

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 8**). Most of the factors that represent or are responsible for one or the other type of aggression were fairly similar in both the groups. However, the total aggression (mean score of 32 ± 6.4) was

observed to be more in the lecturers of physical education colleges. Furthermore, the variation in total aggression test scores was recorded between 20 and 50 for lecturers of physical education colleges, while for lecturers of academic colleges showed it between 15 and 50. The data pertaining to the test scores for various aspects of aggression are presented below.

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**).

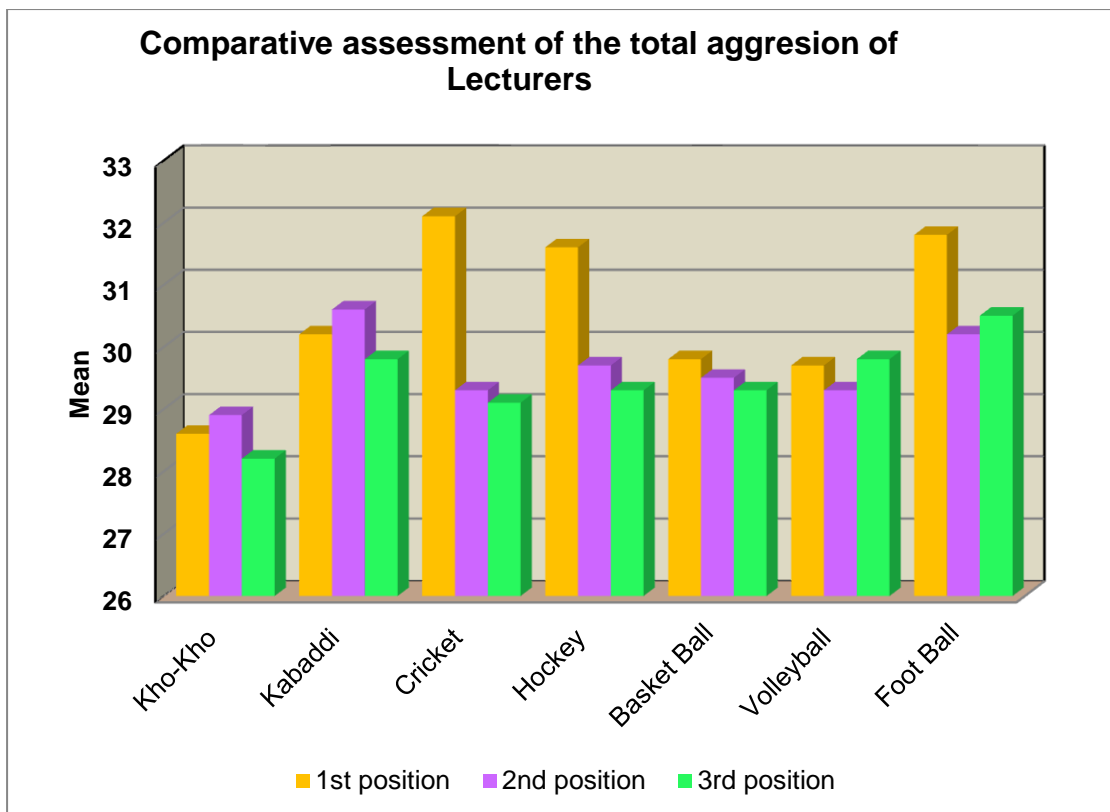


Fig. 1

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. In this

investigation, it was observed that the mean scores of females from both types of colleges were more than their male colleagues teaching in the respective groups (**Table 1** and **Fig. 1**).

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**).

