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**AN INVESTIGATION ON AGGRESSION & ITS EFFECTS ON YOUNG ATHLETES:  
THE COMPARATIVE STUDY**

Sidra Ambreen<sup>1</sup>, Farooq Hussain<sup>2</sup> & Muhammad Shah<sup>3</sup>

<sup>1</sup>MPhil Scholar, Department of Sports Science & Physical Education, Gomal University, D.I.Khan

<sup>2</sup>Associate Professor, Department of Physical Education & Sports, AWKUM, Mardan, Pakistan

<sup>3</sup>Assistant Professor, Department of Physical Education & Sports, AWKUM, Mardan, Pakistan

KEYWORDS	ABSTRACT
Aggression, Effects, Young Athletes, Comparison, Investigation, Quantitative Procedures and Outcomes	In modern era, most of people in society are becomes victim of aggression due to uncertain situations in their routine life. The current study aimed to examine effects of aggression on performance of male & female volleyball and badminton players in colleges. The population of study was comprised of the male and female volleyball and badminton players of Government associate and commerce Colleges of district Mianwali. To reach our certain finding and draw the conclusion, the study hypotheses were formulated for testing. The standardized aggression scale was adopted for data collection from participants. The researcher used quantitative research method for the data collection. It was found that that there is no significant correlation between male & female athletes' aggression and volleyball & badminton performance. Besides, there was no significant difference about aggression level of players of different localities. Thus, based upon findings, the study recommended to reduce the effect of aggression on players' performance. It may lead to strengthen the players' sports performance, sports skills as well as self-esteem to align & shape diverse sports packages to be used by field trainers and coaches.
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Correspondence	<b>Sidra Ambreen</b>
Email:	<a href="mailto:sidramalik5342@gmail.com">sidramalik5342@gmail.com</a>
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INTRODUCTION

Aggression and violence are characterized by actions that are inappropriate, unnecessary as well as intended to enact one's own conditions through illegal means (Shachar, Ronen, Rosenbaum, Orkibi & Hamama (2016). Marasescu (2014) defines aggression as physical behavior that aims to disrupt the regular flow of activity by causing harm, injury, or persuasion to opponent. It is a dysfunctional & illegal psychological state that aims to influence events in one's favor (George & Rozario, 2024).

The appearance of aggression in sports can have both positive and negative effects on performance (Gasser, Malti & Gutzwiller, 2012). Still, aggression in sports can also have negative consequences and pose a risk to the safety of both participants and spectators, as highlighted by Fatma, Khan and Husain (2017). Aggressive behavior in sports can lead to physical injuries, emotional trauma, and psychological distress for athletes involved. Besides, aggressive behavior by athletes can harmfully impact the reputation of sport and discourage future participation, leading to a decline in overall interest and support both in terms of athlete behavior and long-term psychological outcomes. Thus, it is essential to address and manage aggression in sports to promote a safe and positive environment for all participants.

This can be achieved over effective coaching and training that emphasizes the importance of fair play, sportsmanship, and respect for opponents. Moreover, implementing rules and regulations that discourage aggressive behavior and impose consequences for violations can help promote a culture of safety and fairness in sports (Warden, Grasso & Luyben, 2009). Similarly, Aggression is often associated with unprovoked physical acts, while aggression is used to refer to behavioral element of feeling. Aggression is overt and frequently damaging social engagement that leads to displeasure (Basiaga, Szafraniec, Jaworski & Ambrozy, 2020). Animals often exhibit this tendency, and it can occur out of revenge or without being provoked. In people, aggression can result from anger over unmet aspirations (Watkins, DiLillo & Maldonado, 2015). In sports, aggression has both positive and negative impacts on performance. It helps athletes assert their dominance and frighten opponents, lead to penalties and even injuries. The performance is measured through assessments conducted by coaches or trainers. It is vital for athletes to learn how to manage their aggression and channel it in a productive manner that does not harm themselves or others and that is thus commonly observed in the sports context.

