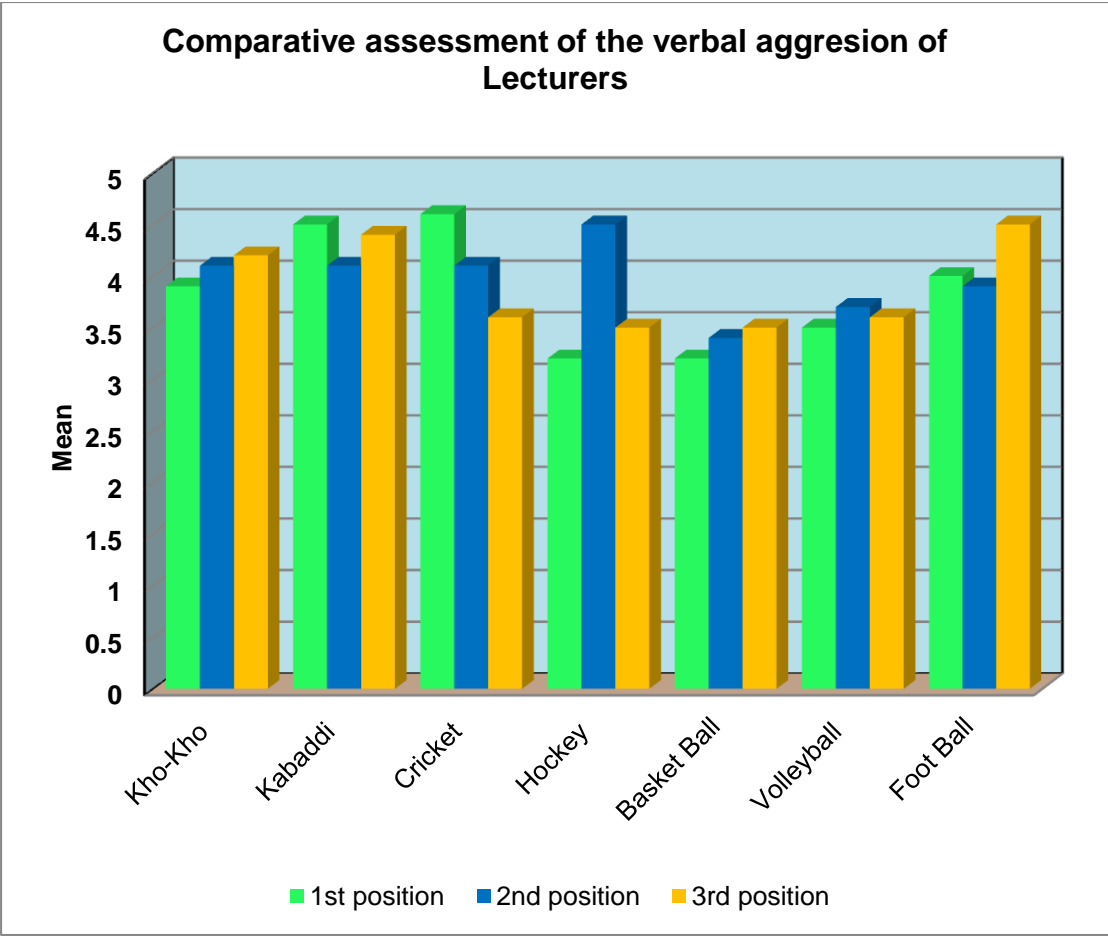


Fig. 7

Guilt

Guilt is the emotion or belief that one has done something wrong. From a legal perspective it can also refer to the condition of having done something legally wrong, regardless of how one feels about it. Guilt is an affective state in which one experiences conflict at having done something one believes one should not have done (or, conversely, not doing something one believes one should have done). It gives rise to a feeling that does not go away easily, driven by conscience. Sigmund Freud described this as the result of a struggle between the ego and the superego parental imprinting. Guilt and its causes, merits, and also demerits are often associated with depression.