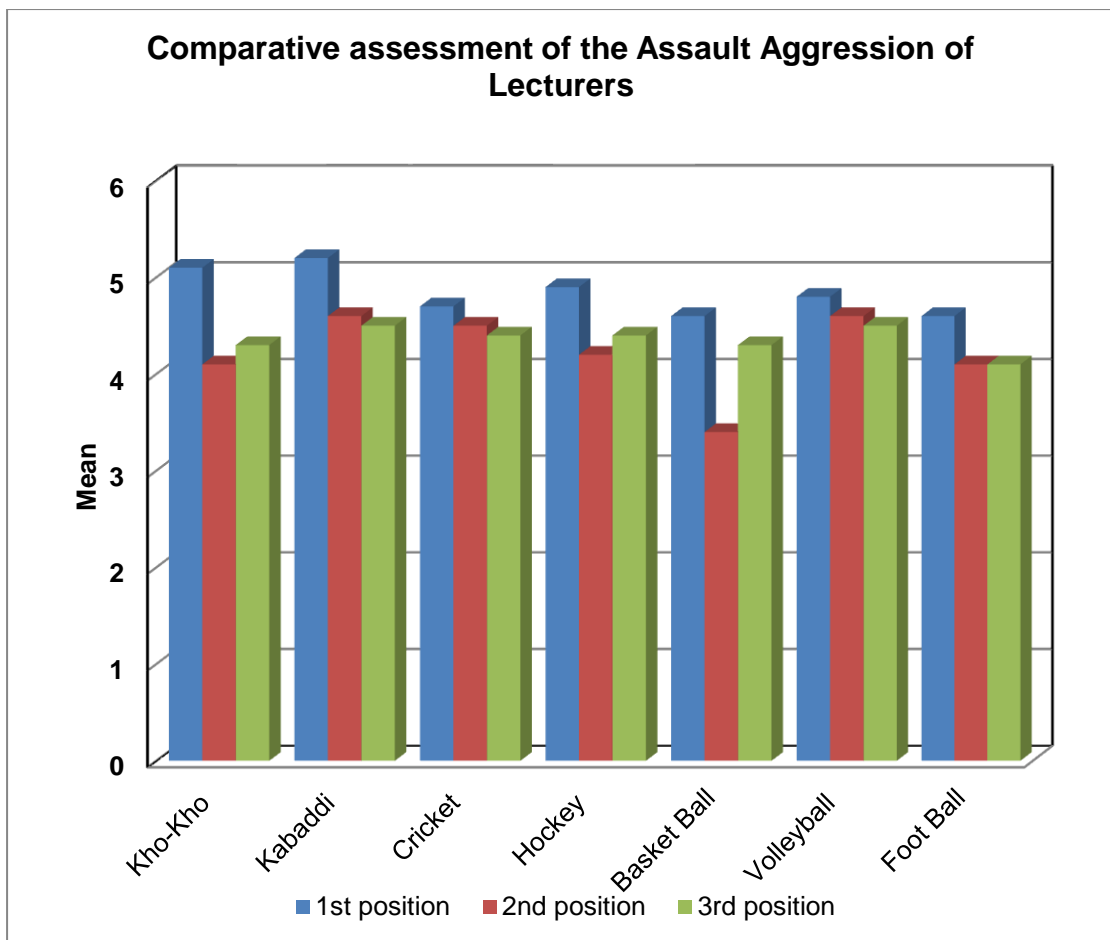


Fig. 2

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. In the present study, amongst all groups the lecturers of academic colleges showed least scores, while the female lecturers of the same type of colleges showed maximum

irritability (**Figure 4.10**). For male lecturers the mean scores for this factor of aggression varied from 1 to 7, while in case of females it was between 2 and 7 (**Table 4.7**).

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**).

