



# Comparative study of Aggression and Anxiety amongst Basketball and Chess players

*Dr. Rakesh Ashok More*  
*Associate Professor & Head,*  
*Department of Psychology,*  
*MES Abasaheb Garware College (Autonomous), Pune-411004*  
*Maharashtra, India*

## ABSTRACT:

The objective of the study was to compare basketball and chess players on sports competition anxiety, aggression and frustration. As we all know nowadays, the stubborn indifference of children is increasing day by day. In order to prevent children from being disturbed at home, parents often teach them different little things, activities and some kind of sports. Or they were send them to some kind of camps or 'Sanskar-varga'. Likewise, children also do different sports at school and participate in any activities. Here I am going to measure the comparison in between the anxiety, depression, frustration and self-confidence. How basketball players and chess players are dealing with their all problems. The purpose of the study was comparing the sports competition anxiety between Basketball and Chess players. 60 male subjects (30 basketball players and 30 Chess player's state level) were recruited as subjects for the study. Their age ranged from 12 to 18 years. For the Acquisition of sports competitive anxiety questionnaire developed by Martin (1990) was used. The independent 't' test was used to analyze data. Results indicated that there is no significant difference was found between basketball players and Chess players in their sports competition anxiety

**Key Words:** Anxiety, Frustration, Depression, Aggression.

## INTRODUCTION:

As we all know, these days, the stubborn indifference of children is increasing day by day In order to prevent children from being disturbed at home, parents often teach them different little things, activities and some kind of sports. Or they were sent them to some kind of camps or "Sanskar-varga". Likewise, children also do different sports at school and participate in any activities. Sports psychology is most up growing branch of Psychology. Sports or any kind of game is mostly helpful to keep our mind healthy. It helps us to relax our tensions and burdens. Basically, it is hard to define anxiety and depression in terms of sporty spirit but there are also some problems that our players are facing in their day to day life and sometimes they didn't do anything to cure them.

Aggression is an integral part of contemporary sports. In a sports context, aggression can best be defined as an unprovoked physical or verbal assault, and aggressiveness as the propensity to commit such an assault. The

sporting community, however, draws a distinction between aggression and aggressiveness, and the (brutal) body contact that is seen as integral to some sports such as rugby, boxing or the martial arts. This kind of contact conforms to the rules of the sport and is completely legitimate even when the same sort of behaviour outside the sports context is defined as criminal. Also, participants in these sports, by the very act of taking part, have implicitly accepted the inevitability of rough contact. They have implicitly consented to the probability of minor injury and the possibility of serious injury. In sport, aggression is a characteristic that can have many negative as well as positive effects on performance. Aggression is defined as "any form of behavioural directed toward the goal of harming or injuring another live being who is motivated to avoid such treatment" (Baron & Richardson, 1994). Most people view aggression as a negative psychological characteristic, however, some sport psychologists agree that aggression can improve performance (Widmeyer & Birch, 1984). This is called an assertive behaviour (Bredemeier, 1994), where a player will play within the rules of the sport at a very high intensity, but will have no intention to harm an opponent. In sport, aggression has been defined into two categories: hostile aggression and instrumental aggression (Silva, 1983).

Hostile aggression is when the main aim is to cause harm or injury to your opponent. Instrumental aggression is when the main aim is to achieve a goal by using aggression. For example, a rugby player using aggression to tackle his opponent to win the ball. The player is not using his aggression to hurt the opponent but rather to win the ball back. Coulomb and Pfister (1998) conducted a study looking at aggression in high-level sport. They found that experienced athletes used more instrumental aggression in which they used to their advantage and that hostile aggression was less frequently used. Experienced athletes used self-control to help them with their aggression. It can be seen that aggression comes from a variety of sources and it is important to understand where these sources stem from. Sport stressors allow us to understand what causes an athlete to become frustrated which can lead to aggression and a decline in performance. Anxiety can have a profound effect on sports performance, and it is not always a detrimental one. Athletes usually have to deal with a certain amount of anxiety, There are several distinctions that can be made in the different kinds of anxiety sports players come up against. Happiness is a state of mind, and anxiety can be a state of mind as well. For most athletes, there is a certain level of anxiety that comes at the time of the competition. Many are not accustomed to feeling anxiety on a regular basis- they just feel anxiety related to the game. These players seem able to cope with the stress of the game fairly well. However, some athletes have the trait of being inherently more anxious at all times. When these players face the added anxiety of a game, they tend to have a rougher time. There are two types of anxiety: cognitive anxiety and somatic anxiety. With cognitive anxiety, you are constantly thinking the worst, considering negative outcomes, and anticipating failure. With somatic anxiety, you have physical feelings that you interpret as signs of stress. These two patterns, along with self-confidence, will make a big difference in sports performance. If an athlete has just enough stress to become excited, it can enhance his sports performance and may give him the best game of his life. On the other hand, when stress and anxiety become so overwhelming that the player loses concentration, his performance will suffer.

