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**A COMPARATIVE STUDY OF ADJUSTMENT AND  
AGGRESSION OF INTER UNIVERSITY  
FOOTBALL AND FIELD HOCKEY PLAYERS**

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# A Comparative Study of Adjustment and Aggression Of Inter University Football and Field Hockey Players

**Mahesh Kumar**

**Abstract – Physical education trends have developed recently to incorporate a greater variety of activities. Introducing students to activities like bowling, walking/hiking, or Frisbee at an early age can help students develop good activity habits that will carry over into adulthood. Some teachers have even begun to incorporate stress-reduction techniques such as yoga and deep-breathing. Teaching non-traditional sports to students may also provide the necessary motivation for students to increase their activity, and can help students learn about different cultures. For example, while teaching a unit about lacrosse (in, say, Arizona, USA), students can also learn a little bit about the Native American cultures of the Northeast and Eastern Canada, where lacrosse originated.**

## INTRODUCTION

Psychology is the science of mind and behavior. Its immediate goal is to understand behavior and mental processes by researching and establishing both general principles and specific cases. For many practitioners, one goal of applied psychology is to benefit society. In this field, a professional practitioner or researcher is called a psychologist, and can be classified as a social scientist, behavioral scientist, or cognitive scientist. Psychologists attempt to understand the role of mental functions in individual and social behavior, while also exploring the physiological and neurobiological processes that underlie certain functions and behaviors.

Psychologists explore such concepts as perception, cognition, attention, emotion, phenomenology, motivation, brain functioning, personality, behavior, and interpersonal relationships. Some, especially depth psychologists, also consider the unconscious mind. Psychologists employ empirical methods to infer causal and correlation relationships between psychosocial variables. In addition, or in opposition, to employing empirical and deductive methods, some especially clinical and counseling psychologists at times rely upon symbolic interpretation and other inductive techniques. Psychology incorporates research from the social sciences, natural sciences, and humanities, such as philosophy.

While psychological knowledge is typically applied to the assessment and treatment of mental health problems, it is also applied to understanding and solving problems in many different spheres of human activity. Although the majority of psychologists are involved in some kind of therapeutic role clinical,

counseling, and school positions; many do scientific research on a wide range of topics related to mental processes and social behavior typically in university psychology departments and/or teach such knowledge in academic settings; and some are employed in industrial and organizational settings, and in other areas such as human development and aging, sports, health, the media, law, and forensics.

Sports Psychology is the study of the psychological factors that affect participation and performance in sports. It is also a specialization within the brain psychology and kinesiology that seeks to understand psychological/mental factors that affect performance in sports, physical activity, and exercise and apply these to enhance individual and team performance. It deals with increasing performance by managing emotions and minimizing the psychological effects of injury and poor performance. Some of the most important skills taught are goal setting, relaxation, visualization, self-talk, awareness and control, concentration, confidence, using rituals, attribution training and periodization. Sport psychology defined in laymen's terms: There are many psychology tools you can apply in sports. Some of the psychology tools are mentioned above, but most successful sport psychologists will analyze each individual to determine their learning style. The latest and most effective psychology used in sports today is Neuro-linguistic programming (NLP). NLP categorizes each individual's learning style whether it's visual learning, auditory (hearing) learning, or kinesthetic (hands on or emotional) learning. For example, if you learn from hearing, you would benefit from imagining in your mind the sound of the crowd cheering your name after you have won a competition. The emotional experience you receive from imagining the sound of

the crowd cheering your name is then enhanced by using NLP techniques, also you will be taught to recall this emotion at will while in competition to motivate yourself to perform at a higher level. This type of psychology is popular in sports involving extreme mental situations.

From these definitions it is clear that in every definition the needs are incorporated. One has to change one's mode of behavior to suit the changed situation so that a satisfactory and harmonious relationship can be maintained keeping in view the individual and his needs on the one hand and environment and its influence on the individual on the other hand is considered. Even Shaffer's definition underlines one's need and their satisfaction. Shaffer tries to maintain a balance between his needs and his capacities of releasing these needs and as long as this balance is maintained he remains adjusted. As soon as this balance is disturbed he drifts towards maladjustment. Gates and Jersild mentioned that adjustment is a harmonious relationship between an individual and his environment. In view of all these facts it could be stated that adjustment is a condition or state in which the individual behavior conforms to the demands of the culture or society to which he belongs and he feels that his own needs have been or will be fulfilled. In this concern Arkoff (1968) had given an extensive definition of adjustment. According to Arkoff adjustment is the interaction between a person and his environment. How one adjusts in a particular situation depends upon one's characteristics as also the circumstances of the situation. In other words, both personal and environmental factors work side by side in adjustment. An individual is adjusted if he is adjusted to himself and to his environment.