Similarly, it can be defined as an unprovoked physical or verbal assault, and is often associated with a strong desire to carry out such an assault. This behavior can be observed not only in athletes, but also in officials, fans, and supporters. There are a number of factors that can trigger aggression in the context of sports (Güvendi & Türksoy, 2019). These may include opponent's dominant performance, a referee's judgment, an opponent's action or gesture, or even the irritating performance of one's own team. The effects of these stimuli can be far-reaching, often leading to negative outcomes for both individual & wider community. Many sports psychologists and social scientists have expressed the concern about negative impact of aggression in sports (Pačesová & Šmela, 2020). They argue that it goes against the fundamental principles of sportsmanship and undermines spirit of competition. Moreover, aggression can have serious consequences for both the physical and mental well-being of athletes. Studies have shown that aggression can have a negative impact on an individual's social life, particularly on their relationships with others. This is especially true for athletes who engage in the aggressive behavior on the regular basis, as they may be viewed it as hostile or intimidating by those around them.

The aggression can also have negative impact on athlete performance, as it can distract them from their goals and lead to poor decision-making. Aggression is a complex phenomenon that can have significant negative impacts on both individuals and society as a whole. It is important for athletes,

coaches, and officials to recognize the harmful effects of aggressive behavior and to work together to promote a culture of sportsmanship and fair play (Gasser, Malti & Gutzwiller, 2012). Aggression is most common factor in sports which raised certain questions such as can it justified in sports, can released negative situation. Aggressive behavior can manifest in many ways, from verbal outbursts to physical altercations, and its impact on the performance, mental health, and development of young athletes is still under investigation (George & Rozario, 2024). In this drive, when thinking about the issues regarding the sports and aggression, a question come to mind: Is aggression justified in sports; does aggressive play spectatorship serve as a catharsis effect and release of tension; does aggression itself breed extra aggression both on and off the field; and can aggression be reduced over dynamic measures.

## LITERATURE REVIEW

This comparative study aims to examine effects of aggression on young athletes, exploring whether aggressive behaviors positively or negatively affect performance, psychological well-being, and social relationships in diverse situations. The study compares athletes in individual sports with those in the team sports to assess whether aggression influences young athletes differently based on the nature of their sport.

### Aggression in sports

The sports provide a chance and environment to the players and athlete to show their potential and express themselves and self-awareness. Although, the aggression and violence are also the ports of sports and game, but most of players are trained such that may helpful in controlling and managing these psychological variables in sporting events. According to Kerr and Males, (2011) stated that the children participating in sports and recreation regularly as keep in view their socio demographic background not became victim of aggression as compare to those who not participating. Similarly, Marwat, Nizami and Muhammad, (2022) carried out the research study to examine the adolescent players of handball. It was found that participation in sports and regular exercise help the players to enhance their social abilities social interaction as well as self-esteem. It was also concluded that the players tent to be less violent in comparison to those who do not participate in sports recreation, exercise and sports. Individual athletes might also experience mental health issues but may have fewer conflicts related towards team dynamics. In addition to, Marwat and Marwat (2020) studied another contributing toward psychological variable (emotional imbalance), though it is not directly related to compatibility.

A direct association in between hostility, anger and neuroticism has been incidental, whereas there is indirect relationship about the sub-dimension of accountability and compatibility. Aggression, hostile stress and emotional tension may be decrease through the sport and game and doing regular exercise, but these is not beneficial to those who attend a karate session because of reducing level of intensity (Huang, Cherek, & Lane, 1999). Christoforidis, Kalivas, Matsouka, Bebetos and Kambas (2010) reported that the non-participating college players tent to be more hostile and aggression as compare to those who participating in exercise and sports. The decline in the school aggression and violence is helpful and provides a chance to participate in the social activity and sports and other precaution. According to Predoiu, (2022) aggression may be positive or negative in sports, but most

of studies showed that this variable is considered a negative trait. [Gahlawat, \(2013\)](#) shared the real meaning and understanding of aggression in sports, investigator discussed the roles and regulation of different external influence and impact on the human aggression as well as discussed, the impact of irritations like chants, harmful aggression and song. It was observed that recreational activities lead happy life and decrease the aggression, it was also concluded that sexual variation is also basic factor to aggression.

