

# A Gender Based Psychological Analysis Of Aggressive Behaviour In College Students

Amit Dey<sup>\*1</sup>, Madan Ghosh<sup>2</sup>, Chinmay Mandal<sup>3</sup>, Prof. Susanta Sarkar<sup>4</sup> and Sitaram Rajak<sup>5</sup>

<sup>\*1,2,3</sup>Research scholar, Department of Physical Education, University of Kalyani, Nadia, West Bengal, India.

<sup>4</sup>Professor, Department of Physical Education, University of Kalyani, Kalyani, Nadia, West Bengal, India.

<sup>5</sup>Research Scholar, Department of Physical Education, University of Kalyani, Kalyani, Nadia, West Bengal, India

amitphyedu22@klyuniv.ac.in<sup>1\*</sup>, ghoshmadan49@gmail.com<sup>2</sup>, chinmayphyedu22@klyuniv.ac.in<sup>3</sup>,  
sankar.sarkar246@gmail.com<sup>4</sup> and sitaramcool2@gmail.com<sup>5</sup>

<https://orcid.org/0000-0001-6339-1051><sup>1\*</sup>, <https://orcid.org/0009-0009-1665-9647><sup>2</sup>, <https://orcid.org/0000-0003-4560-8960><sup>3</sup>, <https://orcid.org/0000-0002-8010-5229><sup>4</sup> and <https://orcid.org/0009-0000-7719-5617><sup>5</sup>

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## ABSTRACT

**Approach:** In sports field, aggression is an important psychological behaviour that depends on the nature of sports activity. We aimed to look into whether any significance differences found between sportsman and non-sportsman as well as male and female college students in term of aggressive behaviour.

**Material and methods:** We applied the Aggression questionnaire developed by Roma Pal and Tasneem Naqui (1980). Here subjects were 18 to 24 years old (N = 300) college students, whom we split into Male Sportsman (MSM=75), Male Non-sportsman (MNSM=75), Female Sportsman (FSM=75) and Female Non-sportsman (FNSM=75). Collecting data were analysed by the SPSS software.

**Results:** In the present study, we found statistically significant differences between both male and female college students also sportsman and non-sportsman college students in term of aggression. Though there are no statistically significant differences in aggression level between male sportsman and male non-sportsman but opposite results are found when college students are female. The male non-sportsman and male sportsman groups had significantly higher value than female non-sportsman group but female sportsman group had non-significant difference with male sportsman and non-sportsman groups.

**Conclusion:** According to findings, male sportsman college students are more aggressive than rest of all the groups. Between the two groups MNSM and FNSM there are some significant differences, where MNSM had higher level of aggression than FNSM group. We highly recommended to continue researches on this topic among various positional athletes (For instance, various position in football game like as midfielder, defender etc.) in different kind of sports also.

**Keywords:** Aggression, Sportsman, College students, Gender.

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## INTRODUCTION

Aggression in sports refers to any form of behaviour that involves hostile, violent or antagonistic actions against another player, coach or official during a game or competition. While some level of aggression can be a natural and necessary part of competition, it can also cross the line into unsportsmanlike conduct and can be dangerous.

There are different forms of aggression in sports, including physical aggression, verbal aggression, and relational aggression. Physical aggression involves any physical contact with the intent to harm or intimidate another player, such as pushing, hitting or tackling. Verbal aggression involves taunting, trash-talking or insulting another player, while relational aggression is a type of aggression that involves damaging social relationships with others, such as spreading rumours or excluding someone from the team. While some level of aggression is expected in competitive sports, it is important for athletes, coaches and officials to maintain self-control and respect for others on the field or court. Excessive aggression can lead to injuries, penalties, ejections, or even criminal charges in extreme cases. It can also negatively impact team morale, and undermine the spirit of fair play and sportsmanship that is essential to the integrity of sports.

Any behaviour that is hostile or violent towards another individual in a situation that is not sporting is often referred to as aggression in daily life. Aggressive behaviour can take many forms, such as physical violence, verbal abuse, bullying, or even road rage. It can be triggered by various factors, including frustration, anger, jealousy, or a desire for power or control.

While aggression is a natural and common human emotion, it can have negative consequences for both the person exhibiting the behaviour and the people around them. Aggressive behaviour can cause physical harm, emotional distress, and damage to relationships. It can also lead to legal or criminal consequences if the behaviour crosses legal boundaries.