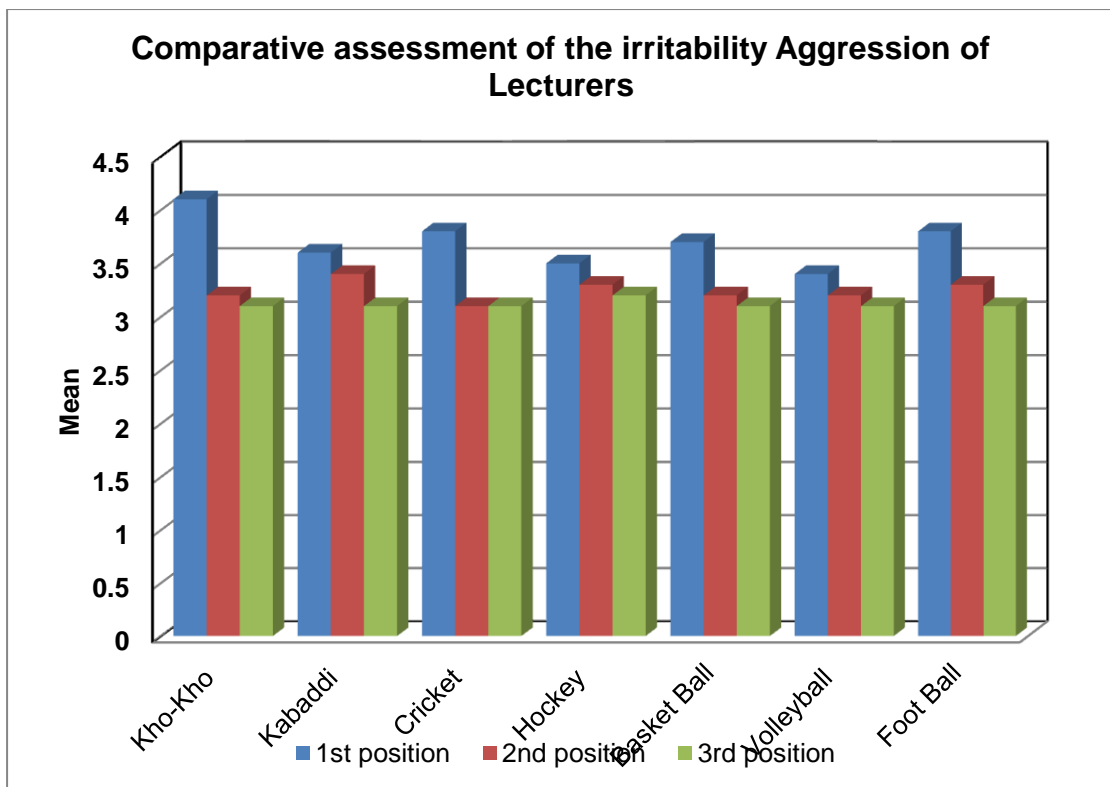


Fig. 3

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. Since there was no significant difference in the mean scores obtained from different groups, the present day situation shows a more or less similar attitude for this factor of aggression (**Figures 4.11**). The mean scores for negativism varied from 0 to 5 in both the groups i.e. lecturers from physical education and academic colleges. The data pertaining to negativism is presented in **Table 4.7** and **4.8**.

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		
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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**).

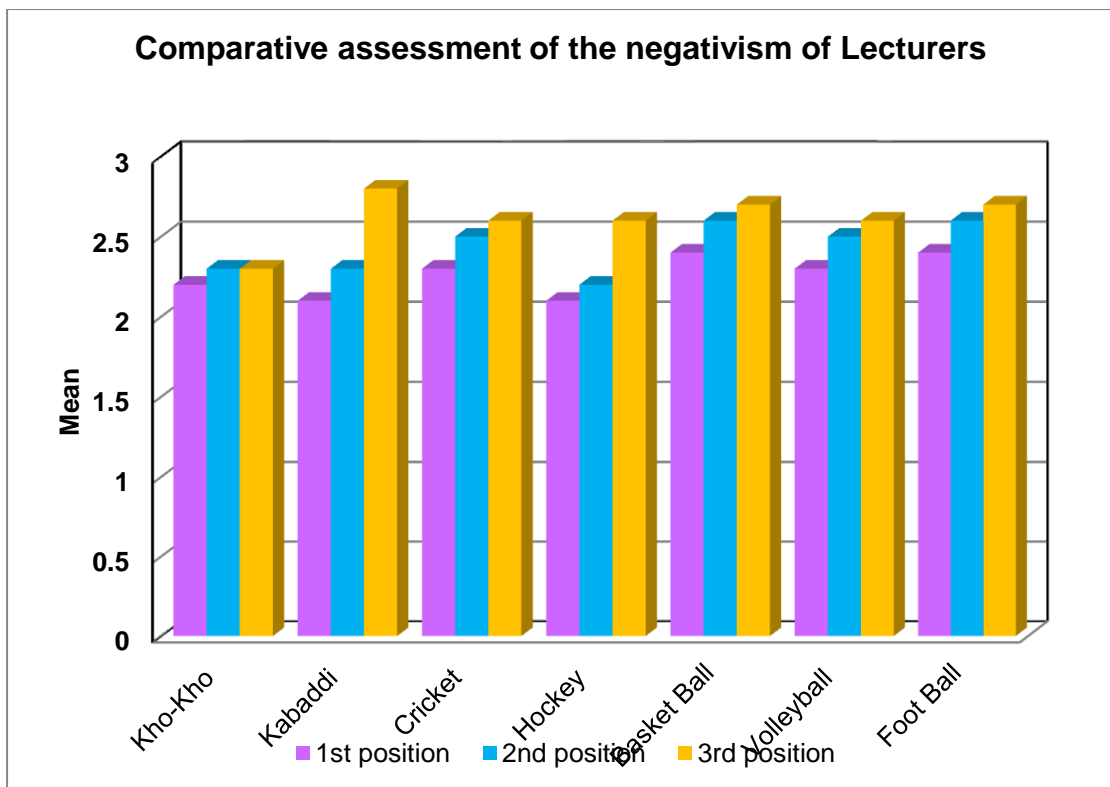


Fig. 4

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. The mean scores for resentment were 3.0 and 2.6 for male and 2.7 and 2.3 for female lecturers of physical education and academic colleges respectively (**Table 4.6 and 4.7**). The scores showed a statistically

significant ($P < 0.05$) difference and thus indicated a more resentment in the lecturers of physical education colleges (**Figure 4.12**).

