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## A Comparative Study of Aggression Between University Level Batters and Bowlers

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### ABSTRACT

**Purpose:** The Purpose of the study was to “compare the degree of aggression between university level batters and bowlers.” The study was conducted on 15 University Level Male batters and 15 male bowlers ranging from 18 to 26 years. The subjects were selected from Andhra University Visakhapatnam. The sports aggression inventory questionnaire of aggression by Prof. N.Vijamohan \ Dr.K.Pallavi was distributed to the 30 male batters and bowlers. It was hypothesized that there would be a significant difference between the batters and bowlers on the degree of aggression. The t-test was employed to compare the degree of aggression between the batters and bowlers. **Findings:** To analyze the score t-test was employed; the level of significance for testing the hypothesis was set at 0.05 level of confidence.

**Key Words:** Sports aggression inventory, Aggression, Batters, Bowlers.

### INTRODUCTION

Sports competition without "aggression" is a body without soul, competition and aggression are twins. There is clear evidence that, in general aggression is more boisterous games, may help performance because it arouses players overly to put in harder effort, and "do or die" for the success of the team. Contrarily there is also indication, and valid too, that aggression committed by players in certain contexts situation or position may implies performance of individual skill as well as success of the team. The word Aggression comes from the Latin work aggress, 'ad' (to or toward) and greater (walk). Literally then the word means to "to work towards or approach". Aggressive act can be defined as those which the athlete (1) is highly motivated (2) demonstrate the great realize of physical energy, and / or (3) is not inhibited by fear of potential fracture or injury. Aggression is defined as the infliction of an oversize stimulus physical, verbal or gesture upon one person by another. Aggression is not an attitude but behavior and most critically it is reflected in the acts committed with the intention to injure. This definition of aggression includes such wide range of acts engaged in by athletes, coaches and spectators as physically hitting another individual and verbal abuse.

This aggression is often learned through observation of fellow teammates' behavior (Coulomb-Cabagno & Rasclé, 2006). In team settings, boys form peer networks that establish social hierarchies and, in turn, increase interpersonal aggression and violence (Steinfeldt et al., 2012). These hierarchies are established based on the extent to which one exhibits competitive behavior, aggression, and domination on the field, or the extent to

which one adheres to masculine social norms (Chu, 2005; Steinfeldt et al., 2012). In addition to peer relationships being key in instituting norms, coaches' attitudes and expectations are influential to players, as well (Lyndon, Duff, Smith, & White, 2011). Fellow teammates, their adult coaches, and their fans reward athletes for domination, intimidation, and aggression on the field, thus encouraging it in other settings (Bandura, 1978; Steinfeldt et al., 2012). Therefore, as athletes are socialized by their peers, coaches, and the nature of their sport, their tendency toward aggression increases.

Research supports this assertion, in that athletes who play sports like football and basketball display higher levels of hyper-masculinity and sexual aggression and hold stronger beliefs in gender inequality than did athletes who play marginal sports, like swimming and tennis (Gage, 2008; McCauley et al., 2014). Hockey, another center sport, yields similar results. Hockey players, who admit to engaging in violent behavior in their personal lives, report that doing so seems to be a logical continuation of the aggression that is encouraged during the game (Pappas et al., 2004). Ultimately, it is a challenge to restrict the violence that is endorsed on the field from taking place in other settings.

## **METHODS:**

### **SUBJECTS:**

Thirty (30) University level Male players (15 Batters and 15 Bowlers) were randomly selected from Andhra University, Visakhapatnam as a subject. They were attending yearly camp in their respective sport. The age of the subjects were ranged from 18-26 years.

### **COLLECTION OF DATA:**

The criterion measure chosen to test the hypothesis was the scores obtain in sports aggression inventory by Prof. N.Vijamohan \ Dr.K.Pallavi.

### **HYPOTHESIS: -**

The hypothesis was that there would be a significant a difference between the batters and Bowlers on the degree of aggression.