Effective communication, problem-solving, and conflict resolution skills can help individuals to manage their emotions and express themselves in a non-violent and constructive manner. Seeking professional help, such as counselling or anger management therapy, can also be beneficial for individuals struggling with aggressive tendencies. It is important to recognize that aggression is not a healthy or acceptable way to handle conflict, and individuals should strive to find more positive ways to deal with their emotions and interactions with others.

Aggression in college students can manifest in various ways, such as physical violence, verbal abuse, bullying, or even sexual harassment. There are several factors that can contribute to aggression in college students, including academic pressure, social isolation, substance abuse, and mental health issues like depression or anxiety.

College can be a challenging and stressful time for many students, as they adjust to new environments, academic demands, and social pressures. Some students may feel overwhelmed and resort to aggression as a way to cope with their stress or assert their power over others. The use of alcohol and drug can also act as a catalyst to increase the likelihood of aggressive behaviour.

In today's competitive environment, teaching a team the various game skills on a scientific basis and psychologically preparing them for competitiveness are equally crucial (Katko, et al., 2010; Kannur, Reddy, & Reddy, 2010).

Dumnar V.H. (2019) conducted A study of aggression among sportsman and non-sportsman: of college students. This study was selected 50 subjects from each group sportsman and non-sportsman of Parbhani District. 2×2 factorial design is used for this study. According to the study, there is a considerable difference in attitudes towards aggression between college men and women students as well as between sportsmen and non-sportsmen.

A study on aggression and self-confidence among university male students in various fields was undertaken by Manoranjon Tripathy (2018). The study included three departments (viz. Computer Science, mass communication, Journalism and Travel management) of Dev Sanskrit Vishhwavidyalaya. To assessed the aggression of the students an Aggression Scale developed by Dr. Roam Pal and Dr. Tasneem Naqvi (1980) was used. For the statistical method used to compare the groups, a one-way ANOVA test was run at the 0.05 level of significance. According to the research, this university's computer science students are more assertive than its journalism, mass communication, and travel management students.

P. Lemiex, Stuart J. McKelvie and D Stout (2002) conducted a study which titled "Self-reported hostile aggression in contact athletes and no-contact athletes and non-athletes." They used an aggression questionnaire conducted by Buss & Perry (1992) to measure the aggression of subjects. Results of this study was non-sportsmen usually consumed alcohol during any kind of aggressive behaviour more than sportsman. And they were engaged in hostile aggression much time. The findings disprove the media's portrayal of the aggressive, inebriated athlete, at least among college students, along with the finding that alcohol was associated with fights less frequently among athletes than among non-athletes.

We use a questionnaire method to compare college students ages 18 to 24 years who consistently participate in sports (sportsmen) with non-sportsman (those are not participate any sports actively consistently) for differences in trait aggression as well as on the basis of gender. We also fine out the aggression level of all groups (i.e., MSM - Male Sports Man, MNSM - Male Non-Sports Man, FSM- Female Sports Man and FNSM- Female Non-Sports Man) of college students.

## MATERIAL AND METHODS

### Participants

In this research, samples involve 300 college students from various educational institute of West Bengal. Participation in this study were selected by using convenience sampling method. Total 150 college students (75 Male and 75 Female) were selected as sportsman from various sports (like as football, cricket, kabaddi, kho-kho, Volleyball, athletics etc.) and those were actively and consistently participant in their respective event. Rest of 150 college students (75 Male and 75 Female) those are not involved with any type of sports activity were selected from various colleges. The subjects ranged in age from 14 to 24. The sportsman group engaged in at least four and a half hours of training per week and had a minimum sporting age of five.

### Design

In this present study researchers included three variables. One is dependent variable and another two is independent variable. Aggression was dependent variable and college students (sportsman and non- sportsman) and gender (male and female) both were independent variable. In the current investigation, 2 X 2 balance factorial design was adopted.