According to [Kumar and Yadav, \(2014\)](#) poor performance is the contributing factor to aggression, at the losing time of the game the loser team may very easily become the victim of aggression. It was also concluding the aggression in sports decrease social interaction of players as well as humanity. The researchers will conduct observational studies during training sessions and matches to record aggressive behaviors and assess their context (e.g., during competition, practice, after failure). According to [Subathra, Elango and Subramani, \(2021\)](#) if the players and athlete are becoming the victim of aggression and violence coaches, trainer, managers and parents plan a strategy to control their aggression, but unfortunately, most of above-mentioned authorities not do their duties. The researches prepare their psychologically and try to eliminate their aggression aim to improve their performance. It is anticipated that team sport athletes may display higher levels of aggression due to competitive nature of team dynamics, but this aggression could have a more detrimental effect on performance due to likely conflict with partners. In most of situation, coaches applied aggression and violence behavior which aim is enhance tact skills and reduces fears and stress ([Javed, Naseer & Asghar, 2019](#)).

### Aggression, Violence & Performance

The precious literature and finding depict negative consequences of the aggression and violence on the players and athlete and negative association in between the aggression and sport performance ([Predoiu, Hildebrand, Makarowski, Vasile, Piotrowski & Predoiu, 2022](#)). Sometimes, the teammate aggressive behavior may adversely affect entire team performance. Fear of stress and anxiety and poor performance threaten the personal status of self-conscious and self-esteem. [Marănescu \(2014\)](#) argued that aggression has negative impact on players and athlete sports performance. [Mowlaie \(2011\)](#) reported that at the end of game of closing time, weak side players adopt aggressive behavior against the opponent in result of injuries. It was also concluded that aggression has adverse impact sports as well as on the team success. It was observed that aggression and stress also lead to physical and mental disturbance. In the same study it was suggested that regular practice and exercise may decrease negative consequence of the aggression and stress if their aggression drives away coaches or family members ([Plessner & Haar, 2006](#)). It is a fact aggressive behavior on behalf of players and athlete leads to poor performance and decrease social interaction has adverse impact on players and ultimately upon team.

[Kousar, \(2022\)](#) reported that the poorer team more likelihood to adopt aggressive behavior on the winning team, because the losers' team have a low level of confidence and self-esteem. It was also reported that aggressive mood in sports leads to poor performance and sometime leads to success. Aggression and hostile violence and aggression is when a player's aim is overcome and harm the opponent, while instrumental aggression aim to get and achieve target that is reason the sometime

aggression leads to success (Sofia & Cruz, 2015). The aggressive mood and behavior used in diverse walk of life but mostly it is used and adopted in sporting events and most the players sometime aim to injured and harm the opponent which is not part of sports. This psychological behavior develops through self-esteem and confidence. Aggression can be decrease over self-esteem and confidence, self-esteem is behavior that improves social interaction and social getting aim to achieve personal target or revenge, it was also reported that that some players think that that aggression in sports is a good and constructive think which to leads to success but of the psychologist are not agree to them (Timmerman, 2015).

Study Hypotheses

- HO1: There is no significant correlation in male and female athletes' aggression and performance.  
HO2: There is no significant difference about aggression level of the players of different localities.