**Administration of the Test:** Based on expert opinion and by personal understanding the sports aggression inventory by Prof. N.Vijamohan \ Dr.K.Pallavi questionnaire was used. The aggression questionnaire was distributed to Batters and Bowlers. To ensure maximum cooperation from the subjects the investigator had a meeting with selected subjects in presence of coach. Subjects were oriented and explained regarding the purpose and the procedure of the questionnaire. Sports Aggression Inventory consists of 25 items in which 13 items are keyed "YES" and 12 are keyed "NO". The statements which are keyed "YES" are 1,3,5,7,9,11,14,16,17,21,20,23 and 25 and the statements which are keyed "NO" are 2,4,6,8,11,12,13,18,19,22 and 24.

**Scoring of Questionnaire:**Maximum score for each statement was one. Sores obtained for each statement was added up which represent an individual's total score on aggression.

## STATISTICAL ANALYSES:

For the purpose of analysis of data, 't' test was applied to compare the degree of aggression between throwers and jumpers. The level of Significance was set at 0.05 levels ( $p < 0.05$ ).

## RESULTS:

The scores were obtained by using the key as suggested by Prof. N.Vijamohan \ Dr.K.Pallavi. The data was analyzed by using "t" test. The significance of mean difference was found between scores obtain on aggression by university level Batters and Bowlers has been presented in Table – 1.

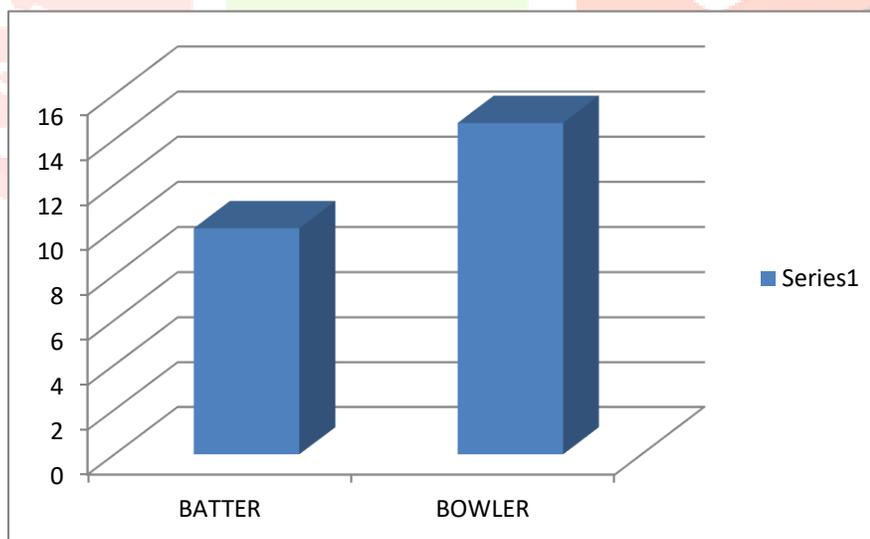
**Table-1**  
Significant difference of mean on aggression between university level batters and bowlers.

VARIABLE	GROUP MEAN		MEAN DIFF	T-TEST
	BATTER	BOWLER		
AGGRISSION	10.06	14.73	4.67	3.85*

\*Significant at .05 level of confidence.

t.05 (28) 2.048. It is evident from Table of throwers and jumpers on the scores of aggression since the obtained value of 't' (3.85) was higher than the tabulated value of 't' (2.048) which was required to be significant at 28 degree of freedom with 0.05 level of confidence.

Figure 1 : comparison of mean scores between batters and bowlers on aggression.



## DISCUSSION:

The mean value (14.73) of the Bowlers on aggression was found to be higher than the Batters (10.06), which revealed that bowlers were more aggressive in comparison to the batters. Scholar was unable to locate the literature to support the above finding however reasons for bowlers being more aggressive would be use of implements. Furthermore the physique and body structure of Bowlers would be other reasons for aggressiveness.

**DISCUSSION OF HYPOTHESIS:**

The hypothesis between University level Batters and Bowlers is accepted.

**CONCLUSIONS:**

In regard to aggression there was a significant difference between the means of University level Batters and Bowlers.

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