### Data collection tools

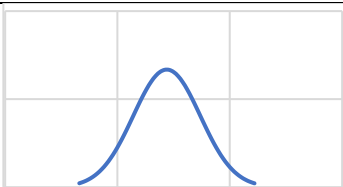
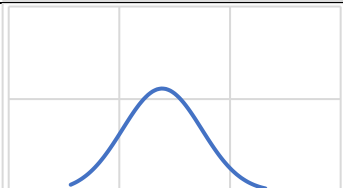
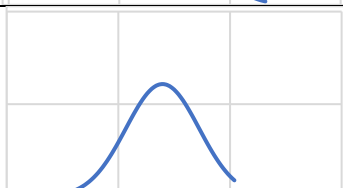
A valid, reliable, and standardised aggression questionnaire was employed in our study to gather data from the chosen population. The questionnaire was created by the Roma Pal and Tasneem Naqvi (1980), which consist of thirty (30) statements related to aggression. All the statement measured the aggression of an individual. The reliability of this questionnaire was 0.78 and validity was 0.78 using ordinary scale.

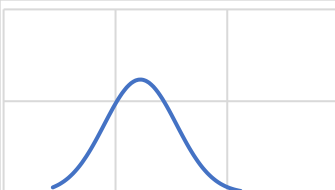
### Statistical Analysis

This paper's primary objective was to pinpoint the differences between groups in aggression tendencies. Using the SPSS software, we conducted a number of statistical analyses on the data that was collected. For the analysis of the collecting data, researchers calculated descriptive statistics (Mean, Median, Min, Max, SD, SE) and also calculate the Two-way ANOVA. The findings were considered statistical if  $p \leq 0.05$ . Tukey HSD (two-way interaction) used to know the differences among the group. The researchers received their approval from Departmental Research committee.

## RESULTS

**Table 1.** Shows the descriptive statistics in aggression.

Groups	Descriptive Statistics							Distribution curve
	N	Mean	Median	Min	Max	SD	SE	
MSM	75	71.95	71	33	109	14.93	1.72	
MNSM	75	69.33	73	28	115	17.89	2.07	
FSM	75	69.81	71	24	102	16.39	1.89	

FNSM	75	61.16	64	22	105	16.12	1.86	
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MSM-Male Sportsman; MNSM- Male Non-sportsman; FSM- Female Sportsman; FNSM-Female Non-sportsman; SD-standard Deviation; Min.- Minimum; SE-Standard Error; Max.-Maximum.

**Table 2:** Showcasing the two-way ANOVA summary for the 2X2 factorial design for aggression level.

Source	df	Sum of Squares	Mean Squares	F value	Pr(>F)
Gender	1	1992	1991.8	7.435*	0.00678
Sportsman & Non-sportsman	1	2380	2380.1	8.885*	0.00311
Gender * Sportsman & Non-sportsman	1	684	684	2.553 <sup>NS</sup>	0.11113
Error	296	79296	267.9		
Total	299	85351.8			

**Table 3:** Comparison of means among the different groups pertaining to aggression.

MSM	MNSM	FSM	FNSM	Mean Diff.	Sig.
71.95		69.81		2.133	0.8552 <sup>NS</sup>
71.95	69.33			2.6133	0.7622 <sup>NS</sup>
	69.33	69.81		0.48	0.9979 <sup>NS</sup>
71.95			61.16	10.7866	0.0004*
		69.81	61.16	8.6533	0.0073*
	69.33		61.16	8.1733	0.0129*

In the college students, scores of Mean + SD Values in aggression of four groups were  $71.95 \pm 14.93$  (MSM),  $69.33 \pm 17.89$  (MNSM),  $69.81 \pm 16.39$  (FSM) and  $61.16 \pm 16.12$  (FNSM). The outcome of mean value in aggression the male sportsman (MSM) group slightly higher than male non-sportsman (FSM). Simultaneously were found widely difference in aggression mean score with female non-sportsman (FNSM). (Table 1)

Table 2 shows the summary of two-way ANOVA of 2×2 factorial design for level of aggression. The effect gender in level of aggression having f value 7.435 which exceed the table value of 0.05 level of significance at 1 and 296 degree of freedom. For this the finding indicate that in aggression between male and female college students are significantly difference. Post hoc comparisons using the Tukey HSD test indicated that the mean score for male sportsman (MSM;  $M \pm SD - 71.95 \pm 14.93$ ) and Male non-sportsman (MNSM;  $M \pm SD - 69.33 \pm 17.89$ ) were significantly different as well as higher than the female non-sportsman (FNSM;  $M \pm SD - 61.16 \pm 16.12$ ).