It is virtually impossible to do well in sports if you are so terrified of the experience or the outcome that you are not fully in the game. It turns out that athletes who are serious are more likely to feel anxiety during competitions. They are goal-oriented and see the game as a hurdle to overcome. Naturally, that view leads them to think about problems and interpret aroused feelings as anxiety. However, the athlete who takes a more playful view is much less likely to feel stress. If he is aroused, he just interprets it as excitement and feeds off that positive energy. Thus, it is visualized that sports aggression and sports competition anxiety are the key factors in determining a noticeable sports performance. Both Basketball and chess are the games in which enough scope to be charged and respond in a hyper active mode. Therefore, the researcher has planned to compare sports aggression and sports competition anxiety of Basketball and chess players.

Human bodies are designed for regular physical activity. The sedentary nature of much of modern life probably plays a significant role in the epidemic incidence of depression but also to functional results. Muscles become small and weak and fatigue sees in easily due today. Many studies show that depressed patients who stick to a regimen of aerobic exercise improve as much as those treated with medication. Today tremendous developments

have been taken place in the field of Physical Education at the global level. Too much emphasis on excellence and performance has catalysed research in Sport Science, management, teaching technology, training methodology etc. As a consequence, the very perception of physical Education differs from person to person. It has grown as a huge banyan tree whose tendrils and tentacles are difficult to distinguish. A variety of terms and expressions used as alternatives for Physical Education. A man's health can be judged by which he takes two at a time. Now a days the generation leaving a very busy schedules there is no happiness, enjoyment simply sitting in a one place doing his work and losing his health with work only for money. Human become a machine restless work. Money is the most envied, but the least enjoyed. Health is the most enjoyed, but the least envied. So there is a necessity for a regulating discipline of exercise that, while evoking the human energies, will not suffer them to be wasted. Human bodies are designed for regular physical activity. The sedentary nature of much of modern life probably plays a significant role in the epidemic incidence of depression today. Many studies show that depressed patients who stick to a regimen of aerobic exercise improve as much as those treated with medication Sports training is a planned and controlled process in which, achieving a goal, change in complete motor performances, ability to act and behavior are made through measures of content, methods and origination.

## **BASIC CONCEPTS USED IN THE PRESENT STUDY:**

### **Sports competition anxiety.**

A test measuring the tendency of an athlete to experience anxiety when competing in a sport. It is used to measure competitive trait anxiety. Test scoring is based on 10 questions that ask individuals how they feel when competing in sports and games

### **Aggression**

Aggression is overt or covert, often harmful, social interaction with the intention of inflicting damage or other unpleasantness upon another individual. It may occur either reactively or without provocation. In humans, frustration due to blocked goals can cause aggression. Human aggression can be classified into direct and indirect aggression, whilst the former is characterized by physical or verbal behaviour intended to cause harm to someone, the latter is characterized by behaviour intended to harm the social relations of an individual or group.

In definitions commonly used in the social sciences and behavioural sciences, aggression is an action or response by an individual that delivers something unpleasant to another person. Some definitions include that the individual must intend to harm another person. Predatory or defensive behaviour between members of different species may not be considered aggression in the same sense.