Table 8: Comparative assessment of the aggression (guilt factor) of physical education lecturers acting as coach for various games

Dimension	Game	Coach of teams with	Mean	± SD	SE	Min	Max	F ratio	P
Guilt	Kho-Kho (MEN)	1 st position	4.9	± 1.6	0.16	1	7	0.523	N.S.
		2 nd position	4.9	± 1.5	0.15	1	7		
		3 rd position	5.2	± 1.7	0.18	1	8		
	Kabaddi (Men)	1 st position	4.8	± 1.8	0.12	1	7	2.653	<0.05
		2 nd position	4.9	± 1.6	0.19	2	8		
		3 rd position	5.5	± 1.1	0.18	2	8		
	Cricket (Men)	1 st position	5.2	± 1.6	0.16	2	8	0.653	N.S.
		2 nd position	5.3	± 1.5	0.15	2	8		
		3 rd position	5.5	± 1.7	0.18	2	8		
	Hockey (Men)	1 st position	4.9	± 1.1	0.18	2	8	1.131	N.S.
		2 nd position	5.2	± 1.8	0.14	2	8		
		3 rd position	5.4	± 1.3	0.16	2	8		
	Basket Ball	1 st position	4.9	± 1.8	0.14	2	8	2.041	<0.05
		2 nd position	5.1	± 1.3	0.16	2	8		
		3 rd position	5.5	± 1.9	0.13	2	8		
	Volleyball (Men)	1 st position	5.1	± 1.8	0.12	2	8	0.782	N.S.
		2 nd position	5.3	± 1.6	0.16	3	8		
		3 rd position	5.5	± 1.5	0.15	3	8		
	Foot Ball	1 st position	4.9	± 1.9	0.13	2	8	2.648	<0.05
		2 nd position	5.1	± 1.6	0.16	2	8		
		3 rd position	5.6	± 1.7	0.19	3	8		

N.S.= Not Significant

Table 8 shows data regarding aggression levels of physical education lecturers with respect to guilt factor (a type of aggression). The data is presented with respect to the aggression levels of physical education lecturers vis-à-vis their team's performance in sports competitions (1st, 2nd and 3rd positions) in various sports. The data for guilt aggression indicated total variation between 1 and 8. Highest mean score of 5.6 ± 1.7 was associated with the coach for Football team, which secured 3rd position. The data pertaining to the aggression levels of all the physical education lecturers who are in-charge of various teams is presented in **Table 8**. The comparative assessment of data did not reveal any significant difference regarding aggression levels (with respect to guilt type) amongst physical education lecturers/coaches for Kho-Kho, Cricket, Hokey and volleyball. However significant ($P < 0.05$) difference regarding the test scores (for guilt type aggression) was observed amongst physical education lecturers/coaches of Kabaddi, Basketball and Football games. In general, it was observed that the physical education lecturers, whose team secured 3rd position in various games, had relatively higher aggression levels with respect to guilt type aggression (**Fig. 8**).