RESEARCH METHODOLOGY

Research methodology permits and provides a chance to readers to critically analyze and evaluate the general steps of study. Following steps were followed by the investigator in this research study. The population of this particular study comprised of the male and female volleyball and badminton players of Government associate and commerce Colleges of district Mianwali. As population is very limited and easily approachable, so census method was applied for sample selection of the study. In the existing study, to analyze aggression effect on the players' performance, the researchers adopted and used Sports Aggression Questionnaire (A Self-Reported Measure of Aggression for players) developed by Makarowski at el., (2021). The investigator personally visited the Govt. Associate and commerce Colleges of district Mianwali to collect data. The data were collected from badminton and volleyball male and female players. The collected data was then put into SPSS to draw finding as well as conclusion.

RESULTS OF STUDY

This current chapter explains the interpretations and data analysis. The data analysis has organized into tables and profiles are used for its exact presentation. These are; Badminton players' profile in terms of performance, (2) Volleyball players' profile, (3) effects of aggression on their performance at the college level.

Table 1 Gender-Based Frequencies

		Frequency	Percent	Valid Percent	Cumulative %
Valid	Male	98	38.1	38.4	38.4
	Female	157	61.1	61.6	100.0
	Total	255	99.2	100.0	
Missing	System	2	.8		
Total		257	100.0		

The table shows the gender distribution in sample population. Out of a total sample of 257 people, 255 participants gave valid answers, while two had missing data. Most of subjects were identified as female, with a frequency of 157, accounting for 61.1% of sample. On the other hand, 98 participants

identified themselves as male, representing 38.1% of the sample. The cumulative percentage indicates that all participants are taken into account, with cumulative percentage reaching 100.0%. The table provides the comprehensive overview of frequency and gender percentage distribution among the respondents.

Table 2 Locality-Based Frequencies

		Frequency	Percent	Valid Percent	Cumulative %
Valid	Rural	22	8.6	8.6	8.6
	Urban	151	58.8	59.2	67.8
	semi urban	82	31.9	32.2	100.0
	Total	255	99.2	100.0	
Missing	System	2	.8		
Total		257	100.0		

The table shows distribution of individuals according to locality. A total of 255 participants gave valid answers, while two were missing data. Among respondents, 8.6% resided in rural areas, with a frequency of 22. The majority of participants, 58.8%, resided in urban areas, totaling 151 people. In addition, 31.9% of the sample, representing 82 participants, reported residing in a semi-urban area. The cumulative percentage indicates that at bottom of table all individuals are taken into account, as it reaches 100.0%. This table provides a overview of frequency and percentage distribution of individuals by locality.

Table 3 Aggression Scale

		Descriptive			
Mean aggression	Mean			Statistic	SE
	95% Confidence Interval for Mean	Lower Bound		4.7856	.01627
		Upper Bound		4.7536	
	5% Trimmed Mean			4.8177	
	Median			4.7993	
	Variance			4.8889	
	Std. Deviation			.067	
	Minimum			.25981	
	Maximum			4.22	
	Range			5.00	
	Interquartile Range			.78	
	Skewness			.22	
	Kurtosis			-.963	.153
				-.682	.304

The table above is showing the items, (statistics), mean, standard deviation, skewness and kurtosis statistics for players' sports anxiety. With respect to sports anxiety mean is 4.82, and the SD is .259. Therefore, the given values of items in columns of Skewness and Kurtosis lies in the range given by the investigators, consequently, data are approximately normally distributed in terms of Skewness as well as Kurtosis.



HO: There is no significant correlation amid male and female athletes' aggression and volleyball & badminton performance.