## **REVIEW OF LITERATURE:**

Hayajneh (2009) investigated sixty five Americans and Sixty seven Jordanians related to aggression emotion both samples consisted of male and female sport participants and sport drop outs between the age of 11 and 17 years. He had two purposes. The first purpose was to determine any differences between Americans and Jordanians in their reasons for participating in and dropping out of youth sport programmes. The second purpose was to examine factors in achievement motives that might discriminate from Americans extrinsic/intrinsic motivation and achievement goals. The most important reasons that Americans had for sports participation were liking to have fun, liking to improve skills and liking to learn new skills. For Jordanians liking the team spirit, liking to be popular and liking to travel were the most important reasons for participation. Both American and Jordanian drop outs listed emphasis on winning and losing and the lack of fun as a most important reason for dropping out of sports programmes. There were no significant differences between Americans and Jordanians in their factors of achievement motivation and sports participation.

Almarif (2002) investigated personal motives and sociological factors which were socio-economic status, sports facilities availability, significant others participation in sports, significant others approval for participating in sports, birth order and factors influencing selection of sports. His subjects were 600 male and female Iraqi athletes, between the ages of twelve and twenty-five. The results showed that male athletes tended to come from lower socio-economic families, whereas female athletes tended to come from upper middle and higher socio-economic families. Both males and females tended to rate some of the personal motives similarly but sport group differences were found on many personal motives for the sports participation and the results are as follows : (1) No significant differences were found between the mean scores of the male sport groups concerning two personal motives namely competence and fitness, health, (2) Significant differences were found between the female sports groups on all the ten personal motives, No significant differences were found between the mean scores of male and female volleyball athletes on seven personal motives namely, competent, social, athletic, compete/ challenge, potent and prestige. (4) No significant differences were found between the male and female basketball athletes on all the personal motives except on the potent motive where the males scored higher than females. (5) No significant differences were found between the male and female table-tennis athletes on all the personal motives except on athletic and winner/prestige.

Bhullar (2002) in the year 2002 undertook a study entitled "A Comparative study of attitude towards physical activity of university male and female students". The purpose of this evaluation was to discover the structure of attitude towards physical activity of male and female students living in the same environment. Subjects for this study included both male and female students. The 200 (100 male & 100 female) subjects who participated were drawn randomly from various teaching departments of the Punjab University campus, Chandigarh. Their age ranged from 16 to 23 years. To measure attitudes, physical activity attitude scale constructed and standardized by the author was used which consisted of 70 items. Scoring was done on the basis of „Scale Product Technique by giving weight for each response category in the Likert fashion and then multiplying the same with scale value of the statement.

Dabas surveyed the facilities and equipments of sports and physical education in engineering colleges and concluded that the student teacher ratio in physical education was satisfactory and only one college had provided special coaching personnel for different games and sports. Out of five engineering colleges and three colleges had sufficient playground facilities as per minimum norms laid down by National plan of Physical Education and Recreation. The study

revealed that all the engineering colleges did not possess sufficient number of equipment and playgrounds as per this student's strength.

### RESEARCH METHODOLOGY:

The samples of this study are selected from Dr. Babasaheb Ambedkar Maratha Wada University, Aurangabad those who have represented in the All India Inter-University Football and Field Hockey from 2005-2006 till 2009-2010. The selected subjects are then provided with the adjustment and aggression questionnaire for administration and they are instructed for the faithful response towards the questionnaire for appropriate interpretation and judgment. Total 160 subjects are assessed for their adjustment qualities and aggression among the 80 football interuniversity players and 80 field hockey interuniversity players of Dr. B. A. M. University. The selected subjects were only boys' teams. The subjects are then provided with a code for their identification.

**Table 01:**

Year	Sport	Subject	Remarks
2005-06	Football	1-16	F1 to F16
2006-07	Football	17-32	F17 to F32
2007-08	Football	33-48	F33 to F48
2008-09	Football	49-64	F49 to F64
2009-10	Football	65-80	F65 to F80
2005-06	Field Hockey	1-16	H1 to H16
2006-07	Field Hockey	17-32	H17 to H32
2007-08	Field Hockey	33-48	H33 to H48
2008-09	Field Hockey	49-64	H49 to H64
2009-10	Field Hockey	65-80	H65 to H80

### STATEMENT OF THE PROBLEM:

The purpose of the study was to study "A Comparative Study of Adjustment and Aggression of Inter-University Football and Field Hockey Players of Dr. Babasaheb Ambedkar Maratha Wada University" is considered.