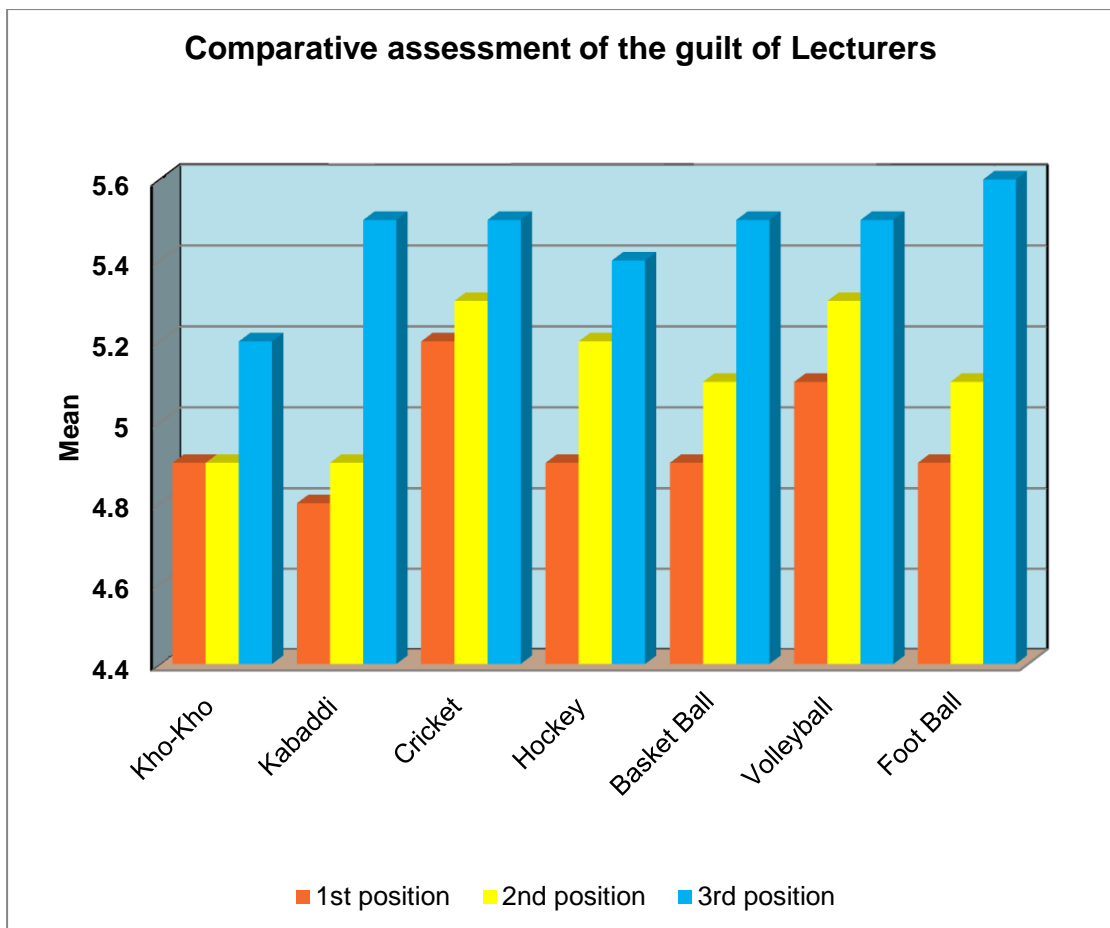


Fig. 8

Many thinkers have theorized that guilt is used as a tool of social control. Since guilty people feel they are undeserving, they are less likely to assert their rights and prerogatives. Thus, they are at risk to underperform and others will seek to cultivate a sense of guilt among them, in order to make them more tractable. Since the subjects of this investigation regularly experience the winning or losing, they are at higher risk especially when their respective teams loose. Thus, the results present a detailed insight of this aspect.

Gender is an important factor that plays a role in human aggression. Males are generally more aggressive than females, and men commit the vast majority of physical assaults (Buss, 2005). This is one of the most robust and reliable behavioral sex differences, and it has been found across many different age groups and cultures. There is evidence that males are quicker to aggression and more likely

than females to express their aggression physically²⁹. However, some researchers have suggested that females are not necessarily less aggressive, but that they tend to show their aggression in less overt, less physical ways. For example, females may display more verbal and relational aggression, such as social rejection. In view of the results and available literature, the information presents a more detailed picture of the aggression pattern of the lecturers of physical education and academic colleges.

²⁹ Bjorkqvist, K., Osterman, K., and Hjelt-Back (1994). Aggression among university employees. *Aggressive Behavior*, 20, 173-184.

CHAPTER - V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Aggression in sport can be caused by a number of factors. The most identifiable reasons are the rules of the game (level of physical contact), frustration, instinct, presence, arousal, environmental cues, self control and also the behaviour of those around. Other factors in aggression include personality, media involvement, coaching, role models and the society we live in. The following is an insight into the term aggression in sport, using the social learning theory and environmental cues theory

Frustration is known to play a key role in aggression. It is the view that is innate and also something that is learned (aggression). It can occur in many different circumstances and one of those can be an athlete not achieving his or hers goal targets. Having a point disallowed or being fouled by an opponent on more then one occasion can lead to frustration. It was frustration that made aggression more likely, for one or more reasons players wont show this aggression in there profession. An example of this can be when a coach under uses a player, who out of professionalism or even out of respect for the coach won't show aggression. However, this could effect the personal life of a player, where they keep all there aggression out of there profession and channel it into there social life. This is related to Freuds notion of displacement, where we want to do something we know is not acceptable for instance confront the coach, but for some reason keep it channelled.

Violent behaviour can be seen as the intent to hurt or injure an opponent, whereas to others the use of aggression can merely be seen

as the product of hard work and motivation hence the term passion being used by many people when they witness aggression. (Bredemeier, 1983) defined aggressive behaviour as “the intentional initiation of violent and or harmful behaviour. Violent means any physical, verbal or even non verbal offences (finger salutes), while harmful behaviors stand for any harmful intentions or actions (bad challenges or cursing). This also means that injuries caused by a bad challenge accidentally will not be considered as aggression, but would result from the opponent having inferior ability to perform a good legitimate challenge.