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

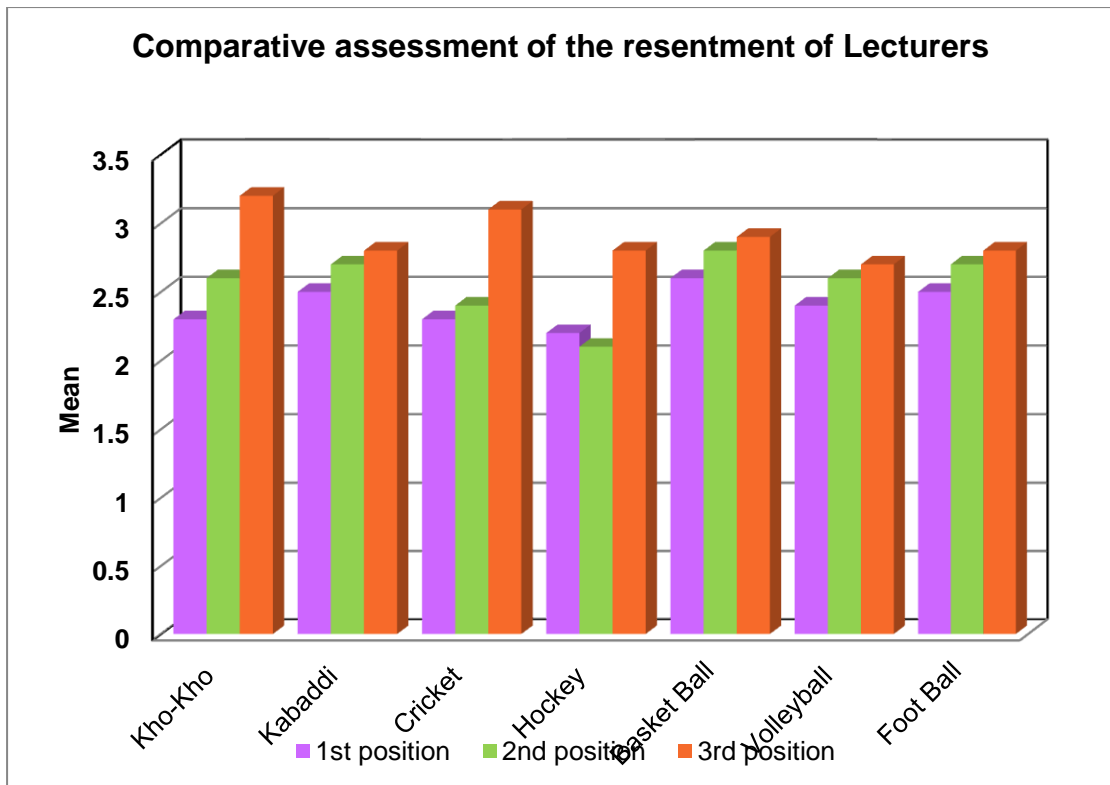


Fig. 5

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**).

