“A Comparative Study Of Adjustment And Aggression Of Inter-University Football And Field Hockey Players”

INTRODUCTION

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. Teaching non-traditional (or non-native) sports provides a great opportunity to integrate academic concepts from other subjects as well (social studies from the example above), which may now be required of many P.E. teachers. There are four aspects of P.E. which is physical, mental, social, and emotional.

Another trend is the incorporation of Health and Nutrition to the physical education curriculum. The Child Nutrition and WIC Re-authorization Act of 2004 required that all school districts with a federally funded school meal program develop wellness policies that address nutrition and physical activity. While teaching students sports and movement skills, P.E. teachers are now incorporating short health and nutrition lessons into the curriculum. This is more prevalent at the elementary school level, where students do not have a specific Health class. Recently most elementary schools have specific health classes for students as well as physical education class. With the recent outbreaks of diseases such as swine flu, school districts are making it mandatory for students to learn about practicing good hygiene along with other health topics. Today many states require Physical Education teachers to be certified to teach Health courses. Many colleges and Universities offer both Physical Education and Health as one certification. This push towards Health education is beginning in the intermediate level, including lessons on bullying, self esteem and stress and anger management.
In America, the physical education curriculum is designed to allow school pupils a full range of modern opportunities, dozens of sports and hundreds of carefully reviewed drills and exercises, including exposure to the education with the use of pedometer, GPS, and heart rate monitors, as well as state-of-the-art exercise machines in the upper grades. Some martial arts classes, like wrestling in the United States, and Pencak Silat in France, Indonesia and Malaysia, are taught to teach children self-defense and to feel good about themselves. The physical education curriculum is designed to allow students to experience at least a minimum exposure to the following categories of activities: aquatics, conditioning activities, gymnastics, individual/dual sports, team sports, rhythms, and dance. Students are encouraged to continue to explore those activities in which they have a primary interest by effectively managing their community resources.

In these areas, a planned sequence of learning experiences is designed to support a progression of student development. This allows kids through 6th grade to be introduced to sports, fitness, and teamwork in order to be better prepared for the middle and high school age. In 1975, the United States House of Representatives voted to require school physical education classes include both genders. Some high school and some middle school PE classes are single-sex. Requiring individuals to participate in physical education activities, such as dodge ball, flag football, and other competitive sports remains a controversial subject because of the social impact these have on young children. It is, however, important to note that many school budgets have seen cutbacks and in some cases physical education programs have been cut - leaving educators and students to address these needs in other ways...

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.

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 Marathawada University, Aurangabad, (M.S.)” is considered.

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.

REVIEW OF RELATED LITERATURE

Onifade (1983) examined the relationship among attitude, physical activity like adjustment and aggression and physical activity belief of Nigerian male (N=217) and female (N=133) University students is U.S.A. Attitudes were assessed through the attitude towards physical Activity inventory developed by Kenyon (1968). While physical activity behaviour was assumed by the use of a scale developed by Zoich Kowsky (1979). Data was collected on the physical activity belief of subjects by a scale development by the researcher. Data was analyzed through the use of univariate and multivariate statistical procedures. Results depicted that there was no relationship among attitudes, physical activity behaviour and physical activity belief of subjects. However, there were some relationship between some specific attitudes and physical activity behaviour and physical activity belief. Subjects also chose individual physical activities and dual and team activities.

Meeriman (1985) determined the relationship of the influence of social systems, attitude toward physical activity and physical education placement to the degree of participation in physical activity of emotionally disturbed high school students. 206 emotion of adjustment disturbed male and female students aged 14-21 attending public schools in New York City served as subjects. The degree of participation was measured by the Physical Activity Socialization Inventory. Attitude toward physical activity was measured by the Children’s Physical Attitude toward Physical Activity Inventory. The analysis of data revealed that (1) the influence of social system was related to the degree of participation. (2) The attitude toward physical activity was related to the degree of participation. (3) The influence of social systems and attitude toward physical activity, in combination contributed to variance in participation. (4)
Attitude toward physical activity and physical education placement in combination contributed to variance in participation. (5) The influence of social systems, attitude toward physical activity and physical education placement, in combination contributed to variance in participation and (6) the total variance of participation occurred for the three predictor variables, the influence of social system makes the largest unique contribution.

Hayajneh (1989) 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 programmers. 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.

Young (1969) studied the relationship between the personal, social adjustment, physical fitness and attitude towards physical education among high school girls with varying socio-economic levels. She concluded that there was no significant difference between socio-economic status groups with reference to physical fitness or attitude towards physical education. There was significant positive correlation between physical fitness and attitudes towards physical education for the entire population at .001level, within the high and low socio-economic groups at the .05 level and within the middle group at the .01 level. There was a significant correlation at .05 level but physical fitness and personal social adjustment for the population and within the low socio-economic status groups; there was an inverse and significant correlation between social adjustment and attitudes towards physical education at .01 level.
Sham (1987) undertook a case study to determine student attitudes towards varsity interscholastic sports participation and factors that affect their attitudes. Data was gathered from high school yearbooks. Pennsylvania Department of Education, a survey questionnaire administered to 155 high school student and individual interviews of selected students participants, student non-participants and community members. Results indicated: (1) level of sports participation remained approximately 25 percent over the period of 165-85. (2) Several factors appear to affect the attitudes of students toward participation in interscholastic sports. Parental influence was the most definite factor. Other factors noted were peer influence and coach influence, perceived athletic ability sport as fun, priority of sports and the relationship of sports to academic achievement. (3) Students especially participants reacted favorably to the schools interscholastic sports programmed and believed that sports were worthwhile because they thought such concepts as cooperation, competition and learning responsibility. Sports were perceived as beneficial for physical fitness and adjustment. Students reacted negatively to the overemphasis on competition and winning pressure from coaches and sports not being fun. (4) Coaches, faculty, parents and community members believed that sports participation was beneficial to students.

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.
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.

METHODOLOGY

SAMPLE

The samples of this study are selected from Dr. Babasaheb Ambedkar Marathawada 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, Aurangabad. The selected subjects were only boys’ teams. The subjects are then provided with a code for their identification.

STATISTICAL METHODS

To analyze the collected data the scores are arranged according to the sequential order so as to find out the statistical values. The following statistical variables are selected for comparing, analyzing and interpretation of values and basing on which the findings are discussed.

Percentile is computed in the study for the measures of variability.