### **Frustration:**

Frustration may be your most significant obstacle to achieving your athletic goals. We've all experienced the feeling of frustration when we're not able to do something as we pursue our goals; we feel stuck, we get uptight, and we have difficulty focusing. The best way I can describe the feeling is: AAARRGGHH!! It is a truly infuriating feeling. But what is frustration precisely and what causes it? Simply put, frustration arises when the path toward your goal is blocked. Most athletes and coaches think of frustration as a bad emotion, but it is actually more complex than that. The fact is that frustration is hard wired into us and has tremendous adaptive value. Frustration starts as a good emotion because when we get frustrated, we are motivated to remove the obstacle that is blocking our path toward our goals. We try harder and that extra effort frequently results in clearing that path enabling us to continue to pursue our goals.

## Significance of the present study

If elder people are facing problem to deal with their emotional break down then what are exact situation of children? Basically my aim to make research on players who are playing two different sports and which is helpful to access them individually to cope up their problems. In India the field of sport psychology has always been considered as still not as much necessary and nor that much developed. Most individuals who are playing any kind of sport have a certain amount of sensitivity and vulnerability to the surroundings due to which they go through a lot of emotional turmoil at least some point in their lives.

## Discussion:

The results of the study indicate that there was significant difference in sports aggression, Frustration and sports competition anxiety between Basketball and Chess players. The sports Aggression and sports competition anxiety of Basketball players was found to be higher than Chess players. This may be attributed to the restrictions of the time on all the moves in Basketball which in turn results in high speed of the game. The number and types of fouls are more in Basketball as compared to Chess. So a player has to take decisions in a short time that naturally causes some nervousness and eventually in the form of sports competition anxiety. Their study also revealed that sports aggression and sports competition anxiety of Basketball players was found to be higher than Chess players.

While comparing the sport anxiety before, during and after the play, both the individual and team sportsperson were found significantly higher in anxiety level during the play than the before and after the play situation. While comparing before and after the play, sport anxiety level was also significantly higher before the play than after the play. It shows more anxiety during the play and before the play than after the play. In comparing the sports anxiety between the individuals and teams sports, there is no significant difference found before the play and after the play. But there is significant different found during the play, individuals sportspersons were found significantly higher in sports anxiety then the team sportspersons. If we compare to total score Individual sportsperson were having higher anxious level then the team sportsperson.

Lynn, Phelan and Kiker (1969) found basketball players (team sport) more internal than gymnasts (individual sport) and non-sportsmen. Similar to wrestlers Hall, Church and Stone (1980) found nationally ranked weightlifters to be more internal than non-sportsmen. Stout (1999) found that all swimmers competing for top IA programs were more internally oriented especially for those better in performance. The present study focused on the differences from chess players. However, it is noteworthy that the difference of 1.18 is only barely significant (-1.97). Therefore swimmers may not be too different in being externally oriented to be very distinct from chess players. Another study by Burke and Straus (1976) had shown that swimmers at the high level Junior Olympics believed in internal factors like effort to be related to their rewards rather than external factors. The present findings show that chess players are slightly more internal than swimmers which add to the above conclusion, though there is no difference of swimmers from badminton players in locus of control. Other studies related to this variable have a general implication. Sinha (1987) attempted to compare successful and unsuccessful athletes with respect to need achievement, locus of control and ask persistence. The findings revealed that successful athletes were significantly higher than unsuccessful athletes with respect to their need achievement, intemality and task persistence. Similarly, with success-failure attribution, White (1993) in his study on the effects of gender and age on softball players regarding their explanations on success and failure found that girl players have a tendency to explain that their achievements were caused by stable factors compared to the other three groups, while, the boys were more likely to relate their success to internal factors. Younger softball players were more likely to attribute their success to the stable factors compared to adult softball players. Kerr, et al. (1997) investigated the extent to which young elite female gymnasts reported a sense of personal control and the extent to which it had any relationship to other aspects of psychological well-being, namely, self- esteem, and trait anxiety. The 90 results indicated that these gymnasts reported higher external locus of control and lower self-

esteem scores than the age- and gender appropriate norms while the trait anxiety scores did not differ significantly from the norms.

However, for some of the specific groups the differences were somewhat significant. It has been found that for hockey, wrestling and chess, there is a significant difference wherein hockey players were found to be more external and wrestlers and chess players were more internals.