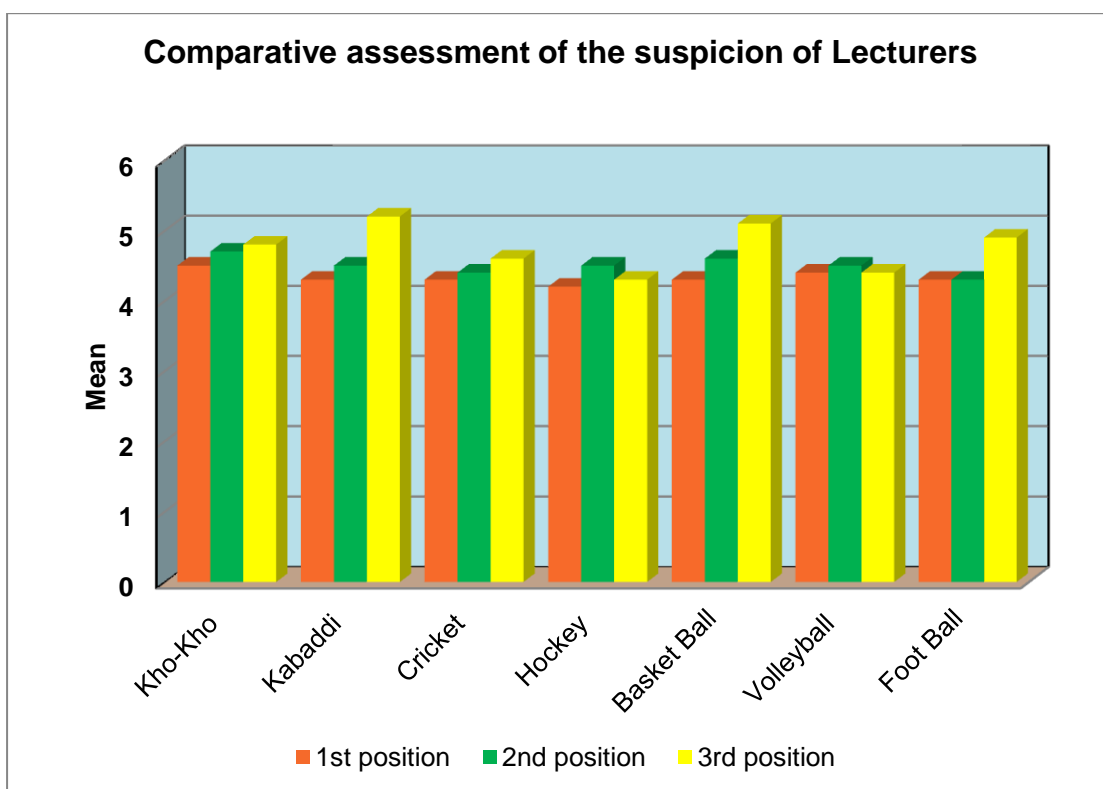


Fig. 6

Verbal Aggression

While verbal aggression is a result of many attributes, especially lack of satisfaction and various factors as mentioned above. The study showed that both the traits of suspicion and verbal aggression were fairly similar in all the groups (**Figure 4.13; Table 4.6 and 4.7**)

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**).

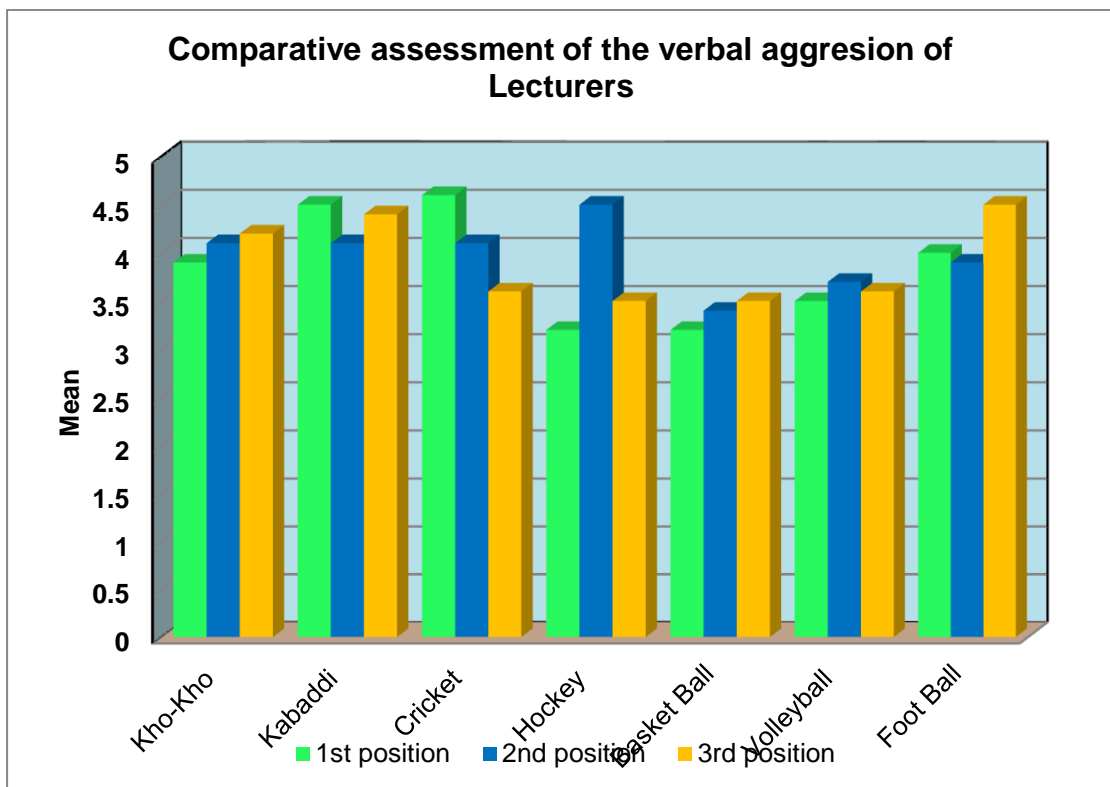


Fig. 7

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.

