



ISSN: 2456-4419

Impact Factor: (RJIF): 5.18

Yoga 2019; 4(1): 1098-1100

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www.theyogicjournal.com

Received: 22-11-2018

Accepted: 24-12-2018

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A comparative study of legitimate aggressive behaviour in adolescent male athletes and non-athletes

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Abstract

The single objective of the present study was to compare legitimate aggressive behaviour in adolescent male athletes and non-athletes. To conduct the study 29 male adolescent students with active involvement in competitive sports were selected as sample. Another set of sample comprise of 31 adolescent students without active involvement in competitive sports. The age range of sample was 16 to 18 years. The adolescent male athletes were selected from various U-19 tournaments. To assess legitimate aggressive behaviour of adolescent male students, seven dimensional aggression inventory standardized by Sultania (2006) was used. Result indicate that male adolescent athletes displayed higher order legitimate aggressive behaviour as compared to adolescent male non-athletes. In conclusion, the authors discussed the role of competitive sport to have better control over emotions.

Keywords: Legitimate aggressive behaviour, adolescent, athletes, non-athletes

Introduction

In modern society adolescent's overt aggressive behaviour is of great concern. The violent behaviour in adolescence period is a very intricate issue and cause of concern for parents, teachers and psychologists. Overt aggression in adolescence may be in the form of physical aggression, verbal aggression or temperamental issues. In psychology aggression means broad range of behaviour pattern which intends to cause physical and psychological harm to others or sometime directed to cause harm to himself. Aggression is typified by behaviour which focusses on harming others be it physical or mental. Aggression may be tentative sign of other mental health disorder. Aggression can be defined in four broad categories namely physical, verbal, mental and emotional. The physical form of aggression concentrate on harming other or himself physically. This may range from hitting someone or pushing. Psychological aggression can be in the form of verbal spat which has severe impact on other Persons mental and psychological health. The main purpose of aggression is to express emotions such as anger, try to assert dominance or even intimidate other person. Aggression may sometimes be used to achieve certain goals. In psychology there are many theories that define aggression. Freud (1933) ^[7] considered aggression as a reaction to the blocking of libidinal impulses. Millar (1941) ^[10] gave frustration aggression hypothesis as a conceptual framework for aggression. According to this hypothesis frustration is the root cause of aggression. According to Bandura (1965) ^[2] aggressive responses can be understood with the help of social learning theory. According to Barimani (2009) ^[3], "Aggression is defined as a physical offensive action against someone else. The manifestations of aggression range from using offensive words which is intended to create psychological harm to severe physical actions against the self or to others." As per the definition of Cherry (2012) ^[5] aggression can be expressed in number of ways i.e. verbal, mental and physical respectively. In sports setting Bredemeier (1983) ^[4] defined aggression or aggressive behaviour as deliberate intent to commit violent and harm to other sportsperson. It may be in the form of violating the rules of game by deliberating hurting an opponent physically or due to verbal abuse committed in frustrating situation during a match. Frustration is believed to play a key role in aggression. It can be innate or learned and occurs in different circumstances. Berkowitz (1969) found that arousal is increased by frustration which can be felt as anger or psychological pain. Aggression in adolescent period has been studied by researchers.

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These studies have led to identification of factors that are considered important for interpretation of aggression in adolescent period. These factors are low self esteem, psychological distress, low academic achievement, communication gap between parents and child etc. (Mestre *et al.* 2012; Martínez *et al.*, 2009; Alcántara *et al.*, 2016) [9, 8, 1]. It has also been opined that participation in sports is good medium for adolescent students for their overall development. But this notion is somewhat contradictory because the scientific results in this regard are not consistent (Palmer, 1992; Salem *et al.* 2004; Donahue, 2009, Reza *et al.*, 2012) [11, 13, 6, 12]. Hence the present study was planned to assess legitimate aggressive behaviour of adolescent male athletes and non-athletes.

Objective

The main objective of the present study is to compare legitimate aggressive behaviour between adolescent male athletes and non-athletes.

Hypothesis

It was hypothesized that adolescent male athletes will exhibit more magnitude of legitimate aggressive behaviour as compared to adolescent male non-athletes.

Method

To test the abovementioned hypothesis, following methodological steps were taken.

Table 1: Comparison of Legitimate Aggressive Behaviour between Male Adolescent Athletes and Non-athletes

Variable	Adolescent Male Athletes (N=29)		Adolescent Male Non-athletes (N=31)		t	Level of Significance
	M	S.D.	M	S.D.		
Aggression	36.72	5.90	42.35	9.84	10.08	.01

Results depicted in table 1 indicate that negative aggression in male adolescent non-athletes was found to be significantly higher (M=42.35) as compared to male adolescent athletes (M=36.72). The reported t=10.08 also support this finding statistically at .01 level. Competitive sports teach us to control our behaviour within the rules of the game. A player is expected to show his emotions and conduct as desired by the rules and framework of that particular sport. This teaches an individual to act rationally and control his aggressive behaviour. So it is possible that due to participation in competitive sports male adolescent athletes showed less magnitude of negative aggression as compared to male adolescent non-athletes.

Conclusion

On the basis of results it may be concluded that participation in sports boost legitimate aggressive behaviour among university students.

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Sample

To conduct the study 29 male adolescent students with active involvement in competitive sports were selected as sample. Another set of sample comprise of 31 adolescent students without active involvement in competitive sports. The age range of sample was 16 to 18 years. The adolescent male athletes were selected from various U-19 tournaments organized in Nagpur city while the non-athletes were pursuing their school education.

Tools

Aggression inventory prepared by Sultania (2006) was used for evaluation of legitimate aggressive behaviour of selected male adolescent. This inventory is prepared on the basis of seven aspects of aggression namely assault, indirect aggression, irritability, negativism, resentment, suspicion, verbal aggression and guilt respectively. This inventory is highly reliable and valid.

Procedure

Aggression inventory was administered to each male adolescent. The response obtained were scored off as per the procedure laid down by the author. To analyse legitimate aggressive behaviour between two groups independent sample 't' test was used. The result is presented in table 1.

Result and Discussion

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