Table 4 Descriptive Statistics

Gender	game format	Mean	Std. Deviation	N
Male	V-Ball	4.7812	.26383	98
	Total	4.7812	.26383	98
Female	V-Ball	4.7853	.25939	89
	Badminton	4.7925	.25820	68
	Total	4.7884	.25807	157
Total	V-Ball	4.7831	.26103	187
	Badminton	4.7925	.25820	68
Total		4.7856	.25981	255

Table 5 Levene's Test of Equality of Error Variances

F	df1	df2	Sig.
.029	2	252	.971

Table 6 Tests of Between-Subjects Effects

Source	TSS	Df	MS	F	Sig.	PES
Corrected Model	.005a	2	.003	.038	.963	.000
Intercept	5165.861	1	5165.861	75952.324	.000	.997
Gender	.001	1	.001	.011	.915	.000
GameF	.002	1	.002	.030	.864	.000
Gender * GameF	.000	0	.	.	.	.000
Error	17.140	252	.068			
Total	5857.198	255				
Corrected Total	17.145	254				

a. R Squared = .000 (Adjusted R Squared = -.008)

A two-way ANOVA application was conducted that examined the effect of the gender and game format on aggression of players. In this connection, based-upon results, there was no statistically significant interaction between the effects of gender and game format on the aggression,  $p = .000$ . Simple main effects analysis showed that there was no significant difference between males and females regarding aggression ( $p = .915$ ), there were no statistically significant differences between game format ( $p = .864$ ).

HO: There is no significant difference about aggression level of the players of different localities.

Table 7 Mean Aggression

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.019	2	.010	.140	.869
Within Groups	17.126	252	.068		
Total	17.145	254			

An analysis of variance (ANOVA) was performed to examine difference in mean scores on variable "aggression" between groups. The analysis included two sources of variance: between groups and within groups. The analysis between groups showed no significant effect,  $F(2, 252) = 0.140$ ,  $p = 0.869$ , showing no statistically significant difference in mean scores between groups. The sum of squares amid groups is 0.019, with 2 degrees of freedom, giving a mean square of 0.010. The sum of squares in the groups is 17,126, with 252 degrees of the freedom. The sum of squares is 17,145, for a total of 254 observations. These results show that there is no significant difference in mean scores on variable "aggression" amid groups.

### Study Findings

The first hypothesis was there was no significant correlation between male and female athletes' aggression and volleyball & badminton performance. Similarly, the investigators applied A two-way ANOVA and found that that there was no significant difference between males and females regarding aggression ( $p = .915$ ), and there were no statistically significant differences between game format ( $p = .864$ ). The 2nd hypothesis was there is no significant difference about aggression level of the players of different localities. The analysis between groups showed no significant effect,  $F(2, 252) = 0.622$ ,  $p = 0.538$ , indicating no statistically significant difference in mean scores between groups.

### CONCLUSION

The current study aimed to investigate comparative effects aggression on athletes' performance; a gender and format of the sports-based study of college level. The investigator tried to compare the relationship male and female athletes' anxiety and volleyball and badminton performance. The investigator investigates comparison between male and female athletes' aggression and volleyball & badminton performance and found that there were no statistically significant differences amid game formats. Similarly, investigator analyzes aggression level of the players of different localities and found that there is a significant difference in mean score on the variable (semi-urban group and urban group). The results imply that there are no differences in aggression levels amongst athletes from various geographic locations. Thus, regardless of a group's location, tactics to manage and treat hostility should be applied reliably. In order to help athletes, channel their aggression in positive way, LPEs should encourage healthy competition. Also, Head of institution should arrange seminar /workshops, refresher course about how to manage psychological variables like stress management, aggression reduction. it will lead to enhance knowledge of players and teachers about life problem solving techniques.

### Recommendations

1. There is a need to investigate how aggression impacts emotional regulation, stress and mental well-being among young athletes, can focus on diverse sports to see how aggression manifests in varied environments.
2. There is need to compare aggression levels in athletes from contact sports versus non-contact sports (e.g., swimming, tennis. This could help highlight the influence of the physical nature of the sport on aggression.



3. Assess how diverse coaching techniques impact aggression in young athletes, who promote aggressive play may inadvertently foster hostile mindset through positive reinforcement and emotional intelligence.
4. There is a need to look at how aggression is exhibited and managed differently in male versus female athletes, may offer insight into gender-specific coaching plans, societal expectations placed on young athletes.

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