The mean score for this aspect in case of males was 5.4 and 5.2, while for females it was 5.3 and 4.3 for lecturers of physical education and academic colleges respectively. The mean difference in case of male lecturers was not significant, however in case of female lecturers it was significant (mean score 1.02, $P < 0.05$). The data pertaining to this aspect is presented in **Table 4.6 and 4.7**. Amongst all, the male lecturers from physical education colleges showed higher scores. This indicates that they may be under some stress or they may be thinking of certain athletic meets, their career, some close finishes for some sports events, etc, which has not gone in their favor. This data presents a trait where both lecturers, male and female from physical education colleges show a relatively higher score for guilt (**Figure 4.15**).

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	1 st position	4.9	± 1.6	0.16	1	7	0.523	N.S.

	(MEN)	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**).

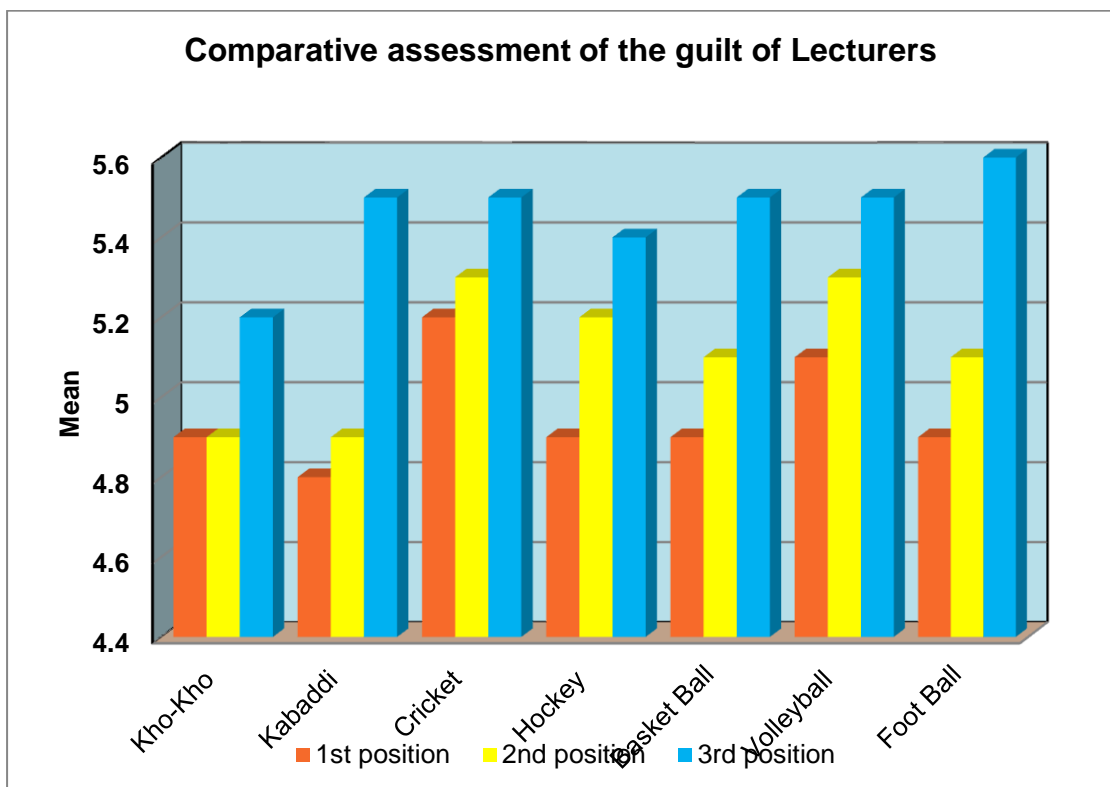


Fig. 8

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 physically¹. 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.

¹ Bjorkqvist, K., Osterman, K., and Hjelt-Back (1994). Aggression among university employees. *Aggressive Behavior*, 20, 173-184.