Psychologists have distinguished two types of aggression in sport, hostile and instrumental. Hostile aggression is a participants purpose to solely harm someone physically, using there fist or elbow can fall into this category and a sporting example of this was shown in football by Ben Thatcher of Manchester City when he slammed his elbow into Pedro Mendes of Portsmouth. This can also be called reactive aggression (sympathetic arousal) and is associated with anger. Instrumental aggression can be used to achieve a goal, which can be to tackle harder to gain possession of the ball i.e. rugby. It is also known as channeled aggression, the ability to turn it on and off and control there temperament and it is not associated with anger.

Rules of games differ and what one would call emotion and energy in one sport can be seen as an assault in another, a full on tackle in American football would be seen as a sickening assault in basketball. Emotion and energy in a game within the rules though can be assertive behaviour. This behaviour is goal directed (instrumental) that does not break rules of the game and although it isn't intended to

harm, it can still be seen as aggressive behaviour in a non sporting event.

Social learning theory suggests that aggression is something that can be instilled in a player from a very early age. We learn social behaviour by observing and imitating the behaviour of others, in particular observing the consequences of particular actions. From the age of 5 onwards children start impersonating others and start to look for role models.

When players are highly motivated, low, depressed or players who feel that aggression is 'wrong in life but ok in sport' they are more likely to be aggressive because it increases arousal thus showing anger towards a person. The four theories that cause aggression are instinct theory where aggression is instinctive for the player and sport releases built up aggression, this could happen, for example in a game of football, where the player has been out with injury and has been wanting to come back. The next theory is by Dollard and he says that aggression is caused by frustration, where a player is being blocked in success of a goal, i.e. when not playing to full capability. The Social Learning Theory says that watching and practising learns aggression. Aggression Cue Hypothesis causes aggression by anger, by seeing a fellow player getting into a fight, the readiness for aggression would encourage the player to join in the fight.

The player is sometimes to blame for the aggression but it can also be down to an influential other that has aroused the player and caused them to be aggressive, which is a cause of the frustration aggression theory. These influential others could be coaches, parents, official, teachers or other players.

The best way to control aggression has to be to stop it before it's happened but using an education programme. The coaches and players can encourage this by promoting ethical and sporting behaviour. With control of aggressive behaviour, stress management strategies such as relaxation techniques that in time will be self-control strategies and eventually reduce levels of arousal. The coach can influence the control of aggression a lot by encouraging the team and saying that winning is not everything but to have a healthy will to win, and by setting goals for performance. Eventually take players off the pitch if it appears that they will be aggressive before long.

CONCLUSION

Conclusions were drawn on the basis of results obtained from the statistical analysis of the data, which are as follows-

❖ Aggression

The physical education lecturers, whose team secured 1st position in various games, had relatively higher aggression levels with respect to total aggression

❖ Assault and Indirect aggression

The physical education lecturers, whose team secured 1st position in various games, had relatively higher aggression levels with respect to assault type aggression

❖ Irritability

The physical education lecturers, whose team secured 1st position in various games, had relatively higher aggression levels with respect to irritability type aggression

❖ Negativism

The physical education lecturers, whose team secured 3rd position in various games, had relatively higher aggression levels with respect to negativism type aggression.

❖ Resentment

The physical education lecturers, whose team secured 3rd position in various games, had relatively higher aggression levels with respect to resentment type aggression

❖ Suspicion

The physical education lecturers, whose team secured 3rd position in various games, had relatively higher aggression levels with respect to suspicion type aggression

❖ **Verbal Aggression**

The physical education lecturers, whose team secured 1st position in various games, had relatively higher aggression levels with respect to verbal aggression

❖ **Guilt**

The physical education lecturers, whose team secured 3rd position in various games, had relatively higher aggression levels with respect to guilt type aggression

RECOMMENDATIONS:

- It is recommended to provide psychological guidance to the physical education lecturers
- Institution should organized lectures on psychological balancing and related topics for lecturers
- Physical education lecturer should provide self directed relaxation training
- The mental preparation can be done by mental rehearse and goal setting.
- Physical education lecturer should think about previous wins and general thoughts linked to attributions to eliminate negative feelings.
- Progressive Relaxation Training (PRT) should be provided to the physical education lecturer

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