### **Conclusion:**

Basketball players will score higher on sports competition anxiety as compared than chess players. This is not significant to the given hypotheses by given prior information to the given res Basketball players will score higher on aggression as compared to chess players. Frustration in chess player will lower as compared to basketball players. Within the tations of the present study following conclusions may be drawn: Regarding sports sgression, there was a significant difference between the means of Basketball and Chess players. Basketball players will score higher on aggression as compared to chess players. Regarding sports competition anxiety, there was a significant difference between the means of Basketball and Chess players. Frustration in chess player will lower as compared to haketball players.

Study and research about aggression plays an important place in sport. Many social science scholars believe that sport in its different forms is a reflection of society. The word aggression refers to behaviour in which a person intends to harm himself and/or others or to ignore the well-being and welfare of himself and/or others. The present study begins by describing the rate of aggression in athlete and non-athlete students and tres to compare them. In this descriptive causal comparative study, 293 high school students were selected and divided in two groups, athlete and non-athlete, and responded to Buss and Perry's (1992) aggression questionnaire

The results of the study showed no significant difference in Basketball and Chess (non- athlete) students regarding the rate of aggression but there was significant difference in male and female students regarding the aggression. Basketball players had more anger than Chess. Probably sport and physical activities can affect aggression in two different ways. If it's done with the aim of play and leisure it can lead to control and a reduction and release of aggressive energy. On the other hand if it is done in the form of competition some of the internal and external pressures such as worrying about the result, coaches' and team mates' expectations and spectator pressure may not have a positive effect on reduction of such behaviours, Gender also plays an important role in the type of aggression that one can display or express. Success or failure on the field often depends on mental factors as much as physical ones. Sport psychologists recognize the dramatic impact of the athlete's mindset, and focus on preparing the mind to overcome obstacles on the field while boosting confidence for optimal performance Each and every one of us has an untapped energy source that can be drawn upon to bring about superior results. Enhancing motivation is fundamentally about a change of attitude, developing a positive 'can do' mindset and engaging in systematic behaviors - the short-term process goals that facilitate improvement. If you have a leadership role in sport you will have considerable influence on how motivated your athletes or team might feel. You can instill a good work ethic, recognize individual effort and instigate transparent reward structures that reinforce people's sense of competence. To work best, the techniques mentioned in this article need to be molded around specific circumstances and the needs of individual athletes. Always strive to be original and innovative in the application of motivational techniques



**REFERENCE**

- 1 Archer J. Sex differences in aggression in real-world settings. A meta-analytic review. *Review of General Psychology* 2004; 8(4):291-322
2. Dr. Kamlesh ML. *Psychology in Physical Education and Sports*, New Delhi Metropolitan Book Co. Pvt. Ltd, 273.
3. Elliot D et al. The effects of relaxing music for anxiety control on competitive sportiety. *European journal of sport science*. 1987, 2014; 14(1)-8296-5301.
4. Garrett, Hanery E *Statistics in Psychology and Education* Paragon International Publisher. New Delhi, 2004.
5. Hanin YL. Coping with anxiety in sport. *Coping in sport: Theory, methods, and related constructs*, 2010, 159-175.
6. Husman, Buris F. Aggression in Boxers and Wrestlers as Measured by Projective Technique. *The Research Quarterly* 1955; 26(4):77.
7. Khan, Zamirullah et al. Sports Achievement Motivation and Sports Competition Amriety A Relationship Study, *Journal of Education and Practice* 2011, 2(4)
8. Martens R et al. *Competitive Anxiety in Sport*. Leeds Hum Kmics, 1990.
9. Martens R, Burton D, Vealey RS, Bump LA, Smith DE. Development and validation the Competitive State Anxiety Inventory 2 In *Competitive Anxiety in Sport* (edited by R. Martens, R.S. Vealey and D. Burton), Champaign, IL: Human Kinetics, 1990, 117-190
10. Singer RN, *Motor learning and human performace* (3rd ed.). New York: Macmil 1980.
11. Singh KV A study on effect of sports competition city level of competition on on Physical Education Recreation and Yogic Sciences, Incidence, *International Seminar* 2012, 259-262