### OBJECTIVES OF THE STUDY:

1. To study the adjustment and aggression qualities of interuniversity football players.
2. To study the adjustment and aggression qualities of interuniversity field hockey players.
3. To compare the adjustment qualities between the football and field hockey interuniversity players.
4. To compare the aggression qualities between the football and field hockey interuniversity players.
5. To find out the relation of adjustment and aggression with the achievement of interuniversity football players.
6. To find out the relation of adjustment and aggression with the achievement of interuniversity field hockey players.

### RESEARCH METHODOLOGY:

The subjects were selected from different colleges representing the football and field hockey boys' teams of Dr. Babasaheb Ambedkar Marathwada University. In all two testes were selected for evaluating the adjustment qualities and aggression of the subjects between 19 to 25 years. The subjects were tested initially for their adjustment qualities and then for aggression. While organizing the tests the following things are observed strictly for objectivity, reliability and validity of the findings:

1. The sequence of tests will not cultivate fatigue in the subjects.
2. The condition of the subject before undergoing / performing the test is normal and motivated.
3. Proper and comfortable kit while performing in the test.
4. Condition of the surface and other physical equipment required for test.
5. Sufficient time was allotted for instructions.
6. Instructions regarding the performance of the specific tests are passed before the test. In each group 16 subjects were tested in 02 variables in adjustment qualities and aggression, 2 hours were allotted in a day for two tests on a team.

### DELIMITATIONS

1. The study is delimited to the male player only.

2. The study is delimited to the interuniversity football players.
3. The study is further delimited to the interuniversity field hockey players.
4. The study is delimited to the football players.
5. The study is delimited to the field hockey players.
6. The study is delimited for a period of last 5 years players who has participated in all India interuniversity football and field hockey.

### **LIMITATIONS:**

1. The sincere response of the interuniversity football players to the adjustment questionnaire is a limitation.
2. The sincere response of the interuniversity football players to the aggression questionnaire is a limitation.
3. The sincere response of the interuniversity field hockey players to the adjustment questionnaire is a limitation.
4. The sincere response of the interuniversity field hockey players to the aggression questionnaire is a limitation.
5. The performance and achievement at various competitions and its record from the players is the limitation of the study.
6. Availability of all the players in a place for the response to the questionnaire is a limitation of this study.

### **HYPOTHESIS:**

H-01: The research scholar hypothesize that there is no significant difference of adjustment quality between the interuniversity football and hockey players. H-02: The research scholar hypothesize that there is no significant difference of aggression among the interuniversity football and hockey players.

The research scholar also hypothesize that there is significant difference of adjustment qualities and level of achievement of interuniversity football players. The research scholar also hypothesize that there is significant difference of aggression and level of achievement of interuniversity football players. The research scholar also hypothesize that there is significant difference of adjustment qualities and level of achievement of interuniversity field hockey players. The research scholar also hypothesize that there is significant difference of aggression and level of achievement of interuniversity field hockey players.

### **SIGNIFICANCE OF THE STUDY**

1. The study may reveal the adjustment qualities of interuniversity football players.
2. The study may also reveal the aggression qualities of interuniversity football players.
3. The study may reveal the adjustment qualities of interuniversity field hockey players.
4. The study may also reveal the aggression qualities of interuniversity field hockey players.
5. The comparison of the adjustment qualities between the football and field hockey interuniversity players may help to understand and design the psychological training implementations.
6. The comparison of the aggression qualities between the football and field hockey interuniversity players of may help to understand and design the psychological training implementations.
7. The relation of adjustment and aggression with the achievement of interuniversity football players of may help to understand and design the psychological training implementations.

### **CONCLUSIONS**

1. From the table, it can be concluded that there is no much difference in the percentiles of the adjustment at home and social whereas a slight more adjustment is seen in the football players at emotional and health, the overall adjustment is seen slightly higher in the football players than in the field hockey players.
2. From the table, it can be concluded that there is no much difference in the percentiles of the adjustment at home, social and emotional whereas a slight more adjustment is seen in the football players at health, the overall adjustment is seen slightly higher in the football players than in the field hockey players.
3. From the table, it can be concluded that there is no much difference in the percentiles of the adjustment at home and social whereas a slight more adjustment is seen in the field hockey players at the emotional and health side, but the overall adjustment is seen equal in both the football players than in the field hockey players.
4. From the table, it can be concluded that there is no much difference in the percentiles of the adjustment at social and in the remaining home, emotional, health and overall adjustment of the field hockey players is seem to be slightly higher than the football players.
5. From the table, it can be concluded that there is no much difference in the percentiles of the adjustment at home, social and health whereas a slight more adjustment is seen in the football players at emotional



side, the overall adjustment is seen equal in both the football players and in the field hockey players.

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