Yet, there are no discernible differences between college students who identify as male sportsman and female sportsman (Table 3). Contrariwise, the F-value against level of aggression of sportsman and non-sportsman is 8.885 which also exceed the table value at 0.05 level of significant at 1 and 296 df. It may be mentioned that aggressive levels among college students who participated in sports and those who did not differ significantly. The table 3, clearly shows the significant differences among sportsmen (MSM;  $M \pm SD - 71.95 \pm 14.93$ , FSM;  $M \pm SD - 69.81 \pm 16.39$ ) with female non-sportsman (FNSM;  $M \pm SD - 61.16 \pm 16.12$ ). Similarly, the table 2 clearly shows that the p-value is not greater than 0.05 in level of aggression between gender and college students (sportsman and non-sportsman) at 0.05 level of significance. Hence, not significant at 0.05 level of significant when F-value was 2.553 at 1 and 296 df.

## DISCUSSION

This research sought to compare the levels of aggression among sportsman and non-sportsman college students. Aggression is very closely related with sports. Aggression helps to promote the sports performance of athletes.

Some sports have more aggression than others. It's totally depending on nature of activity, degree of contact etc. For example, the nature of football game is more aggressive than 100 m. running. However, the researchers point out on the level of aggression among sportsman and non-sportsman based on their gender perspective.

The main results of this present study indicate that male and female college students have significant difference in aggression level as well as sportsman and non-sportsman. In this study, the researchers have seen that the level of aggression of male sportsman (MSM; Mean  $\pm$  SD -  $71.95 \pm 14.93$ ) are higher than the rest of the group (MNSM, FSM, FNSM). Similar results were found in various research. Saroj P.K., (2022) compare the aggression between male and female tennis players using the same questionnaire and found no significant difference in aggression. But the aggression mean score of male sportsmen were less than female sportsman.

Chand L., (2016) studied on aggression between male sportsman and male non-sportsman. Similar findings to those of the current study were discovered in earlier studies, which concluded that there are no appreciable differences in aggression. The mean value of male sportsman was greater than male non-sportsman.

Bawa G.S., (2016) conducted a study to compare the level of aggression among boys and girls school going students using the same questionnaire. A total number of 200 sample were selected in the study. The studies discovered that there were massive difference in between boys and girls school going students in aggression. This outcome is consistent with this research. (Table 2)

Kalhotra S.K., (2016) carried out a study on aggression. For the purpose of the study a total of 150 students were selected from various school of Jammu state, India. Aggression scale (1986) developed by Km. Roma Pal and Mrs. Tasneem Naqvi was used to collect the data. Significant difference was found between male non-sportsman and female non-sportsman. Level of aggression among female non-sportsman school students were significantly greater than male non-sportsman but in this present study, the researcher was found male non-sportsman significantly higher than female non-sportsman college students.

Reena R.S., (2018) conducted on aggression behaviours of early adolescent students. A total number of 400 school students were selected in said study. Aggression behaviour scale (1971) developed by Km. Roma Pal was used. The study revealed there were significant difference between male and female non-sportsman which was a comparable outcome to the present study.

Jayachandra & Shobha (2019) conducted a study on aggression among male sportsmen and male non-sportsmen. The aggression scale (1980) developed by Roma Pal and Tasneem Naqvi were used to collect the response. The study shows there were significant difference in aggression at 0.05 level but present study proposed the opposite results. The mean value of male sportsman significantly higher than male non-sportsman in level of aggression. This result also a document that sports students are greater aggression compared to non-sports students.

Khan, et. al. (2015) carried out a study on aggression between men and women basketball players. Total 100 basketball players (50 male and 50 female) were randomly selected as subjects. Aggression Inventory (1984) developed by Srivastava was used to collect the players response. The results of the study have not found any significant difference between men basketball players and women basketball players.

V.H.Dumnar (2019) conducted a study on aggression among sportsman and non-sportsman and using Aggression scale (1980) developed by Roma Pal and Tasneem Naqvi to collect the response. The study showed there were meaningful difference between male and female students on aggression. Similarly found important difference between sportsman and non-sportsman on aggression behaviour. The conclusions of the present investigation are supported by these findings.

## CONCLUSION

Our findings show that there is no substantial distinction between male sportsman and non-sportsman in terms of aggression, and that this is also true for female sportsman. Nonetheless, there was a statistically relevant difference between female sportsman and female non-sportsman, indicating that participation in sports on a regular basis can affect how aggressive a person is. Based on our findings, it can be said those who are involved in sports have a much higher degree of aggressiveness than non-sportspeople.

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